

Graduate Catalog

20¹³₁₄

Eastern Kentucky University
www.gradschool.EKU.edu
859-622-1742



EASTERN
KENTUCKY
UNIVERSITY



Imagine the
Possibilities.
You Can Get There From Here.



Notifications

All statements in this publication are announcements of present policy only and are subject to change without prior notice. Nothing contained in this publication is intended to create nor shall be construed as creating a contract, either express or implied, or guarantee for any term or for any specific procedures.

Eastern Kentucky University is an Equal Opportunity/Affirmative Action employer and educational institution and does not discriminate on the basis of age, race, color, religion, sex, sexual orientation, disability, national origin or Vietnam era or other veteran status in the admission to, or participation in, any educational program or activity which it conducts. Any complaint arising by reason of alleged discrimination should be directed to the Equal Opportunity Office of Eastern Kentucky University (Jones Building, Room 106, CPO 37A, Richmond, KY 40475-3102, 859- 622-8020 v/tdd), or to the Director of the Office for Civil Rights, U.S. Department of Education, Philadelphia, PA.

The Board of Regents of Eastern Kentucky University does hereby reaffirm the University's commitment to providing educational opportunities to all qualified students regardless of economic or social status and ensuring that participation in all University sponsored activities will be administered in a way that furthers the principles of equal employment and educational opportunities.

Eastern Kentucky University does not discriminate on the basis of disability in the admission or access to educational opportunities, programs or activities. The Director of Services for Individuals with Disabilities, Turley House, Room 1, Eastern Kentucky University, Richmond, Kentucky 40475, coordinates compliance with all federal, state and local laws and regulations concerning access for disabled individuals. Requests for information concerning the Americans with Disabilities Act and other federal and state laws relating to disabilities and the rights provided thereunder, as well as all requests for accommodations based upon disability should be directed to this office.

Eastern Kentucky University is committed to providing a healthy and safe environment for its students, faculty and staff through its compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989. In accordance with these laws, students, faculty and staff are hereby notified of the standards of conduct which shall be applicable while on University property, on University business or at University sponsored activities.

By University rules and regulations, federal laws, state laws, and local ordinances, students, faculty and staff are prohibited from the unlawful possession, use, dispensation, distribution, or manufacture of illicit drugs on University property, on University business and/or at University sponsored activities.

Any member of the student body, faculty or staff who violates the University's standards of conduct shall be subject to appropriate disciplinary action up to and including suspension and/or termination. In addition to disciplinary sanctions, students or employees may face prosecution and imprisonment under federal and/or state laws which make such acts felony or misdemeanor crimes. The specifically defined standards of conduct, the disciplinary procedures and possible sanctions appear in the *Student Handbook* and the *Faculty Handbook*.

Continuous efforts are made to make students, faculty and staff aware of the on-campus and off-campus programs which provide information and professional services on matters related to the abuse of alcohol and drugs. For additional information individuals should contact the Eastern Kentucky University Counseling Center.

Federal Regulations

Provisions of the Family Educational Rights and Privacy Act of 1974 (as amended) PUBLIC LAW 93-380

This is to serve notice to all students of Eastern Kentucky University of the rights and restrictions regarding the maintenance, inspection, and release of student records contained in the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. The University is composed of five colleges and offers a wide variety of services to students. Each college and service requires the maintenance of some records concerning students enrolled in a particular college or participating in a nonacademic service. The location and type of record maintained by the University depends upon the field of study or service in which the student is enrolled. The following is a list of the types of records maintained by the University for students:

- | | | |
|---|-----|--|
| 1. Grade reports | 1 | 1. Nominations for awards, if applicable |
| 2. Transcripts | 12. | Biographical data |
| 3. Curriculum information | 13. | Evaluation forms, if applicable |
| 4. Applications for graduation | | 14. Weekly student teacher logs, if applicable |
| 5. Correspondence with students, if any | | 15. Mid-term evaluation, if applicable |
| 6. Withdrawal records, if applicable | | 16. Records of school visitations, if applicable |
| 7. Admission forms | 17. | Physical education requirement waivers |
| 8. ACT test scores | 18. | Field training evaluations and correspondence, if applicable |
| 9. Student teacher evaluations, if applicable | | 19. Professional conduct agreements and liability insurance coverage |
| 10. Letters of recommendation, if applicable | | |

Access to Records: In general, the records maintained by the University are available only to the student, to University personnel with legitimate educational interests, to other institutions where the student is seeking financial aid, and to authorized representatives of the Comptroller General of the U.S., the Secretary of Education, or an administrative head of an education agency, in connection with an audit or evaluation of federally support programs, and as provided by Section 164.283 of the Kentucky Revised Statutes. However, information may be released by the institution to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons. Records may also be furnished in compliance with a judicial order or pursuant to a subpoena or with the consent of the student.

Students may inspect and review all records pertaining to them within forty-five (45) days of making request for same, except for (1) records created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting or assisting in a professional capacity in connection with treatment of the student (except that the student may have these records reviewed by a physician or appropriate professional designated by the student,), (2) financial records of the student's parents, (3) confidential letters and recommendations put in the files prior to January 1, 1975, and (4) confidential recommendations relating to admission, applications for employment, or honors, if the student has waived his/her right to review such records. Where a particular record cannot be reviewed by a student without revealing confidential information relating to other students, the records custodian will inform the student, upon request, of the contents of the record pertaining to that student.

Parents who claim a student as a dependent may present their federal tax declaration, in lieu of having the student's written consent, to gain access to information concerning their children's grades.

Procedures for Challenge: A student who believes that any record maintained by the University pertaining directly to that student is inaccurate, misleading, or otherwise violative of the right of privacy of the student as provided by Title IV of Pub. L. 90-247, as amended, and Publ. L. 93-380 as amended by Senate Joint Resolution 40 (1974) may request a hearing before a panel of three persons appointed by the President of the University. The panel may direct that appropriate action be taken to correct, explain, or expunge the record(s) challenged.

Request for hearings should be addressed to the Office of University Counsel, Eastern Kentucky University, Coates Room 205, CPO 40A, 521 Lancaster Avenue, Richmond, Kentucky 40475-3102.

Directory Information: The University may release information without the student's consent where the information is classified as "directory information." The following categories of information have been designated by the University as directory information: name, address, telephone listing, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous education institution attended by the student. Students who do not wish such information released without their consent should notify the Student Records Office in writing. Any such request should be sent to Office of the Registrar, Office of Academic Records/Transcripts, Eastern Kentucky University, Whitlock Building Room 239, CPO 58, 521 Lancaster Avenue, Richmond, Kentucky 40475-3158.

Notification of Rights Under FERPA for Postsecondary Institutions: The Family Educational Rights and Privacy affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has

contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

Student Right-To-Know Act (Pub. L. 101-542)

Eastern Kentucky University

1999-2000

Section 103 of the Student Right-To-Know and Campus Security Act of 1990 (Public Law 101-542) as amended by the Higher Education Technical Amendments of 1991 (Public Law 102-26) requires public disclosure of relevant graduation rate information for students enrolled in colleges and universities receiving federal financial assistance annually beginning July 1, 1993. Graduation rate information is published each year in the *University Handbook for Students* or may be obtained upon request from the Office of the Provost and Vice President for Academic Affairs, Coates Administration Building, Room 110, CPO 30A, 521 Lancaster Avenue, Richmond, Kentucky 40475-3102.

SECTION ONE

Eastern Kentucky
University

Introduction

Eastern Kentucky University is a regional, coeducational, public institution of higher education offering general and liberal arts programs, pre-professional and professional training in education and various other fields at both the undergraduate and graduate levels. Located in Richmond, Madison County, Kentucky, Eastern Kentucky University has a distinguished record of more than a century of educational service to the Commonwealth.

Situated near the heart of the Bluegrass, Richmond is served by a network of major highways which makes Eastern Kentucky University easily accessible from all parts of Kentucky and surrounding states. Richmond is 26 miles southeast of Lexington, Kentucky. Interstate Highways 1-75 (north-south) and I-64 (east-west) make the metropolitan areas of Cincinnati, 112 miles to the north, and Louisville, 110 miles to the west, within convenient distance by automobile. Richmond is also served by U.S. Route 25 from south Eastern Kentucky and Kentucky Route 52 from the east and west. The Kentucky Turnpike and the Mountain, Hal Rogers, and Cumberland Parkways provide even greater accessibility by automobile since the city is located near the convergence of these arterial highways into the interstate system.

Richmond, the county seat of Madison County, is an expanding community of approximately 30,000 population.

In and around Richmond are many areas of historic and scenic interest. Boonesborough State Park, birthplace of Kentucky, is located 12 miles to the north. Many other historical places are within easy driving distance. Scenic and recreational areas surround this section of the state.

History

The Kentucky General Assembly of 1906 enacted legislation establishing the Eastern Kentucky State Normal School. Governor J. C. Beckham signed the bill into law on March 21, 1906. On May 7 of that year, the Normal School Commission, meeting in Louisville, selected the campus of the old Central University, founded in 1874, in Richmond, Kentucky, as the site of the new school. On June 2, 1908, Ruric Nevel Roark was chosen President of the Normal School and the training of teachers was begun.

In 1922, Eastern Kentucky University became a four-year institution known as the Eastern Kentucky State Normal School and Teachers College. The first degrees were awarded by this institution in 1925. In 1928, the College was accredited by the Southern Association of Colleges and Secondary Schools. In 1930, the General Assembly renamed the school the Eastern Kentucky State Teachers College.

In 1935, a graduate program was approved at Eastern, leading to the Master of Arts degree in Education. In 1948, the General Assembly removed the word "Teachers" from the name of the college and granted the college the right to award nonprofessional degrees.

The most significant day since its founding came for Eastern on February 26, 1966, when Governor Edward T. Breathitt signed into law a bill renaming the institution Eastern Kentucky University (EKU) and sanctioning the awarding of graduate degrees in academic fields other than education.

During this period of time, Eastern Kentucky University has increased rapidly in size and stature. Beginning with a few students engaged in short review and certificate courses, the University today serves thousands of Kentuckians. The curriculum

leads to associate degrees, baccalaureate degrees, and an expanding graduate program that currently offers degrees at the master's level in many other fields as well as the already well-established Master of Arts degree in Education and the various fifth- and sixth-year leadership programs in education. Specialist degree programs have been implemented in education and psychology.

In 2008, EKU offered its first doctoral degree, the Doctor of Education (Ed.D.). In addition to these programs, Eastern Kentucky University offers cooperative doctoral programs with cooperating institutions.

Ever-mindful of the purpose of its founding, Eastern continues to recognize its historic function of preparing quality teachers for the elementary and secondary schools of the Commonwealth. However, a strong liberal arts curriculum leading to appropriate degrees, together with pre-professional courses in several areas and graduate programs, enable Eastern to serve the Commonwealth as a regional comprehensive university.

Mission Statement

As a comprehensive public institution, Eastern Kentucky University prepares students to lead productive, responsible, and enriched lives. To accomplish this mission, the University emphasizes:

1. Student Success,
2. Regional Stewardship, and
3. Critical and Creative Thinking and Effective Communication.

Core Values

Since its inception in 1874, Eastern Kentucky University (then known as Central University) has been driven by core values. Although its mission has evolved and expanded to meet the changing needs of citizens of the Commonwealth (and increasingly other places in the world), core values are still an integral part of the University community. Values are the code of organizational conduct. They guide decision-making in all parts of the University. They direct our actions and must inspire all of us in the EKU community to be true to them. The EKU community is committed to embodying these values in our policies and procedures in our day-to-day activities to accomplish our mission and achieve our vision. EKU has been and will continue to be guided by the following values when planning strategies and implementing decisions regarding the University community's teaching, scholarly, and service activities.

Civic Responsibility and Civility

We believe that it is the duty of Eastern Kentucky University to deliver to our students an understanding of how the knowledge taught to them can benefit the citizens of southeastern Kentucky, the Commonwealth of Kentucky, the nation, and the world. Civic responsibility is a value that will show those who acquire it how to influence democratic decision-making and to reap the rewards of participatory democracy and active citizenship. At the heart of civic responsibility lies another value: civility. The University community strives to propagate the understanding and practice of civility in public discourse and social life by encouraging the adoption of techniques of democratic conflict resolution that rely on reason and public debate rather than on violence and aggression.

Diversity and Dignity

Members of the EKU community expect one another to adopt high moral principles and professional standards both inside and outside of the university setting. We hold ourselves to the responsibility of dignity as exemplified by a proper sense of pride and self-respect in fulfilling the University's mission. We honor and pursue a university community climate that respects and celebrates the diversity of peoples and seeks to embrace all individuals and prohibits judgments based on race, ethnicity, religion, socioeconomic status, gender, sexual orientation, and physical disabilities.

Excellence and Innovation

Achievement of high standards can only be attained through ongoing assessment and continuous improvement. The promotion of academic excellence is the foundation for institutional excellence and vice versa. An environment that fosters innovation at all levels and rewards creativity is critical to the success of the University and its population.

Opportunity and Access

The EKU community is dedicated to the idea that its history and tradition are embedded in Appalachian values, foremost of which are the belief in the sovereignty and uniqueness of the individual and the belief that a university education is of great value and should be available to anyone who wants to pursue it.

Shared Governance and Collaboration

The EKU community accepts as true that leadership characterized by vision and embedded with participatory decision-making at all levels is the emblem of an effective university. We are committed to providing an atmosphere in which we pursue our joint aspirations in the spirit and practice of collegiality and collaboration at all levels of the organization.

Student Success

The EKU community acknowledges that its students, faculty, staff and alumni are the source of its strength: They determine the spirit, eminence, and efficacy of the institution. The future of EKU directly hinges on the success of its students, so our most central core value is "student success" -- in the classroom, at work, and on the world stage where students will represent the collective efforts of the EKU community.

Vision

The vision expresses the principal ideal to which the University aspires and toward which it continually works. This vision statement for the 2011-2015 University Strategic Plan was developed after gathering input from external and internal constituents, including top-down and bottom-up perspectives of EKU's future.

Eastern Kentucky University will be an accessible, nurturing, and academically rigorous center of learning and scholarship that transforms lives and communities and enables them to adapt and succeed in a dynamic, global society.

Institutional Goals

Eastern Kentucky University's institutional goals give substance to our core values, vision statement, and mission statement. The goals impact all facets of university life, and accomplishment of them will help Eastern to become a leading comprehensive university in the Commonwealth with a national reputation for excellence. *(These goals are not listed in any particular order or suggested priority as accomplishment of each one is a necessary step toward the successful achievement of our vision and fulfillment of our mission.)*

- Maximize student success.
- Build and sustain the University's capacity for excellence.
- Create and maintain an inclusive, equitable, and diverse environment.
- Collaborate with the University's regional community partners to promote academic achievement, economic development, and quality of life.

**Strategic Directions
2011-2015 Planning Cycle**

To direct the University's actions toward achieving the Vision, to support the University's Mission and Institutional Goals, and to function effectively within an environment of challenges and opportunities, Eastern Kentucky University has selected the following Strategic Directions for the 2011-2015 Strategic Plan. These Directions serve to focus our work to realize our Goals and will guide us over the next four years. *(Please note: the Goals and Strategic Directions are not listed in any particular order or suggested priority.)*

Goal 1: Maximize student success.

Strategic Direction 1.1: *Emphasize and improve critical and creative thinking and effective communication on the part of students.*

Strategic Direction 1.2: *Improve student recruitment, retention, graduation, and career transitions.*

Strategic Direction 1.3: *Expand student opportunities for engagement, leadership, and scholarship.*

Strategic Direction 1.4: *Demonstrate faculty excellence in teaching and scholarship, staff excellence in support of academics and student services, and student excellence in academic achievement.*

Goal 2: Build and sustain the University's capacity for excellence.

Strategic Direction 2.1: *Improve financial capacity and flexibility to support strategic priorities while ensuring transparency and accountability.*

Strategic Direction 2.2: *Reach and maintain salary equity with benchmark and comparable institutions.*

Strategic Direction 2.3: *Support and increase online and regional-campus enrollments and programs.*

Strategic Direction 2.4: *Improve the University's environmental impact and the quality and maintenance of University facilities.*

Strategic Direction 2.5: *Increase support for professional development, service, scholarly activity, and external funding pursuits in order to improve teaching, service, and scholarship.*

Strategic Direction 2.6: *Increase support for staff for professional development, focused training, and recognition for service excellence to improve performance on behalf of academics and student services.*

Goal 3: Create and maintain an inclusive, equitable, and diverse environment.

Strategic Direction 3.1: *Improve recruitment and retention of diverse students, faculty, staff, and University administrators.*

Strategic Direction 3.2: *Build a climate of respect for diversity, inclusion, and equity, including the enhancement of multicultural and international experiences.*

Goal 4: Collaborate with the University's regional community partners to promote academic achievement, economic development, and quality of life.

Strategic Direction 4.1: *Provide guidance, assistance, and curriculum expertise for P-12 schools in order to increase the motivation of the region's elementary and secondary students and working adults in seeking post-secondary education, and to increase their success in earning a college degree.*

Strategic Direction 4.2: *Collaborate with regional partners to improve health, economic development, research and development, cultural opportunities, and environmental sustainability.*

SECTION TWO

Residency

STUDENT RESIDENCY

Since registration and other fees and residence hall room rents are subject to change periodically, no attempt is made in this publication to itemize these costs. This information is available from the Office of Admissions prior to the beginning of each academic year.

13 KAR 2:045. Determination of residency status for admission and tuition assessment purposes.

RELATES TO: KRS Chapter 13B, 164.020, 164.030, 164A.330(6)

STATUTORY AUTHORITY: KRS 164.020(8)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(8) requires the Council on Postsecondary Education to determine tuition and approve the minimum qualifications for admission to a state-supported postsecondary education institution and authorizes the Council to set different tuition amounts for residents of Kentucky and for nonresidents. This administrative regulation establishes the procedure and guidelines for determining the residency status of a student who is seeking admission to, or who is enrolled at, a state-supported postsecondary education institution.

Section 1. Definitions.

- (1) "Academic term" means a division of the school year during which a course of studies is offered, and includes a semester, quarter, or single consolidated summer term as defined by the institution.
- (2) "Continuous enrollment" means enrollment in a state-supported postsecondary education institution at the same degree level for consecutive terms, excluding summer term, since the beginning of the period for which continuous enrollment is claimed unless a sequence of continuous enrollment is broken due to extenuating circumstances beyond the student's control, including serious personal illness or injury, or illness or death of a parent.
- (3) "Degree level" means enrollment in a course or program which could result in the award of a:
 - (a) Certificate, diploma or other program at an institution;
 - (b) Baccalaureate degree or lower including enrollment in a course by a non-degree seeking postbaccalaureate student;
 - (c) Graduate degree or graduate certification other than a first-professional degree in law, medicine, dentistry or "Pharm. D"; or
 - (d) Professional degree in law, medicine, dentistry, or "Pharm. D".
- (4) "Demonstration of Kentucky domicile and residency" means the presentation of documented information and evidence sufficient to prove by a preponderance of the evidence that a person is domiciled in Kentucky and is a resident of Kentucky.
- (5) "Dependent person" means a person who cannot demonstrate financial independence from parents or persons other than a spouse and who does not meet the criteria established in Section 5 of this administrative regulation.
- (6) "Determination of residency status" means the decision of a postsecondary education institution that may include a formal hearing that results in the classification of a person as a Kentucky resident or as a nonresident for admission and tuition assessment purposes.
- (7) "Domicile" means a person's true, fixed, and permanent home and is the place where the person intends to remain indefinitely, and to which the person expects to return if absent without intending to establish a new domicile elsewhere.
- (8) "Full-time employment" means continuous employment for at least forty-eight (48) weeks at an average of at least thirty (30) hours per week.
- (9) "Independent person" means a person who demonstrates financial independence from parents or persons other than a spouse and who can meet the criteria established in Section 5 of this administrative regulation.
- (10) "Institution" means an entity defined in KRS 164.001(11) if the type of institution is not expressly stated and includes the Kentucky Virtual University, the Council on Postsecondary Education, and the Kentucky Higher Education Assistance Authority.
- (11) "Kentucky resident" means a determination by an institution for tuition purposes that a person is domiciled and is a resident of Kentucky as determined by this administrative regulation.
- (12) "Nonresident" means a person who is domiciled outside of Kentucky or who currently maintains legal residence outside Kentucky or who is not a Kentucky resident within the meaning of this administrative regulation.
- (13) "Parent" means one (1) of the following:
 - (a) A person's father or mother; or
 - (b) A court-appointed legal guardian if:
 1. The guardianship is recognized by an appropriate court within the United States;
 2. There was a relinquishment of the rights of the parents; and
 3. The guardianship was not established primarily to confer Kentucky residency on the person.
- (14) "Preponderance of the evidence" means the greater weight of evidence, or evidence which is more credible and convincing to the mind.
- (15) "Residence" means the place of abode of a person and the place where the person is physically present most of the time for a noneducational purpose in accordance with Section 3 of this administrative regulation.
- (16) "Student financial aid" means all forms of payments to a student if one (1) condition of receiving the payment is the enrollment of the student at the institution, and includes student employment by the institution or a graduate assistantship.
- (17) "Sustenance" means living expenses including room, board, maintenance, transportation, and educational expenses including tuition, fees, books, and supplies.

Section 2. Scope.

- (1) State-supported postsecondary education institutions were established and are maintained by the Commonwealth of Kentucky primarily for the benefit of qualified residents of Kentucky. The substantial commitment of public resources to postsecondary education is predicated on the proposition that the state benefits significantly from the existence of an educated citizenry. As a matter of policy, access to postsecondary education shall be provided so far as feasible at reasonable cost to an individual who is domiciled in Kentucky and who is a resident of Kentucky.

- (2) The Council on Postsecondary Education may require a student who is neither domiciled in nor a resident of Kentucky to meet higher admission standards and to pay a higher level of tuition than resident students.
- (3) This administrative regulation applies to all student residency determinations regardless of circumstances, including residency determinations made by the state-supported institutions for prospective and currently enrolled students; the Southern Regional Education Board contract spaces; reciprocity agreements, where appropriate; the Kentucky Virtual University; academic common market programs; the Kentucky Educational Excellence Scholarship Program; and other state student financial aid programs, as appropriate.

Section 3. Determination of Residency Status; General Rules.

- (1) A determination of residency shall include:
 - (a) An initial determination of residency status by an institution during the admission process or upon enrollment in an institution for a specific academic term or for admission into a specific academic program;
 - (b) A reconsideration of a determination of residency status by an institution based upon a changed circumstance; and
 - (c) A formal hearing conducted by an institution upon request of a student after other administrative procedures have been completed.
- (2) An initial determination of residency status shall be based upon:
 - (a) The facts in existence when the credentials established by an institution for admission for a specific academic term have been received and during the period of review by the institution;
 - (b) Information derived from admissions materials;
 - (c) Other materials required by an institution and which are consistent with this administrative regulation; or
 - (d) Other information available to the institution from any source.
- (3) An individual seeking a determination of Kentucky residency status shall demonstrate that status by a preponderance of the evidence.
- (4) A determination of residency status shall be based upon verifiable circumstances or actions.
- (5) Evidence and information cited as the basis for Kentucky domicile and residency shall accompany the application for a determination of residency status.
- (6) A student classified as a nonresident shall retain that status until the student is officially reclassified by an institution.
- (7) A student may apply for a review of a determination of residency status once for each academic term.
- (8) If an institution has information that a student's residency status may be incorrect, the institution shall review and determine the student's correct residency status.
- (9) If the Council on Postsecondary Education has information that an institution's determination of residency status for a student may be incorrect, it may require the institution to review the circumstances and report the results of that review.
- (10) An institution shall impose a penalty or sanction against a student who gives incorrect or misleading information to an institutional official, including payment of nonresident tuition for each academic term for which resident tuition was assessed based on an improper determination of residency status. The penalty may also include:
 - (a) Student discipline by the institution through a policy

- written and disseminated to students; or
- (b) Criminal prosecution.

Section 4. Presumptions Regarding Residency Status.

- (1) In making a determination of residency status, it shall be presumed that a person is a nonresident if:
 - (a) A person is, or seeks to be, an undergraduate student and admissions records show the student to be a graduate of an out-of-state high school within five (5) years prior to a request for a determination of residency status;
 - (b) A person's admission records indicate the student's residence to be outside of Kentucky at the time of application for admission;
 - (c) A person moves to Kentucky primarily for the purpose of enrollment in an institution;
 - (d) A person moves to Kentucky and within twelve (12) months enrolls at an institution more than half time; or
 - (e) A person has a continuous absence of one (1) year from Kentucky.
 - (f) A person attended an out-of-state higher education institution during the past 8 academic year and paid in-state tuition at that institution.
- (2) A presumption arising from subsection (1) of this section shall only be overcome by a preponderance of evidence sufficient to demonstrate that a person is domiciled in and is a resident of Kentucky.

Section 5. Determination of Whether a Student is Dependent or Independent.

- (1) In a determination of residency status, an institution shall first determine whether a student is dependent or independent. This provision is predicated on the assumption that a dependent person lacks the financial ability to live independently of the person upon whom the student is dependent and therefore lacks the ability to form their requisite intent to establish domicile. A determination that a student is independent is only one step in the overall determination of whether a student is a resident of Kentucky.
- (2) In determining the dependent or independent status of a person, the following information shall be considered as well as other relevant information available at the time the determination is made:
 - (a)
 1. Whether the person has been claimed as a dependent on the federal or state tax returns of a parent or other person for the year preceding the date of application for a determination of residency status; or
 2. Whether the person is no longer claimed by a parent or other person as a dependent or as an exemption for federal and state tax purposes; and
 - (b) Whether the person has financial earnings and resources independent of a person other than an independent spouse necessary to provide for the person's own sustenance.
- (3) An individual who enrolls at an institution immediately following graduation from high school and remains enrolled shall be presumed to be a dependent person unless the contrary is evident from the information submitted.
- (4) Domicile may be inferred from the student's permanent address, parent's mailing address, or location of high school of graduation.
- (5) Marriage to an independent person domiciled in and who is a resident of Kentucky shall be a factor considered by an institution in determining whether a student is dependent or

independent.

- (6) Financial assistance from or a loan made by a parent or family member other than an independent spouse, if used for sustenance of the student:
- (a) Shall not be considered in establishing a student as independent; and
 - (b) Shall be a factor in establishing that a student is dependent.

Section 6. Effect of a Determination of Dependent Status on a Determination of Residency Status.

- (1) The effect of a determination that a person is dependent shall be:
- (a) The domicile and residency of a dependent person shall be the same as either parent. The domicile and residency of the parent shall be determined in the same manner as the domicile and residency of an independent person.
 - (b) The domicile and residency of a dependent person whose parents are divorced, separated, or otherwise living apart shall be Kentucky if either parent is domiciled in and is a resident of Kentucky regardless of which parent has legal custody or is entitled to claim that person as a dependent pursuant to federal or Kentucky income tax provisions.
- (2) (a) If the parent or parents of a dependent person are Kentucky residents and are domiciled in Kentucky but subsequently move from the state, the dependent person shall be considered a resident of Kentucky while in continuous enrollment at the degree level in which currently enrolled.
- (b) If continuous enrollment is broken or the current degree level is completed, the dependent person's residency status shall be reassessed when the circumstances detailed in subparagraph 1 of this paragraph are present.

Section 7. Member of Armed Forces of the United States, Spouse and Dependents; Effect on a Determination of Residency Status.

- (1) A member, spouse, or dependent of a member whose domicile and residency was Kentucky at the time of induction into the Armed Forces of the United States, and who maintains Kentucky as home of record and permanent address, shall be entitled to Kentucky residency status:
- (a) During his or her time of active service; or
 - (b) If the member returns to this state within six (6) months of the date of the member's discharge from active duty.
- (2) (a) A member of the armed services on active duty for more than thirty (30) days and who has a permanent duty station in Kentucky shall be classified as Kentucky resident and shall be entitled to in-state tuition as shall the spouse or a dependent child of the member.
- (b) A member, spouse or dependent of a member, shall not lose Kentucky residency status if the member is thereafter transferred on military orders while the member, spouse or dependent requesting the status is in continuous enrollment at the degree level in which currently enrolled.
- (3) Membership in the National Guard or civilian employment at a military base alone shall not qualify a person for Kentucky residency status under the provisions of subsections (1) and (2) of this section. Provided, however, that a member of the Kentucky National Guard who is on active duty status for a period of not less than thirty (30) days, and who meets the requirements of subsection (2)(a) shall be considered a

Kentucky resident, as shall the spouse and a dependent child of the member.

- (4) A person's residency status established pursuant to this section shall be reassessed if the qualifying condition is terminated.

Section 8. Status of Nonresident Aliens; Visas and Immigration.

- (1) (a) A person holding a permanent residency visa or classified as a political refugee shall establish domicile and residency in the same manner as another person.
- (b) Time spent in Kentucky and progress made in fulfilling the conditions of domicile and residency prior to obtaining permanent residency status shall be considered in establishing Kentucky domicile and residency.
- (2) A person holding a nonimmigrant visa with designation A, E, G, H-1, H-4 if accompanying a person with an H-1 visa, I, K, L, N, R, shall establish domicile and residency in the same manner as another person.
- (3) (a) An independent person holding a nonimmigrant visa with designations B, C, D, F, H-2, H-3, H-4 if accompanying a person with an H-2 or H-3 visa, J, M, O, P, Q, S, TD or TN shall not be classified as a Kentucky resident, because that person does not have the capacity to remain in Kentucky indefinitely and therefore cannot form the requisite intent necessary to establish domicile within the meaning of this administrative regulation.
- (b) A dependent person holding a visa as described in paragraph (a) of this subsection, but who is a dependent of a parent holding a visa as described in subsection (2) of this section, shall be considered as holding the visa of the parent.
- (c) A dependent person holding a visa described in subsection (2) of this section or paragraph (a) of this subsection, if a parent is a citizen of the United States and is a resident of and domiciled in Kentucky, shall be a resident of Kentucky for the purposes of this administrative regulation.
- (4) A person shall be a Kentucky resident for the purpose of this administrative regulation if the person graduated from a Kentucky high school and:
- (a) Is an undocumented alien;
 - (b) Holds a visa listed in subsections (2) or (3) (a) of this section; or
 - (c) Is a dependent of a person who holds a visa listed in subsections (2) or (3) (a) of this section.
- (5) (a) Except as provided in paragraph (b) of this subsection, a person who has petitioned the federal government to reclassify visa status shall continue to be ineligible until the petition has been decided by the federal government.
- (b) A person who has petitioned the federal government to reclassify his or her visa status based on marriage to a Kentucky resident and who can demonstrate that the petition has been filed and acknowledged by the federal government, may establish Kentucky domicile and residency at that time.

Section 9. Beneficiaries of a Kentucky Educational Savings Plan Trust.

A beneficiary of a Kentucky Educational Savings Plan Trust shall be granted residency status if the beneficiary meets the requirements of KRS 164A.330(6).

Section 10. Criteria Used in a Determination of Residency Status.

- (1) A determination of Kentucky domicile and residency shall be based upon verifiable circumstances or actions. A single fact shall not be paramount, and each situation shall be evaluated to identify those facts which are essential to the determination of domicile and residency. A person shall not be determined to be a Kentucky resident by the performance of an act which is incidental to fulfilling an educational purpose or by an act performed as a matter of convenience. Mere physical presence in Kentucky, including living with a relative or friend, shall not be sufficient evidence of domicile and residency. A person shall respond to all information requested by an institution.
- (2) The following facts, although not conclusive, shall have probative value in their entirety and shall be individually weighted, appropriate to the facts and circumstances in each determination of residency;
 - (a) Acceptance of an offer of full-time employment or transfer to an employer in Kentucky or contiguous area while maintaining residence and domicile in Kentucky;
 - (b) Continuous physical presence in Kentucky while in a nonstudent status for the twelve (12) months immediately preceding the start of the academic term for which a classification of Kentucky residency is sought;
 - (c)
 1. Filing of Kentucky resident income tax return for the calendar year preceding the date of application for a change in residency status; or
 2. Payment of Kentucky withholding taxes while employed during the calendar year for which a change in classification is sought;
 - (d) Full-time employment of at least one (1) year while living in Kentucky;
 - (e) Attendance as a full-time, nonresident student at an out-of-state institution based on a determination by that school that the person is a resident of Kentucky;
 - (f) Abandonment of a former domicile or residence and establishing domicile and residency in Kentucky with application to or attendance at an institution following and incidental to the change in domicile and residency;
 - (g) Obtaining licensing or certification for a professional and occupational purpose in Kentucky;
 - (h) Payment of real property taxes in Kentucky;
 - (i) Ownership of real property in Kentucky, if the property was used by the student as a residence preceding the date of application for a determination of residency status;
 - (j) Marriage of an independent student to a person who was domiciled in and a resident of Kentucky prior to the marriage; and
 - (k) The extent to which a student is dependent on student financial aid in order to provide basic sustenance.
- (3) Except as provided in subsection (4) of this section, the following facts, because of the ease and convenience in completing them, shall have limited probative value in a determination that a person is domiciled in and is a resident of Kentucky:
 - (a) Kentucky automobile registration;
 - (b) Kentucky driver's license;
 - (c) Registration as a Kentucky voter;
 - (d) Long-term lease of at least twelve (12) consecutive months of noncollegiate housing; and
 - (e) Continued presence in Kentucky during academic breaks.

- (4) The absence of a fact contained in subsection (3) of this section shall have significant probative value in determining that a student is not domiciled in or is not a resident of Kentucky.

Section 11. Effect of a Change in Circumstances on Residency Status.

- (1) If a person becomes independent or if the residency status of a parent or parents of a dependent person changes, an institution shall reassess residency either upon a request by the student or a review initiated by an institution.
- (2) Upon transfer to a Kentucky institution, a student's residency status shall be reassessed by the receiving institution.
- (3) A reconsideration of a determination of residency status for a dependent person shall be subject to the provisions for continuous enrollment, if applicable.

Section 12. Student Responsibilities.

- (1) A student shall report under the proper residency classification which includes the following actions:
 - (a) Raising a question in a timely manner concerning residency classification;
 - (b) Making application for change of residency classification in a timely manner with the designated office or person at the institution; and
 - (c) Notifying the designated office or person at the institution immediately upon a change in residency.
- (2) If a student fails to notify an institutional official of a change in residency, an institutional official may investigate and evaluate the student's current residency status.
- (3)
 - (a) If a student fails to provide, by the date specified by the institution, information required by an institution in a determination of residency status, the student shall be notified by the institution that the review has been canceled and that a determination has been made.
 - (b) Notification shall be made by registered mail, return receipt requested.
 - (c) Notification shall be made within ten (10) calendar days after the deadline for receipt of materials has passed.
- (4) A student shall not be entitled to appeal a determination of residency status if the determination made by an institution is made because a student has failed to meet published deadlines for the submission of information as set forth in subsection (3) of this section. A student may request a review of a determination of residency status in a subsequent academic term.

Section 13. Institutional Responsibilities.

Each institution shall:

- (1) Provide for an administrative appeals process that includes a residency appeals officer to consider student appeals of an initial residency determination and which shall include a provision of fourteen (14) days for the student to appeal the residency appeals officer's determination;
- (2) Establish a residency review committee to consider appeals of residency determinations by the residency appeals officer. The residency review committee shall make a determination of student residency status and notify the student in writing within forty-five (45) days after receipt of the student appeal;
- (3) Establish a formal hearing process as described in Section 14 of this administration regulation; and
- (4) Establish written policies and procedures for administering the responsibilities established in subsections (1), (2), and (3)

of this section and that are:

- (a) Approved by the institution's governing board;
- (b) Made available to all students; and
- (c) Filed with the council.

Section 14. Formal Institutional Hearing.

- (1) A student who appeals a determination of residency by a residency review committee shall be granted a formal hearing by an institution if the request is made by a student in writing within fourteen (14) calendar days after notification of a determination by a residency review committee.
- (2) If a request for a formal hearing is received, an institution shall appoint a hearing officer to conduct a formal hearing. The hearing officer:
 - (a) Shall be a person not involved in determinations of residency at an institution except for formal hearings; and
 - (b) Shall not be an employee in the same organizational unit as the residency appeals officer.
- (3) An institution shall have written procedures for the conduct of a formal hearing that have been adopted by the board of trustees or regents, as appropriate, and that provide for:
 - (a) A hearing officer to make a recommendation on a residency appeal;
 - (b) Guarantees of due process to a student that include:
 1. The right of a student to be represented by legal counsel; and
 2. The right of a student to present information and to present testimony and information in support of a claim of Kentucky residency.
 - (c) A recommendation to be issued by the hearing officer.
- (4) (a) The formal hearing conducted by an institution and the final recommended order represent a final administrative action with no appeal to the Council on Postsecondary Education.
 - (b) A formal administrative hearing conducted by the Council on Postsecondary Education for residency determinations related to eligibility for the Academic Common Market and Regional Contract Programs shall be conducted pursuant to the provisions of KRS Chapter 13B and 13 KAR 2:070. The recommended order issued by the President of the Council represents a final administrative action.
- (5) An institution's formal hearing procedures shall be filed with the Council on Postsecondary Education and shall be available to a student requesting a formal hearing.

Section 15. Cost of Formal Hearings.

- (1) An institution shall pay the cost of all residency determinations including the cost of a formal hearing.
- (2) A student shall pay for the cost of all legal representation in support of the student's claim of residency. (17 Ky.R. 2557; eff. 4-5-91; Am. 22 Ky.R. 1656; 1988; eff. 5-16-96; 23 Ky.R. 3380; 3797; 4099; eff. 6-16-97; 24 Ky.R. 2136; 2705; 25 Ky.R. 51; eff. 7-13-98; 25 Ky.R. 2177; 2577; 2827; eff. 6-7-99; 749; 1238; eff. 11-12-2002.)

RESIDENCY APPEALS POLICY AND PROCEDURES

1. BASIS FOR RESIDENCY CLASSIFICATION

The Commonwealth of Kentucky has established a process and corresponding criteria for the determination of residency classification for students seeking admission to, or enrolled in, public institutions of higher education. The Council on Postsecondary Education (hereinafter referred to as "CPE") has established Kentucky Administrative Regulation 13 KAR 2:045 (hereinafter referred to as "the Regulation") to be followed by all public institutions of higher education in the Commonwealth concerning residency classification. As well as being published in the current *Undergraduate Catalog*, this Regulation can be found in the current *Graduate Catalog* and copies are available upon request from the Office of Admissions, located in Student Services Building, Room 112 or by calling (859) 622-2106 or 1-800-465-9191.

2. INSTITUTIONAL ADMINISTRATION OF THE RESIDENCY POLICY

The CPE authorizes each institution to establish a procedure for the determination of residency classification based upon the Regulation.

2.1 Office of Admissions

The Office of Admissions, Student Services Building, Room 112, CPO 54, 521 Lancaster Avenue, Richmond, KY 40475-3154, at Eastern Kentucky University serves as the coordinating office for institutional implementation of the Regulation. Instructions for filing applications for reclassification and copies of the Regulation are available in this office. Also, Admissions staff members are available to answer questions regarding policy and procedures.

2.2 Initial Classification

The initial determination of residency status is made by the University based upon the credentials submitted by an applicant for admission to the University in accordance with the Regulations.

2.3 Appeal of Residency Status

Once an initial classification of residency is made by the Office of Admissions, it is the student's responsibility to initiate an appeal of such classification. Request for reclassification must be filed with the Office of Admissions **NO LATER THAN THIRTY (30) CALENDAR DAYS** after the first full day of classes of the fall or spring academic term for which reclassification is sought or not later than ten (10) calendar days after the first day of class for the summer term. Requests for reclassification are to be made in affidavit form on the form available from the Office of Admissions. A student may apply only once during an academic term. A student classified as a non-resident will retain that status until a change is brought about by successful appeal. If an appeal results in a change of classification, the change will not be effective earlier than the semester during which the appeal is filed. If a student is initially classified non-resident but does not enroll the semester for which the student originally applied, the residency classification will be reassessed for subsequent semesters.

2.4 Affidavit (Application for Reclassification)

Affidavits will not be accepted unless the form is fully completed, properly signed and notarized. In no case will a decision be granted without an affidavit and all required supporting documentation.

2.5 Documentation

Because of the variety of factors related to establishing residency for tuition purposes, the number of documents required to complete an appeal may vary from case to case. In all cases, the University may require certification of authenticity of documents. It is the appealing student's responsibility to provide sufficient documentation to clarify circumstances related to the appeal. In all cases, circumstances related to establishing domicile must be verifiable.

2.6 Review of the Residency File by the Residency Appeals Officer

A Residency Appeals Officer designated by the University shall review the affidavit and documentation and notify the student, in writing, within fourteen (14) days of making a determination. Students who do not agree with the Residency Appeals Officer's determination may appeal his/her residency status to the University's Residency Review Committee within fourteen (14) days of the Residency Appeals Officer's determination.

3. UNIVERSITY RESIDENCY REVIEW COMMITTEE

Pursuant to the Regulation, Eastern Kentucky University has a Residency Review Committee (hereinafter referred to as the "Committee") to review and evaluate student affidavits for reclassification and to consider changes in the residency classification.

3.1 Timely Appeal

The Student must notify the Residency Appeals Officer in writing, if he or she wishes his/her case to be reviewed by the Committee, within fourteen (14) calendar days after notification of the Residency Appeals Officer's determination. The Residency Appeals Officer shall immediately forward the request and the student's residency file to the Chair of the Committee.

3.2 Committee Membership

The Residency Review Committee shall be comprised of three members: the Associate Vice President for Enrollment Management; a member of the Faculty-at-Large, who shall be appointed annually by the Faculty Senate; and a member of the student body, who shall be appointed by the Office of the Vice President for Student Affairs from a list of students recommended by the Student Association.

3.3 Determination of the Committee

The Committee shall issue a written decision citing the section of the Regulation on which the decision is based. The Committee may vote to defer a case for additional documentation, or the Committee may make a decision contingent upon conditions prescribed by the Committee. The Chair of the Committee will then determine when and whether contingencies are met.

3.4 Notification of Decision

The Committee shall make a determination of student residency status and notify the student, in writing, within forty-five (45) days after receipt of the student appeal. Decisions denying appeals are communicated to the student by certified mail, return receipt requested. In all cases where the Committee reaches a determination granting in-state residency status, copies of the letter of notification will be sent to the Office of Admissions, Student Accounting Services, the Registrar's Office, and Student Financial Assistance.

4. REQUEST FOR FORMAL HEARING

Pursuant to the Regulation, the University shall provide a formal hearing in the event a student wishes to appeal the determination of the Residency Review Committee.

4.1 Timely Request

A student who wishes to appeal the determination of the Committee shall be granted a formal hearing by the University if the student notifies the Office of the Associate Vice President for Enrollment Management, Student Services Building, Room 340, CPO 63, Richmond, KY 40475-3163, in writing, within fourteen (14) calendar days after notification of the Residency Review Committee's determination. The Assistant Vice President for Enrollment Management shall immediately forward the request and the student's residency file to the Office of the President.

4.2 The Hearing Officer

Upon receipt of a request for a formal hearing, the University President shall appoint a Hearing Officer to conduct the hearing. The Hearing Officer shall not be a person involved in determinations of residency at a public institution of higher education in Kentucky (including the Kentucky Commonwealth Virtual University) and shall not be an employee of the same organizational unit as the Residency Appeals Officer.

4.3 Formal Hearing Procedures

The hearing shall be conducted in accordance with the following procedures:

4.3.1. Notice of Hearing

4.3.1.a. The University shall conduct the hearing as soon as practicable and shall give notice of the hearing to the parties not less than twenty (20) days in advance of the date set for the hearing. A reasonable effort shall be made to schedule the hearing on a date that is convenient to all parties involved.

4.3.1.b. The hearing notice shall be served on all parties by certified mail, return receipt requested, to the last known addresses of the parties, or by personal service.

4.3.1.c. The notice shall be in plain language and shall include:

- the date, time and place of the hearing;
- the name, official title, and mailing addresses of the Hearing Officer;
- the names, official titles, mailing addresses, and, if available, telephone numbers of all parties involved in the hearing, including the counsel or representative of the University; and
- a statement advising the student of his/her right to legal counsel.

4.3.2. Hearing Procedure

4.3.2.a. The Hearing Officer shall conduct the hearing and all related proceedings in a manner which will promote the orderly and prompt conduct of the hearing.

4.3.2.b. To the extent necessary for the full disclosure of all relevant facts and issues, the Hearing Officer shall give all parties the opportunity to respond, present evidence and argument, conduct cross-examination, and submit rebuttal evidence.

4.3.2.c. Any party to the hearing may participate in person or be represented by counsel. A student shall pay for the cost of all legal representation in support of the student's claim or residency. Legal counsel for the student must file a notice of appearance with the Hearing Officer prior to the date of the hearing.

4.3.2.d. The Hearing Officer may conduct all or part of the hearing by telephone, television, or other electronic means, if each party to the hearing has an opportunity to hear, and if technically feasible, to see the entire proceeding as it occurs, and if each party agrees.

4.3.2.e. The hearing shall be open to the public unless specifically closed pursuant to a provision of law. If the hearing is conducted by telephone, television, or other electronic means, and is not closed, public access shall be satisfied by giving the public an opportunity, at reasonable times, to hear or inspect the University's records.

4.4 Findings of Fact; Evidence; Recording of Hearing; Burden of Proof

4.4.1. Findings of fact shall be based exclusively on the evidence on the record.

4.4.2. All testimony shall be made under oath or affirmation.

4.4.3. Objections to evidence presented may be made by any party and shall be noted in the record.

4.4.4. The University shall be responsible for having all testimony, motions and objections in a hearing accurately and completely recorded. Any person, upon request, may receive a copy of the recording or a copy of the transcript, if the hearing has been transcribed, at the discretion of the University, unless the hearing is closed by law. The University may prepare a transcript of a hearing or a portion of a hearing upon request but the party making the request shall be responsible for the transcription costs. The form of all requests and fees charged shall be consistent with KRS 61.870 to 61.884.

4.4.5. Unless otherwise provided by state or federal law, the student appealing the residency decision has the burden of proving the student's right to having his/her residency status changed. The student has the ultimate burden of proof of persuasion as to this issue to be shown by a preponderance of evidence in the record. Failure to meet the burden of proof is grounds for a recommended order from the Hearing Officer.

4.5 Prohibited Communications

4.5.1. The Hearing Officer shall not communicate off the record with any party to the hearing or any other person who has a direct or indirect interest in the outcome of the hearing, concerning any substantive issue, while the hearing is pending.

4.6. Recommended Order

4.6.1. The Hearing Officer shall complete and submit to the University President, no later than sixty (60) days following receipt of the student's residency file, a written recommended order which shall include the Hearing Officer's findings of fact, conclusion of law, and recommended disposition of the hearing.

4.6.2. A copy of the Hearing Officer's recommended order shall also be sent to each party in the hearing. Each party shall have fifteen (15) days from the date the recommended order is mailed within which to file exceptions to the recommendations with the University President. The recommended order may be sent by regular mail to the last known address of the party.

4.7. Final Order

4.7.1. In making the final order, the University President shall consider the record including the recommended order and any exceptions filed by, or on behalf of, the student.

4.7.2. The University President may accept the recommended order of the Hearing Officer and adopt it as the University's final order, or he or she may reject or modify, in whole or in part, the recommended order, or he or she may send the matter, in whole or in part, back to the Hearing Officer for further proceedings as appropriate.

4.7.3. The final order shall be in writing. If the final order differs from the recommended order, it shall include separate statements of findings of fact and conclusions of law.

4.7.4. The University President shall render a final order within thirty (30) days after receipt of the recommended order unless the matter is sent back to the Hearing Officer for further proceedings.

4.7.5. A copy of the final order shall be transmitted to each party or to his/her attorney of record by certified mail, return receipt requested, sent to the last known address of the parties, or by personal service. A copy of the final order shall also be sent to the Office of Admissions, Student Accounting Services, the Registrar's Office, and Student Financial Assistance.

5. RECORDS

All official files and materials relating to a student's appeal of an initial residency determination shall be returned to the Office of Admissions to be placed with the application for admissions at whatever point in the process the appeals procedure is terminated.

SECTION THREE

Student Services

OFFICE OF FINANCIAL AFFAIRS AND TREASURER

The Office of Financial Affairs and Treasurer coordinates the following areas of University operations: 1) Accounting and Financial Services, 2) Colonel 1 Card Office, 3) Purchases and Stores, and 4) Student Accounting Services. Additionally, the following contractual departments report to the University through the Office of Financial Affairs: 1) Dining Services and 2) Barnes and Noble at ECU Bookstore.

Students may view the mission statement of each of the above areas by visiting the Office of Financial Affairs and Treasurer Web page at www.financialaffairs.ecu.edu.

Financial Obligations of the Student

Any student or former student who is indebted to the University and who fails to make satisfactory settlement within a time limit prescribed is liable for administrative action. Students who are indebted to the University may not register at the University nor will their transcript be released until the debt is paid. Any student indebted to the University who cannot meet his or her financial obligations within the time limit prescribed is responsible for calling on the Division of Student Accounting Services and explaining the reasons for failure to pay. Students who fail to pay their account balance in a timely manner may also be liable for additional collection costs incurred by the University in collecting the amount owed.

Refund Policy

No refund can be made on certain class fees and optional fees as established by the Eastern Kentucky University Board of Regents. Students wishing to withdraw from courses must do so online via **EKUDirect** (on the ECU home page at www.ecu.edu). When a student officially withdraws from the University or from any course, or courses, for which hourly rates apply, tuition and fees will be adjusted in the following manner:

<u>Time Period*</u>	<u>Refund</u>
During ADD/DROP period for any class (for full semester classes = 1 st week)	100%
From end of 1 st week through end of 2 nd week of class	75%
From end of 2 nd week through end of 3 rd week of class	50%
From end of 3 rd week through end of 4 th week of class	25%
After the 4 th week of class	0%

*Partial semester courses vary in length and the percentage of refunds and the effective dates will be modified accordingly.

This policy applies to refundable fees only; non-refundable fees are not included.

In no case shall a refund of rent be made to a person who remains a student but moves from University housing at his or her convenience.

An appeals process exists for students who feel that individual circumstances warrant exceptions from published policy. Financial Appeals may be submitted if a student had an unforeseeable and unavoidable situation during the semester the charges were incurred that prevented them from attending classes and completing the semester. All appeal letters should be submitted

by the student in writing clearly stating the reason for the appeal. Documentation should be attached to all appeal letters to validate the situation. Circumstances that do not qualify for financial appeal include pre-existing conditions, routine pregnancy, employment opportunities and financial hardship, including denial of financial aid. In most cases, any refund that is the result of an approved appeal will be returned to the source of the payment, either the student, the financial aid lender or a third party entity. Financial Appeals should be submitted to the Financial Appeals Committee at Whitlock Bldg. CPO 60, 521 Lancaster Avenue, Richmond, KY 40475.

Refunds for reduction in course load for part-time students will be at the same percentage rate as for students who officially withdraw from the University; however, if the reduction in course load results from the cancellation of a class or from the student having been permitted to enroll for a class for which he or she was not eligible, a full refund will be made of the registration fee for the course being dropped.

Barnes & Noble at ECU Bookstore

Keen Johnson Building
Phone: (859) 622-2696 Fax: (859) 622-2660
www.ecu.bkstore.com

The Barnes & Noble at ECU Bookstore is located at the heart of campus in the Keen Johnson Building. The Bookstore is the place for one-stop shopping on all ECU licensed merchandise, textbooks, and much more. It offers a wide variety of products, services, and events including:

- Rental, Digital, Used, and New Textbooks – all the options are available.
- Class supplies
- Trade books, magazines, gift items, greeting cards, diploma frames, nursing shop.
- Convenience items
- Under Armour, Nike, Adidas, Cutter & Buck, and much more – your headquarters for officially licensed ECU merchandise.
- Backpacks
- Online Textbook reservations
- Barnes & Noble gift cards
- Book signings
- Faculty receptions

The ECU Bookstore works diligently with departments, faculty, and staff to ensure that textbooks and products required for each class are readily available to students. Textbook requests are required from the departments and faculty by these dates:

- **March 1** *For the upcoming SUMMER sessions*
- **April 1** *For the upcoming FALL semester*
- **October 1** *For the upcoming SPRING semester*

Textbook requests are required by the above dates for the following reasons:

- To allow ample time to receive all textbooks from the publishers in a timely manner
- To give out the most cash back to students during Book Buyback
 - Book Buyback begins directly before Finals Week
 - If you use the same textbook in the next session, students will receive up to 50% back on their

- textbooks - but only if your textbook adoption is on file!
- To allow time to review orders and make any additional corrections if needed

Regular EKU Bookstore hours are:

Monday-Thursday 7:45 a.m. - 6:00 p.m.
 Friday 7:45 a.m. - 5:00 p.m.
 Saturday 11:00 a.m. - 3:00 p.m.

The Bookstore is open extended hours during the beginning and end of each semester and during special events.

Colonel 1 Card Office

Powell Building 1st Floor

Phone: (859) 622-2179 Fax: (859) 622-6226

The Colonel Card 1 Office provides students with a variety of services regarding their EKU student identification card, the Colonel 1 Card. This identification card is used for meal plans, Colonel Cash, campus vending machines, laundry rooms in residence halls, at the EKU Bookstore, and at the EKU Computer Store. In addition, EKU has partnered with Higher One for refund disbursements and to add optional banking solutions.

The Colonel 1 Card Office is responsible for issuing new and replacement identification cards. The Colonel 1 Card Office will troubleshoot any issues that a student may have with their card or accounts associated with their card. Students, faculty, and staff may purchase meal plans and add money to their accounts in the Colonel 1 Card Office.

The Colonel 1 Card will allow students access to the following:

- Athletic events
- University Library facilities
- Cashing checks
- Campus recreation
- University sponsored events
- Student Health Services

The Colonel 1 Card has three different accounts associated with the card:

- Colonel Cash** - This is a prepaid account that can be used at the EKU Dining Services locations, the EKU Bookstore, the EKU Computer Store, campus vending machines, and laundry rooms in the residence halls. This account will carry balances over from year-to-year.
- Meal Plans** - EKU Dining Services has several different meal plans to accommodate any student's needs. Meal plans can be used at any EKU Dining Services location. Please check with EKU Dining Services regarding terms and conditions associated with meal plans. Please note that EKU Dining Services follows the same refund schedule, for full term, which is outlined by the University. (See Refund Policy above.) EKU's Colonel Compass <http://www.eku.edu/compass/deadlines/> lists all important dates and deadlines associated with each term.
- Optional Flex** - This is a prepaid account that can be used at any EKU Dining Services location. Please check with EKU Dining Services regarding terms and conditions associated with this account.

Acceptable methods of payment for meal plans, Optional Flex, or Colonel Cash accounts are cash, check, Visa, Mastercard, University student account (meal plans only).

The Colonel 1 Card Office is open during the following normal business hours:

Monday, Wednesday, Thursday 8:00 a.m. - 5:00 p.m.
 Tuesday 8:00 a.m. - 6:00 p.m.
 Friday 8:00 a.m. - 4:30 p.m.

The Colonel 1 Card is property of EKU and is issued for convenience. It must be presented (or surrendered) upon request by authorized officials of the University. This card is to be returned upon termination of the holder's relationship with the University. Any expenditure associated with the use of this card is the responsibility of the holder until it is reported lost/stolen. A fee will be charged for damage made to the identification card or if the card is lost or stolen. The loss of a card must be reported immediately to the Colonel 1 Card Office, Powell Student Center, (859) 622-2179.

Dining Services

17 Powell Building

Phone: (859) 622-3691 Fax: (859) 622-6226

www.ekudining.com

EKU Dining offers a variety of dining alternatives including fresh food options, an assortment of brand restaurants, catering, and athletic concessions. It is the goal of EKU Dining to provide high quality and satisfying dining experiences for the whole campus community.

The Fresh Food Company and Stratton Cafe offer freshly cooked food in a comforting atmosphere. The Fountain Food Court blends the signature brands Grille Works and Zoca with the famous national brands Chick-fil-A, Energy Zone, and Quiznos. Java City at the Crabbe Library and Einstein Bros. Bagels in the Moore Building offer gourmet coffees, bakery items, as well as grab & go salads and sandwiches. A new Starbucks location came to EKU Spring 2009 and is located in the Weaver Building. EKU Dining also operates five convenience stores throughout campus. In order to provide better convenience to students, the C3 Express stores in Telford, Keene, and Martin Hall stay open until midnight and the Fountain Food Court is open until 2 a.m.

EKU Dining also provides full-service catering. The dedicated catering staff provides a variety of services for both on-campus and off-campus events. A special Student Catering Guide is available to accommodate the dynamic requirements of the students.

Tremendous emphasis is placed on actively measuring customer satisfaction, responding to a changing environment, and continuous improvement. EKU Dining Services is dedicated to helping the EKU campus thrive.

The Office of Financial Affairs and Treasurer coordinates the following areas of University operations: 1) accounting and financial services, 2) student accounting services, and 3) purchases and stores.

Students may view the mission statement of each of the above areas by visiting the Office of Financial Affairs and Treasurer Web

page at www.financialaffairs.eku.edu.

DIVISION OF STUDENT AFFAIRS

Dr. James F. Conneely

Associate Provost & Vice President for Student Affairs

Whitlock Bldg. 540 (859) 622-1721

www.studentaffairs.eku.edu

The Division of Student Affairs has a significant role in all aspects of the students' experience at EKU. "*Student Affairs helps set the stage for Student Success.*" Each department in the Division of Student Affairs offers programs and services that provide students with opportunities for success through the integration of their academic pursuits with the learning experiences gained outside of the classroom. The mission of EKU's Student Affairs division is to provide quality services, leadership experiences, and learning opportunities that promote personal development and student success.

The Division of Student Affairs includes the following departments: 1) Admissions 2) Campus Recreation/Intramurals, 3) Career Services, 4) Community Service and Student Engagement, 5) Counseling Center, 6) Education Pays, 7) Financial Aid, 8) First Year Programs, 9) Greek Life, 10) Marketing, 11) Meditation Chapel, 12) Multicultural Student Affairs, 13) NOVA Program, 14) Recruiting, 15) Regional Campus Student Affairs, 16) Student Outreach and Transition, 17) Student Health Services, 18) Student Health Promotion and Education, 19) Student Involvement and Leadership, 20) Transfer Center, and 21) University Housing.

Admissions

The Office of Admissions is responsible for recruitment and admission of qualified undergraduate students to EKU. This office is also responsible for the processing of applications for new as well as readmitted students and international students for undergraduate programs. Students who have questions regarding their residency status may address their inquiry to the Office of Admissions (admissions@eku.edu).

Campus Recreation

Fitness and Wellness Center, SRC 105
Phone: (859) 622-1244 Fax: (859) 622-6754
www.campusrec.eku.edu

The Department of Campus Recreation provides a variety of diverse facilities and recreational opportunities to the university community. The department promotes wellness for students, faculty and staff by encouraging the development of lifelong skills and positive attitudes through health education, fitness programs, adventure programs, intramural sports, and message therapy.

Campus Recreation oversees the operation of the **FITNESS AND WELLNESS CENTER**. The Fitness and Wellness Center is a state-of-art facility which includes:

- Full line of weight and fitness equipment
- Locker Rooms
- Climbing Wall
- Bouldering Wall
- Group Exercise Room
- Multipurpose gymnasiums
- Indoor Track
- Student Lounge with computers
- Full Swing Golf Simulator

The department is also responsible for the Burke Wellness Center, Begley and Weaver gymnasiums, outdoor basketball courts and intramural field complex.

The Fitness Program offers a variety of group fitness classes each week and are taught by trained, motivated and friendly instructors. All fitness levels are welcome and each group fitness class is offered at no charge. Examples of group fitness classes are step, yoga, pilates, group cycling, and much more.

For those who need a more personal touch, we offer very affordable personal training by certified personal trainers. Personal training is a great way to attain one-on-one instruction incorporating exercise plans, goal-setting and health education.

Adventure Programs offers a wide variety of trips and workshops each semester. Previous trips have included: hiking and camping, backpacking, kayaking/canoeing, spelunking, white water rafting, climbing, canyoneering. The climbing and bouldering walls are an exciting and engaging alternative to traditional exercise. In addition, Adventure Programs provides an extensive amount of outdoor equipment so you may embark on your adventures. Examples of outdoor rental equipment are tents, mountain bikes, kayaks, cook stoves, canoes and much more.

Intramural Sports have been a campus tradition at EKU for over 50 years. Students play with their friends or organizations and compete against fellow Eastern students. Examples of activities offered are flag-football, soccer, volleyball, corn hole, dodge ball, golf, basketball, and much, much more. There are also numerous individual and dual events.

Massage Therapy offers several modalities such as relaxation, hot stone, deep tissue, therapeutic massage. It is a holistic therapy that reduces the heart rate, lowers blood pressure, increases blood circulation and lymph flow, relaxes muscles, improves range of motion, and increases endorphins, the body's natural painkillers. It has been said that, "Massage is to the human body what a tune-up is for a car."

Health Education (H.E.A.T.) is a peer education program geared towards empowering students with knowledge and facts concerning health issues. Health education presents information on alcohol, obesity, sex, drug abuse, eating disorders, tobacco, and much more. The aim is not to enforce ideas but to assist students in making better informed decisions by providing students with the proper tools, knowledge, and self-worth.

Career Services

Whitlock Building 465
Phone: (859) 622-1568 Fax: (859) 622-1570
career@eku.edu
www.career.eku.edu

Career Services assists students who are seeking employment and/or clarifying their career direction. The career services staff is available by appointment to discuss individual job search questions.

Career Exploration

For students who have a tentative career direction or major in mind, Career Services can help by providing information on what opportunities are available with that major, career paths, supply and demand, destinations of past graduates, salaries, potential employers, etc. Online career-planning tools are available to help students explore their interests and provide detailed information on a wide variety of occupations. FOCUS, an online career planning tool, is available to help students explore their interests and provide detailed information on a wide variety of occupations.

Part-Time Job Program

The Part-Time Job Program gives students the opportunity to obtain part-time, temporary and summer employment with local and regional businesses. Students who participate in the program gain real world experience in the workforce while networking in the community.

Career Preparation

The Career Services staff offers individual appointments, workshops, online tools and other resources to help students with career and job search preparation. These areas include résumé and cover letter writing, tips on job search strategies, internet job searching, professional dress, dining etiquette, interviewing skills, and application to graduate and professional schools.

Connecting with Employers

Career Services assists students in identifying and connecting with potential employers through job/career fairs, on-campus interviews, individual appointments, online tools and other resources. EKV JobLink is an easy-to-use and innovative system that gives students and alumni access to jobs and employers targeting EKV students.

Community Service and Student Engagement

128 Powell Building

Phone: (859) 622-3855

www.communityservice.eku.edu

Who We Are

The Office of Community Service and Student Engagement, located within the Office of Student Life, directs the University's community service programs. The Office coordinates a variety of service opportunities throughout the year that EKV students, faculty, and staff can participate in both on and off campus. Whether it's to fulfill a class requirement or just because they want to get involved, students looking for volunteer opportunities can visit the Office of Community Service and Student Engagement to get connected with local volunteer and leadership opportunities that meet their individual needs and fit their busy schedules! From working to protect sea turtles over spring break to building a home for a family over the summer in Honduras to planting trees on reclaimed mine sites in eastern Kentucky to making fleece blankets and pillows on campus for children, there a multitude of opportunities to give back locally, nationally, and internationally! Please contact us to find out more about the different ways you can get actively involved in your world through service!

The Office also serves as a resource to the campus for all things service related! Need to volunteer for a class? Want real-world, hands-on experience related to your major or a possible career? Want to explore a new part of the country or world? Interested in planning a service and need some assistance? Just call, email, or stop by! We are always happy help!

What We Do

- Promote a culture of service to the EKV community to enhance student learning and personal development while teaching the need for civic responsibility and life-long service.
- Offer diverse programming ranging from one-time service events to on-going year-long opportunities meeting a range of needs in our local communities.
- Expose EKV students to diverse cultures and populations through community service activities.

- Provide a centralized location for EKV students, faculty and staff to connect with local community agencies.
- Educate students, faculty, and staff on how to plan, organize, and carry out community service events.
- Work with Registered Student Organizations (RSO's), Living Learning Communities, and individual students to counsel and connect them with local volunteer and leadership opportunities.
- Provide local community partners with an accessible location on the EKV campus to publicize volunteer opportunities and recruit student leaders.

Counseling Center

Whitlock Building 571

Phone: (859) 622-1303 Fax: (859) 622-1305

www.counseling.eku.edu

The University Counseling Center offers services designed to promote the success of students in achieving their academic, social and personal goals. The Counseling Center staff consists of psychologists and counselors who provide personal and career counseling both individually and in groups. Counseling is offered on a short-term basis. Referral is provided when the need for counseling services is beyond the role and scope of the Counseling Center. Substance abuse assessment and counseling are also available at the Counseling Center. Psychiatric services are available on a limited basis for students receiving counseling in the Counseling Center where medication is indicated. Counseling relationships are considered confidential as delineated by the APA Code of Ethics and Kentucky state law. Current students are eligible for counseling services.

Counseling Services

Counseling is viewed as another form of learning while in college. Typical college student concerns that may result in counseling are: adjustment to college, interpersonal conflicts, dealing with loss, test anxiety, time management, stress, academic pressures, anxiety, depression, motivation, making health decisions, traumatic experiences, eating concerns and choice of a major. Students can make appointments by calling (859) 622-1303 or dropping by the Counseling Center.

Career Counseling Seminar (GCS 199 - one credit hour)

This course is offered each semester for students who are unsure of their major and career direction. Forty sections are offered each year and are taught by the Counseling Center staff and part-time staff.

“Tuesdays with the Counseling Center”

The Counseling Center offers workshops to address top mental health concerns. Top student issues include: stress management, procrastination, time management, ingredients of effective relationships, study skills and test anxiety.

Services for Faculty and Staff

The Counseling Center staff also provides consultation to the University community on referral and how to be most helpful to the distressed student. When a faculty member wishes to refer a student for immediate help, it is recommended that the faculty member call and speak with a counselor for consultation to discuss the appropriate action. A downloadable document called “The Decision Making Tree” offers step-by-step guidelines on how to respond to students in distress at the Counseling Center Web site at: http://www.counseling.eku.edu/faculty_staff/distressedstudents.php

Financial Aid

Ms. Shelley S. Park, Director
Whitlock Building 251
Phone: (859) 622-2361 Fax: (859) 622-2019
Email: fnaid@eku.edu

Financial assistance is available to help students offset the cost of their college education. There are five types of financial aid: grants, loans, employment, entitlements, and scholarships. The grants, loans, and federal work study programs are need-based. To determine how much money and for which programs the student qualifies, he/she must complete the Free Application for Federal Student Aid each year.

Entitlements include but are not limited to resources from the Veterans Administration and Vocational Rehabilitation. Scholarships are awarded from the University as well as outside sources. For information regarding entitlements, students should contact the Division of Student Financial Assistance at (859) 622-2361. This office can guide the student to the proper source depending on the type of entitlement or scholarship the student is interested in pursuing.

For scholarship information, students should contact the Scholarship Office in the Whitlock Building, Room 346 (859) 622-8032

ENTITLEMENTS

The **VETERANS PROGRAM** at Eastern Kentucky University is approved by the Kentucky Approving Agency for Veterans Education for the education of veterans and their eligible dependents. Students concerned with veterans training should have, at the time of registration, a certificate of eligibility. This is secured from the regional office of the Veterans Administration. The University is responsible for the completion of certain Veterans Administration forms and the other necessary information about students who receive this aid.

If you have completed courses while in the armed forces, ask the Registrar about the possibility of receiving credit for such courses.

VETERANS ADMINISTRATION BENEFITS. War orphans, widows, children and wives of deceased and disabled veterans should contact the Veterans Administration, 600 Federal Place, Louisville, Kentucky (phone: 1-800-827-1000). Application forms are available in the EKU Office of Veterans Affairs. For information concerning tutorial assistance or refresher courses, contact the Office of Veterans Affairs at Eastern Kentucky University in the Whitlock Building, Room 442. The telephone number is (859) 622-7838.

VOCATIONAL REHABILITATION (OVR). EKU supports the efforts of OVR to serve eligible individuals with disabilities. The Kentucky Office of Vocational Rehabilitation provides vocational rehabilitation services to eligible individuals with disabilities. Individuals receiving OVR services may also contact the EKU Disabilities Office for academic accommodation. For more information about eligibility criteria call the Office of Vocational Rehabilitation toll free at 1-800-372-7172 or (502) 564-7172, or visit the website at www.ovr.ky.gov.

FELLOWSHIPS

African-American students who have been accepted to the graduate school and are 1) eligible for in-state resident fee status and 2) registered as part-time students may apply for a \$500.00 African American Graduate Fellowship through the graduate office. Awards are available for the fall and spring semesters and

can be applied toward tuition, books/material and incidentals.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are positions given to the most outstanding students. Duties may include laboratory supervision, teaching, and research related tasks. Stipends are competitive and assistantships supported through the Graduate School include a partial tuition waiver of six graduate hours per semester for a full-time appointment. Additional assistantships are available through the Office of Student Housing and other academic and administrative units and many of these also provide a partial tuition waiver.

Graduate Assistants (GAs) are appointed by the individual departments of each college and subject to the approval of the Graduate School. Questions regarding application for appointment should be directed to the graduate coordinators of that department.

Graduate Assistants must be enrolled in a graduate degree program and must be enrolled in a minimum of 9 hours of graduate coursework applicable to their degree. Students in their final semester of graduate study who have applied for graduation may hold an assistantship with less than full-time enrollment. Students admitted to the Graduate School on Probationary Admission are typically not eligible for Graduate Assistantships.

Graduate assistants on part-time appointments are permitted to work up to 10 hours per week in other on-campus employment subject to approval by the Graduate School. Appointments are limited to no more than four academic terms (summers excluded). Exceptions to this may be considered for students enrolled in graduate program that exceed 36 hours.

Dr. Rodney Gross Scholarship

The Dr. Rodney Gross Scholarship provides financial assistance to high-achieving black U.S. citizens who are residents of the Commonwealth of Kentucky as defined by the Council on Higher Education's residency-for-fees policy. Applications may be obtained by contacting the Scholarship Office by phone at (859) 622-8032 or via the Web at www.scholarships.eku.edu.

STUDENT LOANS

The **FEDERAL PERKINS LOAN** is a 5 percent simple interest loan awarded to exceptionally needy students. This loan is made to degree seeking postbaccalaureate and graduate students. Rank I students are not eligible. Repayment begins nine months after the student ceases to be enrolled on at least a half time basis. There are certain occupations which allow a student to cancel a percentage of the money they borrow from this program. Contact the Loan Accounts Office in the Whitlock Building, Room 216, for more information regarding the cancellation and deferment options. All first time Federal Perkins Loan borrowers must be enrolled for thirty (30) days before their first Perkins disbursement can be released.

The **FEDERAL DIRECT SUBSIDIZED LOAN PROGRAM** is a need based program available to students who are enrolled at least half time. This loan is for degree seeking graduate students and post-baccalaureate students. Rank I students are not eligible. The interest rate is fixed and is not to exceed 8.25%. Contact the Office of Student Financial Assistance after July 1 for the current year interest rate.

The Federal Government pays the interest while the student is enrolled at least half time. A student has six months after ceasing to be enrolled as a half time student before repayment begins.

All first time Federal Direct Loan borrowers (subsidized as well as unsubsidized) must complete entrance counseling before

their loan can be processed. Counseling can be completed at www.studentloans.gov.

The **FEDERAL DIRECT UNSUBSIDIZED LOAN PROGRAM** is not based on need. Graduate students may borrow up to \$8,500 subsidized and \$12,000 unsubsidized per academic year. The actual loan amount will depend on the amount of other educational resources.

Keep in mind that the unsubsidized Stafford and the subsidized Stafford Loans combined cannot exceed the student's cost of education minus all other student financial assistance.

***Each annual loan limit is for one award year (12 month period; i.e., fall, spring, and summer).**

To apply for a Federal Direct Subsidized or Unsubsidized Loan, all students must complete a Free Application for Federal Student Aid. Division of Student Financial Assistance will certify the loan and electronically submit the information to the U.S. Department of Education (DOE). If the student has a signed Master Promissory Note (MPN) on file at DOE, the loan funds will be sent to Eastern Kentucky University on the specified disbursement dates. If the student does not have a signed MPN on file at DOE, a MPN must be signed electronically at www.studentloans.gov.

Post-Baccalaureate Students—Students returning to work on a second undergraduate degree are not automatically eligible for the senior annual loan limit of \$7,500. Each student must submit documentation which indicates how many hours that student has toward the second degree.

The **STUDENT AID SOCIETY** (Emergency Loan) program is designed to provide emergency short-term loans to students. It must be repaid. Students may borrow a small amount of money on a personal note at a legal rate of interest for a one month period. Money is made available through contributions of the University, alumni, private organizations and many individual friends of the University.

You must be enrolled as a full time student, have a 2.0 ("C") overall grade point average, a means of repayment, and must not have a past due balance. All students are eligible to apply for these short-term loans regardless if they are receiving other forms of financial aid. An application form obtained from the Loan Accounts Office in the Whitlock Building, room 210 must be completed. Allow at least two days for processing.

The loan must be repaid within four weeks, and the student is charged an interest rate of 2 percent. Students who have delinquent loans will have their grades sealed in the Registrar and will not be allowed to register for the next semester. Delinquent loans will be collected through a collection agency. Any additional expenses incurred in the collection of the note will be added to the student's repayment.

Student Employment

Eastern Kentucky University offers its students two employment programs. One is the federal work study program which provides part-time jobs to students who have financial need as determined by the Application for Federal Student Aid. This program is federally funded. The other is the ECU institutional work program. Eastern Kentucky University provides funds to employ students who want to work on-campus, but do not qualify for the federal work study.

Both of these programs employ students on a part-time basis, and students are paid every two weeks for the hours they have worked. Their job schedule is built around their class schedule. A variety of jobs are available including typing, filing, farm work,

food service, resident hall assistants, tutorial work, as well as community service jobs. Contact ECU's Student Employment Office for more information at Whitlock Building, Room 219, hours 8:00 a.m. - 5:00 p.m.; phone (859) 622-1760 or 622-1756.

Meditation Chapel

University Chaplain

Phone: (859) 622-1723

www.studentaffairs.eku.edu/chapel/

The Chapel of Meditation is the realization of a dream begun in 1968 when the Eastern Kentucky University Alumni Association adopted the Century Fun Project to finance a non-denominational chapel. The chapel stands as a testimonial of the love and devotion of the alumni, faculty, students, and friends, a gift to commemorate the 100th anniversary of higher education on the Eastern Kentucky University campus.

The chapel is non-sectarian and is open to students, faculty, staff, alumni, and friends of the University for meditation, prayer, and spiritual reflection. The chapel is also used for several other events such as:

- Weddings
- Memorial services
- Sorority and fraternity events
- Religious organization events and services
- Academic department meetings
- Honor Society events
- Athletic events

The University Chaplain's office is located in the basement of the chapel. The Chaplain coordinates the various activities of the chapel and is available to perform weddings. The Chaplain also attends to students, staff and faculty with questions about spiritual matters or spirituality. Besides providing a peaceful and serene setting for prayer and meditation, the chapel is used to house various student organization meetings and services, weddings, and annual memorial services.

Multicultural Student Affairs

110 Powell Building

Phone: (859) 622-4373 Fax: (859) 622-2402

www.studentaffairs.eku.edu/multicultural/

The Office of Multicultural Student Affairs is an office that seeks to bring issues of cultural diversity to the foreground of campus conversation through educational programs and services. As a department within the Division of Student Affairs, this office exists primarily to serve all students as they question personal and collective notions of race, gender, ethnicity, nationality, religion, sexuality, ability and culture. The office promotes life-long learning and global citizenship by providing workshops, films and events on cultural awareness, sensitivity and competence.

Multicultural Student Affairs encourages the utilization of campus resources, participation in campus life, understanding and respecting cultural differences, and promoting tolerance, inclusiveness and celebration of diversity.

Multicultural Student Affairs is actively engaged in collaborative efforts with other departments and academic areas on campus including Women and Gender Studies, African/African-American Studies, Appalachian Studies, Chautauqua Lecture Series, Criminal Justice and Police Studies, the Honors

SECTION THREE - STUDENT SERVICES

Program, International Education, the Departments of English, Communications, History, Foreign Languages and Humanities, Nursing, Philosophy and Religion and the College of Education.

In addition, OMSA encourages student engagements and leadership by providing support to various registered student organizations such as American Sign Language Association, EKU Gospel Ensemble, Black Union, Capoeira Dance and Martial Arts of Brazil, Feminists For Change, International Student Association, LSU (Latino Student Union), MARS (Men Against Rape and Sexual Assault), R.E.A.L. Men (Responsible, Educated, Accountable, Leaders), S.I.S.T.A. (Sisters in Spirit Through Achievement), OWLS (Older Wiser Learners), Pride Alliance, Trans-Action, the National Pan-Hellenic Council (NPHC), and WARS (Women Advocating Against Rape and Sexual Assault).

Our Motto: "One Campus...One People"

Student Health Services

Rowlett 103

Phone: (859) 622-1761 Fax: (859) 622-1767
www.healthservices.uku.edu

The mission of Student Health Services at Eastern Kentucky University is to provide our students with the best quality acute ambulatory medical care in a compassionate environment, while providing education on healthy lifestyles from which our students can benefit for the rest of their lives.

Student Health Services has three primary goals: first, to address any acute medical condition that threatens health, interferes with function, reduces performance, and serves as an obstacle to learning and personal growth; second, to educate our student body on healthy lifestyle choices that promote wellness and reduce the chances of disease—the preventive approach; third, to serve as a source of information and access to community based assistance programs. Services provided at the Health Center include:

- Outpatient acute medical care
- Allergy shots
- Basic laboratory tests
- Family planning clinic
- Certain immunizations
- X-Ray requests
- Tuberculosis skin testing
- Health education
- Pregnancy testing
- AIDS education/testing referral

A variety of free pamphlets, booklets, and other materials are available at the SHS. Students may utilize the computer terminal with Internet access in the SHS lobby to look up health related topics of interest.

Student Health Promotion and Education

Rowlett Building 103

Phone: (859) 622-3621

(859) 622-6221, Health Educator Information
www.healthservices.uku.edu/HEAT/

The Office of Student Health Promotion and Education works in partnership with students, faculty, and staff to promote optimal health. Our mission is to share information, develop

skills and empower students to make healthy lifestyle choices. We support health and wellness throughout the University community and provide opportunities for University-wide collaboration.

Some of the issues addressed by the Office of Student Health Promotion and Education include:

- Sexually transmitted diseases
- Alcohol and substance abuse
- Stress management
- Tobacco use
- Breast and testicular cancer awareness
- Diabetes awareness
- Peer education
- Health Education Action Team (H.E.A.T.): A team of peer educators whose mission is to educate fellow students on healthy lifestyle choices. The team concentrates on issues pertinent to college students, and advances its message through events organized and presented in collaboration with other departments of the University and community agencies, both in and out of the classroom. H.E.A.T. is a campus organization that is geared towards empowering students with knowledge and facts concerning health issues. Our aim is not to enforce ideas but to assist students in making informed decisions.

Student Involvement and Leadership

Powell Building 128

Phone: (859) 622-3855 Fax: (859) 622-6598
www.studentlife.uku.edu

The Office of Student Life provides numerous activities to Eastern Kentucky University students, which include registered student organizations, leadership development opportunities, and social events. The office also provides unique educational sessions to assist students in their collegiate holistic development inside and outside the classroom. In addition to academic programs, the University provides many services and activities that promote mental/physical health and social/academic well being. There are several ways to get involved. Eastern Kentucky University is home to more than 170 registered student organizations in ten different categories:

- Activity/interests
- Residence Hall Councils
- Club sports
- Departmental
- Honorary
- Social fraternity
- Social sorority
- Service
- Religious
- Governance

The mission of the Leadership Development program at Eastern Kentucky University is to support the development of leadership skills among current and emerging student leaders through conferences, classes, workshops, and consultations.

Workshops and Seminars

The Office of Student Life offers many programs ideal for meetings, special programs, and informal gatherings. Topics include: goal setting, group dynamics, time management, ethics, diversity, motivation, recruitment/retention, stress management, women and leadership, assertiveness, leadership styles, conflict management, and FISH! for college.

Student Activities

“You can go to college and earn a degree or you can get involved and receive an education” (author unknown). Here at Eastern Kentucky University the Office of Student Life is dedicated to making sure that every student has the opportunity to get involved. Thursday Alternative Getaway (TAG), Breaking Point Music Series, Student Activities Council, and One Night Stand Comedy Series are excellent programs geared toward entertaining Eastern Kentucky University students, faculty, staff and the surrounding community. Whether you want to help select the acts, perform technical functions at the show, or simply show up and enjoy the entertainment, there is something for everyone! All TAG, One Night Stand, and Breaking Point events are FREE. The Student Activities Council is a division of the Student Government and provides other entertainment opportunities throughout the year. See you at the show!

Veterans Affairs

Whitlock Building 442, CPO 72
Phone: (859) 622-7838 Fax: (859) 622-5076
www.soto.eku.edu/veterans

The Office of Veterans Affairs serves student veterans by assisting with admissions, advising, obtaining VA benefits and credit for military training, and serving as an advocate for veterans issues throughout the campus community. Student veterans or eligible dependents will need to apply directly to the Veterans Administration to obtain a letter of eligibility. This can be done online at www.gibill.va.gov. Upon receipt of the letter, bring or send a copy to the Veterans Affairs Office on the main campus along with a Course Enrollment Form (CEF). The CEF must be submitted each semester for which benefits are desired. The CEF is available online at www.soto.eku.edu/veterans.

The Post 9-11 GI Bill will pay 100% of tuition and fee costs for undergraduate, graduate, and online instruction provided the service member has 36 months of active federal service. Veterans with less than 36 months of service will receive a prorated amount based on number of months served on active duty beyond initial training. Basic Allowance for Housing (BAH) is based upon E-5 with dependents for the 40475 zip code and is also prorated. Online-only Post 9-11 student veterans will draw BAH at one half of the national BAH average. All out-of-state veterans who are Post 9-11 GI Bill eligible will receive in-state tuition and fees rates.

Veterans needing assistance in obtaining a copy of their AART AARTS, SMART ART, CCAF or CGI military transcripts should email EKUVeteransAffairs@eku.edu or call 859-622-8659.

Survivors' and Dependents' Educational Assistance

DEA (Chapter 35) provides education and training opportunities to eligible dependents and survivors of certain veterans. For more information on DEA eligibility visit www.gibill.va.gov.

Children of Kentucky War Veterans

If you are the child of a Kentucky War Veteran you may also be entitled to a tuition waiver in addition to your DEA benefits. Under the provision of KRS 164.505 and 164.515 children of Kentuckians who were killed in military action or

who were permanently and totally disabled in wartime military services are eligible for this waiver. For additional information contact the Kentucky Department of Veterans Affairs, Tuition Waiver Coordinator at (800) 928-4012.

OTHER STUDENT SERVICES**The International Alumni Association**

Richards Alumni House
Phone: (859) 622-1260 Fax: (859) 622-6620
www.eku.edu/alumni

The Eastern Kentucky University International Alumni Association serves as a link between the University and its alumni by maintaining records, fostering communication, and sponsoring programs and activities designed to enhance this relationship.

All Eastern Kentucky University degree recipients and former students with 25 or more credit hours are considered alumni of EKU. The International Alumni Association is served by a board of 25 alumni volunteers, representing the diversity of our alumni constituency, who meet three times annually. Their work includes selection of the Alumni Awards, Alumni Scholarship recipients, and other duties.

In addition to active Alumni Chapters, the Alumni Association coordinates multiple gatherings across the nation to encourage alumni and friends of EKU to come together.

Other regular Association activities include Alumni Weekend held annually in April and Fall Homecoming. These events bring alumni back to campus to reconnect with their classmates as well as giving the opportunity to see students and learn about our academic programming.

The International Alumni Association helps to publish an Alumni Directory, usually every five years. This directory is a compilation of information about alumni including their name, class year, occupation and contact information.

Computer and Related Resources

Combs Building 209
Phone: (859) 622-1411 Fax: (859) 622-2266
www.it.eku.edu

Upon admission, students are issued an E-Key, electronic account, which provides secure access to Blackboard, EKU email, campus computers, and various other electronic resources. For information on activating your E-Key see: webapps.eku.edu/stumail

IT (Information Technology) provides technology laboratories for student use in numerous campus locations, including a small cluster in each residence hall. Over 400 state-of-the-art computers are available for student use. All locations provide laser printing, some in color. Assistance with computer-related projects and assignments is available in our staffed labs—Crabbe Library, Combs Classroom Building, Powell Building, and the Whitlock Building. Laptops, projectors and other types of technology related equipment are available for student checkout from the Technology Commons, located on the first floor of the Powell Building.

The IT Helpdesk provides information and solutions to computer-related problems. Please call (859) 622-3000 or come to Combs Classroom Building Room 209 to contact a Consultant. ResNet provides information and solutions to

SECTION THREE - STUDENT SERVICES

computer-related problems for students. Please call (859) 622-3050, email resnet@eku.edu, or come to Combs Classroom Room 230 to contact the ResNet staff.

The EKU Computer Store, conveniently located in the Whitlock Building, sells technology-related equipment (computers, printers, cameras, and accessories) and software at academic discount pricing. The store also provides a print station for digital photography, a fax machine, and CD duplication. It is open Monday through Friday from 8:00 a.m. - 4:00 p.m.

EKUDirect is an IT service that provides internet access to student records and many University business functions such as registration, bill payment, advising information, and automobile registration. Through EKUDirect, students can do business with the University anytime from anywhere.

IT provides e-mail and web space for personal websites to all students. IT provides an email antis spam solution. To view your trapped spam or increase your level of filtering aggressiveness please login to antis spam.eku.edu. Information on how to activate your student email is available on EKU's web page www.eku.edu. Information is also available via the web about how to change/reset your password.

Wireless access is available in all academic buildings, residence halls and many outdoor environments. The wireless network is based on the 802.11n standard and provides up to 54 Mbps connectivity. Both secured and unsecured (limited access) wireless is available. For PC configuration information, go to wireless.eku.edu.

In support of student learning, eight computer classroom laboratories maintained by IT are available for reservation by instructors to enhance the classroom experience of their students. IT is responsible for the Blackboard Online Learning System used by many of our instructors to enhance the student learning experience with web-related teaching, messaging, and testing.

EKU Printing Services, located in the Coates Building, offers assistance to students and student organizations in designing and reproducing their projects with a professional appearance. Same-day service for most projects (e.g., coil and spiral binding, multiple page copying, poster and banner printing, color copying, laminating, and 3-hole punching) is available at a reasonable cost. PDF files are preferred, but projects can be processed from most desktop publishing and word processing software.

IT provides high speed internet access in all of the residence halls (ResNet) and free computer anti-virus software. Our antivirus software must be used in order to connect to ResNet so please do not purchase anything prior to arriving on campus. If you do, it needs to be removed before you put EKU's antivirus on your computer. You will need to connect to the campus Ethernet and download Symantec and our network login software--Clean Access, in order to connect to the network in your residence hall. Only after you successfully connect to the wired connection in your room will you be able to connect to your buildings wireless. For computers to be used in the residence halls, IT requires the following:

Required Hardware/Software

10 or 10/100 Ethernet card Network cable (RJ45 CAT5) (25' recommended length)

EKU version of Symantec Antivirus*

Cisco Clean Access Agent*

Operating system updates (Windows or Apple)

*Must be downloaded free from EKU once in a residence hall.

Minimum Computer Requirements

(For Recommended Systems see: <http://www.resnet.eku.edu/sysreq.php>)

Parking and Transportation Services

Division of Policy, Compliance and Governance
Mattox Hall Suite A

Phone: (859) 622-1063 Fax: (859) 622-2243

www.parking.eku.edu

Eastern Kentucky University Parking and Transportation Services provides parking and transportation options in support of the University's mission, by providing quality customer service and proper management of parking and transportation resources. This mission is accomplished by enforcing applicable parking rules and regulations, providing safe and efficient transportation services, conveying a positive attitude, and requiring the highest standards of personal and professional conduct.

Parking Services provides parking information, issues parking permits for the campus community and visitors, coordinates parking for special events, and enforces parking rules and regulations.

Transportation Services provides day and evening shuttle transportation and motor pool/feet services.

See the Parking and Transportation website (www.parking.eku.edu) for additional parking and transportation information including parking regulations, shuttle schedules, and hours of operation.

Student Automobiles

In order to facilitate parking for all students, faculty, and staff, Eastern Kentucky University requires the registration of motor vehicles utilizing campus parking facilities. Vehicle registration information can be obtained by contacting the Parking Office (859) 622-1063 or by logging onto www.parking.eku.edu.

During the registration period, prior to the first day of classes, students registering for classes may park in any legal, non-reserved parking space in all areas, except employee parking lots (Zone E) which are marked by yellow signs and the Powell West Visitor Lot.

After the commencement of classes, residential hall lots (Zone B), which are marked by blue signs, are restricted to residence hall permits 24 hours per day, seven days a week. Enforcement of employee and commuter parking zone regulations begins at 2:00 a.m. Monday-Friday. Commuter permits are also valid from 4:30 p.m. to 7:00 p.m. in employee (Zone E) parking lots. The Case Lot, Jones Lot, and a section of the Martin Lot are exceptions to this rule and are reserved for employees only until 9:00 p.m. Evening parking for vehicles without permits is available in the Alumni Coliseum Lot from 4:30 p.m. to 2:00 a.m., Monday through Friday, and all day Saturday and Sunday.

Visitors may obtain temporary permits 24 hours a day, 7 days a week at the Parking Office or Police Dispatch Center located in Mattox Hall, behind the Whitlock Building. Short term temporary parking permits, not to exceed 5 days, are available to individuals who have not registered a vehicle.

EKU Police

Division of Policy, Compliance and Governance
 Mattox Hall
 Phone: (859) 622-2821 Fax: (859) 622-2243
www.police.eku.edu

The mission of the Eastern Kentucky University Police Department is to enhance the quality of life by providing a safe and secure environment through professional service to the community. The success of our mission depends on this partnership utilizing a community policing philosophy. The department places high priority on honesty and integrity and values the need for effective and open communication with the community we serve. We value our employees and are committed to their professional development.

The University offers a variety of informational programs that inform students and employees on safety and security issues, including how to report crimes and how to prevent crimes. These programs are available on request by student groups, employees, or individuals. These programs include, but are not limited to:

- Crime Prevention and Security Awareness
- Drug and Alcohol Abuse Education Program
- Sexual Assault Prevention
- Residence Hall Security

The University Police provide 24-hour patrols of the Eastern Kentucky University campus buildings, parking lots, residence hall exteriors, and campus grounds. University police officers have full authority on all University property and concurrent jurisdiction on all roads and streets adjacent to the campus. The University Police also have the authority to investigate crimes committed on University property anywhere in the state.

The Eastern Kentucky University Police Department includes 25 sworn police officers, 4 dispatchers, and 19 student cadet officers. The University Police has jurisdiction over all campus owned, leased or controlled property, on all roads through and adjacent to campus, and anywhere in the state if a crime is committed on campus. They have police cruisers that patrol throughout campus and are highly visible along with bicycle patrol and foot patrol officers.

The campus police department also houses two full-time detectives whose primary responsibilities are investigations and working closely with surrounding agencies. The Eastern Kentucky University Police Department has an excellent working relationship with state, local, and federal law enforcement agencies and other emergency providers.

Office of Services for Individuals with Disabilities

Division of Policy, Compliance and Governance
 Whitlock Building 361, CPO 66
 Phone: (859) 622-2933
www.disabilities.eku.edu

The Office of Services for Individuals with Disabilities assists students, faculty, and staff with disabilities by coordinating campus and program accessibility as well as providing support in the attainment of educational and work goals. The Disabilities Office Staff, the OSID test proctoring service, and the Project SUCCESS Program are located in the Whitlock Building, room 361. Appointments are made by

calling (859) 622-2933 (V/TDD) or coming to Whitlock Bldg. 361.

Individuals seeking services are required to provide the Coordinators with a completed application for services and current disability documentation. Applications, guidelines for documenting a disability, and information on obtaining services and accommodations are available at the office and on the website at www.disabilities.eku.edu. Services are determined on an individual basis and may include but are not limited to: test accommodations, note takers, books on CD, and use of assistive technology, equipment loan, building accessibility information, permanent and temporary handicapped parking and individual appeal cases.

Applications for Project SUCCESS, a comprehensive program for students with specific learning disabilities, Attention Deficit Disorders and other cognitive disorders are located in Whitlock Bldg., room 361. Appointments are made by calling (859) 622-2933 (V/TDD) or coming to Whitlock Bldg., room 361.

Office of Deaf and Hard of Hearing Services

The Office of Deaf and Hard of Hearing Services enables students who are deaf and hard of hearing to achieve their educational goals, both academic and career. The office provides and coordinates accessible services including but not limited to: note takers, interpreters, test accommodations, use of assistive listening technology and equipment loan, which afford individuals equal opportunity to attain their goals. Current disability documentation is required. Services are determined on an individual basis. A comprehensive list of services may be found on the Web at www.disabled.eku.edu/terpserve/. The Interpreter Coordinator is located in Case Annex, room 207. Appointments are made by calling (859) 622-2937 (V/TDD) or coming to Case Annex, room 207.

ADA/504 Coordinator

The ADA/504 Coordinator serves the University by hearing individual ADA cases including appeals for course substitutions and waivers and other ADA cases as a member of the ADA Compliance Committee. Appointments with the Coordinator are made through OSID. Services for Individuals with Disabilities are made available in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Current students, faculty, staff and others interested in disability issues are invited to attend the EKU ADA Awareness and Accessibility Committee. A schedule of meetings and committee notes are available on line at <http://access.eku.edu>.

ADA Compliance Committee

The ADA Compliance Committee serves the University Community by hearing individual ADA cases. Please contact the Director of the OSID for more information.

Speech-Language-Hearing Clinic

Wallace Building 278
 Phone: (859) 622-4444
www.specialed.eku.edu/clinic

The Communication Disorders Program in the Department of Special Education offers services to students, faculty, staff, and members of the community at the Speech-Language-

SECTION THREE - STUDENT SERVICES

Hearing Clinic in Wallace 278.

Diagnostic and clinical treatment services provided by the Clinic include the following:

1. Screening for speech, language, swallowing, and hearing problems.
2. Assessment and treatment of articulation disorders, phonological delays, delayed or disordered language, stuttering, voice disorders including laryngectomy, swallowing, speech and language problems resulting from stroke or head injury, language disorders related to learning disability, and speech and language problems of individuals in areas of exceptionality such as mental handicap, developmental delay, cerebral palsy, cleft palate, hearing impairment, autism spectrum disorder, and emotional/behavioral disorder.
3. Assessment and treatment of hearing loss; treatment via fitting, programming, and maintenance of hearing aids and/or assistive listening devices, aural rehabilitation (including auditory training) and speech reading, and counseling regarding adjustment to hearing aid use; hearing conservation.
4. Accent modification for speakers of English as a second language and those desiring Standard English skills.

Anyone interested in the above services should contact the Clinic Office Associate at (859) 622-4444, Wallace 278, or visit the Clinic website at www.specialed.eku.edu/cd/clinic.

Student Publications

Eastern Kentucky University provides a variety of laboratory experiences through student publications. The Eastern Progress Advisory Board has been established to provide professional involvement in the activities of the Eastern Progress, the University's student newspaper. Academic and support units coordinate the institutional support of student publications but do not govern the content. The courts have consistently held that where a tradition of student decision making exists in student publications, those publications are afforded the same Constitutional First Amendment protection as other publications. Concomitant with those rights go certain responsibilities, which also accrue to the student publications. Accordingly, the responsibility for the content of the publications is that of the student editors and writers and not Eastern Kentucky University or its Board of Regents.

The Eastern Progress, a 10,000-circulation weekly newspaper, is the official student publication of the University and all students are encouraged to take advantage of the journalism and advertising training it offers. The Progress has consistently been rated as an All American Newspaper by Associated Collegiate Press and a Medalist paper by Columbia Scholastic Press Association. Since 1987, the Progress has won more than 20 national awards, including four national Pacemakers and three Gold Crown awards. It was recognized as the Best All-Around Campus Newspaper by the Society of Professional Journalists in 1997 and 1998. Reach the Progress online at www.easternprogress.com.

Aurora is a magazine of student writings published by its student staff to encourage interest in literary activity. Aurora accepts poems, one-act plays, short stories, prose sketches, and essays from any Eastern student. Editions are published in the fall (online by the ENG 420 class) and spring (hard copy). Cash

prizes are awarded for the best works (fiction and poetry) at the time of the spring publication.

SECTION FOUR

General Academic Information

The Office of Graduate Education and Research

Dr. Jerry Pogatshnik, Dean
Whitlock Building 310
(859) 622-1744
gradschool.eku.edu

GENERAL INFORMATION

Section Four of the Graduate Catalog outlines the University's policies governing graduate programs. These policies are designed to assure academic integrity and the quality of graduate degrees attained through Eastern Kentucky University. All graduate students are expected to be familiar with these policies and to abide by them throughout their program of study at EKU.

Attendance in the Graduate School at Eastern Kentucky University is not a right. It is a privilege which may be withdrawn by the University or any area of graduate study if it is deemed necessary by the Office of Graduate Education and Research in order to safeguard the University's standards.

Catalog Applicability

Students who are continuously enrolled in a graduate program will be governed by the catalog in force during the school year in which they were officially admitted to a graduate program. Graduate students who discontinue their enrollment for a period longer than 24 months must apply for re-entry to the Graduate School and be accepted for reinstatement by the graduate program. Students who are readmitted under these circumstances will be governed by the catalog in force at the time of re-entry. A student may elect to comply with the catalog currently in force. Exceptions to this policy must be approved by the Office of Graduate Education and Research.

Class Attendance

Research shows that students who regularly attend class are more likely to succeed. EKU students are responsible for course work covered during all class periods, including the first class meeting. Each instructor will record absences and deal with them in a manner consistent with departmental policy for that course. Since attendance policies vary among departments and for courses within departments, students must be familiar with the policy printed on the course syllabus.

If a student presents the instructor with an adequate and documented reason for an absence, the instructor normally will give the student an opportunity to make up the work missed, if this is feasible. Adequate reasons involve circumstances beyond the student's control, such as personal illness, critical illness, or death in the immediate family, or participation in an approved University activity. No absence of any nature will be construed as relieving the student from responsibility for the timely completion of all work assigned by the instructor. Initiating the request to make up class work is the student's responsibility.

First Day of Class Attendance:

This enrollment verification process gives EKU instructors the

authority to request disenrollment of a student for non-attendance. Faculty may request these drops only during the first week of the term. This process is designed to ensure clear reinforcement of the message that class attendance at EKU is important. Students who know they will be absent should contact their instructor or the academic department office PRIOR TO THE 1st CLASS MEETING to explain their absence and request that the instructor not drop them from the class. Students are responsible for monitoring their class schedule and should never assume that missing the first day of class will automatically result in removal from that class. While faculty may exercise their authority to drop a student for being absent on the first day of class, faculty are not required to do so. A student who never attends a class but remains enrolled will fail that course.

Graduate Cooperative Education

Graduate cooperative education provides the student with an opportunity to blend theory with practice resulting in a balanced education. Learning within the classroom is combined with practical on-the-job training in business, industry, and/or government.

The determination of eligibility for participation in the Graduate Cooperative Education Program is primarily an academic matter involving the department in which the student is majoring. Prior to enrolling in cooperative education, a graduate student should normally have completed nine (9) semester hours of graduate credit. All graduate students must have a 3.0 grade point average when applying for cooperative education.

Acceptance of a student into the program is also contingent upon the location of a suitable graduate level training site and an agreement with the employer to hire. The co-op student will normally be employed full-time for a period of one semester in accordance with the employer's schedule. The type of employment and the total hours of employment are determining factors in assigning co-op credit. The University requires a minimum of 80 hours of employment for each semester hour of academic credit for graduate co-op, field placement, practicum, internship and other such placements. The salary for each position is negotiable but must fall within state and federal wage guidelines. For additional information, contact the Director of Cooperative Education at (859) 622-1296.

Program Planning

At the time of admission to the Graduate School, each student shall be assigned an advisor by the department offering the degree program into which the student plans to matriculate. The student

shall take the initiative to become familiar with the objectives of his/her particular degree program and pertinent regulations, as they are described in this Catalog, prior to scheduling a conference with the assigned advisor. Discussion of the student's personal and program objectives should take place prior to the first registration.

During the first term, the student must meet with his/her advisor to develop a planned program. Subsequent changes of the program plan are permissible, but must be approved on the appropriate form by the advisor, the department chair, and the Dean of the Graduate School.

Student Responsibilities

Student success is an EKU priority. The General Academic Information section provides students with key information to help them succeed on the path toward completing a degree. All students should become familiar with the General Academic Information section of the Catalog as well as specific college and departmental program requirements. Being unaware of these regulations and requirements does not exempt a student from complying with the requirements. Only the Graduate Council has the authority to waive the basic requirements stated in this Catalog. No statements made by any person regarding waiver of admission/program requirements shall in anyway bind the Graduate Council.

Use of Course Work from Non-Degree or Certification Programs on Degree Programs

Normally, no more than twelve semester hours of work earned as a certification or general non-degree student may be applied to a graduate degree. Only courses with 3.0 or above earned grade points may be applied, although a grade in any course taken as a certification or general non-degree student will be considered in computing a student's overall grade point average.

ACADEMIC REGULATIONS

Academic Bankruptcy of Graduate Work

Academic bankruptcy allows graduate students who have been in a different graduate program from their current graduate program at EKU to void a portion of the work attempted during one or more semesters of the prior enrollment(s). EKU offers this option because it recognizes that some students fail to perform satisfactorily due to factors that interfere with their academic performance.

To qualify for bankruptcy, a graduate student must meet the following conditions:

- (a) The student must be enrolled in a different graduate program than the one in which he or she was enrolled during the semester of the work to be bankrupted.
- (b) The student must have been out of the previously enrolled program for a period of at least two consecutive years after attempting the work to be bankrupted.
- (c) The student must state, in writing, his or her intention to declare bankruptcy to the Graduate School. The student will also specify which semesters are being requested for bankruptcy. Students may request to bankrupt any or all semesters of their prior work, but all work from a given semester will be bankrupted if the student requests to bankrupt that semester and if the request is approved.
- (d) The student may not have previously declared bankruptcy of EKU work.

If bankruptcy is granted, the bankrupted work will remain on the transcript but it will not be counted in the student's GPA and will not count toward degree requirements. Students admitted to a new degree program under this policy will only be admitted with probationary status and must meet the requirements for probationary admission in order to maintain enrollment in the new graduate program.

Academic Integrity

EKU students are expected to adhere to the highest standards of academic integrity. Students who are found guilty of academic dishonesty will be sanctioned in a manner that is appropriate to the infraction. Sanctions may range from receiving a failing grade on the assignment to being assigned a failing grade in the course. Stronger sanctions are possible in the event a case is assigned to the Student Disciplinary Council.

For a full description of academic dishonesty, including plagiarism, cheating, and fabrication, refer to the section entitled Academic Integrity Policy in the University Handbook for Students.

Academic Load

During the fall and spring term the normal full-time course load for a graduate student is 9 - 12 credit hours. Exceptional graduate students may request permission from the Graduate Dean to register for additional course work, up to a maximum enrollment of 15 credit hours.

Graduate assistants are permitted to carry a maximum course load of 12 hours and a minimum load of nine hours of graduate work toward their program.

Six semester hours is considered a normal graduate student course load for the summer term. For enrollment verification and financial aid purposes 9 - 12 credit hours is full time summer status for graduate students. A graduate student who has established a superior academic record may petition the dean of the college of the student's major for permission to enroll in excess of 12 credit hours during the summer term; however the absolute maximum summer course load is 15 hours.

Academic Probation and Dismissal

Students pursuing graduate degrees are expected to maintain a 3.0 graduate grade point average at all times. Students falling below the 3.0 GPA will be placed on academic probation. One semester may be allowed for removing the GPA deficiency. Students who fail to achieve a graduate GPA of 3.0 or higher after their probationary semester will be dismissed from their graduate program. Students who wish to appeal their dismissal must do so within two year of the date of notification of dismissal. Reinstatement in the graduate program will be permitted only with the recommendation of the advisor and the department chair/program coordinator to the Office of Graduate Education and Research and approval by the Graduate Dean. Students on academic probation or who have been dismissed cannot take a course from another institution for the purpose of transferring the credit to their program.

Grading System**1. Graduate Letter Grades**

Grade	Meaning	Grade Points Per Hour
A	Excellent	4.00
B	Good	3.00
C	Average	2.00
D	Failure	0.00
F	Failure	0.00
FN	Failure - Stopped Attending Class	0.00
FX	Failure-Academic Dishonesty	0.00
I	Incomplete	0.00
IM	Incomplete Due to Military Activation	0.00
P	Passing	0.00
S	Passing	0.00
U	Failure	0.00
UN	Failure - Stopped Attending Class	0.00
W	Withdraw	0.00
WM	Withdraw Due to Military Activation	0.00
AU	Audit	0.00
CR	Credit Only	0.00
IC	Incomplete Correspondence	0.00
IP	In Progress	0.00
NC	No Credit	0.00
NR	Not Reported	0.00

Throughout this *Catalog*, specific grade requirements are to be interpreted precisely as stated. Thus, if a requirement specifies that a grade of at least “C” is required, a “C-” will not satisfy the requirement. If it is intended that “C-” is to be allowed, a “C-” will be listed rather than “C.” This applies to all specific grade requirements.

The grade point average (GPA) is based on those courses in which a student earns a normal letter grade (“A”-“F”, or “U”). The overall graduate grade point average includes all graduate course work taken by the student at any institution at any time unless specifically excluded. The program graduate grade point average includes only those courses included as a part of the student’s planned program.

An instructor may assign a grade of “I” if the instructor believes that a student has been unable to complete the course on time because of unavoidable conditions. An Incomplete Grade Contract must be received by the Registrar’s Office no later than 30 days past the deadline for final grade submission. The student’s signature is not required for the contract to be enforced. A copy of the contract will be mailed to the student by the Registrar’s Office, giving the student a 10-day window in which to decline the incomplete grade.

While the faculty will be able to submit the “I” grade through the online grade submission process, any “I” grade that is not accompanied by an Incomplete Grade Contract within 30 days of the advertised final grade submission deadline will be converted to an “F.” Any student receiving a grade of “I” must coordinate with the instructor to satisfy all outstanding coursework for the course. Students should not register to repeat the course in a subsequent term. Once outstanding requirements for the course are satisfied, the instructor will process a change of grade form converting the “I” to a letter grade. The deadline for the grade change is the last day of class of the next full-length (i.e., fall or spring) term. Once this deadline has passed, the “I” becomes an “F.”

If, due to extenuating circumstances, a student is unable

to complete the contracted course work to fulfill the incomplete course by the established time line, the student has the option of requesting a one-time, one semester extension to the incomplete deadline. The student must initiate the request through the instructor before the established deadline. Approval of an extension of an incomplete grade is not automatic and depends on the student’s unique circumstances.

A grade of “IP” is available for courses which the graduate faculty has anticipated may take more than the normal semester, such as thesis. “IP” grades are available only in courses which have been approved to receive “IP” grades by the Graduate Council and the Council on Academic Affairs. A student assigned an “IP” grade for internship, practicum or self-paced courses must complete requirements within the calendar year after the “IP” is awarded to receive credit for the course. If requirements are not completed, the Registrar will change the “IP” grade to “NC” (No Credit), and the student must register again for the course to receive credit. Grades of “IP” for thesis must be changed within seven years.

A degree cannot be awarded to a student with any incomplete EKU courses on his/her record. Any student who is a pending graduate with unresolved EKU incomplete grades (“I”) will be given the choice of either accepting an “F” for the course (or “NC” for unresolved “IP” grades) or being deferred to the next term for graduation consideration.

2. Grade Appeals

If a student believes that the final grade assigned in a course is unjustified, that student should consult the instructor, seeking a satisfactory explanation. If, after doing so, the student still feels that the grade is unjustified, the student may appeal the grade, in writing, to the department chair. A written appeal must be filed with the chair within 30 days after the beginning of the next semester (exclusive of summer session). Refer to the University Handbook for Students for complete policy concerning grade appeals.

3. Repeating Courses and Grade Calculation

Students may repeat a graduate course one time for the purposes of grade replacement, as long as the repeat is not prohibited by the policy of the graduate program. Individual graduate programs may impose limitations on course repetitions, and the student should consult with the advisor and/or graduate program coordinator/department chair for the program’s policy regarding repeat of courses. An enrollment is counted as a repeat if previous enrollment in the course resulted in a passing or failing grade. The grade earned in the last taking of the course will replace the earlier grade. A graduate student may enroll in a course for the third time (second repeat) only under unusual circumstances and with the written approval of the advisor, the department chair/program coordinator of the student’s major, the dean of the college of the student’s major, and the Dean of the Graduate School. If a student enrolls in a course for a third or subsequent time without approval, the student may be administratively withdrawn from the course. The grade earned in a course taken at another institution will not replace a grade earned at Eastern Kentucky University. A grade of “S,” “CR,” or “P” will not replace a letter grade.

4. Grade Change

All grade changes must be made by the following deadlines: for fall semester grades—the last day of classes for the following

spring semester; and for spring and summer semester grades the last day of classes for the following fall semester.

5. Changes to Transcript

Once a degree has been posted to the transcript, changes will not be made to courses or grades earned prior to the posting of the degree.

6. Pass-Fail Grades and Audit

The Pass-Fail and Audit options are available for students who wish to take graduate courses for their own professional growth or personal interest. Not all courses are approved to be taken as Pass-Fail or Audit. The Office of the Registrar can verify whether a course is approved to be taken as Pass-Fail or Audit. Courses taken Pass-Fail or Audit may not be used in any graduate program. A few courses such as practicum, internship, and thesis which have been specifically designated for satisfactory-unsatisfactory grading only by the department may be used on any graduate program.

Students may select the "Pass-Fail" option by completing the Audit/Pass-Fail registration form, available from the Office of the Registrar. Students may change to or from the Pass-Fail option by the date specified each semester in the *Colonel's Compass*. The student must submit to the Registrar's Office the completed form as authorization to change their registered course to Pass-Fail.

Graduate Course Credit

All 700 level courses have undergraduate 500 level counterparts bearing the same last two digits. The 700 level courses are offered only for graduate level credit and require additional appropriate experiences for all students enrolled. Credit will not be awarded for both the 500 and 700 level of the same course. Students who have previously taken the undergraduate counterpart of these courses at the 500 level will not be permitted to enroll for graduate level credit in the 700 level counterpart. Courses numbered in the 700 and 800 series are open only to graduate students or to undergraduate students granted concurrent enrollment or admitted to a 3+2 dual-degree program. Courses in the 900 series are open only to doctoral students.

Correspondence courses from any source are not applicable for graduate credit.

Graduate level courses are expected to require a minimum of four hours of outside preparation for every hour of lecture. Course syllabi are to reflect these expectations. Graduate courses other than those which are independently directed, shall be based upon a minimum of 12.5 clock hours of contact per hour of graduate credit. Workshop courses shall have a minimum of 25 clock hours of contact per hour of graduate credit. All credit producing experiences shall be based upon a minimum of one week of instruction per hour of graduate credit. The University requires a minimum of 80 hours of employment for each semester of academic credit for graduate co-op, field placement, practicum, internship and other such placements.

Transfer of Credit

A student may transfer from other regionally-accredited or professional graduate schools up to 12 hours of course work that has been accepted by his/her Master's or Specialist degree program without transferring in all graduate course work taken at that institution. Up to 15 hours of coursework may be transferred

into graduate degree programs requiring 45 or more hours and up to 18 hours for graduate degree programs requiring more than 54 hours. Only the transferred work for the degree program will be used to calculate the overall grade point average. Any programs covered by an articulation agreement between Eastern Kentucky University and other colleges or universities are excluded from the 12-hour transfer limit. Official copies of transcripts must be submitted and evaluated before any transfer credit can be accepted. Certain courses submitted for transfer may not be considered equivalent to specified program requirements even though course titles are the same. Official requests for transfer of credits must be recommended by the student's advisor, the department chair, the college dean, and approved by the Office of Graduate Education and Research. Students who would like to enroll in courses at another institution while enrolled at EKU and expect to transfer credits to meet program requirements at EKU should obtain official approval prior to registration for the courses at the other institution. Official transcripts of approved transfer credits must be submitted to the Office of Graduate Education and Research, Eastern Kentucky University, SSB 310, CPO 68, 521 Lancaster Avenue, Richmond, KY 40475-3102 within 60 days after the course has been completed. Transfer credits taken during the final semester of a program will delay graduation and certification approval until official transcripts have been received in the Graduate School Office. If transfer work is taken during the semester in which a student is to graduate with a degree, the official graduate school transcript must be received in Eastern's Office of Graduate Education and Research within two (2) weeks of the end of the semester.

Credits earned at other institutions may be transferred only when grade points of "B" (3.0 on a 4.0 scale) or above has been earned. The credit-producing experience must be taught by a graduate faculty member with scholarly competence in the subject matter area to be considered for transfer. Graduate credit for "special workshop courses" may be considered for transfer only when it can be clearly documented that the course in question meets Eastern Kentucky University's graduate instructional standards and is clearly distinguishable from undergraduate work and from continuing education activities. Students on academic probation cannot take a course from another institution for the purpose of transferring the credit to their program.

APPLICATION TO THE GRADUATE SCHOOL

Students may apply to the Graduate School as either Degree-Seeking or Non-Degree students. The application and all supporting documents (transcripts, test scores, etc.) must be received at least two weeks prior to the beginning of the term in which the student wishes to enroll. Some graduate programs have earlier deadlines. Please check the Graduate School website for complete information regarding application deadlines.

Required Application Materials: Degree-Seeking and Non-Degree Seeking

Application Form—Each student must submit a completed application with all requested information provided. Students may apply online at gradschool.eku.edu/apply. Applicants may request a paper application form from the Office of Graduate Education and Research and submit the application by mail or in person. There is a nonrefundable \$35 application fee for each online application and a \$40 nonrefundable application fee for each paper form. An application submitted without the fee will not be processed.

Transcripts—One official copy of transcripts from the degree-granting institution showing all grades received and any degrees or certificates that have been awarded must be provided by each applicant at the time of application. An official transcript must bear the seal and signature of the registrar from the sending institution. Graduates from all schools other than Eastern Kentucky University should contact their registrar(s) and request the official copy of their transcript be forwarded directly to the Office of Graduate Education and Research, Eastern Kentucky University, Whitlock 310, CPO 68, Richmond KY 40475-3168. Official transcripts marked “Issued to student” or similar language, and submitted in an envelope sealed by the sending institution or certified in some other way may also be acceptable. Students seeking admission must be graduates of a regionally-accredited four-year institution of higher learning authorized to grant the degree.

Required Application Materials: Degree-Seeking

Entrance Examination Scores: — At the time of their application for admission to degree programs, applicants must submit satisfactory official score reports from one of the following tests as required by their prospective program: (1) the general section of the Graduate Record Examination (GRE); (2) the Miller Analogies Test (MAT); or (3) the Graduate Management Admissions Test (GMAT). Some graduate programs do not require the GRE/MAT/GMAT requirement for applicants whose cumulative undergraduate GPA is 3.0 (A=4.0) or higher. Please refer to the program areas for specific information on required tests and target scores. All official test scores should be sent to: The Office of Graduate Education and Research, Eastern Kentucky University, Whitlock 310, CPO 68, 521 Lancaster Avenue, Richmond, KY 40475-3168.

Students can obtain GRE and GMAT information by visiting the Educational Testing Service at www.ets.org. Additional information for the GMAT and GRE can also be found at www.mba.com and www.gre.org, respectively. The school code for Eastern Kentucky University is 1200. To schedule the Miller Analogies Test (MAT) students may contact the Office of Academic Testing at (859) 622-1281 or at www.testing.eku.edu.

Letters of Recommendation—Some graduate programs require letters of recommendation in support of an application. Letters of recommendation should be mailed directly to the department offering the degree program as soon as possible. Certain programs may withhold admission until letters have been received. Please refer to program areas for specific requirements regarding letters of recommendation.

ADMISSION TO THE GRADUATE SCHOOL

Admission to the Graduate School at Eastern Kentucky University is based upon evidence that the applicant has already attained a certain minimal academic proficiency and will be able to pursue creditably a program of graduate study in a given field. All programs assume certain formal and informal prerequisites. Normally any deficiencies in the program must be resolved at the time of admission.

Eligibility for admission to the Graduate School does not insure admission to a specific graduate program. Some programs may have additional requirements beyond the University minimums. All students who intend to pursue a particular graduate program should refer to the specific program requirements listed in the college and/or department section of this Catalog. In certain programs, the

University may need to limit the number of students accepted for graduate work if the number of applicants exceeds the capacity of available facilities/faculty. In no case does meeting the minimum criteria for admission guarantee acceptance into the Graduate School or graduate program.

No student may receive graduate credit for a course without admission to the Graduate School. Attendance in the Graduate School at Eastern Kentucky University is not a right. It is a privilege which may be withdrawn by the University or any area of graduate study if it is deemed necessary by the Office of Graduate Education and Research in order to safeguard the University's standards.

CATEGORIES OF ADMISSION FOR DEGREE-SEEKING STUDENTS

After evaluation of an applicant's credentials by the appropriate department and by the Office of Graduate Education and Research, the applicant will be notified by letter from the Office of Graduate Education and Research that (1) admission has been granted under one of the categories listed below, or (2) admission has been denied, or (3) a decision has been deferred. The letter from the Office of Graduate Education and Research will stipulate the conditions of admission and period of validity for the admission, or reasons for denial or deferment of admission. An applicant who has not received an admission, denial, or deferral notice 48 hours prior to the beginning of the final regular registration period should contact, in person, the Office of Graduate Education and Research for clarification.

Clear Admission

Applicants who have submitted a complete application and meet the requirements for both general admission to the Graduate School and their selected graduate degree program are eligible for clear admission. The minimum requirements for clear admission to the Graduate School are:

- A. A baccalaureate degree from a regionally accredited institution.
 - B. An overall undergraduate grade point average (UGPA) of 2.5 or of 2.75 (4.0 = A) on the last 60 semester hours of the baccalaureate program (all hours attempted in the semester in which the 60th hour occurs will be counted).
 - C. Submission of acceptable official Examination (GRE/MAT/GMAT). Applicants with a cumulative undergraduate GPA of 3.0 or higher or 3.25 (4.0 = A) in the last 60 semester hours of the baccalaureate program are exempt from the Entrance Examination requirement unless the GRE/MAT/GMAT is required by the graduate program.
- *All hours attempted in the semester in which the 60th hour occurs will be counted.

Individual programs may have additional or higher criteria for clear admission. A department may waive the requirements for clear admission stipulated in B and C for applicants having earned a graduate degree from a regional, accredited institution.

Provisional Admission

An applicant unable to supply an official transcript showing the awarding of an undergraduate degree and/or official Entrance

Examination scores, but who otherwise meets the admission requirements, may be granted provisional admission upon the recommendation of the appropriate department and approval of the Office of Graduate Education and Research. Complete and satisfactory credentials must be received by the Office of Graduate Education and Research before a student is permitted to register for any subsequent term.

A student will not be permitted to enroll in a graduate program with a provisional status for more than one semester. Provisional admission does not guarantee, in any way, subsequent clear admission. The Office of Graduate Education and Research reserves the right to withdraw without credit or refund any student for whom application is incomplete at the end of the first enrollment. International students may not be admitted on a provisional basis.

Probationary Admission

An applicant who has submitted all required application materials but does not meet either the minimum GPA requirement or attained acceptable entrance examination scores may be considered for probationary admission. To receive probationary admission, the applicant must show promise for successful graduate study and receive the recommendation of the appropriate department chair and approval of the Dean of Graduate Education and Research. Students must be removed from probationary admission prior to registering in any graduate course work beyond an initial 12 hours. *Students who do not attain the required 3.0 GPA at the end of the term in which the nine-hour minimum was completed will be dismissed from the graduate program without appeal.*

After obtaining probationary admission, the minimum condition for transfer from probationary admission status to clear admission status is the successful completion of at least nine hours of approved graduate course work at Eastern Kentucky University with a graduate grade point average of at least 3.0 at the end of the term in which the nine-hour minimum was completed and with no more than one grade (regardless of the number of course credit hours) of "C" or lower. Special course requirements or other conditions may be imposed by the department, academic dean, and/or the Office of Graduate Education and Research.

The Office of Graduate Education and Research will inform the student of all conditions for consideration for clear admission at the time the student is granted probationary admission status. Since the transfer from a probationary admission status to a clear admission status requires the successful completion of graduate course work at Eastern Kentucky University, no student should attempt to take graduate course work for transfer from another school during the probationary admission period.

A student admitted under probationary admission may not attempt any graduate course work graded pass-fail. In the case where specific courses have been designated by a program for the satisfactory-unsatisfactory grading mode, a maximum of three hours of course work graded satisfactory-unsatisfactory may be permitted during the initial 12 hours. A student in probationary status may not hold an assistantship without first achieving clear admission status. International students may not be admitted on a probationary admission basis.

Non-Degree Admission

General Non-Degree Admission

An individual wishing to take graduate courses at Eastern

Kentucky University for personal or professional development, but who does not plan to pursue a graduate degree program, may be admitted as a non-degree student with the approval of the Office of Graduate Education and Research. Non-degree students must hold a baccalaureate degree from an accredited institution and must have a minimum overall undergraduate grade point average of 2.0 (4.0 = A). Non-degree students are not eligible for graduate assistantships or financial aid offered through the University.

A former or currently enrolled non-degree student may apply as a degree-seeking student. The student must meet all criteria for clear admission as stipulated above. Students admitted as General Non-Degree are not eligible for any form of Financial Aid offered through the University.

Certification Admission

An individual wishing to take graduate courses as a part of initial or additional certification programs, or Rank I classification programs, is eligible for certification admission. However, students pursuing only Rank I are not eligible for Financial Aid. Students seeking Certification Admission are strongly advised to contact the Financial Aid office to determine their eligibility.

A former or currently enrolled certification student who wants to apply for admission to a graduate degree program must submit an application for admission and all supporting documents as listed in this *Catalog* under the section APPLICATION TO THE GRADUATE SCHOOL. Admission as a certification or general non-degree student does not guarantee subsequent clear admission into a graduate program. Graduate credit earned as a certification or general non-degree student may be applied to a degree program only when the student meets all the minimum admission requirements; is granted clear admission after initial application; and approval is granted by the appropriate department, the college dean, and the Dean of Graduate Education and Research. Normally, no more than twelve semester hours of work earned as a certification or general non-degree student may be applied to a graduate degree. Only courses with 3.0 or above earned grade points may be applied, although a grade in any course taken as a certification or general non-degree student will be considered

Visiting Student Admission

Because of its unique programs and facilities, faculty, diversified institutes and workshops, Eastern Kentucky University is attractive to many students who have been previously admitted to other accredited graduate schools. In order for a visiting student to be officially enrolled for graduate credit at Eastern Kentucky University, the student must file an application form and submit an official Visiting Student Certificate. The Visiting Student Certificate must bear the seal of the Graduate School and the signature of the Graduate Dean where the student has been admitted.

Undergraduate Concurrent Admission

An Eastern Kentucky University undergraduate student who needs 30 or fewer credit hours to complete all of the requirements of the baccalaureate degree may be considered for undergraduate concurrent admission to the Graduate School to enroll in graduate course work or be considered for special provisional admission to a graduate degree program. To be eligible for undergraduate concurrent admission, the student must have an overall undergraduate grade point average of at least 3.0 at the time of admission. The student must maintain an overall undergraduate

grade point average of at least 3.0 and a graduate grade point average of at least 3.0 to continue in the undergraduate concurrent program. Students who wish to be considered for provisional admission to a graduate degree program are advised to take the GRE or other appropriate test during their junior year or during the first semester they hold undergraduate concurrent admission status. Students may earn a maximum of 12 graduate credit hours while holding undergraduate concurrent admission status. A maximum academic load of 15 hours during a regular fall or spring semester and of nine hours during the summer session is permissible when the student is concurrently enrolled in graduate and undergraduate level course work.

Application for undergraduate concurrent admission should be initiated by the student by completing an application to the Graduate School at least 30 days prior to requesting enrollment in any graduate classes. Undergraduate concurrent admission to Graduate School must be supported by all appropriate advisors and college deans, as well as the Dean of the Graduate School.

NOTE: Federal regulations permit undergraduate students to receive financial assistance **only** for coursework required for their current degree program. Students who are enrolled in both undergraduate and graduate course work in the same semester **may receive less financial aid** than if only enrolled for undergraduate course work. Students are advised to contact EKU's Division of Student Financial Assistance to find how their financial aid amount would be adjusted for mixed enrollment.

Senior Citizens Admission

A senior citizen (65 years or older) who holds a bachelor's degree from an accredited institution may be granted special provisional admission to a degree program. Upon the completion of nine graduate credit hours with a minimum grade point average of 3.0, the student may be considered for clear admission to that degree program.

Readmission

All graduate students who have not been enrolled at Eastern Kentucky University for a period longer than 24 months, or have withdrawn from the University, must apply for re-entry to the Graduate School and be accepted for reinstatement by the graduate program before being permitted to register for graduate coursework.

International Student Admission

International students who meet specific program requirements and for whom Eastern Kentucky University has appropriate programs at the graduate level are invited to make application. Such applications must be supported by satisfactory evidence of their qualifications to pursue a full course of study at this institution. Applications for admission of international students are not considered complete without official transcripts showing grades and degree(s) awarded, official scores from Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS), official scores of the Graduate Record Examination (GRE), Declaration and Certification of Finances, and three letters of recommendation. Students who are applying for a Master of Business Administration program must provide official scores on the Graduate Management Admission Test (GMAT). Each of these examinations is given in a large number of centers

throughout the world. Specific information on center locations, test dates, fees, and application materials should be requested from Educational Testing Service, CN 6000, Princeton, New Jersey 08541-6000, U.S.A. or www.ets.org.

The completed application, all official transcripts, official TOEFL or IELTS and GRE or GMAT scores, and the Declaration and Certification of Finances must be received by the Office of Graduate Education and Research no later than June 1 for fall admission, October 15 for spring admission and March 15 for summer admission. Please note that some programs have earlier application deadlines and/or only admit students for a particular semester, e.g. fall. Materials for these programs must be received in the graduate school 45 days prior to the program application deadline. Please see the program description for published deadlines. Appropriate I-20 forms will be issued after all official credentials have been received and the completed application has been reviewed. The U.S. Bureau of Citizenship and Immigration Services requires certification that all standards for admission have been met before the I-20 form is issued. Please see below for additional information concerning international student admission to Eastern Kentucky University.

SPECIAL INSTRUCTIONS FOR INTERNATIONAL STUDENTS ONLY

Eastern Kentucky University welcomes applications for graduate study from all qualified international students. The criteria for admission to the various programs of graduate study at this institution are the same for all students, but the United States immigration laws impose certain additional requirements by which all U.S. institutions of higher education must abide in admitting international students.

Admission procedures for all international students are developed in compliance with existing laws of the United States Department of Justice, Bureau of Citizenship and Immigration Services. International students are strongly encouraged to visit the Graduate School website at www.gradschool.eku.edu for additional application materials and instructions.

Transcript Requirements

To be considered for entry as a graduate student, an applicant must have had four years of university level work following a twelve year elementary-secondary program and have been awarded a degree equivalent to the four year baccalaureate degree awarded by U.S. universities. All degree-granting transcripts from international colleges and universities must be evaluated by appropriate outside agencies recognized by EKU (i.e. World Education Services - www.wes.org, J. Silney and Associates - www.jsilney.com) for determining equivalency to a four-year baccalaureate degree. The international institution of learning must be recognized by the American Association of Collegiate Registrars and Admissions Officers, and individual credits may be evaluated for acceptance or transfer. Grade point standings will be determined by appropriate conversion scales from the individual institutions.

When credentials are submitted in support of any application, they should be the original document (in certain rare cases, certified "true copies" bearing the United States Embassy official seal may be accepted). An official translation must be attached to these records if they are in a language other than English. Credentials must include a record of all degrees earned, detailing all subjects taken and grades obtained. Remember that uncertified

photostat copies are not acceptable.

English Proficiency Requirement

Eastern Kentucky University requires the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 or the International English Language Testing System (IELTS) with a minimum score of 6.0 and no sub score below 5.0 of all applicants whose native tongue is other than English, including those from India. To register for the TOEFL exam you must obtain the TOEFL BULLETIN, which includes a registration form. BULLETINS are available in many locations outside the U.S., usually at American embassies and consulates, Office of the United States Information Service (USIS), United States educational commissions and foundations, binational centers, and many private organizations such as the Institute of International Education (IIE), African American Institute (AAI), American Friends of the Middle East (AFME), and American-Korean Foundation.

Students who cannot obtain a TOEFL BULLETIN and registration form locally should write for them, well in advance, to: TOEFL Services, CN 6151, Princeton, New Jersey 08541-6151, USA. To register for the IELTS exam, you should visit the website www.ielts.org.

Financial Resources Requirement

Graduate applicants **must** complete the Declaration and Certification of Finances form which accompanies the application for admission to Graduate School. Applicants should have available the approximate sum of \$24,000 American dollars for each academic year at Eastern Kentucky University, exclusive of travel expenses. We estimate this amount will cover the bare minimum cost of tuition fees, books and supplies, room and meals, health insurance (see below) and incidentals for a single person. It should also be indicated how expenses will be met for subsequent years of study if the program of study will require more than one year. It should be kept in mind when computing expenses that students holding F-1 visas will be not authorized to work by the Bureau of Citizenship and Immigration Services except under extraordinary circumstances. Therefore, the applicant should not look to employment, either part-time during the academic year or full-time during the summer, as a significant means of support while attending Eastern Kentucky University.

You will need this documentation of sufficient funds when you apply to your local governmental agency for a visa and when you are cleared for entry by U.S. Consular officials. We suggest that you make and retain copies for this purpose.

An extremely limited number of graduate assistantships are available in some departments requiring research, laboratory, and other instructional duties. These assistantships are awarded on a competitive basis to a few exceptionally well-qualified graduate applicants possessing special skills and qualifications. Native ability in English is a prerequisite. Students should write directly to the chair of the department to which they are applying for additional information about assistantships.

NOTE: Even if an assistantship is awarded, it is not sufficient to cover the total expenses of an academic year. The Declaration and Certification of Finances form should still be submitted indicating the additional funds available for the remainder of international student expenses.

At the beginning of each registration period, the student will be

expected to pay in full the established fees for tuition, housing, and health insurance.

Health Insurance Requirement

All International students at ECU are required to purchase an ECU sponsored student health insurance policy before beginning the first semester of classes. Medical care in the U.S. is extremely expensive, and purchasing the ECU sponsored health insurance plan will guarantee that you have assistance with medical costs due to sickness or accident. ECU has researched numerous student health insurance plans, and chosen the most affordable plan that meets the general needs of most students. Insurance policies purchased in your home country, or from another U.S. source will not be accepted.

Students may enroll in the required student health plan online at www.ahpcare.com/eku or by calling (855) 247-2273. If you have dependents that will accompany you, there are options to include them in the health insurance plan as well.

University Housing

University Housing is usually available for single and married students. For complete information on housing, write well in advance to: Housing Office, Whitlock Building CPO 51, Eastern Kentucky University, 521 Lancaster Avenue, Richmond, Kentucky 40475-3151.

Application Requirements

Applications for admission and all supporting credentials must reach the Office of Graduate Education and Research as far in advance as possible before the opening of the term you wish to enter. Completed applications and all official credentials (transcripts, letters of recommendation, Declaration and Certification of Finances, TOEFL or IELTS scores, GRE scores, and GMAT scores for MBA candidates) must be evaluated at least 30 days prior to the initial enrollment date.

NOTE: I-20 forms (required for visa authorization) can only be issued by the University after the student has submitted all required official credentials and qualifications for admission to the graduate program indicated are verified.

Visiting Scholars

Visiting scholars at the graduate level may be admitted as non-degree students on the strength of their academic credentials by submitting transcripts and certificates of degrees. Scholars who are applying for the J-1 visa program must satisfy their host department and the J-1 Responsible Officer as to their academic preparation and their English language ability. The TOEFL or IELTS tests are not a requirement for such candidates; instead, they must demonstrate to the host department their ability to use English as necessary in their specific field or discipline. Visiting scholars will be issued the form IAP-66 by the Responsible Officer and must follow the regulations of the State Department as regards J-1 visa holders. Other non-degree international students may submit TOEFL scores to qualify for admission.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are positions given to the most outstanding students. Duties may include laboratory supervision, teaching, and research related tasks. Stipends are competitive and assistantships supported through the Graduate School include a partial tuition waiver of six graduate hours per semester for a full-time appointment. Additional assistantships are available through the Office of Student Housing and other academic and administrative units and many of these also provide a partial tuition waiver.

Graduate Assistants (GAs) are appointed by the individual departments of each college and subject to the approval of the Graduate School. Questions regarding application for appointment should be directed to the graduate coordinators of that department.

Graduate Assistants must be enrolled in a graduate degree program and must be enrolled in a minimum of 9 hours of graduate coursework applicable to their degree. Students in their final semester of graduate study who have applied for graduation may hold an assistantship with less than full-time enrollment. Graduate Assistants must maintain an overall graduate GPA of 3.0 or higher. Students admitted to the Graduate School on Probationary Admission are typically not eligible for Graduate Assistantships. Graduate Assistantship appointments are limited to no more than 4 academic terms, excluding summers. Exceptions may be granted for programs exceeding 40 semester hours. Students may receive support in a second subsequent graduate program provided that they have completed all requirements for their first degree. Assistantships will not be awarded for a third master's program.

Additional on-campus employment for graduate assistants is normally not allowed. Under exceptional circumstances, additional on-campus may be considered for students who have completed 18 or more hours toward their graduate program with a graduate GPA of 3.5 or above. Graduate assistants who meet these conditions may be eligible for additional employment of up to 7.5 hours/week (17.5 hours/week for graduate assistants on half-time appointments). Additional employment must be recommended by the student's academic advisor and department chair and are subject to approval by the Graduate Dean. Request forms for additional employment and additional information are available on the Graduate School website. International students on student visas may not be eligible for additional employment.

REGISTRATION

Graduate students may register via the Web at www.eku.edu (click on **EKUDirect**) on the dates stipulated in the Colonel's Compass (also found at www.eku.edu; look underneath **EKUDirect**, and click on "Colonel's Compass"). Students should consult with their advisors. The student bears the responsibility for courses scheduled, subject to the policies and approval of the Office of Graduate Education and Research. The student is responsible for registering a motor vehicle, housing arrangements, and payments of all fees and assessments in accordance with prevailing University policy.

Students with interruptions of study on campus who wish to participate in registration should notify the Office of Graduate Education and Research of their plans to continue study, furnishing full names and social security numbers, at least two weeks in advance of the published registration dates.

Change of Schedule

The University reserves the right to cancel a course when the

registration is not sufficient to warrant its continuance, to divide classes if the enrollment is too large for efficient instruction, and to change instructors when necessary. Additional courses will be organized if the demand is sufficient.

The Graduate School reserves the right to suspend or alter registration orders not in consonance with the individual's planned program or in the instance of closed or canceled sections. Program modifications should be accomplished through the regular add-drop procedure on the dates designated.

Students who are assigned a grade of "F" in a course due to academic dishonesty will not be permitted to drop the course.

Withdrawal From The University

Eastern Kentucky University is strongly committed to supporting students in achieving success in their intellectual and extracurricular endeavors. Students finding it necessary to withdraw from the University may withdraw from all courses online using EKUDirect during the first four weeks of a regular term. Beginning with the fifth week of the term students must complete the appropriate official University Withdrawal Form. Students are not allowed to withdraw from a course or from the University after the tenth week of a regular term. A grade of "W" is assigned for each withdrawn class. Students are not allowed to withdraw from the University after the tenth week of a regular term. Students who leave the University without an official withdrawal are subject to the grade of "F."

After the tenth week, a student who is the victim of extraordinary circumstances may petition to the Late Withdrawal Appeals Committee through the Office of the Registrar. The deadline for filing a petition for withdrawal under extraordinary circumstances is the last day of the full semester following the term from which the student is seeking withdrawal. The student should prepare a written petition and should include *justification and documentation* for the withdrawal. If approved, the Registrar will assign grades of "W" and will notify the instructors of the classes.

DEGREE COMPLETION REQUIREMENTS

Application for Graduation

A student planning to receive the master's, specialist's or doctoral degree must apply for graduation prior to the deadline established by the Office of Graduate Education and Research. Students will be billed a \$55.00 graduation fee. This graduation fee only partially offsets the cost of production and mailing of diplomas and certificates. The University absorbs cap, tassel, and gown costs for degree-earners who participate in the Commencement ceremony. Only students who are participating at Commencement receive complimentary regalia. Complimentary regalia will not be mailed to students who graduate but choose not to walk at Commencement. Applications received after the deadline will be assessed a late charge. For application deadlines and late charges see the Graduate School Graduation website: gradschool.eku.edu/apply. Candidates for doctoral degrees are required to schedule their dissertation defense before applying for graduation.

Students will be considered candidates for graduation only if they have an overall and program graduate grade point average of 3.0 or higher at the beginning of the term in which they wish to graduate. The Office of Graduate Education and Research may not accept an application for graduation from a student who is not eligible to be considered for graduation.

Degree Conferral Dates

The Board of Regents of Eastern Kentucky University approves the conferring of degrees three times per year. These conferral dates represent confirmation that all degree and/or university certificate requirements have been met by that date. The formal conferral date is posted to the student's academic transcript and is the date printed on the diploma and certificate.

Below are the EKU degree conferral dates:

- Fall — December 31
- Spring — May 31
- Summer — date that summer term final grades are due to the Registrar's Office (usually during the first week of August)

Language Requirements

In graduate programs requiring competence in a foreign language, the requirement may be met in one of three ways: 1) 12 hours of college credit in an appropriate language may be accepted; 2) a reading examination may be taken covering material appropriate to the discipline; 3) achievement of 3.0 or above in earned grade points in a designated course will be accepted as meeting the requirement.

Students must satisfy the language requirement prior to scheduling of the comprehensive examinations. Certain programs may require statistical competencies in lieu of a foreign language requirement.

Time Requirements

For master's degree programs of 40 or fewer hours, a graduate student is expected to complete requirements for the master's degree no later than seven years after beginning course work (e.g., a student whose initial registration for courses was Fall 2009 must complete the program in order to include this course work by the end of the Summer term 2016). For degree programs of 41 or more hours, a graduate student is expected to complete requirements for the degree no later than ten years after beginning coursework. The minimum time interval required for completion of a graduate degree is two semesters of full-time study.

Minimum Hours Required

All master's degree programs and specialist's degree programs require a minimum of 30 semester hours each. Some programs require additional hours that exceed this minimum.

At least half of the total course work, excluding thesis, practicum, internship or co-op courses, shall be in courses open only to graduate students (800 level).

Theses and Dissertations

Students who submit a thesis in partial fulfillment of the master's or specialist's degree, or a dissertation in partial fulfillment of the doctoral degree must prepare it in conformity with the regulations approved by the Graduate Council. An approved template is available on the Graduate School website (gradschool.eku.edu/thesis-guidelines). Two approval pages bearing original signatures of the graduate committee must be included with an electronic copy of the thesis or dissertation in either a PDF or Microsoft Word document format and presented

to the Office of Graduate Education and Research at least three weeks prior to the end of the term. Electronic copies will be posted in EKU's Encompass institutional repository and in the ProQuest EMI database.

Theses and dissertations must be developed under the direction of a committee consisting of at least three tenured or tenure-track faculty members who hold full or associate graduate faculty status at Eastern Kentucky University. Committees of larger than three are acceptable. However, the majority of faculty members serving on a committee must be EKU tenured or tenure-track faculty holding full or associate graduate faculty status. Comprehensive exams and thesis committees must be chaired by an Associate or Full Graduate faculty member on tenure/tenure track appointment; dissertation committees must be chaired by Full Graduate faculty. In the cases where a committee has co-chairs, one of the co-chairs must have Associate (Examinations and Thesis) or Full (Dissertation) Graduate faculty status.

Comprehensive Examination(s)

All candidates shall perform satisfactorily on a written and/or oral examination of the contents of their program of studies and/or the defense of their thesis. Particulars are specified by program. Comprehensive examinations are not to be given while the student's overall or program graduate grade point average is below 3.0.

Candidates for the comprehensive examination must register for the appropriate section of GRD 8X7 or 8X8 in the term for which they wish to attempt the examination. Committee chairs shall certify the results of the completion of the comprehensive examination by submitting a grade of S, U, or IP for GRD 8X7 or 8X8.

The department's comprehensive exam committee must develop a remediation plan for any student who fails on their first attempt at the comprehensive. The remediation plan must address all academic deficiencies identified in the exam and must be submitted to (approved by) the Office of Graduate Education and Research before a second attempt at the comprehensive examination is permitted. Additional courses or thesis work may be required of a failing student. A review period of not less than 30 days nor more than one year is required of candidates who fail the comprehensive examination or thesis defense for Master's degrees or specialist credentials. Doctoral programs may establish more stringent requirements on the development of a remediation plan and review period, provided that they are published in the Exit Requirements section of the Graduate Catalog for the program.

Additional Degree Requirements

According to AACSB International business accreditation standards, students enrolled in University graduate degree programs, other than those within the EKU Business, will not receive credit toward their degree completion requirements for more than 50 percent of their graduate programs in credit hours in courses offered through EKU Business and/or business courses (courses commonly taught in a school of business) transferred from other colleges and universities or taken from other units within EKU.

SECOND MASTER'S DEGREE REQUIREMENTS

Graduate students seeking a second master's degree must file an

application for admission to Graduate School for the new degree program. A student may apply for admission to a second graduate program any time after they have applied for graduation in their first program. Students are eligible for admission to a second degree program after they have been certified for completion of the first degree program by the Graduate School. Students may not register for coursework in the second degree program until they have been admitted to that program by the Graduate School.

Coursework taken in a prior graduate program may be applicable to a second master's degree. The maximum number of hours that can be used in a second program is subject to the limits set forth in the Graduate School's policy on transfer of credit. Prior coursework used toward a second degree must fall within the time-to-degree limits and must be approved by the faculty advisor, graduate program coordinator and/or department chair, and the Dean of the Graduate School.

SPECIALIST'S DEGREE REQUIREMENTS

The University offers advanced graduate work leading to the Specialist in Education and Specialist in Psychology degrees. Beginning graduate students interested in two-year programs with special preparation for teaching or professional service opportunities in post-secondary technical school, junior or senior colleges should seek early advisement in order to assure proper program development. Students should refer to the appropriate college/department section for specific admission and program requirements. Twelve hours of course work must be completed after admission to candidacy for this degree.

SECTION FIVE

Academic Divisions

Academic Programs

DEGREES AWARDED

Eastern Kentucky University confers the following degrees:

Associate:

Associate of Applied Science (AAS)
 Associate of Arts (AA)
 Associate of General Studies (AGS)
 Associate of Science (AS)
 Associate of Science in Nursing (ASN)
 Associate of Science in Paramedicine (ASP)

Baccalaureate:

Bachelor of Arts (BA)
 Bachelor of Business Administration (BBA)
 Bachelor of Fine Arts (BFA)
 Bachelor of Individualized Studies (BIS)
 Bachelor of Music (BM)
 Bachelor of Social Work (BSW)
 Bachelor of Science (BS)
 Bachelor of Science in Nursing (BSN)

Specialist:

Specialist in Education
 Specialist in Psychology (PsyS)

Master:

Master of Arts (MA)
 Master of Arts in Education (MAEd)
 Master of Arts in Teaching (MAT)
 Master of Business Administration (MBA)
 Master of Fine Arts (MFA)
 Master of Music (MM)
 Master of Public Administration (MPA)
 Master of Public Health (MPH)
 Master of Science (MS)
 Master of Science in Nursing (MSN)

Doctoral:

Doctor of Education (EdD)
 Doctor of Nursing Practice (DNP)

DEGREE PROGRAMS

Eastern Kentucky University offers the following programs which are registered with the Kentucky Council on Postsecondary Education. Many of these programs include approved options designed to provide a background tailored for students' individual needs. At the undergraduate level, these options are presented with the program descriptions in the *Undergraduate Catalog*. Options at the graduate level are found in this *Catalog*. Eastern Kentucky University cooperates with the University of Kentucky in offering joint doctoral programs.

MAJORS

DEGREES

Accounting	BBA
Agriculture.....	BS
Animal Studies	BS
Anthropology.....	BA
Apparel Design and Merchandising	BS
Art.....	BA, BFA
Art, Teaching (See Art B.A.)	BA
Assets Protection and Security	BS
Athletic Training.....	BS
Aviation	BS
Biology	BS, MS
Biology (Teaching).....	BS
Broadcasting and Electronic Media.....	BA
Business Administration.....	MBA
Business and Marketing Education/Teaching	BS
Career and Technical Education	AAS, BS, MS
Chemistry	BA, BS, MS
Child and Family Studies (3 Options).....	BS
Clinical Laboratory Technology/Science	AAS, BS
Clinical Psychology.....	MS, Psy
Communication Disorders.....	BS, MA in Ed
Communication Studies	BA
Community Nutrition	MS
Comparative Humanities.....	BS
Computer Information Systems.....	BBA
Computer Science.....	BS
Computer Science, Applied	MS
Construction Management.....	BS
Correctional and Juvenile Justice Studies	BS, MS
Creative Writing	MFA
Criminal Justice	BS, MS
Deaf and Hard of Hearing	BS
Deaf Studies	BS
Dietetics, General	BS
Early Childhood Development.....	AAS
Earth Science/Teaching	BS
Economics	BA
Educational Leadership	MAEd
Elementary Education (P-5) (Teaching).....	BS, MA in Ed
Emergency Medical Care	BS
English.....	BA, MA

English (Teaching).....	BA
Environmental Health Science.....	BS
Environmental Studies.....	BS
Family and Consumer Sciences Education.....	BS
Finance.....	BBA
Fire, Arson, and Explosion Investigation.....	BS
Fire Protection Administration.....	BS
Fire, Protection, and Safety Engineering Technology.....	BS
Forensic Science.....	BS
French.....	BA
French (Teaching).....	BA
General Business.....	BBA
General Psychology.....	MS
General Studies.....	AGS, BA
Geography.....	BA
Geology.....	BS
Globalization and International Affairs.....	BA
Graphic Communications Management.....	BS
Health Services Administration.....	BS
History.....	BA, MA
History (Teaching).....	BA
Homeland Security.....	BS
Horticulture.....	BS
Human Services.....	MA
Individualized Studies.....	BIS
Industrial Technology.....	BS, MS
Instructional Leadership.....	MA in Ed
Insurance.....	BBA
Interpreter Training Program.....	BS
Joint Doctoral Program in Rehabilitation Sciences.....	EdD
Journalism.....	BA
Leadership and Policy Studies.....	EdD
Library Science.....	MA in Ed
Management.....	BBA
Marketing.....	BBA
Master of Arts in Teaching (Elementary, Middle Grade,Secondary).....	MAT
Mathematical Sciences.....	MS
Mathematics.....	BS
Mathematics (Teaching).....	BS
Mental Health Counseling.....	MA
Middle Grade Education (5-9) (Teaching).....	BS, MA in Ed
Military Science.....	Commission
Music.....	BM, MM
Music, Teaching (See Music B.M.....	BM in Music Ed
Network Security and Electronics.....	BS
Nursing.....	ASN, BSN, MSN, DNP
Occupational Safety.....	BS
Occupational Science.....	BS
Occupational Therapy.....	MS
Office Systems/Technologies.....	AAS
Paralegal Studies/Science.....	AAS, BA
Paramedicine.....	ASP
Philosophy.....	BA
Physical Education.....	BS, MS
Physical Education (Teaching).....	BS
Physics.....	BS
Physics (Teaching).....	BS

Police Studies.....	AA, BS
Political Science.....	BA
Pre-Dental Hygiene.....	(Transfer Program)
Pre-Engineering.....	(Transfer Program)
Pre-Forestry.....	(Transfer Program)
Pre-Medical Sciences.....	(Transfer Program)
Pre-Optometry.....	(Transfer Program)
Pre-Pharmacy.....	(Transfer Program)
Pre-Physical Therapy.....	(Transfer Program)
Pre-Physician Assistant.....	(Transfer Program)
Pre-Veterinary Medicine.....	(Transfer Program)
Psychology.....	BS
Public Administration.....	MPA
Public Health.....	BS, MPH
Public Health (Teaching).....	BS
Public Relations.....	BA
Recreation and Park Administration.....	BS, MS
Safety, Security & Emergency Management.....	MS
School Counseling.....	MA in Ed
School Psychology.....	PsyS
Science for Engineering.....	AAS
Secondary Education (20 Discipline Options).....	MA in Ed
Social Work.....	BSW
Sociology.....	BA
Spanish.....	BA
Spanish (Teaching).....	BA
Special Education (5 options).....	BS, MA in Ed
Sport Management.....	BS
Statistics.....	BS
Technical Agriculture.....	AAS
Technology.....	AAS
Wildlife Management.....	BS

MINORS

Eastern Kentucky University offers minors in a number of fields. Certain minors are restricted as teaching or nonteaching. Consult the index for the location of requirements for individual minors. The following minors are offered, some offering options or areas of specialization.

- Actuarial Science
- Advertising
- Aerospace Studies
- African/African-American Studies
- Agriculture
- American Sign Language (ASL) Studies
- Anthropology
- Appalachian Studies
- Apparel Design and Merchandising
- Archaeology
- Art History
- Art, Studio
- Art, Teaching
- Assets Protection Management
- Aviation Administration
- Aviation Flight
- Biology
- Biology, Teaching
- Broadcast News
- Broadcasting and Electronic Media

Business
 Chemistry
 Chemistry, Teaching
 Child and Family Studies
 Coaching (Non-Teaching)
 Communication Studies
 Community Health Education (Non-Teaching)
 Computer Electronic Publishing
 Computer Electronics Technology
 Computer Information Systems
 Computer Science
 Construction Management
 Criminal Justice
 Dance (Non-Teaching)
 Dance Certification, Teaching
 Design and Merchandising
 Deviance/Criminology
 Dispute Resolution
 Earth Science, Teaching
 Economics
 Emergency Management
 Emergency Medical Care
 English
 English, Teaching
 Entrepreneurship
 Environmental Health Science
 Environmental Sustainability and Stewardship
 Family and Consumer Sciences
 Fire, Arson, and Explosion Investigation
 Fire Protection Administration
 Foodservice Administration
 French
 Geographic Information Systems
 Geography
 Geology
 Gerontology
 History
 Homeland Security
 Horticulture
 Humanities
 Industrial Fire Protection
 Industrial Technology
 Insurance and Risk Management
 Interactive Media
 International Studies
 Journalism
 Land Surveying
 Managerial Communication
 Mathematical Sciences
 Mathematics
 Mathematics, Teaching
 Military Leadership
 Music
 Nutrition
 Occupational Safety
 Office Administration
 Paralegal Studies
 Personal Finance
 Philosophy
 Physical Education (Non-Teaching)
 Physics
 Physics, Teaching
 Police Studies
 Political Science
 Psychology
 Public Administration
 Public Relations
 Quality Assurance Technology
 Recreation and Park Administration (Non-Teaching)
 Religion
 School Health P-12 (Teaching)

Social Inequalities
 Social Institutions and Social Change
 Social Justice
 Social Welfare
 Sociology
 Soils
 Spanish
 Special Education
 Statistics
 Theatre Arts
 Theatre Arts, Teaching
 Traffic Safety (Non-Teaching)
 Veterans Studies
 Visual Media
 Women and Gender Studies

EKU UNDERGRADUATE CERTIFICATES AND PROFESSIONAL CERTIFICATION/ENDORSEMENT PROGRAMS

1. **EKU Departmental Level Certificates** — These certificates are awarded by the individual academic department, not the University.
 - Advanced Emergency Medical Care
 - African/African-American Studies
 - Basic Emergency Medical Technician
 - Financial Literacy
 - French Conversation and Culture
 - German Conversation and Culture
 - Japanese Conversation and Culture
 - Spanish Conversation and Culture
 - Superintendent of Schools
 - Supervisor of Instruction
 - Veterans Studies
 - Women and Gender Studies

2. **EKU University Level Certificates** — These certificates are awarded by the University, and students receive a formal certificate produced in the same manner as a degree diploma. Students completing these programs must apply for graduation and are assessed a graduation fee. Students earning only certificates do not receive caps and gowns and do not participate in the commencement ceremony. The university graduation fee partially offsets the production and mailing of diplomas and certificates. The University absorbs cap and gown costs for degree earners. Application deadlines for completing university certificates follow the same time line as degree graduation.
 - Accounting*
 - Autism Spectrum Disorders
 - Correctional Intervention Strategies
 - Director of Pupil Personnel Services
 - Emergency Management
 - Fire and Safety Engineering Technology
 - Geographic Information Systems
 - Homeland Security
 - Industrial Hygiene
 - Land Surveying
 - Paralegal Science*
 - Youth Services

3. **Professional Certification and Endorsement Preparation Programs** — These are programs of study which do not lead to a degree or to an ECU awarded recognition but instead prepare the student, upon recommendation from ECU, for professional

endorsement or certification by the Commonwealth of Kentucky Education Professional Standards Board.

- Agriculture Education Teaching
- Career and Technical Education
- Career and Technical School Principal
- Dance (Minor in Dance Certification - Teaching)
- Driver Education (teaching certification endorsement)
- Instructional Computer Technology (teaching certification endorsement)
- School Safety Endorsement
- Teaching English as a Second Language (teaching certification endorsement)

*Post-Bacc. Acceptance into this program requires that the student has already earned a baccalaureate degree. For more details, see the relevant departments' sections of this *Catalog* or contact the department offering the certificate.

Note: This list may not be all-inclusive. For a comprehensive list of EKU certifications concerning teaching, please see the College of Education.

EKU ONLINE ACADEMIC PROGRAMS

Eastern Kentucky University offers students the opportunity to earn a variety of degrees and/or certificates through EKU e-Campus. The programs listed below can be pursued online through the Office of EKU e-Campus Learning. These are well established EKU academic programs provided through online interactions, discussion boards, and engaging interactive and multi-media learning methodologies.

While the EKU e-Campus student will have a program coordinator through the academic department offering their desired degree/certificate, EKU's Office of e-Campus Learning serves as the primary contact for admission, financial aid, registration, degree audit, and general advising questions; centralizing all student services crucial to the distance-learning student.

Online Associate Degree Programs

Associate of Applied Science in Paralegal Studies (For more details, see: www.jsnet.eku.edu/info/paralegal.asp)

Associate of Arts in Law Enforcement (For more details, see: www.jsnet.eku.edu/info/law-enforcement-degree.asp)

Online Baccalaureate Degree Programs

Bachelor of Arts in Paralegal Studies (For more details, see: www.jsnet.eku.edu/info/paralegal.asp)

Bachelor of Science in Corrections and Juvenile Justice Studies (For more details, see: www.justice.eku.edu/cj/onlineBS.php)

Bachelor of Science in Fire Protection Administration (For more details, see: www.eku.edu/online-fire-admin-degree)

Bachelor of Science in Fire Protection and Safety Engineering Technology (For more details, see: www.eku.edu/online-fire-protection-engineering-degree)

Bachelor of Science in Homeland Security (For more details, see: www.eku.edu/homeland-security-degree)

Bachelor of Science in Occupational Safety (For more details, see: www.eku.edu/online-occupational-safety-degree)

Bachelor of Science in Psychology (For more details, see: www.jsnet.eku.edu/info/psych.asp)

Online Post-Baccalaureate Certificate Program

Post-Baccalaureate Certificate in Paralegal Studies (For more details, see: www.jsnet.eku.edu/info/paralegal.asp)

Online Masters Degree Programs

Master of Arts in Education, Library Science P-12 (For more details, see: www.education.eku.edu/curriculum/grad.php)

Master of Science in Corrections and Juvenile Justice Studies (For more details, see: www.justice.eku.edu/cj/onlineMS.php)

Master of Science in Safety, Security and Emergency Management (For more details, see: www.eku.edu/online-security-management-degree)

College of Arts and Sciences

Dr. John Wade, Dean
Roark 105
(859) 622-1405

Dr. Tom Otieno, Associate Dean
Memorial Science 184
(859) 622-1393

Dr. Deborah Core, Assistant Dean
for Academic & Student Affairs
Roark 106
(859) 622-8140

www.cas.eku.edu

Departments within the College of Arts and Sciences offer programs leading to the following degrees: Master of Arts; Master of Fine Arts; Master of Science; Master of Music; Master of Public Administration; and Specialist in Psychology.

The Master of Arts is offered by the departments of English and Theatre, Government, and History. The Master of Fine Arts is offered by the department of English and Theatre. The Master of Science is offered by the departments of Biological Sciences; Computer Science; Chemistry; Mathematics and Statistics; and Psychology. The Master of Arts degree offered by Government is in Political Science. The Master of Science offered by Computer Science is in Computer Science and Applied Computing; that offered by Mathematics and Statistics is in Mathematical Science; and those offered by Psychology are in Clinical Psychology and Industrial/Organizational Psychology. Clinical psychology students may elect to complete a program for "Providing Services to the Deaf/Hard-of-Hearing" in cooperation with the Department of Special Education. Additionally, the Department of Psychology offers the Specialist in Psychology degree in school psychology and a certification-only program in school psychology for students with related master's degrees. Students in the Master of Public Administration degree program offered by the Department of Government may select the general field of public administration or a concentration in community development or community health administration.

The Master of Arts in Education with concentrations in specific areas is offered in the College of Education with the cooperation of the appropriate departments in the College of Arts and Sciences. The program requirements for these may be found in the College of Education section of this *Catalog*.

Graduate Course Credit

All 700 level courses have 500 level undergraduate counterparts bearing the same last two digits. The 700 level courses are offered only for graduate level credit and require additional appropriate experiences for all students enrolled. Students who have previously taken the undergraduate counterpart of these courses at the 500 level will not be permitted to enroll for graduate level credit in the 700 level counterpart. Credit will not be awarded for both the 700 and 500 level of the same course.

Cross Listed Courses

Some courses are offered under different prefixes with the same course content. Students will not be awarded credit in any course for which they have previously received credit under a cross listed prefix.

Gulf Coast Research Laboratory Courses

EKU is affiliated with Gulf Coast Research Laboratory, Ocean Springs, Mississippi. This affiliation provides undergraduate and graduate students with the opportunity to take courses and conduct research in marine sciences at an established, well-equipped laboratory located on the Gulf of Mexico. Students electing to study at Gulf Coast Research Laboratory do not pay out-of-state tuition.

The Marine Science graduate level courses listed in Section Six of this *Catalog* are taught only at Gulf Coast Research Laboratory, Ocean Springs, Mississippi, during the summer. The laboratory furnishes the staff for course work and research. Applications for the program and additional information are available in the departments of Biological Sciences, Chemistry, and Geography and Geology and in the Division of Natural Areas.

DEPARTMENT OF ART AND DESIGN

Mr. Herb Goodman, Chair
www.art.eku.edu
(859) 622-1629

The Master of Arts in Education degree and the Master of Arts Teaching degree with a concentration in art are offered in the College of Education with the cooperation of the Department of Art. The regulations for the degrees may be found in the College of Education section of this *Catalog*.

DEPARTMENT OF BIOLOGICAL SCIENCES

Dr. Robert Frederick, Chair
Dr. Gary Ritchison, Graduate Coordinator/Advisor
www.biology.eku.edu.
(859) 622-1531

I. GENERAL INFORMATION

The Department of Biological Sciences provides opportunities for graduate studies leading to the Master of Science degree in Biology that may include a concentration in Applied Ecology. Under the general program, thesis and non-thesis programs are available. The Applied Ecology concentration requires a thesis. A planned program of study, based on individual needs is selected by each student in consultation with the student's graduate committee. Students engaged in thesis work may conduct research in such areas as aquatic biology, animal behavior and ecology, plant systematics and ecology, wildlife and conservation biology, physiological and molecular ecology, cellular and molecular biology, and microbiology.

The Master of Arts in Education degree with a concentration in Biology is offered by the College of Education in cooperation with the Department of Biological Sciences. Requirements for the degree are found in the College of Education section of this *Catalog*.

The Department of Biological Sciences cooperates with other natural science departments in the College of Arts and Sciences and the College of Education in offering the Master of Arts in Education with a concentration in Biology. This concentration is primarily for non-specialized science teachers and is described in the College of Education section of this *Catalog*.

MASTER OF SCIENCE Biology

CIP Code: 26.0101

II. ADMISSION REQUIREMENTS

All applicants must meet the general requirements established by the Office of Graduate Education and Research for clear admission. Final acceptance of an applicant is determined by the Graduate Affairs Committee of the Department of Biological Sciences.

All applications to the Graduate School must include: (1) three letters of recommendation, (2) scores on the verbal, quantitative, and analytical writing portions of the Graduate Record Examination, (3) a department experience and essay form (available at http://biology.eku.edu/sites/biology.eku.edu/files/files/Dept_GradApp_Form.doc), (4) official copies of transcripts. All applicants must meet the general requirements established by the Graduate School for clear admission. In addition, applicants are expected to have verbal scores of 146 or above, quantitative scores of 140 or above, and analytical writing scores of 3.0 or above on the Graduate Record Exam. Applicants should have an undergraduate major in an area of the biological sciences, and supporting courses in chemistry, physics, and mathematics are recommended. Any deficiencies in a successful applicant's undergraduate training will be specified by the Department's Graduate Affairs Committee at the time of admission.

Prior to admission, applicants must also determine who would serve as their advisor should they be admitted. Information

concerning the research interests of faculty in the Department of Biological Sciences is available online at <http://biology.eku.edu/people>. Applicants should contact faculty with similar research interests to determine if they are accepting new students and would be willing to serve as their advisor. Once an advisor has been identified, applicants and/or advisors should inform the Graduate Coordinator. Applications will not be considered complete until an advisor has been identified.

Core Requirements — Graduate students must complete a minimum of 30-36 graduate semester hours for the Master of Science degree, depending on whether a thesis or non-thesis program is followed. At least 50 percent of the course work hours (excluding thesis hours) must be at the 800 level. The planned program of study must consist of: (1) at least 18-24 semester hours of biology including Biostatistics (BIO 810; 3 hours) or Applied Statistical Inference (STA 700; 3 hours), Scientific Literature and Writing in Biology (BIO 801; 2 hours), Biology and Ethics (BIO 800; 1 hour), and (2) 12 semester hours of additional electives in biology or other courses in the natural and mathematical sciences.

A grade point average of 3.0 must be maintained; a maximum of six semester hours of course work with a grade of "C" may be applied toward degree requirements.

III. PROGRAM REQUIREMENTS

Curriculum for the Biology Thesis Program

Biology Core	6 hours
BIO 800, BIO 810 or STA 700, BIO 801.	
Electives	18 hours
Thesis	6 hours
BIO 891 (credit will not be given for BIO 880 or BIO 881 in this program).	
Exit Requirement	
GRD 857a, 858a.	
Total Curriculum Requirements	30 hours

Curriculum for the Biology Non-Thesis Program

Biology Core	6 hours
BIO 800, BIO 810 or STA 700, BIO 801.	
Electives	27 hours
Current Review in Biology	3 hours
BIO 880 (credit will not be given for BIO 891 in this option)	
Exit Requirement	
GRD 857a, 858a.	
Total Curriculum Requirements	36 hours*

Applied Ecology Concentration

Biology Core	6 hours
BIO 800, BIO 810 or STA 700, BIO 801.	
Thesis	6 hours
BIO 891.	
Applied Ecology	11 hours
BIO 848, 849, 850; One course from BIO 714, 718, 721, 722, .. 725, 742, 753, 754, 756, 757, 758, 761, 802, 806, 816, 845, 846, GEO 753, 756.	
Electives	7 hours
Exit Requirement	
GRD 857a, 858a.	
Total Curriculum Requirements	30 hours

Bioinformatics Concentration

Biology Core6 hours

BIO 800, BIO 810 or STA 700, BIO 801.

Bioinformatics*27 hours

BIO 711, CSC 730, 740 or 745, 815, 831, 834.

At the University of Louisville: CECS 660.

6 hours of applied research at the University of Louisville or the University of Kentucky.

Exit Requirement

GRD 857a, 858a.

Total Curriculum Requirements33 hours

*Courses equivalent to BIO 111 and 112, or 121, 315, 348, CSC 190, 191, 195 may be required as prerequisites.

III. EXIT REQUIREMENTS

All students must demonstrate their knowledge of biology by successfully passing an oral examination (GRD 857a) and by successfully defending their thesis (or, if pursuing the non-thesis program, their current review) in an oral examination (GRD 858a).

Thesis program — Six semester hours of Thesis Research (BIO 891) are required in the 30-hour thesis program. A thesis based on the student's research must be submitted. Eighteen hours of electives will complete the requirements for the degree. The Applied Ecology Concentration requires completion of a thesis. Credit will not be given for BIO 880 (Current Review of Biology) or BIO 881 (Independent Study) in this program.

Non-Thesis program — Three semester hours of BIO 880 (Current Review of Biology) are required in the 36-hour non-thesis program. Twenty-seven hours of electives will complete the requirements for the degree. The Applied Ecology Concentration cannot be completed under this plan. Credit will not be given for BIO 891 (Thesis Research) in this program.

DEPARTMENT OF CHEMISTRY

Dr. Lori Wilson, Interim Chair

Dr. Buchang Shi, Graduate Coordinator/Advisor

www.chemistry.uku.edu

(859) 622-1456

I. GENERAL INFORMATION

The Master of Science (M.S.) Program in Chemistry is designed to extend the chemical knowledge and skills of students to prepare them for a diverse set of opportunities. The M.S. Program in Chemistry can prepare students for further advanced study in either Chemistry or related Biomedical Sciences, and sophisticated careers in industry, government service, or to advance their current status. Incoming students will take the presented curriculum composed of 33 graduate hours in chemistry, which can be completed in two years. ECU undergraduate students majoring in chemistry or forensic science can integrate the M.S. Chemistry degree with their current degree allowing them to complete the M.S. degree with one additional year as part of an accelerated dual degree program. Students take graduate core graduate courses in 4 out of the 5 subdisciplines of chemistry, graduate elective courses, and complete one of the following tracks:

- 1) **Research** – Students will complete an independent research project carried out in the laboratories of the chemistry department, which allows them to gain experience in modern experimental techniques. The Chemistry Department requires research projects be written as a Master's Thesis. Each candidate will give a public defense of the Master's Thesis, which is evaluated by a faculty committee. This track is highly recommended for students seeking further advanced study in Chemistry or related Biomedical Sciences.
- 2) **Applied Learning (Internship)** – Provides students with an opportunity to perform an internship or a capstone project deemed appropriate by a faculty committee at an industrial, government, or related chemical organization. This track is meant to prepare students for work in emerging and existing technical fields with a broader understanding of chemical laboratory practices. This track can accommodate individuals who have, or are able to obtain, employment in a chemistry-related field.
- 3) **Coursework Only** – A coursework distribution that augments technical skills, and provides a broad, yet firm, background in advanced chemical concepts. Students in this option choose elective courses beyond the 4 core requirements. Each student determines his or her course program with the assistance of a faculty advisor and/or committee.

The Department of Chemistry cooperates with the other natural science departments and the College of Education in offering the degree of Master of Arts in Education with a concentration in Physical Science. The program is primarily for non-specialized science teachers and is described more thoroughly in the College of Education section of this *Catalog*.

Accelerated Dual Degree Programs (3+2)

The Accelerated Dual Degree (3+2) program integrates the current available degrees (Chemistry (B.A. or B.S.) or Forensic Science (B.S.) with the requirements for the M.S. Chemistry degree. Therefore, ECU undergraduate students can attain a M.S. degree with only one extra year of study. Students may apply for admission to the 3+2 program once the entrance requirements are satisfied (typically in their junior or senior year). Once students are accepted into the 3+2 program, the graduate program curriculum (with specific track) will be integrated into the curriculum where 9 semester hours of 700-level graduate coursework is applicable to both the undergraduate and graduate degree. Students in the dual degree chemistry program are projected to receive both the Baccalaureate and Master's degrees after five years of full-time study.

MASTER OF SCIENCE Chemistry

CIP Code: 40.0501

II. ADMISSION REQUIREMENTS

Applicants should provide evidence of ability to pursue graduate study, and meet the general requirements for admission to the Graduate School.

Prerequisites — The following requirements must be completed prior to clear admission to graduate study: 25 undergraduate hours of chemistry from a combination of introductory chemistry, organic chemistry, analytical chemistry, biochemistry, inorganic, or

physical chemistry (each with a laboratory component). Additional requirements would be at least one semester of calculus, one year of physics, and completion of the Graduate Record Examinations (GRE) general test with expected scores of 144 or higher on the Verbal and 150 or higher on the Quantitative portions of the exam (target score - 294). Enrollment in graduate courses will be restricted until these prerequisites have been completed. For ECU students applying to the M.S. program through the 3+2 accelerated Dual Degree Program, the GRE general test will be waived.

III. PROGRAM REQUIREMENTS

Curriculum for the M.S. Chemistry Program

A minimum of 33 semester hours of graduate credit is required. The program shall include the following:

- A. Core Requirements.....27 hours**
- i. 700-level ements.....12 hours**
 - a. CHE 715 and one of the following: CHE 770 or 774/774L or 775/775L.....9 hours
 - b. Additional course in chemical/biological science or mathematics.....3 hours
 - ii. 800-level Requirements.....15 hours**
 - a. CHE 810, 880 (2), 881.....6 hours
 - b. Pick three courses from the following: CHE 822, 830, 850, 8609 hours

B. Program Tracks:

Students will pick one of the following tracks

Thesis Track: Graduate Research – Written Thesis Required
CHE 899(6)6 hours

Internship Track: Applied Learning in Chemistry – Written Report Required
CHE 839(6) or CHE 839(3); 3 hours of CHE 700/800 level courses.....6 hours

Coursework Track
6 hours CHE 700/800 level courses.....6 hours

Total Requirements.....33 hours

IV. EXIT REQUIREMENTS

Thesis/Internship Option — A thesis/report based upon the original research/project in the area of the student’s research emphasis must be submitted. A final comprehensive oral examination (GRD 858b) in defense of the thesis/report and related course work is required.

Coursework Option – Candidates must earn a 3.0 GPA (or higher) for all program coursework for the option. In addition, the candidate for the coursework option must pass a final examination (GRD 858c). The committee will decide the format of the examination.

DEPARTMENT OF COMPUTER SCIENCE

Dr. Ka Wing Wong, Chair
Dr. Mengkun Yang, Graduate Coordinator/Advisor
ww.cs.eku.edu.
(859) 622-2398

MASTER OF SCIENCE Applied Computing

CIP Code: 11.0101

I. GENERAL INFORMATION

The Department of Computer Science offers the Master of Science degree in Applied Computing with concentrations in Software Engineering and Computer Security, Business Computing, Bioinformatics, Industrial Computing, and Statistical Computing.

Program Objectives

The objectives of the Master of Science in Applied Computing program are:

1. .. To provide an advanced degree accessible to computing professionals (offered evenings and weekends).
2. To improve the technical skills of computing professionals.
3. To improve the business skills of computing professionals, especially those in contracting positions.
4. To teach the analysis and design skills needed to make wise technical choices.
5. To provide in-depth studies in specific areas of computing.
6. To provide capable computing consultants.
7. To provide teachers for community colleges and technical schools.
8. To teach legal, social, and ethical issues related to computer professionals. The legal issues include obligations and liabilities.

II. ADMISSION REQUIREMENTS

To be eligible for a clear admission to graduate standing applicants must have (1) a baccalaureate degree from an accredited institution with minimum grade point average (GPA) of 2.75 overall, or 3.0 on the last 60 semester hours of the baccalaureate program, and (2) satisfactory scores on GRE or GMAT. The expected satisfactory scores are: 295 or higher on the sum of Verbal and Quantitative scores with a score of 149 or higher on Quantitative portion of the GRE. Expected satisfactory scores on the GMAT are 500 points or higher on the overall score with 37 points or higher on the Quantitative portion of the GMAT.

III. PROGRAM REQUIREMENTS

Students must complete 30 graduate hours* in the program as outlined below, including 15 credit hours from 800-level courses. For students concentrating in Software Engineering and Computer Security, Business Computing, Industrial Computing, and Statistical Computing, at least half of the course work (i.e., 15 credit hours) must be CSC courses. Additionally, all students must pass a written comprehensive examination designed to test the student’s general knowledge of his/her program of study.

* Some graduate level courses may require undergraduate courses as prerequisites.

Curriculum for the Applied Computing Program

Core Requirements 12 hours
CSC 730, 745, 815, 834.

Concentration in Software Engineering and Computer Security..... 12 hours
CSC 825, 831, 835; one of CSC 720, 744, 747, 748 or 749.

Electives 6 hours

Exit Requirement

GRD 857d

Total Curriculum Requirements 30 hours

Concentration in Business Computing 12 hours
CIS 850, 3 courses selected from ACC 820, ACC 850, CIS 860, FIN 824, FIN 850, CCT 850 and QMB 850.

Electives 6 hours

Exit Requirement

GRD 857d

Total Curriculum Requirements 30 hours

Concentration in Industrial Computing 12 hours
AEM 706, 801, 804, 805.

Electives 6 hours

Exit Requirement

GRD 857d

Total Curriculum Requirements 30 hours

Concentration in Bioinformatics 18 hours
BIO 731, 801, 810, 890, CECS 660 (Introduction to Bioinformatics at University of Louisville) or BIO 733 (Bioinformatics at EKU), two (2) credit hours of BIO 798, and three (3) credit hours at 800 level Bioinformatics research at University of Kentucky or University of Louisville, to be transferred in as BIO 881.

Exit Requirement

GRD 857d

Total Curriculum Requirements 30 hours

Concentration in Statistical Computing 12 hours
STA 700, 701 or 785, 775, 880.

Electives 6 hours

Exit Requirement

GRD 857d

Total Curriculum Requirements 30 hours

ELECTIVES

Select 6 hours of electives from the following: ACC 820, 850, BIO 731, 733, 798, 801, 810, 890, CCT 850, CIS 850, 870, CSC 720, 735, 738, 740, 744, 746, 747, 748, 749, 750, 812, 825, 831, 833, 835, 842, 860, 890, 895, ECO 854, AEM 706, 801, 804, 805, FIN 824, 850, MAT 706, 755, 806, 871, 872, MGT 850, QMB 850, STA 700, 701, 720, 721, 775, 785, 880, TEC 830, 867. Credit in a student's declared concentration does not apply toward the elective requirements.

IV. EXIT REQUIREMENTS

Comprehensive Examination — Each candidate, near the end of the Master's program, must pass a two-hour written examination designed to test the student's general knowledge of his/her program of study.

DEPARTMENT OF ECONOMICS

Dr. Gyan Pradhan, Chair

www.economics.eku.edu

(859) 622-1769

The Department of Economics provides graduate level courses as support for graduate programs in related disciplines.

DEPARTMENT OF ENGLISH AND THEATRE

Dr. James Keller, Chair

Dr. James R. Moreton, Theatre Coordinator

Dr. Susan Kroeg, MA Program Coordinator/Advisor

Prof. Derek Nikitas, MFA Program Coordinator/Advisor

www.english.eku.edu

(859) 622-5861

I. GENERAL INFORMATION

The Department of English offers a 30 hour program of study leading to the Master of Arts degree in English. The Department of English also offers a 48-hour program of study leading to the Master of Fine Arts in Creative Writing (MFA-CW) degree.

The Master of Arts in Education degree with a concentration in English is offered in the College of Education with the cooperation of the Department of English. The Master of Arts in Teaching degree with a concentration in English is also offered in the College of Education. The regulations for these degrees may be found in the College of Education section of this *Catalog*.

Graduate students in English may: prepare for careers of teaching on the college and pre-college levels; engage in literary research and composition on advanced levels; prepare for further advanced study and degrees; or pursue other pre-professional goals.

The graduate program in English is designed to train students in various areas of the discipline and provide them with both breadth and depth appropriate to the advanced level. Areas of the discipline are categorized below.

Bachelor of Arts (B.A.) and Master of Arts (M.A.)

ENGLISH

Accelerated 3+2 Dual Degree Program

CIP Code: 13.1305

Students accepted to the 3+2 Accelerated Dual Degree Option are able to complete their B.A. degree and M.A. degree within 5 calendar years because up to 9 semester hours of graduate-level coursework will apply to both the undergraduate B.A. degree and the graduate M.A. degree. Only undergraduate students of proven academic ability will be considered for the program. Students should be aware that, in order to maintain their progress in the accelerated 3+2 program, careful coordination with their advisor is required.

Entrance requirements for the 3 +2 adhere to the requirements for the M.A. English Program in the Graduate Catalog. Students admitted into the program will remain coded as undergraduate until fulfilling their BA requirements. Students admitted into the 3+2

program must complete the English BA degree with a minimum 3.0 GPA to be allowed to proceed on with graduate program coursework. Students must fulfill all graduation requirements listed below.

Students may apply to the Graduate School for admission to the 3+2 program in their junior or senior year. Approval of both the department and Graduate School is required (see the form at <http://gradschool.eku.edu/graduate-school-forms>).

English Program Special Admission Requirements: Literature, Creative Writing, or Technical Writing Emphasis and overall grade point average (GPA) of at least 3.0 at the time of admission to the 3+2 option.....

UNIVERSITY GRADUATION REQUIREMENTS

- General Education36 hours
- Orientation Course (ASO 100; waived for transfers with 30+ hours.)....1 hour
- Wellness.....3 hours
- Writing Intensive Course (Hrs. incorporated into Major/ Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/ Supporting/Gen Ed/Free Electives categories)
- ACCT - English majors will fulfill ACCT with: ENG 491(Technical Writing Emphasis), 490 (Creative Writing Emphasis), or 492 (Literature Emphasis), or THE 495 (Theatre ... Emphasis). (*Credit hours are incorporated into program requirements below.*)

Total hours University Graduation Requirements.....40 hours

B.A. 3 + 2 ENGLISH MAJOR REQUIREMENTS

Core Courses.....18 hours
 ENG 301, 302, 474; 801, 808, 833
 (*ENG 302 should be taken before enrolling in upper level literature courses - with exception of ENG 350, 351, 352, and 353*).

Literature Concentration.....39 hours
 ENG 350, 351, 352, 353, 410, 492; 3 hrs from:
 ENG 360, 361, 362, 363, 364, 365, 366 or 367; 3 hrs
 from: THE 100, 110, 135, 150, 220, 320, 390, 391, or 430;
 a minimum of 15 hrs upper division literature: 3 hrs British,
 3 hrs American, 9 hrs at the 400 and 500 level.

Creative Writing Concentration.....30 hours
 ENG 350, 351, 352, 353, 410, 490; a minimum of 12
 hours selected from: ENG 306, 406, 407, 408, 409, 420,
 502, 503, 504, or one course from the Technical Writing
 Emphasis.

Technical Writing Concentration.....30 hours
 ENG 350, 351, 352, 353, 410; a minimum of 15 hrs to
 include ENG 300 or 300S, 400, 420, 491, and 3 hrs from
 ENG 306, 406, 409, 500, 502, or 510.

Supporting Course Requirements

All concentrations:0 hours^G
 Six hours of one foreign language at the appropriate level or
 American Sign Language (^GElement 6).

Creative Writing Concentration.....6 hours
 Select 6 hours (with no more than 3 hrs from any one group)
 from: CMS 320, 350; COM 201; JOU 305, 307; CIS 212 or
 CSC 104.

Technical Writing Concentration.....12 hours
 Select 12 hrs from: CCT 290, 302, 570; ART 152, BEM 375;
 CIS 212 or CSC 104; TEC 255, 355; CMS 250, 300, 320,

350; CSC 160, 177, 190; GCM 211, 217, 316, 317.

^G = Course also satisfies a General Education element.

Hours are included within the 36 hour General Education requirement above.

Free Electives.....20-26 hours
TOTAL HOURS TO COMPLETE DEGREE.....120 HOURS

MASTER OF ARTS

English

CIP Code: 23.0101

II. ADMISSION REQUIREMENTS

Applicants must meet the general requirements of the Graduate School, and achieve satisfactory scores of 150 or higher on the Verbal and 4.0 or higher on the Analytical Writing components of the Graduate Record Examination. Applicants with a cumulative undergraduate GPA of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE requirement. They also should have completed at least an undergraduate minor in English and/or be prepared to do additional hours to remove any deficiency in their undergraduate preparations. Ordinarily a 3.0 standing must have been achieved in upper division English courses.

III. PROGRAM REQUIREMENTS

Students must complete the 9 hours of the core curriculum as outlined below. Additionally, all students must complete one literature course and one Language Studies/ESL course. Conferences between students and the program coordinator will ensure that elective hours are used to meet the program needs of the individual. At least half of the course work (i.e., 12 credit hours in the thesis options and 15 credit hours in the non-thesis option), excluding thesis, practicum, or internship credit, must be in courses open only to graduate students.

Core Courses9 hours
 ENG 801; 808; and 833.

One literature course.....3 hours
 Choose from: ENG 730, 750, 825, 830, 850, 853, 854, 870, 873,
 876, 878, 880.

One language studies/ESL course.....3 hours
 Choose from: ENG 710, 715, 720, 825, EMS 775.

Electives in English15 hours
 Thesis Option: ENG 898, 899

Choose other ENG courses to complete the 15 hours of required electives.

Exit Requirements.....0 hours
 GRD 857e, 858e

Total Requirements30 hours

IV. EXIT REQUIREMENTS

Comprehensive Assessment — All students are required to pass a written comprehensive examination (GRD 857e). Comprehensive examinations will be scheduled approximately one month before the end of the student's final enrollment period in graduate work for the degree.

Mentored Scholarly Paper —

Students who choose not to complete a thesis (see below) are required to complete a mentored scholarly paper which must be evaluated and approved by the departmental Graduate Studies Committee. Students completing a mentored scholarly paper may

register for ENG 895 as one of their elective courses. Students must complete a project proposal form and have it approved by the mentor and the program coordinator before registering for ENG 895.

Thesis — The thesis is optional in this program. Students electing the thesis option must register for ENG 898 and 899 as two of their elective courses. A student wishing to write a thesis must prepare a prospectus and have it approved by the thesis committee before registering for thesis hours. The thesis must be prepared in conformity with the regulations approved by the Graduate Council and the Department of English and Theatre. Students seeking to complete a thesis are required to pass an oral defense of their thesis (GRD 858e), during which they may be examined orally on related course work. Oral examinations will be scheduled approximately one month before the end of the student's final enrollment period in graduate work for the degree. Detailed information concerning the preparation and submission of the thesis may be obtained from the program coordinator.

**MASTER OF FINE ARTS: BLUEGRASS
WRITERS STUDIO
Creative Writing
CIP Code: 23.0501**

I. GENERAL INFORMATION

This graduate program in English is designed to train students in various areas of the creative writing discipline and provide them with both depth and breadth appropriate to the advanced level. As this degree is considered terminal in the field of creative writing, students are trained to be able to teach at the college level as well as to develop their own writing talent.

Graduate students in the MFA-CW program may prepare for careers of teaching on the college and pre-college level; engage in creative writing at a PhD level; or pursue other pre-professional or personal goals.

II. ADMISSION REQUIREMENTS

Applicants to the Bluegrass Writers Studio are required to submit a portfolio of work in their desired concentration (poetry, fiction, or creative nonfiction) to the Department's MFA committee and have the work approved. The writing sample will consist of 15 pages of poetry or 20 pages of prose. The portfolio will also include a two-page statement of purpose that addresses the applicant's reasons for applying. Applicants should also have completed an undergraduate bachelor's degree, with at least a minor in English and/or be prepared to complete additional hours to remove any deficiency in their undergraduate preparations. Ordinarily, a 3.0 standing must have been achieved in upper-division English courses. Applicants must meet the general requirements of the Graduate School, and achieve satisfactory scores of 150 or higher on the Verbal and 4.0 or higher on the Analytical Writing components of the Graduate Record Examination. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE requirement. The committee reserves the right to waive certain departmental requirements in the event that a writing sample is exceptional.

III. PROGRAM REQUIREMENTS

Students must complete 48 hours in the program, as well as an approved creative thesis. Students must also pass a written

exit examination. Each year in the program, full-time students generally attend two ten-day residencies (for a total of six credit hours), and enroll in 18 credit hours of online classes. The Winter MFA Residency (ENW 800) is held in early January each year at a hotel/conference center in Lexington, KY. The Summer Writing Residency (ENW 801) is held each year during June/July in an international location, such as Edinburgh, Scotland.

The Summer Writing Residency is hosted by the ECU MFA program in partnership with the Brief-Residency MFA program of the University of New Orleans. ECU students who attend the Summer Residency study with students and faculty from a consortium of other creative writing programs from across the United States, including the creative writing programs of California State University at Fresno, Georgia State University, the University of Memphis, and the University of New Orleans. During both residencies, MFA students attend intensive creative writing workshops (in a selected genre), craft classes, lectures, public readings, and other events.

Courses.....	48 hours
ENW 800 and/or 801	12 hours
Students must complete four sections of any combination of ENW 800 and/or ENW 801. Topic must vary in each section. Course content is not to be repeated.)	
ENW 810 (3-hour course.....)	12 hours
Students must complete four sections of this course. Topic must vary in each section. Course content is not to be repeated.)	
ENW 820 (6-hour course.....)	24 hours
Students must complete four sections of this course. Topic must vary in each section. Course content is not to be repeated.)	

Exit Requirement

GRD 858f.....	0 hours
---------------	----------------

Total Curriculum Requirements.....48 hours

IV. EXIT REQUIREMENTS

Thesis — By the time a student has completed the fourth required section of ENW 820 MFA Writing Workshop/Mentorship (6 credits) he/she will have produced a book-length creative thesis of publishable quality. The thesis must be approved by the MFA Committee. (Detailed information concerning the preparation and submission of the creative thesis may be obtained from the MFA program coordinator.)

Exit Examination — During the student's final residency, he/she will be required to successfully pass a written exit examination (GRD 858f). (Detailed information concerning the requirements for the exit examination may be obtained from the MFA program coordinator.)

**DEPARTMENT OF FOREIGN
LANGUAGES AND HUMANITIES**

Dr. Abbey Poffenberger, Chair
www.foreignlanguages.eku.edu
(859) 622-2996

The Department of Foreign Languages and Humanities cooperates with the College of Education in offering the Master of Arts in Teaching with the concentration in Spanish. The program is described in the College of Education section of this *Catalog*.

DEPARTMENT OF GOVERNMENT

Dr. Lynnette Noblitt, Interim Chair
www.government.eku.edu
McCreary 113
(859) 622-5931

The Department of Government offers work leading toward a Master of Public Administration.

MASTER OF PUBLIC ADMINISTRATION Public Administration

CIP Code: 44.0401

I. GENERAL INFORMATION

First of its kind in Kentucky when created in 1968, the Master of Public Administration program prepares qualified individuals, both entry level and mid career, for advanced professional positions in the administration of public and non-profit programs. The program also may be appropriate for individuals in the private sector who have responsibility for public sector contracts, regulatory compliance, or other liaison and oversight activities.

Special emphasis is placed on regional and local government. In addition to a general concentration, specialized programs of study are offered in community development administration, community health administration, and environmental health administration.

The MPA program is accredited by the National Association of Schools of Public Affairs and Administration.

II. ADMISSION REQUIREMENTS

For admission to the program, students must meet both the general requirements of the Graduate School and the requirements of the MPA program. Students in the MPA program come from a variety of undergraduate degree programs, and admission decisions are based on an overall assessment of a student's application and ability to meet admission criteria of the program.

The following criteria are set for an admission: (1) a complete application; (2) students must take and submit scores for the Graduate Record Examination; (3) students granted a clear admission to the program must achieve a Cumulative Value Index of 50: (Undergraduate Grade Point Average times 15) plus (the sum of the percentile scores on the verbal and quantitative portions of the GRE General Exam times 0.20) equals the Cumulative Value Index; (4) letters of reference from two persons qualified to evaluate potential for successful performance in a program of graduate study in public administration must be provided to the department.

Students who meet the Graduate School minimums but do not have a Cumulative Value Index score of at least 50.0 may be granted a probationary admission. The minimum condition for transfer from probationary admission status to clear admission status is the successful completion of at least nine hours of graduate course work with a grade point average of at least 3.0 (on a 4.0 scale) and with no more than one grade, regardless of the number of course credit hours, of "C" or lower. Students must be removed from probationary admission prior to registering in any course work beyond an initial 12 hours. At least six hours of the first 12 hours must be in the common MPA core.

III. PROGRAM REQUIREMENTS

The MPA Degree program requires satisfactory completion of a

minimum of 39 credit hours. All students take a common program core of 24 credit hours. The program core consists of courses in:

Administration, Ethics and Public Policy
Administrative Law
Research Methods
Public Sector Leadership
Public Sector Organizations and Management
Public Human Resources Management
Public Finance Administration
Policy Analysis and Program Evaluation.

In addition to these program core courses all students will enroll in and execute three semester hours of applied study. This requirement may be met through an internship, generally at a public or nonprofit organization, and the submission of a capstone paper, or through an applied analysis project resulting in the submission of a research report.

While observing the above requirements, students may choose to complete the general degree program or may choose from three concentrations within the program. Curriculum requirements for the general program and concentrations are as follows:

General Degree Program

MPA Core.....24 hours
POL 765, 800, 801, 874, 875, 876, 877, and 879.
**Internship or Applied Analysis in
Public Administration3 hours**
POL 870 or 871.
Electives12 hours
Must have approval of advisor to count for degree.
Exit Requirements
GRD 857f, 858g
Total Requirements.....39 hours

Community Health Administration Concentration

MPA Core.....24 hours
POL 765, 800, 801, 874, 875, 876, 877, and 879.
Community Health Core12 hours
All students in this concentration will take HEA 898 and with their advisor's prior approval select nine hours from the following: HEA 791, 816, 855, 875, and 880.
**Internship or Applied Analysis in
Public Administration.....3 hours**
POL 870 or 871.
Exit Requirements
GRD 857f, 858g
Total Requirements39 hours

Community Development Concentration

MPA Core.....24 hours
POL 765, 800, 801, 874, 875, 876, 877, and 879.
Community Development Core12 hours
All students in this concentration will take POL 845 and with their advisor's prior approval select nine hours from the following: POL 733, 835, GEO 701, 725, ECO 780, 790, LAS 735.
**Internship or Applied Analysis in
Public Administration3 hours**

POL 870 or 871.
Exit Requirements
 GRD 857f, 858g
Total Requirements.....39 hours

Environmental Health Concentration

MPA Core.....24 hours
 POL 765, 800, 801, 874, 875, 876, 877, and 879.
Environmental Health Core.....12 hours
 All students in this concentration will take EHS 850, and with their advisor’s prior approval select nine hours from the following: ... EHS 825, 845, 855, 870, 880.
Internship or Applied Analysis in Public Administration.....3 hours
 POL 870 or POL 871.
Exit Requirements
 GRD 857f, 858g
Total Requirements39 hours

Program Plan — During the first term, graduate students must meet with their advisor to develop a planned program. Students for whom program plans have not been appropriately filed will not be eligible for a second registration.

IV. EXIT REQUIREMENTS

Comprehensive Examinations — Comprehensive written examinations are held after students have completed all core course requirements. Comprehensive oral examinations are held after application for a degree has been filed and evidence exists indicating that a student should complete all degree requirements including the internship or applied analysis.

DEPARTMENT OF HISTORY

Dr. Christiane Taylor, Chair
Dr. Todd Hartch, Graduate Coordinator
 www.history.eku.edu
 (859) 622-2423

The Department of History offers the Master of Arts in history through both thesis and non-thesis program plans. Both program plans provide courses in American and non-American history. The College of Education offers the Master of Arts in Education degree in secondary education with a concentration in history, and regulations for that degree may be found in the College of Education section of this *Catalog*.

MASTER OF ARTS
History
 CIP Code: 54.0101

I. GENERAL INFORMATION

The department strongly recommends that students who plan to seek a doctoral degree not choose the non-thesis plan. At least one-half of the course work leading to the degree must be in 800-level courses.

II. ADMISSION REQUIREMENTS

Admission is determined by the Department of History in cooperation with the Office of Graduate Education and Research. The following is required of each candidate:

Satisfactory performance on the Graduate Record Examination with target scores of 153 or above on the Verbal and 4.0 or above on the Analytical Writing portions of the exam.

An overall undergraduate grade point average of 2.5 or of 2.75 (on a 4.0 scale) on the last 60 semester hours of the baccalaureate program.

Completion of at least a satisfactory undergraduate minor in history or the equivalent.

Applicants must arrange for submission of three letters of recommendation directly to the department.

III. PROGRAM REQUIREMENTS

Thesis Plan

Foundation Course.....3 hours
 HIS 800: Historiography and Criticism.
American History9 hours*
 Choose from HIS 716, 860, and/or, if topic is appropriate, 849, 864, or 865.
European History6 hours*
 Choose from HIS 861, and/or, if topic is appropriate, 849, 864, or 865.
Asian, African or Latin American History3 hours*
 Choose from HIS 862, 863, or, if topic is appropriate, 849, 864, or 865.
Thesis6 hours
 HIS 899.
History Electives3 hours
 (Choose from graduate courses in U.S., European, Asia/Africa or Latin American history.)
Exit Requirements
 GRD 857g, 858h.
Total Requirements30 hours

*The department requires that at least one of the courses used to satisfy the eighteen credit hours represented by these three requirements cover in a substantial way a period before the year 1800.

Language — Though the department no longer maintains a language requirement, it strongly recommends that students who plan to seek a doctoral degree should acquire foreign language proficiency while completing the masters degree.

Non-Thesis Plan

Foundation Course.....3 hours
 HIS 800: Historiography and Criticism.
American History9 hours*
 Choose from HIS 716, 860, and/or, if topic is appropriate, 849, 864, or 865.
European History6 hours*
 Choose from HIS 861, and/or, if topic is appropriate, 849, 864, or 865.
Asian, African or Latin American History6 hours*
 Choose from HIS 862, 863, and/or, if topic is appropriate, 849, 864, or 865.

History Electives6 hours
 Choose from graduate courses in U.S., European, Asia/Africa or Latin American history.
Exit Requirements
 GRD 857g, 858h.
Total Requirements.....30 hours

*The department requires at least two of the courses used to satisfy the twenty-one credit hours represented by these three requirements cover in a substantial way a period before the year 1800.

IV. EXIT REQUIREMENTS

Thesis (*Thesis Plan only*) — Each candidate must submit a thesis which demonstrates an appropriate level of skill in historical research and writing. Should the thesis topic selected require additional research skills (i.e. foreign language, statistics, or other), the candidate may be required by the graduate committee to acquire, through additional course work, the necessary skills. The student must complete six hours of thesis credit (HIS 899) and may, if extra time is needed to complete the project, register for six additional hours of thesis credit, although this extra six hours does not count as part of the thirty total credit hours needed for completion of the History M.A. program. The thesis shall be submitted to the student’s major professor at least 30 days in advance of graduation. Acceptance of the thesis shall be decided by a special reading committee. This committee shall be composed of the major professor and two other faculty members recommended by the chair of the major department and appointed by the Dean of Graduate Education and Research. The committee shall complete its review of the thesis at least one week prior to the final oral examination. Two unbound copies of the accepted thesis, signed by the committee, must be deposited with the Dean of the Graduate Education and Research at least two weeks before summer commencement and three weeks prior to the end of either the fall or spring semesters.

Comprehensive Examination (*Thesis Plan*) — The program will culminate in a written comprehensive examination (GRD 857g) designed to test the student’s general knowledge of history and an oral defense of the thesis (GRD 858h).

Comprehensive Examination (*Non-Thesis Plan*) — Upon completion of course work, the student’s knowledge of history will be tested by a comprehensive written examination (GRD 857g). The program will culminate in an oral examination designed to test the student’s mastery of graduate course work (GRD 858h).

DEPARTMENT OF MATHEMATICS AND STATISTICS

Dr. Daniel Mundfrom, Chair
Dr. Bangteng Xu, Coordinator
www.math.eku.edu
 (859) 622-5942

The Department of Mathematics and Statistics offers the Master of Arts and the Master of Science degrees in the Mathematical Sciences. The student may elect courses from mathematics or statistics to fulfill the degree requirements.

The Master of Arts in Education degree concentrations in Mathematics is offered in the College of Education with the cooperation of the Department of Mathematics and Statistics. The requirements for the degree may be found in the College of Education section of this *Catalog*.

MASTER OF ARTS Mathematics CIP Code: 27.0101

I. GENERAL INFORMATION

Program Objectives

The objectives of the graduate mathematics program are:

1. To provide a graduate program in mathematics designed for certified high school teachers who wish to broaden their knowledge of the mathematics related to the field in which they teach.
2. To provide the necessary mathematical content for certified teachers to teach dual-credit courses at the secondary level or instruct at a community college, two-year college, or four-year college; or for positions as mathematics specialists.
3. To include in this program courses in the areas of mathematics, statistics, statistical analysis, mathematics applications, and courses demonstrating the relationships among these fields.
4. To guide students in tailoring a program of study ideally suited to their background, aptitude, and career interests.

II. ADMISSION REQUIREMENTS

Clear admission to graduate standing will be granted to those students who have the following:

- 1) Expected scores of 144 or higher on the Verbal, 147 or above on the Quantitative and 3.5 or above on the Analytical Writing portions of the Graduate Record Exam. Applicants with cumulative undergraduate GPA’s of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE requirement.
- 2) Acceptable undergraduate grade point average of at least 2.5
- 3) Required prerequisites for the core courses in mathematics. Applicants who do not have this preparation may be granted admission without the prerequisites but are required to take the courses needed to strengthen their backgrounds. Students seeking a change in rank must have initial certification in secondary mathematics.

III. PROGRAM REQUIREMENTS

Mathematics Program

Mathematics Secondary Concentration

Mathematics Content Requirements.....18 hours

A student must complete at least six graduate mathematics content courses with no fewer than two classes from

Group A and one course from Group B or two classes from Group B and one from Group A. The remaining three courses can come from any Group (A, B, or C).

Group A: MAT 705, 706, 755, 760, 806, 809, 810, 815, 850

Group B: MAT 720, 725, 735, 740, 750, 856, 871, 872

Group C: MAT 707, 870, 880, STA 700

Mathematics Application Requirements.....9 hours

A student must complete at least three classes from:
MAE 750, 843, 850, 872; any MAT classes in Option 1 above.

Thesis.....3 hours

MAT 899, GRD 858o (0)

Students are required to complete 3 hours of MAT 899 (Thesis Research and Writing). Students must submit a thesis for partial fulfillment of the requirements of the Master of Arts in Mathematics and give an oral defense of the thesis. The thesis must be prepared in conformity with the regulations approved by the Graduate Council and the Department of Mathematics and Statistics. In addition, students must register for GRD 858 (Mathematics Oral Thesis Defense). Detailed information concerning the preparation and submission of the thesis may be obtained from the program coordinator.

Total Curriculum Requirements.....30 hours

Mathematics Specialist Concentration

Mathematics Content Requirements.....12 hours

A student must complete at least four of the following:

MAT 701, 702, 707, 803, 870, 880, STA 703

Mathematics Application Requirements.....9 hours

A student must complete the following:

MAE 843/EME 843, MAE 872/EME 872, EME 866

Electives.....6 hours

A student must complete two elective graduate mathematics, or related courses (with approval of advisor).

Thesis.....3 hours

MAT 899, GRD 858o (0)

Students are required to complete 3 hours of MAT 899 (Thesis Research and Writing). Students must submit a thesis for partial fulfillment of the requirements of the Master of Arts in Mathematics and give an oral defense of the thesis. The thesis must be prepared in conformity with the regulations approved by the Graduate Council and the Department of Mathematics and Statistics. In addition, students must register for GRD 858 (Mathematics Oral Thesis Defense). Detailed information concerning the preparation and submission of the thesis may be obtained from the program coordinator.

Total Curriculum Requirements.....30 hours

IV. EXIT REQUIREMENTS

Comprehensive Examination — Each candidate, near the end of the Master’s program, must pass a written examination covering the various components of the candidate’s program. For more specific information regarding the examination, see the website at <http://www.math.eku.edu/>.

At least half of the total course work, excluding thesis, practicum, internship or co-op courses, shall be in courses open only to graduate students (800 level).

MASTER OF SCIENCE

Mathematical Sciences

CIP Code: 27.0101

I. GENERAL INFORMATION

Program Objectives

The objectives of the graduate Mathematical Sciences program are:

1. To provide a graduate program in the mathematical sciences leading to a degree which prepares students for careers in government or industry; for teaching at the college, junior college, or pre-college level; or for graduate study towards the Ph.D. degree in a mathematically-related field.
2. To include in this program courses in the areas of mathematics and statistics and courses demonstrating the relationships among these fields.
3. To guide students in tailoring a program of study ideally suited to their undergraduate background, aptitude, and career interests.

II. ADMISSION REQUIREMENTS

Clear admission to graduate standing will be granted to those students who have acceptable scores of 144 or higher on the Verbal and Quantitative portions of the GRE, an acceptable cumulative undergraduate grade point average of 2.5 or higher, or 2.75 on the last 60 hours and whose preparation contains the prerequisites for the core courses in mathematics. (For example, nine hours of calculus and courses in linear algebra, modern algebra and real analysis would be sufficient.) Applicants who do not have this preparation may be granted admission without required prerequisites and be required to take the undergraduate courses needed to strengthen their backgrounds.

III. PROGRAM REQUIREMENTS

Mathematical Sciences Program

Curriculum for the General Program

Core Requirement..... 15 hours

MAT 809, 810, 815, 850, and one of MAT 720, 755, 760, STA 720, 785.

Electives 15 hours**

Exit Requirement

GRD 857h

Total Curriculum Requirements30 hours

Concentration in Mathematics

Core Requirements 15 hours

MAT 809, 810, 815, 850, and one of MAT 720, 755, 760, STA 720, 785.

Concentration Requirements 6-12 hours

Complete at least 21 hours of courses with a MAT prefix including MAT 760, 809, 810, 815, and 750 or 850.

Only 3 hours of MAT 880 may count toward fulfilling the concentration requirements.

Electives 3-9 hours**

Exit Requirement

GRD 857h

Total Curriculum Requirements 30 hours

Concentration in Computer Science

Core Requirements	15 hours
MAT 809, 810, 815, 850, and one of MAT 720, 755, 760, STA 720, 785.	
Concentration Requirements	12 hours
CSC 730 and 831 and 6 hours from CSC 745, 746, 833, 834, 842, 880. Only 3 hours of CSC 880 may count toward fulfilling the concentration requirements.	
Electives**	3-6 hours
Exit Requirement	
GRD 857h	
Total Curriculum Requirements	30 hours

Concentration in Statistics

Core Requirements	15 hours
MAT 809, 810, 815, 850, and one of MAT 755, 760, STA 720, 785.	
Concentration Requirements	9-12 hours
STA 720, 721 and 6 hours from STA 701, 775, 785, 880. Only 3 hours of STA 880 may count toward fulfilling the concentration requirement.	
Electives**	3-6 hours
Exit Requirement	
GRD 857h	
Total Curriculum Requirements	30 hours

**No student can apply more than 12 hours of CSC or 12 hours of STA credits toward the M.S. degree. Each student must apply 15 hours of MAT credits, at least 12 of which are from 800 level courses, toward the M.S. degree. Electives for the general program and for the concentrations in mathematics and statistics may include thesis, MAT 899, 3-6 hours. Those students who elect to submit a thesis for partial fulfillment of the requirements of the Master of Science in Mathematical Sciences must prepare it according to the regulations of the Office of Graduate Education and Research and the Department of Mathematics and Statistics.

IV. EXIT REQUIREMENTS

Comprehensive Examination — Each candidate, near the end of the Master's program, must pass a written examination (GRD 857h) covering the various components of the candidate's program. If thesis is written the student must register for Mathematics Oral Thesis Defense (GRD 858o).

DEPARTMENT OF MUSIC

Mr. Rob R. James, Chair
Dr. Karin Sehmman, Coordinator
www.music.eku.edu
(859) 622-3266

I. GENERAL INFORMATION

The Department of Music offers the Master of Music degree with concentrations in Performance, Theory/Composition, Choral Conducting, Instrumental Conducting, and Music Education.

Program Objectives

Upon successful completion of the Master of Music program, graduates will be prepared to analyze and evaluate all forms of music, teach, write or perform in a specific genre of music, and research in depth in several fields of music.

In addition, all music education majors will demonstrate the ability to write and research in their field as well as teach a variety of instruments/voice types, develop music curricula, and engage in effective teaching practices. All theory and composition students will demonstrate both composition and analytical/theoretical skills and present original compositions in public recitals as well as researching in the field. All conducting students will demonstrate rehearsal skills, research literature for an array of ensembles, and demonstrate an ability to work with other musicians through cooperative learning experiences. All performance majors will prepare a performance recital, research and analyze repertoire presented on the recital, in addition to demonstrating different pedagogical approaches in their area.

Graduates of the Master of Music program are prepared to further their education at doctoral schools across the country, teach/conduct in college/public schools, teach/conduct in the church music field, compose or arrange, perform/conduct in theatrical/operatic settings, in U.S. service bands, in professional orchestras, or a combination of several areas.

MASTER OF MUSIC Music — All Concentrations

CIP Code: 50.0901

II. ADMISSION REQUIREMENTS

Applicants for admission to the Master of Music program must:

1. Meet all admission requirements of the Graduate School;
2. Hold a bachelor's degree in music or certification in music from an accredited institution;
3. Have a 2.7 overall undergraduate GPA;
4. Submit 3 letters of recommendation;
5. Must demonstrate competent applied music skills through a performance audition for either applied study or for admission to music ensembles.
6. Achieve target scores of 144 or above on the Verbal and Quantitative, and 3.0 or higher on the Analytical Writing portions of the Graduate Record Exam. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE requirement.

Admission Requirements for Individual Concentrations

Performance Concentration

Candidates must audition before a committee of music faculty (taped auditions may be allowed); and must possess an undergraduate degree in music from an accredited institution.

Note: Voice candidates in their audition must include works in French, Italian, and German and must have either a demonstrated competency or at least two semesters of undergraduate course work in any one language—French, Italian, or German. Candidates will also show two semesters of diction study and a vocal pedagogy course at the undergraduate level. Those who have not completed undergraduate foreign language, diction or pedagogy requirements will complete them as part of the Masters degree. The undergraduate language

credits will not count as credit toward the MM degree, diction and pedagogy (MUS 720 and 750) may count toward the MM degree electives.

Choral Conducting Concentration

Candidates must conduct before a committee of music faculty (videotaped auditions are allowed); and must possess either an undergraduate degree in music from an accredited institution or equivalent course work. Candidates must also demonstrate competency in foreign language including 2 semesters of undergraduate coursework in one language: French, Italian, or German, and 2 semesters of diction courses. Those who have not completed undergraduate foreign language or diction requirements will complete them during the Masters degree. The undergraduate language and diction credits will not count toward the degree. The 2nd semester of diction, MUS 720 may be used as an elective course within the MM degree. Choral conducting candidates are also required to take at least one course in vocal pedagogy (MUS 750) as part of the degree electives unless vocal pedagogy courses were completed at the undergraduate level.

Note: Before being admitted to Candidacy, students must earn an “A” in Advanced Choral Conducting.

Theory Composition Concentration

Candidates must submit examples of compositions and/or analytical papers for review by music faculty; and must possess either an undergraduate degree in music theory/composition from an accredited institution or course work equivalent to Eastern Kentucky University’s undergraduate theory/composition requirements.

Instrumental Conducting Concentration

Candidates must conduct before a committee of music faculty (videotaped auditions may be allowed); and must possess either an undergraduate degree in music from an accredited institution or equivalent course work.

Note: Before being admitted to candidacy, students must earn an “A” in Instrumental Conducting.

Music Education Concentration

Candidates must either have passed the Praxis II specialty area exam in music or must submit either undergraduate papers in music or an undergraduate music portfolio. Candidates must possess either an undergraduate degree in music from an accredited institution or equivalent course work.

III. PROGRAM REQUIREMENTS

The general format of the program appears below:

Core Courses	12 hours
MUS 755 or 756 (Music Literature)*	3 hours
MUS 872 (Music History).....	3 hours
MUS 884 or 887 (Music Theory).....	3 hours
MUS 896, 897, or 899 (Project, Recital, or Thesis).....	3 hours
Concentration Courses	10-11 hours
Concentrations are available in performance, theory/ composition,	
choral conducting, instrumental conducting and music education.	
Electives	9-10 hours

Exit Requirement

GRD 857i or 858i

Total Requirements.....32 hours

*Students who have completed MUS 555 or 556 or an equivalent course as part of their undergraduate degree program should substitute three additional hours of MUS 872.

Concentration in Performance

Core Courses12 hours

Concentration Courses10 hours

Applied Music Courses

Electives*10 hours

* Electives will include 4 credits of pedagogy or literature courses (MUS 750/751) based upon advising and previous coursework.

Exit Requirement

GRD 857i or 858i

Total Requirements.....32 hours

Concentration in Theory/Composition

Core Courses12 hours

Must elect MUS 899 for an emphasis in theory or MUS 896 for an emphasis in composition.

Choose either the theory concentration or the composition concentration below.

Concentration with an Emphasis in Theory.....13 hours

MUS 886 (Counterpoint)

MUS 888 (Analytical Techniques II)

MUS 889 (Advanced Composition)

MUS 788 (Pedagogy of Theory).....

MUS 710 (Special Topics in Music).....

Concentration with an Emphasis in Composition12 hours

MUS 889 (Advanced Composition I).....

MUS 890 (Advanced Composition II).....

MUS 886 (Counterpoint)

MUS 888 (Analytical Techniques II)

Electives*..... 7-8 hours

4 credits of MUS electives in performance, pedagogy or musicology, 3-4 credits of free electives

Exit Requirement

GRD 857i or 858i

Total Requirements32 hours

*Electives will be determined by the student’s primary concentration in either theory or composition. Several plans are available.

Concentration in Choral Conducting

Core Courses12 hours

Choral Conducting concentration must elect MUS 756.

Concentration Courses11 hours

MUS 765 (Advanced Choral Conducting).....

MUS 880 (Advanced Choral Procedures).....

MUS 883 (Seminar in Choral /Instrumental

Conducting).....

MUS 825 or 826 (Choir or University Singers)

MUS 898 (Research in Music and Music

Education)

Applied Music 1 hour
Electives **9 hours**
Exit Requirement
 GRD 857i or 858i
Total Requirements.....**32 hours**

Concentration in Instrumental Conducting

Core Courses**12 hours**
 Instrumental Conducting concentration must elect MUS 755 and MUS 896.
Concentration Courses**11 hours**
 MUS 764 (Advanced Instrumental Conducting)2 hours
 MUS 883 (Seminar in Choral/Instrumental Conducting)2 hours
 MUS 751 (Performance Literature) or
 MUS 754 (Band Lit.).....2 hours
 MUS 835 or 855 (Orchestra or Band) 1 hour
 Applied Music 1 hour
 MUS 898 (Research in Music and Music Education)3 hours
Electives**9 hours**
Exit Requirement
 GRD 857i or 858i
Total Requirements.....**32 hours**

Concentration in Music Education

Core Courses**12 hours**
Concentration Courses**10 hours**
 MUS 878 (Foundations of Music)3 hours
 MUS 885 (Psychology of Music)3 hours
 MUS 712 or 750 (Piano or Teaching Tech) 1 hour
 MUS 898 (Research in Music and Music Education)3 hours
Electives***10 hours**
Exit Requirement
 GRD 857i or 858i
Total Requirements.....**32 hours**
 *Elective credits must include at least 4 credits of applied music courses.

IV. EXIT REQUIREMENTS

Comprehensive Examination — The program will be culminated by a written or oral comprehensive examination testing the candidate’s general knowledge of music (GRD 857i or 858i). Performance majors must have their recital hearing forms complete at the time the comprehensive exam is scheduled.

Thesis — The thesis is optional in this program.

DEPARTMENT OF PHILOSOPHY AND RELIGION

Dr. Laura Newhart, Chair
www.philosophy.eku.edu
 (859) 622-1400

The Department of Philosophy and Religion provides graduate level courses as support for graduate programs in related disciplines.

DEPARTMENT OF PHYSICS AND ASTRONOMY

Dr. Jerry Cook, Chair
www.physics.eku.edu
 (859) 622-1521

The Department of Physics and Astronomy cooperates with the other natural science departments and the College of Education in offering the Master of Arts in Education with a concentration in Physical Science. The program is primarily for non-specialized science teachers and is described in the College of Education section of this *Catalog*.

DEPARTMENT OF PSYCHOLOGY

Dr. Robert Brubaker, Chair
Dr. Dustin Wygant, Coordinator, Clinical Psychology
Dr. Andrea Strait, Coordinator, School Psychology
Dr. Robert Mitchell, Coordinator, General Psychology
Dr. Jaime Henning, Coordinator, I/O Psychology
www.psychology.eku.edu
 (859) 622-1105

I. GENERAL INFORMATION

The Department of Psychology offers the Master of Science degree in Clinical Psychology and Industrial and Organizational Psychology, General Psychology, and the Specialist in Psychology (Psy.S.) degree in School Psychology. Clinical psychology students may elect to complete a program for “Providing Services to the Deaf/Hard-of-Hearing” in cooperation with the Department of Special Education. The department also cooperates with the College of Education in offering course work for the Master of Arts in Education with a concentration in counseling. Requirements for this degree may be found in the College of Education section of this *Catalog*. Clinical or school psychology students may apply for the Autism Spectrum Disorder Certificate, offered in cooperation with the Department of Occupational Therapy and Special Education. Requirements for this certificate can be found below.

II. ADMISSION REQUIREMENTS

Candidates must satisfy the following special requirements:

A minimum of five undergraduate courses in psychology: general psychology, statistics, and experimental psychology are required, as well as two other courses acceptable to the

departmental admissions committee. An undergraduate course in industrial and organizational psychology or related course is required for the industrial and organizational psychology program. A minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours, is a Graduate School requirement. Satisfactory performance on the general sections of the Graduate Record Examination is required prior to admission. Target scores for the General Psychology and Industrial/Organizational Psychology programs are 149 on the Verbal and 141 on the Quantitative portions of the GRE. Target scores for the Clinical Psychology program are 153 on the Verbal and 144 on the Quantitative portions of the GRE. Target scores for School Psychology program are 151 on the Verbal and 147 on the Quantitative portions of the GRE. Analytical Writing scores of 4.0 or higher are expected for all programs. Admission is competitive and limited to available space. Meeting the minimum requirements, therefore, does not guarantee admission. Candidates must arrange for submission of three letters of recommendation directly to the department, two related to the undergraduate major, with at least one from psychology faculty.

Applications should be received by March 1. Notification regarding admission normally will be made in April. Students applying later may be accepted as space is available.

III. PROGRAM REQUIREMENTS

MASTER OF SCIENCE Clinical Psychology Program

CIP Code: 42.0201

Requirements for the degree are a minimum of 60 graduate hours including six credit hours for the 16 week internship. Advanced practicum and internship placements should reflect the selected clinical emphasis. In order to complete the degree program, students must earn a grade of B or better in the following core courses: PSY 824, 825, 826, 841, 846, 850, 857, 860, 871, 838.

Research Courses	9 hours
PSY 820, 846, and (888 or 890 or approved elective).	
Theory Courses	16 hours
PSY 826, 837, 840, 841, 847, 853.	
Techniques Courses	19 hours
PSY 824, 825, 827, 850, 857S, 860, 871.	
Experiential Course	16 hours
PSY 838 (10 hours), 899.	
Exit Requirements	0 hours
GRD 857k, 858k	
Total Requirements	60 hours

Exit Requirements: Students in the Clinical Psychology Program must complete the following:

(1) **Comprehensive Examinations:** register for written and oral comprehensive examinations in their area of study (GRD 857k & GRD 858k (0 credit hours)), and must pass both of these examinations

(2) **Thesis Defense:** Students who chose to conduct a thesis must register for an oral defense GRD 858kp(0 credit hours) and pass the oral defense.

MASTER OF SCIENCE General Psychology

CIP Code: 42.0101

A total of 33 credit hours is required for candidates for the Master of Science in General Psychology. In addition to 18 credit hours of required courses, 9 credit hours of electives approved by the student's graduate advisor are required. A total of 6 credit hours of master's thesis is required (students enrolled in the Specialist in School Psychology may substitute 6 credit hours of electives approved by the coordinator of the School Psychology program).

Psychological Foundations	18 hours
PSY 820, 837, 840, 847, 853, 862.	
Electives	9 hours
Thesis	6 hours
PSY 890	
Exit Requirements*	
GRD 857j, 858j	
Total Requirements	33 hours

***Exit Requirements:** Students in the MS General Psychology Program must complete the following: (1) **Comprehensive Examination:** register for a written comprehensive examination in their area of study (GRD 857j) (0 credit hours), and pass this examination; (2) **Thesis Defense:** register for an oral defense of the thesis (GRD 858j) (0 credit hours), and pass the oral defense of the thesis.

The following requirements are for students who are enrolled in the MS General Psychology Program who are also planning to complete the Psy.S. in School Psychology Program.

Psychological Foundations	18 hours
PSY 820, 837, 840, 847, 848, 862	
Approved Electives	15 hours
(courses approved by the School Psychology Program Coordinator)	
Exit Requirements*	
GRD 857j	0 hours
Total Requirements	33 hours

***Exit Requirements:** Students in the MS General Psychology Program who are also planning to complete the Psy.S. in School Psychology Program must register for a written comprehensive examination in their area of study (GRD 857j) (0 credit hours), and must pass this examination.

MASTER OF SCIENCE Industrial and Organizational Psychology

CIP Code: 42.0901

A total of 49 credit hours is required of candidates for the Master of Science in Industrial and Organizational Psychology. In addition to 37 hours of required courses, 3 credit hours of either thesis or an approved elective and 6 credit hours of practica are required. Another 3 credit hours of electives are chosen after consultation with the program coordinator in light of the student's academic and professional goals.

Psychological Foundations	19 hours
PSY 790, 820, 826, 837, 862, 868, and 890 or	

approved elective.

Industrial and Organizational Psychology Core

.....
...**21 hours**

PSY 844, 870, 872, 873, 874, 875, 876.

Practicum
.....**6 hours**

PSY 843.

Electives**
.....**3 hours**

Exit Requirements.....
0 hours

GRD 857l, 858l

Total Requirements
...**49 hours**

**Courses from other disciplines such as general business, economics, management, marketing, political science, health education, and loss prevention and safety may be suitable as electives. Electives must be approved by the program coordinator, the student's graduate committee, and the relevant department before the courses are taken.

Exit Requirements:

(1) Comprehensive Examinations: Students in the Industrial and Organizational Psychology Program must register for written and oral comprehensive examinations in their area of study (GRD 857l & GRD 858l (0 credit hours)), and must pass both of these examinations

(2) Thesis Defense: Students in the Industrial and Organizational Psychology Program who chose to conduct a thesis must register for an oral defense GRD 858q (0 credit hours) and pass the oral defense.

**SPECIALIST IN PSYCHOLOGY
School Psychology Program (Psy.S.)**

CIP Code: 42.1701

The school psychology program is a three-calendar-year (71 semester hour) program leading to the Specialist in Psychology degree in school psychology. The third year is spent in internship. The Psy.S. degree qualifies the individual to seek Kentucky and National School Psychologist Certification and licensure through the State Board of Psychology.

Students pursuing the Psy. S. in School Psychology Program will also receive a Master of Science Degree in General Psychology. Please refer to the MS General Psychology information for specific course requirements for this degree.

Psychological Foundations **12 hours**
PSY 837, 840, 847, 853.

Educational Foundations (1 from each group)..... **9 hours**
(1) EAD 800, 828.
(2) ELE 871, EMG 806, EME 873, ESE 774.
(3) SED 800 or SED 810.

Assessment and Intervention **25 hours**
PSY 824, 827, 842, 843 (six hours), 846, 850, 865, 881.

Professional Psychology **4 hours**
PSY 826, 848.

Research, Evaluation, and Statistics **9 hours**
PSY 820, 862, and 868.

Internship..... **12 hours**

PSY 898.

Exit Requirements

GRD 857m, 858m **0 hours**

Total Requirements..... **71 hours**

IV. EXIT REQUIREMENTS

Exit Requirements: Students in the School Psychology Program must register for written and oral comprehensive examinations in their area of study (GRD 857m & GRD 858m) (0 credit hours), and must pass both of these examinations.

CERTIFICATE

Autism Spectrum Disorder Certificate

CIP Code: 42.9999

The Autism Spectrum Disorder Certificate provides integrated multidisciplinary training in autism and related disorders. Participation is limited to students enrolled in graduate degree programs in Psychology, Occupational Therapy, Communication Disorders, and Special Education. Admission to one of the designated graduate degree programs does not guarantee admission to the certificate program. Post-degree students with graduate degrees in one of these fields will also be considered, although the focus of the certificate is on pre-service training. Students seeking admission to the certificate program should contact their graduate program advisor for information.

A total of 18 credit hours is required for candidates for the Autism Spectrum Disorder Certificate, including 1 course in each of the four participating disciplines (Psychology, Occupational Therapy, Communication Disorders, and Special Education), one discipline-specific practicum in autism spectrum disorders, and a capstone course in autism spectrum disorders.

OTS 863 3 hours
PSY 777 3 hours
CDS 867 3 hours
SED 790 3 hours
OTS 831 or PSY 843 or CDS 874 or SED 897 3 hours
OTS 846 or CDS 899 or PSY 887 or OTS 846 or CDS 898 or SED 897 or PSY 898 or PSY 899 or CDS 899 or PSY 890 3 hours
GRD 858n 0 hours

Total Course Requirements..... **18 hours**

Comprehensive Examination: Candidates for the certificate will be required to successfully complete an oral examination on Autism Spectrum Disorders. Students must register for GRD 858n to indicate program approval for the oral comprehensive Exam

College of Business and Technology

Dr. Robert B. Rogow, Dean
Business and Technology Center 214
(859) 622-8111

**School of Applied Arts
and Technology**
Dr. William E. Davis, Associate Dean
Business and Technology Center 214
(859) 622-1574

School of Business
Dr. Rita R. Davis, Associate Dean
Business and Technology Center 214
(859) 622-7701

www.cbt.eku.edu

COLLEGE OF BUSINESS AND TECHNOLOGY

The College of Business and Technology, in association with the Office of Graduate Education and Research, offers the Master of Business Administration degree, the Master of Science degree in Applied Engineering and Technology Management, and the Master of Science degree in Career and Technical Education.

The Master of Business Administration offers three majors: (1) MBA, (2) MBA with Accounting major, and (3) MBA with Integrated Communication major.

The Master of Science degree in Applied Engineering and Technology Management offers options in (1) Applied Engineering and Technology Management; (2) Construction Management; and (3) Network Security Management.

The Master of Science degree in Career and Technical Education offers options in (1) Agriculture Education; (2) Technical Education Administration; (3) Technology Education; and (4) Occupational Training and Development.

Various departments of the College provide specialized courses in support of graduate programs in their respective disciplines leading to the Master of Arts in Education degree.

VISION

EKU's College of Business and Technology...The College of Choice:

- Inspiring minds
- Enriching communities
- Creating leaders
- Making a difference

MISSION

EKU's College of Business and Technology challenges and changes lives through rigorous, dynamic teaching, scholarship and service to enhance student success and contribute to the entrepreneurial, technological, professional capacity of the global society.

COLLEGE CORE VALUES

- Integrity
Morality, ethical behavior, trust, and honesty
- Respect
Openness and consideration of ideas, approaches, and thoughts
- Diversity
Characterized by equitable opportunities and respect of diverse peoples, ideas, and programs
- Accountability
Individual responsibility and responsiveness to the needs of internal and external stakeholders/others
- Inclusiveness
Stewardship: of place, of the environment, of the region
- Excellence
Intellectual vitality; rejection of mediocrity; a recognized standard of competence and performance as reflected by employability, enrollment demand, continuous improvement, financial support and accreditation

SCHOOL OF APPLIED ARTS AND TECHNOLOGY

Dr. William E. Davis, Associate Dean
Business and Technology Center 214
(859) 622-1574

EKU's School of Applied Arts and Technology is comprised of the Department of Agriculture; the Department of Applied Engineering & Technology; the Department of Communication and the Department of Military Science and Leadership (Army ROTC).

DEPARTMENT OF AGRICULTURE

Dr. John Settimi, Chair
Carter 2
www.agriculture.eku.edu
(859) 622-2228

The Department of Agriculture provides courses at the graduate level in technical agriculture and horticulture. Students receiving graduate credit must meet additional specified requirements.

Graduate students have the choice of two degree options: a Master of Arts in Education with an Agriculture Education option or a Master of Science in Career and Technical Education with an Agriculture Education option.

The Master of Arts in Education with an option in Agriculture Education is offered through the College of Education in cooperation with the Department of Agriculture. Information and requirements for this program can be found in the College of Education section of this *Catalog*.

The Master of Science in Career and Technical Education with an option in Agriculture Education is offered through the Department of Applied Engineering and Technology in cooperation with the Department of Agriculture. Information and requirements for this program can be found in the Department of Applied Engineering and Technology section of this *Catalog*.

DEPARTMENT OF APPLIED ENGINEERING AND TECHNOLOGY

Dr. L. Tim Ross, Chair
Whalin Technology Complex 302
www.technology.eku.edu
(859) 622-3232

Graduate courses leading to the satisfaction of requirements for the degrees Master of Science in Career and Technical Education and Master of Science in Applied Engineering and Technology Management are offered by the Department of Applied Engineering and Technology.

MASTER OF SCIENCE Career and Technical Education

CIP Code: 13.1309

Dr. Charles Gagel, Graduate Coordinator/Advisor
Whalin Technology Complex 301
www.technology.eku.edu
(859) 622-3232

I. GENERAL INFORMATION

The Master of Science degree in Career and Technical Education is available in four options:

Engineering/Technology Education — designed to meet the needs of experienced and prospective teachers of technology subjects in junior colleges, high schools, and middle schools. Upon completion of a degree in this option, graduates will be able to:

- 1) accurately synthesize their total program experiences;
- 2) conduct technical research related to emerging technology in the discipline; and
- 3) design a contemporary technology education facility.

Technical Education Administration — designed to meet the needs of experienced and prospective career and technical education administrators. The program provides students the opportunity for advanced study in career and technical administration, and also fulfills the graduate curriculum requirements specified for Kentucky career and technical administration certification. Upon completion of a degree in this option, graduates will be able to:

- 1) accurately synthesize their total program experiences;
- 2) demonstrate their competence for organizing and implementing administrative techniques; and
- 3) accurately address the administrative standards for technical education administrators.

Occupational Training and Development — designed to provide experiences through course work for those who desire to become trainers of existing or prospective employees in an occupational setting. Upon completion of a degree in this option, graduates will be able to:

- 1) plan and implement instruction for technical and professional content;
- 2) develop and apply appropriate instructional strategies for technical and professional content;
- 3) develop and demonstrate competence for organizing, developing and presenting instruction in a business and/or industry setting; and
- 4) accurately synthesize their total program experiences. Graduates of this program are usually employed in the human resource development sector of a business or industrial organization.

Agriculture Education — designed to meet the needs of experienced and prospective teachers of agriculture and horticulture in junior colleges, high schools, and middle schools. Upon completion of the option graduates will be able to:

- 1) demonstrate competence for organizing, developing and presenting instruction;
- 2) apply appropriate instructional strategies for technical and professional content; and
- 3) accurately synthesize their total program experiences.

II. ADMISSION REQUIREMENTS

Applicants are expected to present an appropriate undergraduate technical teaching major and provide proof of acceptable professional and scholarly aptitude. An undergraduate grade point

average of 2.5 and individual Verbal and Quantitative scores of 144 or higher on the Graduate Record Examination are expected. Applicants may also submit scores on the Graduate Management Admission Test (GMAT) or the Miller Analogies Test (MAT) as a substitute for the GRE. GMAT scores of 420 or higher are expected. MAT scores of 380 or higher are expected. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/GMAT/MAT requirement.

Students must also meet the general requirements of the Graduate School.

International Students — Applications from international students are encouraged. Refer to the University admission guidelines for admitting international students.

III. PROGRAM REQUIREMENTS

Curriculum for Master of Science in Career and Technical Education

Core Courses.....12 hours
 CTE 865, 888; TEC 830, 860.
 Exit Requirement
 GRD 867b or 868a

Agriculture Education Option

Agriculture Teaching.....12 hours
 AGR 701, 770, 777, 807.
Supporting Work.....6 hours
 Selected from EAD 827, 828; EDF 855; EMS 880; ESE 872.
Exit Requirement
 GRD 867b or 868a
Total.....30 hours

Engineering/Technology Education Option

Technical Teaching*.....12 hours
 CTE 863, 864; TEC 831, 867.
Supporting Work.....6 hours
 Selected from EAD 827, 828; EDF 855; EMS 880; ESE 872.
Exit Requirement
 GRD 867b or 868a
Total30 hours

Technical Education Administration Option

Administrative Core6 hours
 CTE 861, 863.
Supporting Work.....12 hours
 CTE 864; EAD 801, 827, 828.
Exit Requirement
 GRD 867b or 868a
Total30 hours

Occupational Training and Development Option

Occupational Instruction.....12 hours
 CTE 800*, 801*, 802 (6 hours).
Supporting Work.....6 hours
 Supporting coursework must be approved by the Occupational Training and Development faculty of the Departmental Graduate Studies Committee.

Exit Requirement

GRD 867b or 868a

Total30 hours

*Those students with a background in education should complete six semester hours of additional support work or six semester hours of TEC 867, Special Investigation in Technology, (approved by advisor) rather than CTE 800 and 801.

IV. EXIT REQUIREMENTS

Thesis — The thesis is not required in the Master of Science in Career and Technical Education program.

Comprehensive Examinations — The candidate will have an opportunity to show professional growth through a written or oral examination (GRD 867b or 868a) covering the program components during the term in which graduation is scheduled.

**MASTER OF SCIENCE
 Applied Engineering and Technology Management
 CIP Code: 15.1501**

**Dr. Dennis Field, Graduate Coordinator/Advisor
 Whalin Technology Complex 307
 www.technology.eku.edu
 (859) 622-3232**

I. GENERAL INFORMATION

The Master of Science degree in Applied Engineering and Technology Management has been planned for those individuals who are interested in careers in industrial, technical, construction or network security management. Courses in the program have been designed to cause students to examine principles, concepts, attitudes, and methods for dealing with many of the challenges that confront business and industry. The program will be of value to those who are currently employed in business or industry and have professional growth aspirations. It will also be of value to those who have recently completed undergraduate study and want additional preparation before embarking upon their career.

Upon completion of a degree in Applied Engineering and Technology Management, graduates will be able to: 1) plan, implement, and analyze technical projects; 2) demonstrate ability to formulate and apply advanced technical problem solving and managerial concepts; and 3) accurately synthesize their total program experience.

II. ADMISSION REQUIREMENTS

Applicants are expected to present proper prerequisite preparation or technical management experience. For the Construction Management and the Applied Engineering and Technology Management options, applicants should have an understanding of materials and processes, the principles of production control, and the economics of industry; computer literacy; the ability to communicate graphically; and the ability to apply statistics to the solution of industrial problems. For the Network Security Management (NSM) option, applicants should have an understanding of wired and wireless computer network communications, prior educational or work experience

Business and
 Technology

related to managing computer network software and hardware; effective communication skills; and the ability to identify, analyze and solve computer network related problems. An undergraduate grade point average of 2.5 and individual Verbal and Quantitative scores of 144 or higher on the Graduate Record Examination are expected. Applicants may also submit scores on the Graduate Management Admission Test (GMAT) as a substitute for the GRE. GMAT scores of 420 or higher are expected. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/GMAT requirement.

Students must also meet the general requirements of the Graduate School.

International Students — Applications from international students are encouraged. Refer to the University admission guidelines for admitting international students.

III. PROGRAM REQUIREMENTS

Curriculum for Master of Science in Career and Technical Education

Core Courses12 hours
 CTE 865, 888; EPY 869; TEC 830.
Exit Requirement
 GRD 867b or 868a

Agriculture Education Option

Agriculture Teaching12 hours
 AGR 701, 770, 777, 807.
Supporting Work6 hours
 Selected from EAD 827, 828; EDF 855; EMS 880; ESE 872.
Exit Requirement
 GRD 867b or 868a
Total.....30 hours

Technology Education Option

Technical Teaching*12 hours
 CTE 863, 864; TEC 831, 867.
Supporting Work6 hours
 Selected from EAD 827, 828; EDF 855; EMS 880; ESE 872.
Exit Requirement
 GRD 867b or 868a
Total30 hours

Technical Education Administration Option

Administrative Core6 hours
 CTE 861, 863.
Supporting Work12 hours
 CTE 864; EAD 801, 827, 828.
Exit Requirement
 GRD 867b or 868a
Total30 hours

Occupational Training and Development Option

Occupational Instruction.....12 hours
 CTE 800*, 801*, 802 (6 hours).
Supporting Work6 hours
 PSY 873, 874, 875 or other courses (approved by advisor).
Exit Requirement
 GRD 867b or 868a
Total30 hours

*Those students with a background in education should complete six semester hours of additional support work or six semester hours of TEC 867, Research in Technology, (approved by advisor) rather than CTE 800 and 801.

IV. EXIT REQUIREMENTS

Thesis — The thesis is not required in the Master of Science in Career and Technical Education program.

Comprehensive Examinations — The candidate will have an opportunity to show professional growth through a written or oral examination (GRD 867b or 868a) covering the program components during the term in which graduation is scheduled.

BACHELOR OF SCIENCE (B.S.) AND MASTER OF SCIENCE (M.S.)

APPLIED ENGINEERING MANAGEMENT

Accelerated 3+2 Dual Degree Program

CIP Code: 15.0612

Students accepted to the 3+2 Accelerated Dual Degree Program are able to complete their B.S. degree and M.S. degree within 5 calendar years because of the accelerated curriculum and because 9 semester hours of graduate coursework will apply to both the undergraduate B.S. degree and the graduate M.S. degree. Only undergraduate students of proven academic ability will be considered for the program. Students should be aware that, in order to maintain their progress in the accelerated 3+2 program, careful coordination with their advisor is required. Depending upon undergraduate progress at the time of 3+2 admission, some summer-school classes may be needed.

Admission Requirements:

Students interested in this option must satisfy all the following conditions:

1. Junior or Senior standing
2. Overall grade point average (GPA) of at least 3.0 at the time of admission to the 3+2 program
3. Approval from department and Graduate School (see the form at <http://gradschool.eku.edu/graduate-school-forms>)
4. Must maintain an overall undergraduate and graduate grade point average (GPA) of at least 3.0 to continue in the 3+2 option.

UNIVERSITY GRADUATION REQUIREMENTS

- General Education36 hours
- Student Success Seminar (BTO 100; waived for transfers with 30+ hrs.).....1 hour
- Wellness.....3 hours

- Writing Intensive Course (Hrs. incorporated into Major/Supporting/Gen Ed/Free Electives category)
- Upper division courses (42 hrs. distributed throughout Major/Supporting/Gen Ed/Free Electives categories)
- ACCT Applied Engineering Management majors fulfill ACCT with AEM 499. (Credit hours are incorporated into program requirements below.)

Total hours University Graduation Requirements...40 hours

MAJOR REQUIREMENTS

College Requirement

BTS 300 (CR only, no hours) and BTS 400 (CR only, no hours)

Core Courses.....50 hours

EET 251; AEM 201, 202, 301, 308, 310 or 310W, 332, 338(4), 349(1), 352, 371, 408, 467(0), 499, 706, 804; TEC 161, 190

Applied Engineering Management Electives.....12 hours

Select 3 technical hours from: EET 252, AEM 195; GCM 211. Select 9 hours of upper division technical electives from: EET 350, 351, 452, NET 440; CON 303; AEM 320, 336, 382, 383, 390, 392, 395, 397, 406, 530, STA 585, or GCM 313.

Supporting Course Requirements.....15 hours

AEM 801; CHE101/101L (°Element 4) or 111/111L (°Element 4); ECO 230(°Element 5B); MAT 108 (°Element 2) and (211 or 261), or six hours of higher level MAT courses; PHY 131(5) (°Element 4); STA 215 or 270 or QMB 200.

° = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above. A maximum of 6 hours can apply toward Element 4.

Exit Exam Requirement:

Students must take an AEM assessment examination before graduation. An exam fee is required.

Free Electives.....3 hours

TOTAL HOURS TO COMPLETE DEGREE.....120 hours

MASTER OF SCIENCE

Applied Engineering and Technology Management

CIP Code: 15.1501

Dr. Dennis Field, Graduate Coordinator/Advisor

Whalin Technology Complex 307

www.technology.eku.edu

(859) 622-3232

I. GENERAL INFORMATION

The Master of Science degree in Applied Engineering and Technology Management has been planned for those individuals who are interested in careers in industrial, technical, construction or network security management. Courses in the program have been designed to cause students to examine principles, concepts, attitudes, and methods for dealing with many of the challenges that confront business and industry. The program will be of value to those who are currently employed in business or industry and have professional growth aspirations. It will also be of value to those who have recently completed undergraduate study and want additional preparation before embarking upon their career.

Upon completion of a degree in Applied Engineering and Technology Management, graduates will be able to: 1) plan,

implement, and analyze technical projects; 2) demonstrate ability to formulate and apply advanced technical problem solving and managerial concepts; and 3) accurately synthesize their total program experience.

II. ADMISSION REQUIREMENTS

Applicants are expected to present proper prerequisite preparation or technical management experience. For the Construction Management and the Applied Engineering and Technology Management options, applicants should have an understanding of materials and processes, the principles of production control, and the economics of industry; computer literacy; the ability to communicate graphically; and the ability to apply statistics to the solution of industrial problems. For the Network Security Management (NSM) option, applicants should have an understanding of wired and wireless computer network communications, prior educational or work experience related to managing computer network software and hardware; effective communication skills; and the ability to identify, analyze and solve computer network related problems. An undergraduate grade point average of 2.5 and individual Verbal and Quantitative scores of 144 or higher on the Graduate Record Examination are expected. Applicants may also submit scores on the Graduate Management Admission Test (GMAT) as a substitute for the GRE. GMAT scores of 420 or higher are expected. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/GMAT requirement.

International Students — Applications from international students are encouraged. Refer to the University admission guidelines for admitting international students.

Students must also meet the general requirements of the Graduate School.

III. PROGRAM REQUIREMENTS

Individual plans of study will include work from four areas:

Major Core Courses18 hours

Applied Engineering and Technology Management Option

Core Courses18 hours

AEM 706, 801, 802, 804, and 805, TEC 830.

Construction Management Option Core Courses.....18 hours

AEM 801, 804, CON 827, 828, and 829, TEC 830.

Network Security Management (NSM) Option Core Courses

.....18 hours

AEM 804, NSM 815, 845, 865, and 895, TEC 830.

Supporting Courses6 hours

Applied Engineering and Technology Management option

supporting courses:

Select from ACC 820, CIS 826, GBU 850, MGT 821, MKT 825, QMB 850, STA 700, and other courses by advisement.

Construction Management option supporting courses:

Select from ACC 820, CIS 826, GBU 850, MGT 821, MKT 825, QMB 850, STA 700, and other courses by advisement.

Network Security Management option supporting courses:

Select from AEM 730, 801, CIS 826, 850, 860, CSC 720, 730, 738, 744, 747, 748, 815, 825, 834, 860, EAD 824, EDC 810, GBU 850, HLS 830, MGT 821, 850, MKT 825, QMB 850, SED 712, SSE 827, STA 700, 701, TEC 867, and other courses by advisement.

Synthesis Experience6 hours

Business and Technology

(AEM 820 and 821), or (AEM 822 and/or 839).

Exit Requirement

GRD 867c or 868b

Total30 hours

IV. EXIT REQUIREMENTS

Thesis - The thesis is not required in the Master of Science in Applied Engineering and Technology Management.

Comprehensive Examinations – The candidate will have an opportunity to show professional growth through a written and/or oral examination (GRD 867c or 868b) covering the various program components during the term in which graduation is scheduled.

**BACHELOR OF SCIENCE (B.S.) AND
MASTER OF SCIENCE (M.S.)
CONSTRUCTION MANAGEMENT
Accelerated 3+2 Dual Degree Program
CIP Code: 52.2001**

Students accepted to the 3+2 Accelerated Dual Degree Program are able to complete their B.S. degree and M.S. degree within 5 calendar years because of the accelerated curriculum and because 9 semester hours of graduate coursework will apply to both the undergraduate B.S. degree and the graduate M.S. degree. Only undergraduate students of proven academic ability will be considered for the program. Students should be aware that, in order to maintain their progress in the accelerated 3+2 program, careful coordination with their advisor is required. Depending upon undergraduate progress at the time of 3+2 admission, some summer-school classes may be needed.

Admission Requirements:

Students interested in this option must satisfy all the following conditions:

1. Junior or Senior standing
2. Overall grade point average (GPA) of at least 3.0 at the time of admission to the 3+2 program
3. Approval from department and Graduate School (see the form at <http://gradschool.eku.edu/graduate-school-forms>)
4. Must maintain an overall undergraduate and graduate grade point average (GPA) of at least 3.0 to continue in the 3+2 option.

UNIVERSITY GRADUATION REQUIREMENTS

- General Education36 hours
- Orientation Course (waived for transfers with 30+hrs.).....1 hour
- Wellness.....3 hours
- Writing Intensive Course (Hrs. incorporated into Major/Supporting/Gen Ed/Free Electives category)
- Upper division courses ((42 hrs. distributed throughout Major/Supporting/Gen Ed/Free Electives categories)
- ACCT - Construction Management majors will fulfill ACCT with CON 499. (Credit hours are incorporated into program requirements below.)

Total hours University Graduation Requirements.....40 hours

MAJOR REQUIREMENTS

College Requirement: Professional Skills Seminar

BTS 300 (CR only, no hours) and BTS 400 (CR only, no hours)

Major Requirements.....56 hours

CON 121, 201, 202, 221, 294, 303, 307, 320, 322, 323, 324, 349 (2), 421, 423, 499, 829; OSH 379; AEM 801, 804 (Two separate enrollments of CON 349 are recommended in order to achieve a total of 2 cr. hrs.)

Supporting Course Requirements.....27 hours

ACC 201 or FIN 310; CCT 201; ECO 230^(G)Element 5B); GBU 204; GLY 108^(G)Element 4); TEC 161; MAT 108^(G)Element 2) and 117(1) and 261, or 7 hours of higher level MAT courses; MGT 301 or AEM 408; PHY 131(5) ^(G)Element 4); and 3 hours of ACC, CCT, CIS, ECO, FIN, GBU, INS, MGT, MKT, QMB, or RST electives* as approved by major advisor**.

^G = Course also satisfies a General Education element. Hours are included within the 36 hr. General Education requirement above. A maximum of 6 hours will count toward Element 4.

*Business electives may be upper or lower division as necessary in order to complete upper division requirement.

** Students wishing to pursue the Minor in Business must confer with their major advisor to make substitutions to the supporting course requirements. INS, QMB and RST courses do not apply to the Minor in Business.

Exit Exam Requirement:

Students must take a construction assessment examination before graduation. An exam fee is required.

TOTAL HOURS TO COMPLETE DEGREE.....120 hours

**BACHELOR OF SCIENCE (B.S.) AND
MASTER OF SCIENCE (M.S.)
NETWORK SECURITY AND ELECTRONICS
Accelerated 3+2 Dual Degree Program
CIP Code: 15.1299**

Students accepted to the 3+2 Accelerated Dual Degree Program are able to complete their B.S. degree and M.S. degree within 5 calendar years because of the accelerated curriculum and because 9 semester hours of graduate coursework will apply to both the undergraduate B.S. degree and the graduate M.S. degree. Only undergraduate students of proven academic ability will be considered for the program. Students should be aware that, in order to maintain their progress in the accelerated 3+2 program, careful coordination with their advisor is required. Depending upon undergraduate progress at the time of 3+2 admission, some summer-school classes may be needed.

Admission Requirements:

Students interested in this option must satisfy all the following conditions:

1. Junior or Senior standing
2. Overall grade point average (GPA) of at least 3.0 at the time of admission to the 3+2 option
3. Approval from department and Graduate School (see the form at <http://gradschool.eku.edu/graduate-school-forms>)
4. Must maintain an overall undergraduate and graduate grade

point average (GPA) of at least 3.0 to continue in the 3+2 option.

UNIVERSITY GRADUATION REQUIREMENTS

- General Education36 hours
- Student Success Seminar (BTO 100; waived for transfers with 30+ hrs.).....1 hour
- Wellness.....3 hours
- Writing Intensive Course (Hrs. incorporated into Major/Supporting/Gen Ed/Free Electives category)
- Upper division courses ((42 hrs. distributed throughout Major/Supporting/Gen Ed/Free Electives categories)
- ACCT - Network Security and Electronics majors will fulfill ACCT with NET 499. (Credit hours may be incorporated into Major or Supporting requirements)

Total hours University graduation requirements.....40 hours

MAJOR REQUIREMENTS

College Requirement: Professional Skills Seminar

BTS 300 (CR only, no hours) and BTS 400 (CR only, no hours).

Core Courses.....46 hours

EET 251, 252, (EET 253 or 351 or AEM 352), 257; NET 302, 303, 343, 344, 349(1), 354, (395 or 440), 403, 454, 467(0), 499; AEM 801; TEC 830

Supporting Courses.....31 hours

CSC 160 and 3 hours of higher CSC courses; ECO 230 or higher (^GElement 5b); MAT 107 or higher, MAT 108 (^GElement 2); AEM 202, 310 or 310W, 408, 804; PHY 101, or higher (^GElement 4); CHE 101/101L, or higher (^GElement 4); STA 215 or 270; TEC 161; and 3 hours of ACC, AEM, CCT, CIS, FIN, GBU, INS, MGT, MKT, or QMB electives as approved by major advisor.

^G = Course also satisfies a General Education element. A maximum of 6 hours will count toward Element 4. Hours are included within the 36 hr. General Education requirement above.

Free Electives.....3 hours

Exit Requirement

Students must take an exit examination before graduation. An exam fee is required.

TOTAL HOURS TO COMPLETE DEGREE120 hours

The department of Applied Engineering and Technology’s Network Security and Electronics degree program has an articulation agreement for transfer of credit and cooperation with Bluegrass Community and Technical College’s (formerly Lexington Community College) Associate in Applied Science degree in Engineering Technology with Electrical Specialization.

*Prerequisites may be required for some course selections.

Students must take at least one computer systems, networking, security, electronics, or telecommunications technology certification or license exam approved by the advisor.

Students must take a network Security and Electronics exit examination before graduation. Graduates must have an overall GPA of 2.25 in major requirements.

The Network Security and Electronics program is accredited by the Association of Technology, Management, and Applied Engineering (ATMAE).

DEPARTMENT OF COMMUNICATION

**Dr. Elizabeth Hansen, Chair
Combs 317**

**www.communication.eku.edu
(859) 622-1871**

The Department of Communication provides courses at the graduate level in public relations and communication. Students receiving graduate credit in these courses must meet additional specified requirements.

The Master of Business Administration program offers a major in Integrated Communication. Information and requirements for this major can be found in the Master of Business Administration section of this *Catalog*.

**Business and
Technology**

SCHOOL OF BUSINESS

Dr. Rita R. Davis, Associate Dean
Business and Technology Center 214
(859) 622-7701

EKU's School of Business is comprised of the Department of Accounting, Finance, and Computer Information Systems; the Department of Management, Marketing, and International Business; and the Master of Business Administration Program.

MASTER OF BUSINESS ADMINISTRATION

CIP Code: 52.0101

Ms. Nikki Kowalski, MBA-AACSB Coordinator
Business and Technology Center 249
www.mba.eku.edu
(859) 622-1775

I. GENERAL INFORMATION

MBA Vision Statement

EKU's MBA program will provide educational opportunities to enhance the professionalism and abilities of its students through an AACSB International accredited business program designed for working professionals and recent college graduates.

MBA Mission Statement

EKU's MBA program is committed to providing students with the tools and experiences they need to broaden their professionalism and add value to their companies and the communities where they live. To ensure that MBA students achieve a competitive edge in today's global marketplace, EKU's MBA program is dedicated to these six major themes:

Quality — EKU's MBA program is accredited by the premier accrediting body for business programs, AACSB International. Classes are taught by full-time graduate faculty who meet high standards of instruction and research.

Flexibility — Students may attend on a part-time or full-time basis. Classes are scheduled on nights and weekends for working professionals. The program accepts both business and non-business degree applicants.

Specialization — Students may design their degree as a general business program building expertise in many areas or may choose to specialize.

Application — Student projects are designed based on real-world issues that may effectively solve workplace problems or provide new ways of looking at industry concerns. Emphasis is placed on discussions of business ethics.

Technology — Classes integrate technology at all levels of the curriculum whether in a traditional classroom or through Web-enhanced classes.

Professionalism — Challenging coursework and peer interactions provide opportunities for enhancing communication, leadership, team, and networking skills.

The Master of Business Administration is available in three majors, only one of which will appear on the diploma:

MBA provides an innovative approach to preparing students for jobs that do not now exist. Through an applied integrated curriculum, students expand their knowledge of all functional areas of business.

MBA with Accounting Major is designed to enhance accounting skills and to prepare students with an undergraduate accounting degree to function effectively in a global economy with integrated managerial skills. Students in this major choose from a variety of courses that reflect their career interests such as auditing, taxation, international, or fraud/forensic accounting. Taking additional accounting courses helps prepare students for professional examinations such as the CPA, CMA, CIA, CFE, or Cr.FA.

MBA with Integrated Communication Major is a truly unique program. This major integrates public relations, marketing and corporations communications courses that are designed to enhance a student's contribution to business organizations across a dynamic, global marketplace.

Program Objectives

The Master of Business Administration degree program provides for breadth of study in the functional areas of business administration and management. The program is intended to prepare students for responsible careers in business enterprises, governmental organizations, and nonprofit institutions. It is designed to provide opportunities for developing skill in scientific analysis and in an ability to integrate concepts and research findings of business and the social sciences. Students are prepared to draw logically sound conclusions, to think creatively, to communicate effectively, and to appreciate the role and responsibilities of business enterprise in our broad social framework.

Other Information — Classes for the MBA program are offered at times which are convenient for part-time students.

Each student must have his/her program of elective courses approved by the MBA-AACSB Coordinator. Determination of equivalent and substitute courses will be made by the MBA-AACSB Coordinator in consultation with department chairs.

Upon written petition, subject to approval by the Dean of the Graduate School and the Coordinator of the MBA Program, students may transfer a maximum of six semester hours of acceptable graduate level work from other AACSB-International accredited institutions.

The maximum course load for MBA students normally is nine semester hours. Students who have full-time employment are discouraged from taking more than six semester hours.

Graduate Course Credit — All 700 level courses have undergraduate counterparts bearing the same last two digits. The 700 level courses are offered only for graduate level credit and require additional appropriate experiences for all students enrolled. Students who have previously taken the undergraduate counterpart of these courses at the 500 level will not be permitted to enroll for graduate level credit in the 700 level counterpart. Credit will not be awarded for both the 700 and 500 level of the same course.

Cross Listed Courses — Some courses are offered under different prefixes with the same course content. Students will not be awarded credit for any course for which they have previously received credit under a cross listed prefix.

II. ADMISSION REQUIREMENTS

Minimum requirements for clear (unrestricted) admission to the Master of Business Administration program are as follows: Applicants must (1) hold a bachelor’s degree from a regionally accredited institution with a minimum overall undergraduate grade point average (UGPA) of 2.5 and (2) score no less than 450 on the Graduate Management Admission Test (GMAT).

In addition to the above requirements, applicants must satisfy the following foundation requirements either by completing the courses with a minimum grade of “B-” from an AACSB accredited institution, testing out of them via a CLEP exam, or by completing the self-taught Foundations Learning Modules with a minimum score of 80 percent (see responsive.net for details).

- ACC 201 or CLEP and ACC 202, or ACC 820, or ACC Module
- CIS 300 or Spreadsheet Module
- ECO 230 or CLEP and ECO 231 or CLEP, or ECO Module
- FIN 300 or FIN Module
- MGT 300 or CLEP
- MKT 300 or CLEP
- QMB 200 or QMB Module

Applicants who have not completed these courses or equivalents, or applicants who have completed these courses or equivalents, but have not met the grade requirement, but who meet the requirements stated above, could be admitted to the MBA Program. However, the prerequisite MBA foundation requirements must be completed prior to taking MBA core courses.

Students with undergraduate degrees older than seven years will need to have their transcripts further evaluated in order to determine which of the above prerequisites have been satisfied.

Expected Competencies — Applicants are expected to have sufficient background to function effectively in graduate courses that require computer-related knowledge or skills. Proficiency in word processing, spreadsheets, database management, and computer applications as well as knowledge of differential calculus is assumed.

In addition, the assumption is made that all applicants can demonstrate proficiency in spoken and written communication. On the basis of GMAT verbal scores, interviews, TOEFL scores, samples of written work, or other appropriate indicators of speaking and writing proficiency, MBA applicants may be required as a precondition for admission to satisfactorily complete courses or tutorial experiences designed to enhance their communication skills.

International Students — Applications from international students are encouraged. Refer to the University admission guidelines for admitting international students.

Application Procedures

MBA applicants must apply for admission through the Graduate School. MBA applicants are required to take the GMAT or GRE and meet all admission requirements prior to enrolling in MBA courses. An official GMAT or GRE score must be submitted to the Graduate School. TOEFL scores are required for all international

students without a recent undergraduate degree from a regionally accredited institution within the United States.

In addition to all the requirements specified by the Graduate School, applicants must submit the following items directly to the MBA Office:

1. Cover letter detailing the specific reason(s) why you are pursuing your MBA at EKU
2. Résumé
3. Three letters of reference. At a minimum, one letter of reference must comment specifically about your oral and written communication skills.

All application materials must be submitted, processed, and approved for admission by the Graduate School and the MBA Office prior to five weeks before the first day of classes of the intended enrollment. International students must check the Graduate School’s deadlines.

Beyond University minimums, the MBA-AACSB Coordinator, in consultation with the MBA Admissions Committee, is responsible for administering and interpreting all admission requirements.

III. PROGRAM REQUIREMENTS

Probation and Progress in the Program — If, in any semester of study, a student’s graduate grade point average falls below 3.0 for all courses taken either after admission to the Program or for MBA core and elective courses, the student will automatically be on academic probation. The student will be dismissed from the program following any second semester with a cumulative GPA below 3.0 for either of the two categories indicated above.

A student in the MBA program is allowed to earn no more than one “C” and no “D”’s or “F”’s in courses taken after admission to the program. A second grade of “C” or one “D” or “F” for any course taken after admission will result in dismissal from the program.

Core Requirements	24 hours
ACC 850: Managerial Accounting	3 hours
CCT 850: Strategic Business Communication.....	3 hours
CIS 850: Management of Information Systems	3 hours
FIN 850: Strategic Financial Management	3 hours
GBU 851: Business Strategy	3 hours
MGT 850: Leading and Managing Organizations	3 hours
MKT 850: Marketing Management	3 hours
QMB 850: Statistical Methods for Business.....	3 hours

Electives

Approved Business Electives	6 hours
Exit Requirement	0 hours

GRD 867a: Knowledge Test Exit Exam

Total Course Requirements	30 hours
--	-----------------

Accounting Major

(restricted to students with Accounting baccalaureate or acceptable equivalent or consent of the MBA Admissions Committee)

MBA Core Courses (ACC 850 waived)	21 hours
Accounting Electives	9 hours

Exit Requirement	0 hours
-------------------------------	----------------

GRD 867a: Knowledge Test Exit Exam

Total Course Requirements	30 hours
--	-----------------

These courses or their acceptable equivalents or the consent of the

MBA Admissions Committee are required for students who do not have an Accounting Baccalaureate: ACC 201, 202, 301, 302, 322, 327, 440, 441, three hours of undergraduate Accounting electives and nine hours of graduate Accounting electives. An additional three hours of graduate electives can substitute for the three hours of undergraduate electives.

Integrated Communication Major

MBA Core Courses24 hours
Electives9 hours
 CCT 750, MKT 880, PUB 720, or other courses approved by advisor.

Exit Requirement.....0 hours
 GRD 867a: Knowledge Test Exit Exam

Total Course Requirements.....33 hours

Knowledge Test Exit Exam or Thesis Requirement

Knowledge Test Exit Exam.....0 hours
 GRD 867a

Total Program Hours.....30-33 hours

OR

Thesis Option

GBU 8916 hours

Total Program Hours36-39 hours

IV. EXIT REQUIREMENTS

Students may either complete a Knowledge Test Exit Exam (GRD 867a) or a thesis approved by a Thesis Committee of three MBA Faculty. The thesis will be guided by an Advisor, who is a member of the MBA Faculty, and who will chair the Committee. Students who pursue the Thesis Option will register for three credit hours of GBU 891 per semester, up to a maximum of six credit hours, until the thesis is approved. Those who pursue the Knowledge Test Exit Exam (KTEE) Option but fail the Knowledge Test Exit Exam are not allowed to pursue the Thesis Option. Students who pursue the Thesis Option but who do not complete the thesis may change to the Knowledge Test Exit Exam Option.

Knowledge Test Exit Exams are scheduled and administered by the MBA-AACSB Coordinator during the fall and spring semesters. Students pursuing the Knowledge Test Exit Exam Option must pass this exam during the Fall or Spring semester when they are enrolled in GBU 851 and must concurrently enroll in GRD 867a. The Dean of the Graduate School must receive certification of satisfactory completion of the Knowledge Test Exit Exam no later than ten days prior to commencement. A student who fails the Knowledge Test Exit Exam may petition the Dean, College of Business and Technology, through the MBA-AACSB Coordinator for not more than one additional attempt to pass the Knowledge Test Exit Exam. The second examination must be taken and passed in the semester following the semester the student failed the first Knowledge Test Exit Exam.

**DEPARTMENT OF
 ACCOUNTING, FINANCE, AND
 INFORMATION SYSTEMS**

Dr. Oliver Feltus, Chair
Business and Technology Center 108
www.accounting.eku.edu
 (859) 622-1087

The Department of Accounting, Finance, and Information Systems in cooperation with the Office of Graduate Education and Research and the College of Business and Technology participates in the Master of Business Administration program. The Master of Business Administration offers a major in Accounting. Information and requirements for this major can be found in the Master of Business Administration section of this *Catalog*.

**DEPARTMENT OF
 MANAGEMENT, MARKETING,
 AND INTERNATIONAL BUSINESS**

Dr. Lana Carnes, Chair
Business and Technology Center 011
www.management.eku.edu
 (859) 622-1377

The Department of Management, Marketing, and International Business in cooperation with the Office of Graduate Education and Research and the College of Business and Technology participates in the Master of Business Administration program. The Master of Business Administration program offers a major in Integrated Communication. Information and requirements for this major can be found in the Master of Business Administration section of this *Catalog*.

College of Education

Dr. Verna Lowe, Dean

(859) 622-1175

Combs 420

Dr. Kim Naugle, Associate Dean

(859) 622-1175

Combs 420

www.coe.eku.edu

I. GENERAL INFORMATION

Eastern Kentucky University has maintained a strong interest in and commitment to the preparation of teachers since its founding in 1906 and is dedicated to the preparation of teachers who function effectively in a culturally diverse society in order to meet the needs of all candidates.

The College of Education, in cooperation with the office of Graduate Education and Research, offers the Masters of Arts in Education degree programs for elementary teachers, middle grade teachers, secondary teachers, special education teachers, school counselors, library media specialists, speech-language pathologists, and instructional leaders. Other graduate programs include a Master of Arts in Teaching: Middle Grade Education, Secondary Education and P-12 programs; a sixth year program leading to Rank I certification; preparation for professional certification in Deaf and Hard of Hearing, Interdisciplinary Early Childhood Education, Learning and Behavior Disorders, and Moderate and Severe Disabilities; professional certification preparation for Director of Special Education, School Principal, School District Supervisor of Instruction, School District Administrator of Pupil Personnel Services, and School Superintendent; the Master of Arts degree in Mental Health Counseling; the Specialist in Education degree in Educational Administration and Supervision, and the Student Personnel Services in Higher Education and Doctor of Education Degree in Leadership and Policy Studies.

PROGRAMS OFFERED:

Doctor of Education Degree (EdD)

EdD in Leadership and Policy Studies	Dept. of Educ. Leadership & Policy Studies	83
--------------------------------------	--	----

Specialist in Education (EdS)

EdS in Educational Administration and Supervision	Dept. of Educ. Leadership & Policy Studies	83
---	--	----

Master of Arts (MA)

MA in Student Personnel Services in Higher Education	Dept. of Counseling and Educational Psychology.....	83
MA in Clinical Mental Health Counseling	Dept. of Counseling and Educational Psychology.....	86

Master of Arts in Teaching (MAT)

MAT Middle Grades 5-9	Dept. of Curriculum & Instruction.....	80
MAT Secondary Education	Dept. of Curriculum & Instruction.....	80
MAT P-12 Programs	Dept. of Curriculum & Instruction.....	80
MAT Interdisciplinary Early Childhood Education	Dept. of Curriculum & Instruction.....	80

Master of Education (MAEd)

MAEd in Elementary Education	Dept. of Curriculum & Instruction.....	75
MAEd in Communication Disorders	Dept. of Special Education	87
MAEd in Gifted Education	Dept. of Curriculum & Instruction.....	74
MAEd in Instructional Leadership	Dept. of Educ. Leadership & Policy Studies	80

Master of Education (MAEd) continued...

MAEd in Library Science	Dept. of Curriculum & Instruction.....	78
MAEd in Middle Grade Education	Dept. of Curriculum & Instruction.....	76
MAEd in Reading/Writing (Literacy)	Dept. of Curriculum & Instruction.....	73
MAEd in Secondary Education	Dept. of Curriculum & Instruction.....	78
MAEd in School Counseling	Dept. of Counseling and Educational Psychology.....	86
MAEd in Special Education	Dept. of Special Education	87

Rank Preparation Programs

Rank I - Elementary and Middle Grade Education	Dept. of Curriculum & Instruction.....	81
Rank I – Secondary Education and P-12	Dept. of Curriculum & Instruction.....	81
Rank I – Library Science	Dept. of Curriculum & Instruction.....	81
Rank I – Special Education	Dept. of Special Education	90
Rank I – School Counseling	Dept. of Counseling and Educational Psychology.....	86

Certification Preparation Programs

Deaf and Hard of Hearing Certification	Dept. of Special Education	89
Director of Special Education Certification	Dept. of Special Education	90
Interdisciplinary Early Childhood Education Certification	Dept. of Special Education	88
Learning and Behavior Disorders	Dept. of Special Education	88
Moderate and Severe Disabilities Certification	Dept. of Special Education	90
Standard Guidance Certification	Dept. of Counseling and Educational Psychology.....	86
School District Supervisor of Instruction K-12 Certification	Dept. of Educ. Leadership & Policy Studies	82
School District Administrator of Pupil Personnel Services Certification	Dept. of Educ. Leadership & Policy Studies	82
School Superintendent Certification	Dept. of Educ. Leadership & Policy Studies	82

Endorsement Preparation Programs

Drivers Education (Grades 8-12) Endorsement	Dept. of Curriculum & Instruction.....	87
Elementary School Counselor seeking Secondary School Counseling Endorsement	Dept. of Counseling and Educational Psychology.....	87
Environmental Education (Grades P-12) Endorsement	Dept. of Curriculum & Instruction.....	87
Individual Intellectual Assessment Endorsement	Dept. of Counseling and Educational Psychology.....	87
Gifted Education (Grades P-12) Endorsement	Dept. of Curriculum & Instruction.....	87
Instructional Computer Technology (Grades P-12) Endorsement	Dept. of Curriculum & Instruction.....	87
Secondary School Counselor seeking Elementary Education Counseling Endorsement	Dept. of Counseling and Educational Psychology.....	87
Teacher Leader Endorsement	Dept. of Educ. Leadership & Policy Studies	87
Teaching English as a Second Language (Grades P-12) Endorsement	Dept. of Curriculum & Instruction.....	87

Non-Degree Program

Providing Services to Deaf/Hard of Hearing	Dept. of Special Education	91
--	----------------------------------	----

Master of Arts in Education Program Requirements

Specific curricula and requirements for the Master of Arts in Education and Master of Arts in Teaching degree programs are provided in the College of Education individual program sections of this catalog.

Program Planning — During the first term, the candidate must develop a planned program. Subsequent changes of the program plan are permissible, but must be approved on the appropriate form by the advisor, the department chair, the college dean, and the graduate dean.

Transfer Credits — Candidates for the Master of Arts in Education degree are restricted to transfer of not more than twelve semester hours.

Rank I Certification, the Sixth Year Program

The College of Education, in cooperation with the offering departments within the College of Education, other colleges of the University, and the Office of Graduate Education and Research, offers Rank I programs for teachers, school counselors, school administrators, supervisors, directors of pupil personnel, and directors of special education.

Program guidelines are highly flexible. General institutional guidelines include:

1. A minimum 30-semester hour program in addition to:
 - a. requirements for Rank II classification, or
 - b. 60 semester hours including the master's degree.
2. Each program shall be planned in consultation with the candidate's advisor prior to completion of nine hours of course work applicable to the program. The planned program shall be filed with the Office of Teacher Education Services. Upon application by the candidate and completion of the program, the College of Education certification officer shall recommend Rank I classification to the Kentucky Department of Education.
3. Candidates shall be fully admitted to the Graduate School prior to approval of the Rank I planned curriculum by the advisor and the filing of the curriculum with the Office of Teacher Education Services.
4. At least 15 semester hours shall be taken at Eastern Kentucky University. The remaining 15 semester hours credit may be taken at EKU or, upon approval by the advisor, at other accredited graduate schools and transferred.
5. All courses in the 30 semester hour requirement for Rank I shall be graduate level and a "B" average shall be required for certification. No credit shall be allowed for any course carrying a grade lower than "C." At least 12 hours shall be courses open only to graduate candidates. Only graduate credits not used in the Rank II (fifth-year non-degree

program) shall be considered in the Rank I program. All credits earned in the master's degree program can be included in the 60 hours required for completion of the Rank I program.

6. The Rank I program shall include six additional semester hours of professional education, 24 hours of courses in a certified teaching field (combined in the Rank II and Rank I programs) and free electives to total 30 semester hours. Preparation-certification programs for school administrators, school counselors, pupil personnel directors, and directors of special education can be part of a Rank I program.
7. Course credit specified for Rank I cannot be more than 10 years old at the completion of the program.
8. For any specific requirement applicable to special fields or individual departments, contact the appropriate department or school.

OFFICE OF TEACHER EDUCATION SERVICES Dr. Sherwood Thompson, Director and Associate Dean Rose Skepple, Assistant Director Bert Combs 423, (859) 622-1828

The Office of Teacher Education Services receives and processes applications for teaching certificates (Rank III, II and I) and additional certificates for school personnel (principals, supervisors, superintendents, directors of special education, counselors, school psychologists, and pupil personnel directors). Questions may be directed to a College of Education certification officer at coecert@eku.edu or (859) 622-6852.

Planned programs for degree and non-degree teacher certification programs are received and maintained in the Office of Teacher Education Services.

Candidates seeking initial teaching certification must meet all the requirements for admission to the teacher education program as stated in the Undergraduate Catalog. Candidates pursuing an alternative route to certification will follow the admission requirements as described in the program display.

DEPARTMENT OF CURRICULUM AND INSTRUCTION Dr. Dorothy Combs, Chair Graduate Coordinators/Advisors, Dr. Diana Porter, MAEd, Rank II, Rank I, Endorsements; Dr. Cynthia Resor, MAT; Dr. Ralph Turner, Library Science www.education.eku.edu Combs 215, (859) 622-2154

I. GENERAL INFORMATION

The Department of Curriculum and Instruction is responsible for program advisement and development in elementary education, middle grade education, gifted education, reading/writing, secondary education, and library science. Programs of study may lead to the Master of Arts in Education degree, Rank II, Rank I, and Master of Arts in Teaching degree (Initial Certification). The secondary education program, in cooperation with appropriate departments throughout the University, offers specific program in agriculture, art, biology, business education, chemistry, earth science, English, environmental sciences, family and consumer science, mathematics: mathematics education, music, physical education, physics, school health, social studies: history, and technology.

The Department of Curriculum and Instruction offers a variety of choices (MAEd -Teacher Leader*, Rank I*, General Education Certification) to candidates who wish to extend or add to their certificates due to personal choice or changes in school configurations within their districts. Candidates who seek to add an additional area of certification are asked to contact the Department for specific program information and review of their current credentials.

- **Middle School** (Grades 5 through 9) - Preparation includes either one or two teaching fields selected from English and communications, mathematics, science, or social studies.
- **Secondary School** (Grades 8 through 12) - Preparation includes one or more of the following specializations: English, mathematics, social studies, chemistry, physics, biology, or earth science.
- **Middle/Secondary School** (Grades 5 through 12) - Preparation includes one or more of the following specializations: agriculture, business and marketing education, family and consumer science, industrial education, or engineering and technology.
- **Elementary/Middle/Secondary School** (Primary through Grade 12) - Preparation includes one or more of the following specializations: art, environmental education, foreign language, gifted education, health, literacy (reading/writing), physical education, music, or school media librarian.

Candidates are also encouraged to explore the TC-HQ option for adding certification provided by the Education Professional Standards Board (EPSB) for areas in English, mathematics, sciences, foreign languages, or social studies. Health and physical education areas may be added only for those teachers holding the correlative certificate (<http://www.kyepsb.net/certification/tchq.asp>).

*based upon individual credentials, may include additional graduate or undergraduate coursework beyond the degree or rank requirement.

**MASTER OF ARTS IN EDUCATION with
TEACHER LEADER
ENDORSEMENT PREPARATION**

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial elementary Kentucky teaching certification. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and submitted official test scores for either the GRE or Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. Candidates must also meet the general requirements of the Graduate School.

III. PROGRAM REQUIREMENTS

**MASTER OF ARTS IN EDUCATION
with
Teacher Leader Endorsement Preparation
Elementary Education
CIP Code: 13.1202**

This program is designed to help teachers certified to teach in elementary schools (P-5) improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and/or team leaders.

Teacher Leader Endorsement - Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

Teacher Leader Core15 hours

ETL 800, 801, 802, 803, 804

Elementary Education Program.....9 hours

ELE 871, EME 874,6 hours

One of the following:

EMS 818, 830, 842, 855, 880, EDF 855,

SED 8003 hours

Subject matter:.....6 hours

Courses selected to strengthen candidate's knowledge of subjects taught.

Exit Requirement.....0 hours

Comprehensive Exam and Portfolio Review:

GRD 878a, and 878b

Minimum Program Total30 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for Elementary Education:

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

Research Requirement: An action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, ETL 804.

Comprehensive Examinations: The candidate will have an opportunity to demonstrate professional growth through an oral examination (878a) covering education and major program components. A portfolio review is also required (GRD 878b).

MASTER OF ARTS IN EDUCATION
with
Teacher Leader Endorsement Preparation
Middle Grades Education
CIP Code: 13.1203

I. GENERAL INFORMATION

The curriculum is designed to help teachers certified to teach in middle schools improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and/or team leaders.

Teacher Leader Endorsement - Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and a Verbal score of 144 and a Quantitative score of 144 on the GRE or a score of 375 on the Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

III. PROGRAM REQUIREMENTS

Teacher Leader Core 15 hours
ETL 800, 801, 802, 803, 804
Middle Grades Program
Supporting Coursework 6 hours
EMG 806..... 3 hours
One of the following: EMS 818, 830, 842, 855, 880, EDF 855,
or SED 800. 3 hours
Subject Area Specialization 9 hours
Subject matter: courses selected to strengthen candidate's
knowledge in one or two areas of certification.

Exit Requirement..... 0 hours
Comprehensive Exam and Portfolio Review:
GRD 878c and 878d
Minimum Program Total30 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for Middle Grade Education:

- Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
- Research Requirement: An action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, ETL 804.
- Comprehensive Examinations: The candidate will have an opportunity to demonstrate professional growth through an oral examination (GRD 878c) covering education and major program components taken in conjunction with the Capstone Seminar. A portfolio review is also required (GRD 878d).

MASTER OF ARTS IN EDUCATION
with
Teacher Leader Endorsement Preparation
Gifted Education
CIP Code: 13.1004

I. GENERAL INFORMATION

This program offers individuals certified to teach at the elementary, middle grade, and secondary levels, or variations thereof, an additional certification option in Gifted Education (P-12) while improving their professional skills, extending their knowledge of the subjects they teach, and increasing their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as gifted and talented coordinators, instructional leaders, teacher mentors, instructional facilitators, department chairs and/or team leaders. Completion of this program may lead to a Gifted/Talented P-12 endorsement.

Teacher Leader Endorsement - Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and submitted official test scores for either the GRE or Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission.



III. PROGRAM REQUIREMENTS**Teacher Leader Core.....15 hours**

ETL 800, 801, 802, 803, 804

Gifted Education Component12 hours

EMS 855, 856, 857, 858

Program Specific Supporting Coursework.....3 hours

One of the following: ESE 774, EMG 806, ELE 871, EPY 816,
SED 800, EDF 855, EMS 818, 830, 842, 853, 854**Exit Requirement.....0 hours**

Comprehensive Exam and Portfolio Review:

GRD 878e and 878f

Minimum Program Total30 hours

Candidates may apply for the Gifted Education (P-12)

certification (endorsement) after completing EMS 855, 856, 857,
and 858.**IV. EXIT REQUIREMENTS**

The following are the exit requirements for Gifted Education:

Program GPA: Candidates must earn overall GPA of 3.0 or higher,
with no grade lower than a C.Thesis — The thesis is not required, however, an action research
project which culminates in a technology enhanced presentation is
required in the Capstone Seminar, ETL 804.Comprehensive Examinations — The candidate will have an
opportunity to demonstrate professional growth through an oral
examination (GRD 878e) covering education and major program
components taken in conjunction with the Capstone Seminar. A
portfolio review is also required (GRD 878f).**MASTER OF ARTS IN EDUCATION**

in

Literacy P-12**with Teacher Leader Endorsement****Leads to P-12 Literacy Endorsement***CIP Code: 13.0301***I. GENERAL INFORMATION**This program offers individuals certified to teach at the
elementary, middle grade, and secondary levels, or variations
thereof, an additional certification option in Literacy Endorsement
(P-12), while improving their professional skills,extending their knowledge of the subjects they teach, and
increasing their understanding of the intellectual, philosophical,
sociological, psychological, and cultural foundations of effective
education in order to serve as reading / writing specialists,
instructional leaders, teacher mentors, literacy coaches,
instructional facilitators, department chairs and / or team leaders.**Teacher Leader Endorsement** –Candidates will be eligible to
apply for the Literacy (P-12) and Teacher Leader Endorsements
upon completion of this program. Candidates must pass
appropriate PRAXIS II exam to earn the Literacy Endorsement.**II. ADMISSION REQUIREMENTS**Candidates must meet the admissions requirements of the Graduate
School and have completed an initial teaching
certification program. In addition, candidates must have earned an
overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours
completed and a Verbal score of 144 and a Quantitative score of
144 on the GRE or a score of 375 on the Miller Analogies Test
(MAT). Scores on the GRE/MAT are used in conjunction with the
undergraduate GPA and other criteria in selecting candidates for
admission. Applicants with cumulative undergraduate GPA's of 3.0
or higher, or 3.25 or higher in their last 60 hours of undergraduate
work are exempt from the GRE/MAT requirement.**III. PROGRAM REQUIREMENTS****Teacher Leader Core 15 hours**

ETL 800, 801, 802, 80312 hours

EME 865*(teacher leader capstone)3 hours

Program Specific Coursework 12 hours

One (1) of: ELE 871, EMG 806 or ESE 7743 hours

EME 8743 hours

EMS 8753 hours

EME 8773 hours

Additional Program Specific Coursework3 hours

ENG 863 Writing and Teaching Writing or

ENG 805 Writing Project

Exit Requirement 0 hours

Comprehensive Exam and Portfolio Review:

GRD 878g and 878h

Minimum Program Total30 hoursCandidates may apply for the Literacy Specialist (P-12)
certification (endorsement) after completing EME 874, EMS 875,
EME 877, and One of the following: ELE 871, EMG 806, or ESE
774. Candidates must pass the appropriate Praxis II Exam for this
area of certification (<http://www.kyepsb.net/assessment/index.asp>).**IV. EXIT REQUIREMENTS**The following are the exit requirements for Reading / Writing:
Program GPA: Candidates must earn overall GPA of 3.0 or higher,
with no grade lower than a C.Research Requirement: An action research project which
culminates in a technology enhanced presentation is required in the
Capstone Seminar, EME 865.Comprehensive Examinations: The candidate will have an
opportunity to demonstrate professional growth through an oral
examination (GRD 878g) covering education and major program
components taken in conjunction with the Capstone Seminar. A
portfolio review is also required (GRD 878h).**IV. EXIT REQUIREMENTS**The following are the exit requirements for the Master of
Arts in Education - Elementary Education, and Gifted Education.
Thesis — The thesis is not required. However, candidates with
special research interests are encouraged to explore thesis
possibilities with their advisor.

Comprehensive Examinations — The candidate will have an

opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. A portfolio review is required.

MASTER OF ARTS IN EDUCATION
with
Teacher Leader Endorsement Preparation
Library Science

CIP Code: 13.1334

(Programs Available Online)

I. GENERAL INFORMATION

The Master of Arts in Education Library Science program prepares professionals for work in P-12 schools as School Media Librarians. In addition to Library Science, endorsements are available in Gifted Education, Instructional Computer Technology, Literacy Specialist, Reading, School Safety, and Teacher Leader. Several of these options are available online.

II. ADMISSION REQUIREMENTS

Admission requirements for Initial Certification Program Concentration: Candidates seeking initial certification as school librarians, who do not hold any other teacher certification must make application to and be accepted into Professional Education at ECU. The following is required:

1. Submit an application to the Graduate School indicating a bachelor's degree or advanced degree awarded by a regionally accredited college or university with a cumulative grade point average of 2.75 on a 4.0 scale OR a grade point average of 3.00 on a 4.0 scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework.
2. Successful completion of the pre-professional skills assessments of basic knowledge (PPST): Mathematics 174; Reading 176; and Writing 174 OR successful completion of the Graduate Record Exam (GRE) with the following corresponding scores: Prior to August 1, 2011 - Verbal 450; Quantitative 490; and Analytical Writing 4.0 OR after August 1, 2011 - Verbal 150; Quantitative 143; and Analytical Writing 4.0.
3. Complete two written assignments, given by the department, assessing critical thinking, creativity, communication and collaboration.
4. Submit two faculty references that address candidate's ability to perform graduate level coursework.
5. Complete an interview with the MAEd Library Science admission committee.
6. Complete and sign a Candidate Statement of Commitment Regarding Dispositions form.
7. Complete and sign a "Personal and Professional Fitness Declaration" form. This process includes a review of the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR1:020.

NOTE: Based upon applicant disclosure, an interview by the Professional Education Admission Committee may be required.

Candidates must be admitted to professional education upon completion of six credit hours in library science coursework. A background check must be completed prior to enrolling in LIB 840.

Admission requirements for Concentrations 2-8 (See Below):

Must meet the admissions requirements of the Graduate School and have completed an initial elementary, middle, or secondary teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA on a 4.0 scale or a 3.0 in the last 60 hours completed and submitted official test scores for either the GRE or Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission.

III. PROGRAM REQUIREMENTS

Library Science Core..... 15-18 hours
LIB 800, 801; LIB 802 or 805; LIB 821, 870, *EPY 869

Program Specific Coursework – Options:

1. **Library Science (P-12) Initial Certification – (Online)**
LIB 831, 840, 863; ELE 871 or EMG 806 or ESE 774; EMG 810 or ELE 810..... 15 hours
Both Literature Courses Required:
LIB 802 or 805 3 hours
 2. **Library Science (P-12) Additional Certification – (Online)**
LIB 831, 863; ELE 871 or EMG 806 or ESE 774; EMG 810 or ELE 810..... 12 hours
 3. **Gifted Education (P-12) Endorsement**
EMS 855, 856, 857, 858 12 hours
 4. **Instructional Computer Technology (P-12) Endorsement (Online)**
EDC 810, 811, 812, 813 12 hours
 5. **Literacy Specialist (P-12) Endorsement**
ELE 871 or EMG 806 or ESE 774; EMG 875, ENG 863, EME 877..... 12 hours
 6. **Reading (P-12) Endorsement**
ELE 871, EMG 806, ESE 774, EMS 875 12 hours
 7. **School Safety Endorsement (Online)**
EAD 840, SSE 870, 871, 873; SSE 872
or COU 847 15 hours
 8. **Teacher Leader Endorsement (Online)**
ETL 800, 801, *802, 803, LIB 872 15 hours
*Replaces EPY 869 in the core
- Exit Requirement..... 0 hours**
Comprehensive Exam and Portfolio Review: GRD 878x and 878y
- Total Program Hours.....30-36 hours**

IV. EXIT REQUIREMENTS

The following are the exit requirements for Library Science.

Program GPA: Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.

Research Requirement Option 8 - Teacher Leader: An action research project that culminates in a technology-enhanced presentation is required in the Capstone Seminar, LIB 872.

Comprehensive Examinations: The candidate will have an opportunity to demonstrate professional growth through an oral examination (GRD 878x) covering education and major program components. A portfolio review is also required (GRD 878y).

MASTER OF ARTS IN EDUCATION
with
Teacher Leader Endorsement Preparation
Secondary Education
CIP Code: 13.0409

I. GENERAL INFORMATION

The curriculum is designed to help teachers certified to teach in secondary programs (P-12, 5-12, or 8-12) improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and / or team leaders. The Master of Arts Degree in Secondary Education includes specializations in the following content areas: Agriculture, Art, Biology, Business Education, English, Family Consumer Sciences, Mathematics: Computer Science, Mathematics: Mathematics, Music, Physical Education, Physical Science: Chemistry, Earth Science, or Physics, School Health, Social Studies: History, and Technology Education. Teacher Leader Endorsement - Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and a Verbal score of 144 and a Quantitative score of 144 on the GRE or a score of 375 on the Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

III. PROGRAM REQUIREMENTS

- Teacher Leader Core 15 hours**
 ETL 800, 801, 802, 803, 804
- Supporting Coursework 6 hours**
 EMG 806 or ESE 7743 hours
 One of the following: EMS 818, 830, 842, 855, 880, EDF 855, SED 800.3 hours
 Content Area Specialization9 hours
 Subject matter: courses selected to strengthen candidate's knowledge in area(s) of certification.
- Exit Requirement.....0 hours**
 Comprehensive Exam and Portfolio Review:
 GRD 878i and 878j
- Minimum Program Total 30 hours**

Specialization Options 9 hours

Courses selected from candidate's area(s) of certification.

- Agriculture.....9 hours**
 AGR 701*, 770*, 777, 807*, or OHO 807. (*May be retaken to a maximum of 6 hours with advisor approval.)
- Art9 hours**
 ART 760*, 762, 800*, 810*, 820*, 830*, 840*, 863*, 870*, or 880.* (*May be retaken to a maximum of 6 hours with advisor approval.)
- Biology.....9 hours**
 9 hours of 700/800 level courses in BIO or CNM with advisor approval.
- Business Education9 hours**
 ACC 721, 750, 820, 850, CCT 760, 770, 780, 850, CIS 850, 860, ECO 790, 810, 850, GBU 850, 855, MGT 821, 850, others with advisor approval. You may also select your elective from this list.
- English9 hours**
 At least one course from each of the following areas:
 AREA I: ENG 730, 750, 833, 850, 853, 854, 860, 861, 862, 870, 873, 876, 878, 880, others with advisor approval.
 AREA II: ENG 702, 710, 715, 720, 725, 800, 804, 807, 808, 809, 810, 825, 863, others with advisor approval.
 Three hours of ENG 805 Writing Project may be used in Area II.
- Family and Consumer Science**
Education9 hours
 ADM 750, 810, CDF 741, 744, 747, 750, 849, FCS 750, NFA700, 709, 717, 811, 841.
- Mathematics:**
Mathematics Education.....9 hours
 9 hours of 700/800 level courses in MAT, MAE, STATA, or CSC with advisor approval.
- Music9 hours***
 MUS 713, 751, 754, 755, 756, 764, 765, 789, 845, 846, 847, 850, 872, 880, 883, 885.
 *At least one three hour course at the 800 level must be selected.
- Physical Education.....9 hours**
 Select two courses from one category and one course from each of the remaining categories.
 9 hours from at least two different foundation areas:
 - Physical-Quantitative Foundation Area:
 PHE 775, 812, 821, 831, 895
 - Social-Cultural Foundation Area:
 PHE 822, 848, 891
 - Professional-Administrative Foundation Area:
 PHE 835, 851, 869, 875
 - Developmental-Behavioral Foundation Area:
 PHE 762, 823, 833, 852
- Physical Science: Chemistry, Earth Science, or Physics9 hours**

9 hours of 700/800 level courses in CHE, GL Y, or PHY with advisor approval.

School Health.....9 hours

HEA 810, 875; 6 hours from HEA 790, 792, 793, 795, 807, 855, 880, other options with advisor approval.

*Candidates seeking initial certification in School Health must also complete EME 786 (this course may be used as an elective).

Social Studies: History.....9 hours

HIS 716, 800, 849, 860, 861, 862, 863, 864, 865, others with advisor approval.

Technology Education.....9 hours

CTE 861, 863, 864, 865, 888, TEC 801, 830, 831, 833, 867, other options with advisor approval.

Exit Requirement 0 hours

Comprehensive Exam and Portfolio Review:

GRD 878i and 878j

Total Requirements..... 30 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for all Master of Arts in Education - Secondary Education programs.

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

Research Requirement: an action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar or designated course in each program.

Comprehensive Examinations: The candidate will have an opportunity to demonstrate professional growth through an oral examination (GRD 878i) covering education and major program components taken in conjunction with the Capstone Seminar. A portfolio review is also required (GRD 878j).

ALTERNATIVE ROUTES TO INITIAL CERTIFICATION

MASTER OF ARTS IN TEACHING

Middle Grades, Secondary Education

(P-12, 5-12, 8-12)

Interdisciplinary Early Childhood Education

I. GENERAL INFORMATION

Through this program, candidates who have already earned an undergraduate degree (without teacher certification) may complete teaching certification requirements while completing a master's degree.

II. MAT Teaching Areas

A. Interdisciplinary Early Childhood Education

This program, offered through the Department of Special Education, prepares the student to become certified by the Commonwealth of Kentucky to teach children ages birth to five with and without disabilities.

B. Middle Grades 5-9

The Middle Grades (5-9) certification preparation program is designed to allow degree candidates who have already completed an appropriate undergraduate major (determined by transcript review) to complete middle grades teaching certification requirements while completing a master's degree.

Candidates for certification who select the Middle Grades 5-9 area will choose two concentrations (subjects in which teacher certification will be earned) from the following:

- Language Arts
- Mathematics
- Science
- Social Studies

The selected concentration subjects are those in which the teacher will then request certification by the Commonwealth of Kentucky.

C. Secondary Education 8-12; 5-12; P-12

The Secondary Education 8-12; 5-12; P-12 certification preparation program is designed to allow candidates who have already completed an appropriate undergraduate major (determined by transcript review) to fulfill teaching certification requirements while completing a master's degree. Candidates will choose one concentration (subject in which teacher certification will be earned) from the following:

- Agriculture (grades 5-12)
- Art (Primary – 12)
- Biological science (8-12)
- Business and marketing* (grades 5-12)
- Chemistry (8-12)
- Earth science (8-12)
- English (8-12)
- Family and consumer sciences (grades 5-12)
- Health (Primary – 12)
- Mathematics (8-12)
- Music* (Primary – 12)
- Physical education
- Physics (8-12)
- Social science (8-12)
- Spanish (Primary – 12)
- Technology education (grades 5-12)
- Theatre (P-12)

The selected concentration subject will be that which the teacher will then request certification by the Commonwealth of Kentucky.

*Candidates seeking admission in these areas will have to provide evidence of having completed specific undergraduate courses prior to admission.

III. ADMISSION REQUIREMENTS

Candidates seeking admission to the program must:

1. Submit an application to the Graduate School indicating a bachelor's degree including all transcripts from accredited colleges attended except Eastern Kentucky University.
2. Provide evidence of the following prior to being accepted into the program:
 - a. Master's degree OR 3.0 overall undergraduate GPA OR 3.0 in the last 60 hours of course work.
 - b. Acceptable Graduate School Admission exams by one of the following:
 - GRE 350 verbal and 350 quantitative*

*Applicants who completed the GRE prior to

- October 1, 2002 must meet the following:
 1100 total score may use the following formula to meet the GPA and GRE requirements:
 $GPA \times GRE = \text{minimum } 3300.$
 Minimum 2.75 GPA and minimum 1000 GRE required to apply the formula
- Miller's Analogy Exam 388.
 - c. Major (or equivalent) in the field in which certification is being sought (only for secondary candidates; others are reviewed for appropriate course content).
 - d. Passing PRAXIS II scores in the desired certification area with the exception of music.
 - e. A professional resume.
 - f. An autobiography documenting relevant life/work/educational experience.
 - g. Three letters of reference.
 - h. Complete two written disposition assignments given by the department.
 - i. Complete an interview with the Master of Arts in Teaching admission committee.

IV. PROGRAM REQUIREMENTS

Program Planning — During the first term of enrollment, the candidate must develop and submit to the Office of Graduate Education and Research a planned program. In addition to the required professional preparation courses, candidates will take 12 hours of graduate course work in their concentration area(s). Faculty will evaluate undergraduate transcripts and take into consideration life/work experiences, and performance on the PRAXIS II in recommending content courses to be taken in the program. Candidates in business-marketing may need to complete a semester of prerequisite undergraduate courses.

Transfer Credit — The candidate must complete the professional education courses at Eastern Kentucky University. Acceptance of transfer subject matter courses will be determined on an individual basis.

**Curriculum Requirements for
 Master of Arts in Teaching**

A. Interdisciplinary Early Childhood Education	
Professional Education Core	15 hours
EGC 820, 830, 889.....	9 hours
SED 897.....	6 hours
Concentration.....	28 hours
SED 718, 722, 790, 811.....	13 hours
CDF 741, 744, 747.....	9 hours
OTS 715, ELE 719.....	6 hours
Minimum Program Total.....	43 hours
B. Middle Grades 5-9 Option	
Professional Education Core	27 hours
EGC 820, 830, 835, 836, 837, 889.....	21 hours
EMG 806	3 hours
SED 800.....	3 hours
Concentration	12 hours
Courses will be selected with advisor approval.	
Exit Requirement	
GRD 877f or 878k, and 878l	
Minimum Program Total	39 hours

C. Secondary, P-12, 5-12 Education Option	
Professional Education Core	27 hours
EGC 820, 830, appropriate ESE 700-level teaching methods course in field of certification, 846, 847, 889	21 hours
EMG 806 or EMS 774	3 hours
SED 800.....	3 hours
Concentration	12 hours
Courses will be selected with advisor approval.	
Exit Requirement	
GRD 877g or 878m, and 878n	
Minimum Program Total	39 hours

V. EXIT REQUIREMENTS

Thesis — A thesis is not required in this program; however, an action research project which culminates in a technology enhanced presentation is required in the EGC 889 Capstone Seminar.

Comprehensive Examinations — The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. A portfolio review is required.

RANK I

NON-DEGREE PROGRAMS

Rank I Classification, the Sixth Year Program

I. GENERAL INFORMATION

General policies governing the sixth year program leading to Rank I classification appear in the general section of the College of Education.

II. ADMISSION REQUIREMENTS

Candidates must have a Master's degree or Rank II certification through a regionally accredited institution.

III. PROGRAM REQUIREMENTS

**Curriculum for Sixth Year Rank I Program
 Elementary and Middle Grade Education**

Professional Education	6 hours
Courses in Certified Teaching Area.....	12-15 hours
Elementary (P-5).....	12 hours
Middle Grade (5-9)	15 hours
Electives	9-12 hours
Elementary (P-5)	12 hours
Middle Grade (5-9)	9 hours
Selected with prior approval of the advisor.	
Minimum Program Total.....	30 hours

**Curriculum for Sixth Year Rank I Program
 Secondary Education and P-12**

Professional Education	6 hours
Courses in Certified Teaching Area.....	12 hours
Electives	12 hours
Selected with prior approval of the advisor.	
Minimum Program Total.....	30 hours

**Curriculum for Sixth Year Rank I Program
Library Science**

- Professional Education6 hours**
(As approved for Rank I Programs) Candidates who have not ... previously completed a graduate reading methods course must take ELE 871, EMG 806, or ESE 774.
- Library Science Courses*.....25 hours**
LIB 800, 801, 802, 805, 821, 831, 863, and 870.
- Total Program Hours.....31 hours**

IV. EXIT REQUIREMENTS

Rank I programs require an exit interview and portfolio review.

**DEPARTMENT OF EDUCATIONAL
LEADERSHIP AND POLICY STUDIES**

Dr. James Bliss, Chair
Dr. Robert Biggin, Associate Chair
Graduate Coordinators/Advisor:
Dr. Biggin, MAEd and Certification;
Dr. Bliss, EdD and EdS
www.education.eku.edu
Combs 406, (859) 622-1125

MASTER OF ARTS IN EDUCATION

in Instructional Leadership

CIP Code: 13.0401

I. GENERAL INFORMATION

The Instructional Leadership program is designed to prepare teachers to be essential contributors to the shared leadership in the school. Teacher leadership is a ground level collaborative to strengthen teacher performance. This degree program provides two concentrations. The first concentration, Teacher Leadership for Student Learning, will provide the proficiency knowledge base for teachers who may later choose to pursue a school principal master’s degree. The second concentration, Safety and Facilities Management in Educational Settings, will provide teachers with an avenue for earning a School Safety Endorsement. **Teacher Leader Endorsement** - Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. If candidates do not have a 3.0 in GPA in their undergraduate degree or in their last 60 hours, then they may submit scores on the GRE/MAT which can be considered in granting admission. The GRE target score is a total score of 28 on the combined tests. The MAT target score is 375. Applicants with cumulative undergraduate GPAs of 3.0 or higher, or 3.0 or higher

in their last 60 hours of undergraduate work and/or an earned master’s degree are exempt from the GRE/MAT requirement.

III. PROGRAM REQUIREMENTS

Curriculum Requirements

Teacher Leader Core 15 hours
ETL 800, 801, 802, 803, 804.

Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of these 15 hours.

**Concentration 1: Teacher Leadership for
Student Learning5 hours**

- EAD 811, 8126 hours
- EME 866, ESE 750, ESE 774 (choose one.....3 hours
- EME 873, EMG 806, or ESE 774 (choose one.....3 hours
- SED 775, 800, or 810 (choose one3 hours

**Concentration 2: Safety and Facilities Management in
Educational Settings 15 hours**

- EAD 840; SSE 870, 871, 873 12 hours
- SSE 872 or COU 8473 hours

Candidates will be eligible to apply for the School Safety Endorsement upon completion of these 15 hours.

Exit Requirement0 hours

GRD 877i or 878q

Total Program Hours 30 hours

IV. EXIT REQUIREMENTS

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C. A field-based research project, which culminates in a technology-enhanced presentation, is required in the Capstone Seminar or in a designated course in each concentration, or as part of the comprehensive examination. A portfolio review may be required.

Additional Certification Options

The **Supervisor of Instruction** program prepares instructional supervisors for district-wide leadership. Initial certification for supervisor of instruction requires completion of an approved master’s degree, the courses required for Level II principal certification, and three years of teaching experience.

Supervisor of Instruction12 hours

EAD849, 859, EPY 816; SED775, 800, or 810.

(Level II principal courses required.)

The **Director of Pupil Personnel Services** program prepares directors and assistant directors of pupil personnel services for school district-wide leadership. Initial certification for director of pupil personnel services requires completion of an approved master’s degree, the courses required for Level II principal certification, and three years of teaching experience.



Director of Pupil Personnel Services18 hours
 EAD 808, 821, 849, 859, EPY 816; SED 775, 800, or 810.
 (Level II principal courses required.)

The **Superintendent of Schools** program prepares highly qualified candidates for district-wide leadership. Initial certification for school superintendent requires completion of an approved master's degree, the courses required for Level II principal certification, three years of teaching, and two years of administrative experience.

Superintendent of Schools12 hours
 EAD 839, 849, 859, 879.
 (Level II principal courses required.)

MASTER OF ARTS

Student Personnel Services in Higher Education

CIP Code: 13.0406

I. GENERAL INFORMATION

The Student Personnel Services in Higher Education degree prepares individuals to work in a variety of Student affairs settings in institutions of higher education.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. If candidates do not have a 3.0 in GPA in their undergraduate degree or in their last 60 hours, then they may submit **scores** on the GRE/MAT which can be considered in granting admission. Applicants with cumulative undergraduate GPAs of 3.0 or higher, or 3.0 or higher in their last 60 hours of undergraduate work and/or an earned master's degree are exempt from the GRE/MAT requirement.

Core 24 hours
 EAD 813, 840, 844, 845, 860, 861, 862; EPY 816, 839, 869.

Electives.....12 hours
 To be selected with advisor approval.

Exit Requirement.....0 hours
 GRD877k or 878t

Total Program Requirements.....36 hours

SPECIALIST IN EDUCATION

Educational Administration and Supervision

CIP Code: 13.0401

I. GENERAL INFORMATION

The Specialist in Education degree is a professional degree designed for those preparing for positions which call for a level of study and specialization beyond the master's degree. The specific goal is to provide the additional preparation needed for principal

certification. The 30 hour minimum requirement is a structured program oriented toward the candidate's professional objectives.

II. ADMISSION REQUIREMENTS

Admission to the specialist in education degree program includes the following requirements, beyond a master's degree.

1. Documentation of three (3) years teaching experience.
2. Provision of a one-page statement indicating their professional objectives and desire to become a principal.
3. Provision of a written statement of support from a district representative.
4. Provision of a written statement indicating ability to improve student achievement, to lead, and to possess advanced knowledge of curriculum, instruction, and assessment.
5. Principals provide a written statement indicating candidate's level of advanced knowledge about curriculum instruction and assessment.
6. Completion of an on-site interview and assessment process.

III. PROGRAM REQUIREMENTS

The program of study will consist of 10 courses:

Core*21 hours
 EAD 827, 828, 851, 852, 853, 854, 856

Electives_9 hours
 Choose 3 elective courses (9 hours) from the following:
 EAD 807, 808, 821, 849, 857, 858, 859, 896, EMS 850 or SSE 870

IV. EXIT REQUIREMENT

GRD 878r.....0 hours
Capstone Project – Candidates must successfully complete and defend a field-based project. The project will be presented and defended to a panel of department faculty and district representatives. Candidates must enroll in GRD878r (0 hours).

Total Program Requirements:.....30 hours

***CERTIFICATION REQUIREMENTS:** Level I certification requires completion of the core and SSE870, and Level II requires the completion of EAD857 and EAD 858.

DOCTOR OF EDUCATION (Ed.D.)

Leadership and Policy Studies

CIP Code: 13.0401

I. GENERAL INFORMATION

P-12 and Postsecondary leaders are challenged with directing broad educational programs that increase excellence and equity as measured by outcomes. Schools and school districts need professionals who use current knowledge and possess strong leadership skills to design and administer programs that can improve teaching and learning to accomplish these outcomes. Moreover, they need leaders who know about and respond to the specific challenges and strengths of the communities they serve. The Doctor of Education (Ed.D.) program at Eastern Kentucky University will play a significant role in developing such leaders.

Participation in this doctoral program will lead to enhanced

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

II. ADMISSION REQUIREMENTS

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. The application window for potential candidates opens for two months during the spring semester, beginning January 1st and ending March 1st. Upon successful review, candidates are admitted to the program effective the next summer or the next fall semester.

Admission to the Doctor of Education program is based upon the following entrance requirements:

1. Earned a master’s degree in education or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of “C” or below.
2. Must have completed three years of professional experience (preference will be given to those with leadership experience) See section below regarding graduate course work in education research and statistics.

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

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Resumé of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- A brief essay describing the relationship between the applicant’s professional goals and the Ed.D. program
- At least three letters of recommendation—including at least one each from a peer, a supervisor, and a college/university faculty member.

Evaluation Process:

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed. Interviews will be conducted within thirty (30) days of the application deadline.

Admission Requirements:

Admission Requirement #1

- A review of the candidate’s completed application packet, using a rubric established by the Doctoral Program

Committee

- A demonstration of the candidate’s written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation (an assessment of attitudes and behaviors practiced in the areas of personal responsibility, ethics, emotional management, communication, and work ethics) of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol

Admission Requirement #2

- An interview with Doctoral Program Committee members
The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Admission Requirement #3

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

If the candidate has not completed course work in statistics and research methodology nor successfully completed and defended an appropriate thesis or specialist project, additional course work in these areas may be required.

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

III. PROGRAM REQUIREMENTS

Each candidate’s program of study will be individually planned within the following curriculum framework:

Research Core	* 9 hours
EDL 810, 811, 812, or 910.	
Academic Core	* 9 hours
EDL 820, 821, 822, 823, 826, 924, or 925.	
Leadership Specialization	12 hours
Selected from advanced graduate course offerings and aligned with the student’s program of study to create an individualized track that is both cognizant of background experiences and prior knowledge and relevant to professional objectives. (At the time of transfer, no courses older than eight(8) years old will apply.)	
Cognate Area	6 hours
Two advanced graduate courses chosen from a department or program outside the leadership specialization area. (At the time of transfer, no courses older than eight(8) years old will apply.)	
Rural Studies Core.....	* 6 hours
EDL 930, 931.	
Field Experience.....	6 hours
EDL 900.	
Dissertation.....	12 hours
EDL 999 (register multiple times)	
Exit Requirements.....	0 hours
GRD 878P (Qualifying Exam) and GRD 878Z (Defense)	
Minimum Program Total.....	60 hours



*No other course may be substituted for a core course.

IV. EXIT REQUIREMENTS

Qualifying Examination – The student’s Program Advisory Committee prepares and scores the Qualifying examination. This examination consists of two (2) options, which include (1) written responses by the student to the prepared questions written by the Program Advisory Committee or (2) an oral defense of a written prospectus detailing a research plan prepared by the student and evaluated by the Program Advisory Committee. The Program Advisory Committee will require students to rewrite any failed portion of the Qualifying examination by the last day of classes during the following semester.

Dissertation – The purpose of the dissertation is for students to demonstrate the ability to conceptualize and complete an inquiry project. The dissertation process, during which students register for twelve (12) credit hours, includes three (3) stages. First, there is the development of a proposal that the Program Advisory Committee reviews and approves. Second, students prepare the dissertation document. Finally, students defend the dissertation to the Program Advisory Committee.

For additional information, consult the department chair.

**ENDORSEMENTS
PREPARATION PROGRAMS
TEACHER LEADER ENDORSEMENT**

I. GENERAL INFORMATION

The Teacher Leader Endorsement is designed to prepare teachers to be essential contributors to the shared leadership in the school. Teacher leadership becomes a ground level collaborative to strengthen teacher performance.

II. ADMISSION REQUIREMENTS

Candidates apply to the ECU Graduate School requesting admission to the Teacher Leader Endorsement Program. Candidates must have completed an initial teaching certification program and have earned a Master’s degree. Candidates who completed a Rank II 5th year program prior to December 31, 2010 are waived from the master’s degree requirement for admission to the program. In addition, candidates must have earned an overall 3.0 graduate GPA.

III. PROGRAM REQUIREMENTS

Curriculum Requirements

Teacher Leader Core	15 hours
ETL 800.....	3 hours
ETL 801.....	3 hours
ETL 802.....	3 hours
ETL 803.....	3 hours
ETL 804.....	3 hours

IV. EXIT REQUIREMENTS

Candidates must earn an overall GPA of 3.0 or higher, with no

grade lower than a C.

A field-based research project, which culminates in a technology-enhanced presentation, is required in the Capstone Seminar or in a designated course. A portfolio review may be required.

**SAFETY AND FACILITIES MANAGEMENT IN
EDUCATIONAL SETTINGS ENDORSEMENT**

I. GENERAL INFORMATION

The Safety and Facilities Management in Educational Settings endorsement is designed to prepare certified P-12 educators and school administrators to promote and maintain a positive, safe, and healthy school culture, climate and environment which is conducive to high academic achievement.

Endorsements to existing teaching or other education certifications of this kind are awarded by the Kentucky Education Professional Standards Board (EPSB) after recommendation from the College of Education.

III. PROGRAM REQUIREMENTS

Endorsement Requirements.....	15 hours
EAD 840, SSE 870, 871, 873; SSE 872 or COU 847.	
(Teacher and/or administrator certification required)	

**DEPARTMENT OF COUNSELING AND
EDUCATIONAL PSYCHOLOGY**

Dr. Larry Sexton, Chair
www.education.eku.edu/cep
Combs 417, (859) 622-1124

I. GENERAL INFORMATION

The Department of Counseling and Educational Psychology offers degree and non-degree graduate programs in School and Mental Health counseling and in Human Services: Student Personnel Services in Higher Education.

Master of Arts

Clinical Mental Health Counseling

Master of Arts in Education

School Counseling

Rank I and Rank II Programs

School Counseling

Endorsements

Elementary School Counseling, Secondary School
Counseling,
Individual Intellectual Assessment

Counseling and Educational Psychology

The Counseling and Educational Psychology program area offers graduate programs in school counseling and mental

health counseling as well as human services (with an emphasis in student personnel services in higher education). The Clinical Mental Health and School Counseling Programs are nationally accredited by CACREP. The School Counseling Program meets curriculum standards of the Kentucky Department of Education, and the Clinical Mental Health program meets the standards of the Kentucky Board for Licensed Professional Counselors.

Counseling and Educational Psychology Program Descriptions

The **Clinical Mental Health** program will prepare professional counselors to work in a variety of mental health settings, such as comprehensive care centers, regional mental health centers, hospitals and other settings in which mental health services are provided.

The **School Counseling** program is designed to prepare individuals to become school counselors. The Provisional School Counseling Certificate will be awarded by the EPSB upon completion of the 48 hour degree. The School Counseling Certificate earned will be at the P-12 level. Rank II may be earned at the completion of the first 33 hours in the program. Standard certificate in School Counseling can be earned with six (6) additional semester hours beyond the forty-eight (48) hour Masters of Arts in Education in School Counseling degree. A total of 60 graduate hours in a planned program in school counseling that includes the hours for the Masters and Rank I programs in school counseling may also be used toward the Rank I sixty (60) hour certificate.

The **Individual Intellectual Assessment** endorsement provides an opportunity for certified school counselors to be endorsed to do individual intellectual assessments within a P-12 school setting upon the completion of a minimum of twelve specific graduate hours.

II. ADMISSION REQUIREMENTS

Admissions to the Master of Arts in Education in School Counseling and the Master of Arts in Clinical Mental Health Counseling

All graduate school admissions requirements must be met which includes a minimum grade point average of 3.0 on a 4.0 scale and completion of the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). The applicant must also submit additional application materials as described on the counseling program area website at <http://www.education.uku.edu/cep/>. Additionally, the applicant must meet **one** of the following requirements for admission to the programs:

1. an undergraduate overall grade point average of 3.0 on a 4.0 scale **or**
2. an undergraduate grade point average of 3.0 on a 4.0 scale on the last 60 hours **or**
3. a minimum of 400 on the verbal section of the Graduate Record Exam (GRE) **or**
4. a minimum of 400 on the performance section on the Graduate Record Exam (GRE) **or**
5. a minimum of 365 on the Miller Analogies Test (MAT)

III. PROGRAM REQUIREMENTS

MASTER OF ARTS

Clinical Mental Health Counseling

CIP Code: 13.1101

Major Requirements.....60-66 hours

Core.....51-57 hours
 COU 803, 804, 813, 820, 822, 840, 846, 847, 848, 849, 850, 855, 880, 881*, EPY 816, 839, 869.

*3-9 hours if internship is taken over 2-3 semesters.

Course Sequence: COU 813, 840, and 846 must be taken in semester sequence or as a corequisite.

Electives9 hours

COU 807, 826, 827, 849, 851, 852, 853, 856, and 891 are approved electives. Additional electives may be selected with advisor approval.

Exit Requirement.....0 hours

GRD 877j or 878s

MASTER OF ARTS IN EDUCATION

School Counseling

CIP Code: 13.1101

Major Requirements48-54 hours

COU 804, 813, 814 820 822, 825, 840, 846, 847, 848, 855, 880, 881*, EPY 816, 839, 869.

Course Sequence: COU 813, 840, and 846 must be taken in semester sequence or as corequisites.

*3-9 hours if internship is taken over 2-3 semesters.

Exit Requirement.....0 hours

GRD 877i or 878u

Provisional Counseling Certificate is available with Masters Degree in School Counseling

The provisional certificate for school counselors is issued for a period of five years or will be replaced with the completion of the 54 hour planned program for the Standard Certificate in School Counseling.

CERTIFICATION PREPARATION PROGRAMS

These are programs of study which do not lead to a degree or to an EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional certification by the Commonwealth of Kentucky Education Professional Standards Board.

Standard Guidance Certification Program

This program allows those holding the Provisional Certificate in Elementary, Secondary, or P-12 grades in School Counseling, to convert their provisional certificate into Standard Guidance Certification. Students holding a 48 hour master degree in School Counseling are required to earn 6 graduate hours above their masters degree. Students holding anything other than the 48 hour master in School Counseling will have to earn the equivalent of the current 48 hour Masters in School Counseling plus an additional 6 graduate hours in approved electives.

Standard Guidance Certification Requirements

Electives.....6 hours

To be selected with advisor approval.



Rank I Certification Requirements Electives.....12 hours

Rank I in School Counseling must include a total of at least 60 graduate hours in a planned program to be selected with advisor approval.

ENDORSEMENT PREPARATION PROGRAMS

These are programs of study which do not lead to a degree or to an EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional endorsement by the Commonwealth of Kentucky Education Professional Standards Board.

Elementary Education Counselor seeking Secondary School Counseling Endorsement

Core6 hours
 COU 814, COU 825.
 Plus six hours of approved electives.

Secondary School Counselor seeking Elementary School Counseling Endorsement

Core6 hours
 COU 814, COU 825.
 Plus six hours of approved electives.

Individual Intellectual Assessment Endorsement

Only individuals holding a Provisional or Standard Guidance Certification may earn this endorsement.

Core12 hours
 COU 826, 827, 856; EPY 816.
 Prerequisites: EPY 839, COU 855.
 Provisional counseling certification required.

IV. EXIT REQUIREMENTS

The following are the exit requirements for all concentrations either of the Master of Arts in Education or the Master of Arts. There are no exit requirements for the Kentucky Rank I and Rank II classifications or for the additional certifications or endorsements such as the Standard Certificate in School Counseling or the Individual Intellectual Assessment Endorsement. Comprehensive Examinations — The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. For the Masters of Arts in Mental Health Counseling and School Counseling, candidates must successfully pass a comprehensive examination selected by the department that may include the CPCE, a national examination.

DEPARTMENT OF

SPECIAL EDUCATION

Dr. Deborah Haydon, Chair

Dr. Megan Purcell, Graduate Coordinator

www.coe-specialed.eku.edu
 Wallace 245, (859) 622-4442

The Department of Special Education offers graduate programs leading to the Master of Arts in Education in Communication Disorders, the Master of Arts in Education in Special Education with Teacher Leader Endorsement, Rank I, and Director of Special Education. Concentrations for the Master of Arts in Education in Special Education with Teacher Leader Endorsement are Advanced Study in Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, and Interdisciplinary Early Childhood Education or the Master of Arts in Education Adding Certification in Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing or Interdisciplinary Early Childhood Education. In addition, the Department offers the Master of Arts in Education in Communication Disorders. Concentrations for certification programs are Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, Interdisciplinary Early Childhood Education, and Moderate and Severe Disabilities. The Master of Arts in Education, non-teaching option, is offered in interdisciplinary early childhood education. Candidates should consult with a graduate advisor for the desired certification program as early as possible.

MASTER OF ARTS IN EDUCATION

Special Education -

Teacher Leader Track

CIP Code: 13.1001

I. GENERAL INFORMATION

Options include the Master of Arts in Education in Special Education with Teacher Leader Track with Advanced Study or Additional Certification in Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, or Interdisciplinary Early Childhood Education.

II. ADMISSION REQUIREMENTS

For clear admission to all MAEd program options the student must have:

- an undergraduate GPA of 3.0 overall or a 3.25 in the last 60 hours completed
- a verbal score of 150, a qualitative score of 140 on the GRE
- OR a Miller Analogies Test (MAT) scaled score of 389.

Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

III. PROGRAM REQUIREMENTS

A. Curriculum for students pursuing advanced LBD, DHH, IECE study:

ETL 800, 801, 802, 803 and 804

Teacher Leader Core 15 hours

Advanced Study Areas:

1. Learning and Behavior Disorders (LBD)
Prerequisite: LBD provisional certification SED 803, 804, 805, 810, and one elective as approved by advisor.....15 hours
2. Deaf and Hard of Hearing (DHH)
Prerequisite: DHH provisional certification SED 803, 809, 810, 832, and one elective as approved by advisor15 hours
3. Interdisciplinary Early Childhood Education (IECE) (available as either teaching or non-teaching)
 - a) Teaching:
Prerequisite: IECE provisional certification SED 801, 802, 805, 810, and one elective as approved by advisor.....15 hours
 - b) Non-teaching:
Prerequisites for entering the IECE option are a bachelor's degree in special education or in a related discipline from an accredited institution. Prerequisite course work (completed or equivalent): SED 104 or 575/775; SED 260, CDS 360 or SED 522/722; SED 341 or 590/790; SED 352, 372 or 576/776; SED 518/718; SED 375 or 574/774 or documented successful work experience with pre-school children with disabilities approved by the academic advisor. SED 801, 802, 805, 810, and elective as approved by advisor15 hours

Comprehensive Written Exam: GRD 877m..... 0 hours

Total Requirements.....30 hours

B. Curriculum for students pursuing additional certification:

Teacher Leader Core

ETL 800, 801, 802, 803 and 804 15 hours

Additional Certification Areas:

1. Learning and Behavior Disorders (LBD)

Prerequisites: KY Provisional Teaching Certificate in P-5, 5-9 or Secondary for Classroom Teachers. Successful completion of equivalent coursework for ELE or EMG 445, 447 or 806; MAT 201 and 202.

SED 775,722, 776, 778, 856, 790, 897.....21-24 hours

2. Deaf and Hard of Hearing (DHH)

Prerequisites: KY Provisional Teaching Certificate in P-5, 5-9 or Secondary for Classroom Teachers. Successful completion of equivalent coursework for ELE or EMG 445, 447 or 806; MAT 201 and 202 and ASL 101 and 102. SED 775, 722, 781, 710, 738, 780, 830, 897.....24-27 hours

3. Interdisciplinary Early Childhood Education (IECE)

Prerequisites: KY Provisional Teaching Certificate in P-5, 5-9 or Secondary for Classroom Teachers

SED718, 722, 790, 811, SED 897; CDF 741 or 744; OTS 715

21-24 hours

Comprehensive Written Exam: GRD 877m.....0 hours

Total Requirements.....36-42 hours

IV. ADDITIONAL INFORMATION REGARDING EXIT REQUIREMENTS

The following are exit requirements for Master of Arts in Education in Special Education candidates:

Program GPA: Candidate must earn an overall GPA of 3.0 or higher, with no grade below a C.

Research Requirement: An action research project which culminates in a satisfactory written research report and oral presentation is required in the Capstone Course (ETL 804).

Comprehensive Examinations: Candidate must pass written comprehensive examination GRD 877m.

Graduate Practicum Requirement: For candidates in the MAED with Teacher Leader and Additional Certification, the candidate is required to successfully complete practicum in their area of their additional certification.

Praxis II Series Examinations: For candidates in the MAED with Teacher Leader and Additional Certification, the candidate is required to take all required Praxis II exams for the new area of certification.

MASTER OF ARTS IN EDUCATION

Communication Disorders

CIP Code: 13.1012

I. GENERAL INFORMATION

The Master of Arts in Education Program in Communication Disorders is a two-year, full time program leading to eligibility for certification/licensure in Speech-Language Pathology by the American Speech-Language-Hearing Association, Kentucky Board of Speech-Language Pathology, and Kentucky Teacher Certification in Communication Disorders. Since this program leads to initial teacher certification, the criteria and guidelines set by Kentucky Education Professional Standards Board (16 KAR 5:020) must be met/fulfilled.

II. ADMISSION REQUIREMENTS

To be eligible for consideration for admission into the MAEd. Program in Communication Disorders, applicants must have a bachelor's degree in Communication Disorders with a minimum undergraduate GPA of 3.0 overall and a minimum overall GRE score of 285. In addition, to be accepted into the MAEd. CD program and to meet the criteria set by EPSB, the applicant must successfully complete one of the following assessments:

1. A minimum GRE Verbal score of 150, a minimum GRE Quantitative score of 143, and a minimum GRE Analytical Writing score of 4.0. or,
2. A minimum Reading score of 176, a minimum Math score of 174, and a minimum Writing score of 174 on the Praxis I and

also submit documentation of 25 clinical observation hours as required by the American Speech-Language-Hearing Association for national certification.

Applicants must have three references and complete a recommendation form describing their potential success at the graduate level of study. This form can be found on the Communication Disorders website at <http://www.cd.eku.edu/>.

Applicants must also provide an essay of approximately 500 words discussing personal and professional objectives. This essay will be scored to assess critical thinking, creativity, communication and collaboration.

In addition to Communication Disorder admission requirements, applicants must meet the general admission requirements of the Graduate School. Admission to Eastern Kentucky University's undergraduate program in Communication Disorders does not guarantee acceptance into Eastern Kentucky University's graduate program. There are limited spaces available in the graduate program. The most qualified applicants are admitted. Application forms are available online at the Graduate Education and Research website, <http://gradschool.eku.edu>.

Submit the completed application for admission with all required documents (application form, official transcripts, essay) by February 15 to the Office of Graduate Education and Research.

Those candidates who are admitted to the MAEd program in Communication Disorders will be required to complete and sign a Candidate Statement of Commitment Regarding Dispositions form and a Personal and Professional Fitness Declaration form. This process includes a review of the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR1:020. (NOTE: Based upon applicant disclosure, an interview by the Professional Education Admission Committee may be required.)

III. PROGRAM REQUIREMENTS

Probation and Progress in the Program – If, in any semester of study, a candidate's graduate grade point average falls below 3.0 for all courses taken after admission to the program, the candidate will automatically be on academic probation. The candidate will be dismissed from the program following any second semester with a cumulative GPA below 3.0. A candidate in the program, who earns more than one "C" and "D" or "F" in courses taken after admission to the program will be dismissed from the program.

Communication Disorders Core.....36 hours
 CDS 863, 867, 873, 874 (3-hour course taken 3 times), 875, 876, 877, 878, 879, 880.

Approved Electives in Communication Disorders/Research Option9 hours

Candidates who apply for and are selected to the Research Option will take CDS 899 for 3 hours and will take 6 hours of approved electives from areas such as CDS, CDF, EDF, ENG, EPY, NUR, OTS, PSY, and/or SED.

If candidates have not completed a course equivalent to EPY 839, SED 800, STA 700, CDS 741, 771, or 772 with a grade of "C" or higher, these courses must be completed to meet the requirements for graduation, certification/licensure in Speech-Language Pathology by the American Speech-Language-Hearing Association, Kentucky Board of Speech-Language Pathology, and Kentucky Teacher Certification in Communication Disorders.

Professional Semester I.....9 hours

CDS 720 and 898 or 897.

Professional Semester II9 hours

CDS 870 and 897 or 898.

Exit Requirement0 hours

GRD 877n or 878w

Minimum Program Total.....63 hours

IV. EXIT REQUIREMENTS

Candidates will complete one of the following exit requirements for the MAEd. in Communication Disorders (CD):

- A thesis and oral defense - GRD 877n (Research Option)
- or a written comprehensive examination covering education and major program components – GRD 878w (Non-Research Option).

Clinical Clock Hours Requirement

Candidates must complete 375 clinical clock hours before exiting from the graduate program. This requirement will meet the number of hours specified for national certification by the American Speech-Language-Hearing Association and will meet or exceed the hours required for Kentucky Teacher Certification in Communication Disorders and for Kentucky Licensure in Speech-Language Pathology. Clinical experiences for accruing clock hours are offered through CDS 874, 897, and 898. A maximum of 50 clinical clock hours accrued at the undergraduate level may be counted with appropriate documentation. A minimum of 25 clock hours of (documented) clinical observation must be completed prior to earning these clinical clock hours.

CERTIFICATION PREPARATION PROGRAMS

These are programs of study which do not lead to a degree or to an EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional certification by the Commonwealth of Kentucky Education Professional Standards Board.

I. GENERAL INFORMATION

Candidates pursuing special education certification in Learning and Behavior Disorders, Interdisciplinary Early Childhood Education, and Deaf and Hard of Hearing must hold at least provisional certification in a teaching field. The certification options are listed below. Additional hours may apply toward a sixth year program (Rank I). It is very important that candidates seek early advisement from the department.

II. ADMISSION REQUIREMENTS

To be eligible for admission into any special education nondegree graduate program (Rank II, I, Director of Special Education), a candidate must have a minimum undergraduate GPA of 2.5 overall or in the last 60 hours of course work. In addition, applicants for certification as Director of Special Education must have a master's degree or planned fifth-year program; a valid Kentucky certificate for teachers of exceptional children (including speech-language pathologist) or for school psychologist; three

years experience (full-time) as a teacher of exceptional children, speech-language pathologist, or school psychologist.

III. PROGRAM REQUIREMENTS
CERTIFICATION PREPARATION PROGRAMS
Deaf and Hard of Hearing Certification

The prerequisites are an undergraduate degree and KY Provisional Teaching Certificate in P-5, 5-9, or High School for classroom teachers. Also, candidates must have completed the following or equivalent prerequisite course work.

Prerequisite Courses 12 hours
 ELE 445 or EMG 445; ELE 446 or EMG 447 or 806; MAT 201, 202.
Required Courses 33-36 hours
 SED 775, ASL 101, 780, 745, 710, 718, 722, 738, 781, 830, and 897.

Note: Completion of the above program will not suffice for completion of a Rank program. For DHH Certification, the PRAXIS test in the area of a specialty must be passed.
 *SED 774 can be waived with one year of successful teaching of candidates with DHH.

Interdisciplinary Early Childhood Education Certification

The prerequisites are an undergraduate degree in early childhood or related field and a Kentucky Teaching Certificate or meet all requirements for admission to teacher education.

Program Requirements 49 hours
Special Education..... 27-30 hours
 SED 352, 436, 704, 718, 722, 775, 777, 790, 897 (499).
 Child and Family Studies 9 hours
 CDF 741, 744, 747.
 Supporting Courses 12 hours
 SWK 456, ELE 719, NSC 700, OTS 715.
 Course Requirements for Admission to
 Teacher Education 16 hours
 EDF 103/310, 203; CSC 104 or CIS 212; ENG 101, 102;
 MAT 105 or higher (excluding MAT 201, 202), all with grades
 of "C" or higher.

Contact Office of Teacher Admission and Certification for additional requirements for admission to teacher education (859) 622-1828.

Note: Completion of the above program will not suffice for completion of a Rank program.

Learning and Behavior Disorders

The prerequisites are an undergraduate degree and KY Provisional Teaching Certificate in P-5, 5-9, or High School for classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work:

Prerequisite Courses 12 hours

ELE 445 or EMG 445; ELE 446 or EMG 447 or 806; MAT 201, 202.

Required Courses 24-27 hours
 SED 722, 775, 776, 778; SED 356 or 856; SED 745, 790, and 897.

Note: Completion of the above program will not suffice for completion of a Rank program. For LBD Certification, the PRAXIS test in the area of a specialty must be passed.

*SED 774 can be waived with one year of successful teaching of candidates with LBD.

Moderate and Severe Disabilities Certification

The prerequisites are an undergraduate degree and KY Provisional Teaching Certificate in IECE, P-5, 5-9, or High School for classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work:

Prerequisite Courses 6 hours
 ELE 445; MAT 201.
Required Courses 30-33 hours
 SED 700, 704, 722, 775, 735, 745, 777, 790; OTS 715 or SED 718; SED 774*, 897.

RANK PROGRAMS
Rank I (Sixth Year) Program

The Rank I requires a minimum of 60 hours if a master's program is included or a minimum of 30 additional hours after completion of a planned Rank II program.

Special Education Courses

Approved by Advisor 15 hours
Elective 9 hours
Professional Education 6 hours
Minimum Total Program..... 30 hours

*SPLASH training will not be counted for the MAEd in Special Education nor for the certifications or endorsements in LBD and MSD, but it may be counted toward Rank I/II if approved as an elective by the advisor. In-service training programs offered by the Kentucky Department of Education may not be counted for a degree, certification, or rank program.

Director of Special Education Professional Certification

The prerequisites for admission to the program for Director of Special Education Professional Certification are:

- (a) a valid Kentucky certificate for teachers of exceptional children (including speech-language pathologists) or for school psychologists
- (b) three years of experience as a full time teacher of exceptional children or speech-language pathologist and/or three years of experience as a full-time school psychologist
- (c) a minimum of a master's degree or planned fifth year

program.

Prerequisite Courses 12 hours

*The following or equivalent courses at the undergraduate or graduate level:
 SED 775 or 800, and 790; either SED 356, 793, 804, 806 or 809, and 886.

Required Courses.....15 hours

SED 810, 814, 816 (six hours), EAD 801.

For the Professional Certificate for Director of Special Education, candidates must enroll in SED 816 within three years of completing SED 810 and 814. All required courses (EAD 801, SED 810, 814, and 816) must be completed within five years.

NON-DEGREE PROGRAM

**Providing Services
 to the Deaf/Hard of Hearing**

The following course work cluster is designed to meet the needs of individuals trained in a variety of paraprofessional and professional programs who, upon graduation, are interested in the provision of services to deaf and hard of hearing children, youth, and adults. The program provides an introduction to culture awareness and the development of communication skills through the following course work cluster:

Prerequisite Courses*.....15 hours

ASL 101, 102, 201, 202; ITP 115.

* These courses or the equivalent of these courses demonstrated through proficiency in American Sign Language and an equivalent orientation to deafness.

Required Courses.....9 hours

SED 774**, SED 830, PSY 845.

**Practicum assignments will be interfaced with the individual's specialty area, and placement will be in a setting serving deaf or hard of hearing children, youth, and adults.

College of Health Sciences

Dr. Deborah Whitehouse, Dean
Rowlett 204
(859) 622-1523

Departments

Baccalaureate and Graduate Nursing

Dr. Judy Short, Chair	(859) 622-1956	judy.short@eku.edu	Rowlett 225
Dr. Patricia Birchfeld, Graduate Co-Director	(859) 622-2311	patricia.birchfeld@eku.edu	Rowlett 228
Dr. Evelyn Parrish, Graduate Co-Director	(859) 622-1927	evelyn.parrish@eku.edu	Rowlett 206

Environmental Health Science - MPH

Dr. Carolyn Harvey, Interim Chair/Director Master of Public Health	(859) 622-6342	carolyn.harvey@eku.edu	Dizney 132
---	----------------	--	------------

Exercise and Sport Science

Dr. Jack Rutherford, Chair	(859) 622-1887	jack.rutherford@eku.edu	Moberly 233
Dr. Heather Adams-Blair, Graduate Coordinator	(859) 622-1898	heather.adams-blair@eku.edu	Moberly 224

Family and Consumer Sciences

Dr. Diane Leggett, Chair	(859) 622-3445	diane.leggett@eku.edu	Burrier 102
Dr. Claire Schmelzer, Graduate Coordinator	(859) 622-1914	calire.schmelzer@eku.edu	Burrier 202A

Health Promotion and Administration

Dr. Michael Ballard, Chair	(859) 622-1142	michael.ballard@eku.edu	Begley 421
Dr. Carolyn Harvey, Director Master of Public Health	(859) 622-6342	carolyn.harvey@eku.edu	Dizney 132

Health Sciences Learning Resource Center

Ms. Raglena Salmans	(859) 622-2091	raglena.salmans@eku.edu	Rowlett 311
---------------------	----------------	--	-------------

Occupational Therapy

Dr. Colleen Schneck, Chair	(859) 622-3300	colleen.schneck@eku.edu	Dizney 103
Dr. MaryEllen Thompson, Graduate Coordinator	(859) 622-6318	maryellen.thompson@eku.edu	Dizney 105

Recreation and Park Administration

Dr. Jon McChesney, Chair	(859) 622-1833	jon.mcchesney@eku.edu	Begley 405
Graduate Coordinator - Dr. Jon McChesney	(859) 622-1833	jon.mcchesney@eku.edu	Begley 405

The College of Health Sciences, in association with the Office of Graduate Education and Research, offers the following degrees:

Master of Science degree in Community Nutrition with options for 1) the Community Nutrition Practicum, which does not lead to Registered Dietitian (RD) eligibility or 2) the Dietetic Internship, which does lead to Registered Dietitian (RD) eligibility.

Master of Public Health degree with options in Community Health and Environmental Health Science.

Master of Science in Nursing degree with options in Rural Health

Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, and the Advanced Practice Rural Public Health Nursing option with an area of concentration in either Administration or Nursing Education
 Master of Science in Occupational Therapy, professional and post professional degrees; multidisciplinary doctoral program in rehabilitation sciences (in collaboration with the University of Kentucky).

Master of Science degree in Physical Education with three options: Exercise and Sport Science, Exercise and Wellness, and Sport Administration.

Master of Science degree in Recreation and Park Administration.

Clinical Facilities — The University maintains formal contracts with many health care agencies located throughout Kentucky and the southeastern United States. The University is not liable for, nor is there a fund from which payment can be made for those who are inconvenienced or incur expenses based upon canceled classes, assignments, or clinical placement, etc. Programs reserve the right to make changes as necessary to ensure a quality educational experience.

Graduate Course Credit — All 700 level courses have undergraduate counterparts bearing the same last two digits. The 700 level courses are offered only for graduate level credit and require additional appropriate experiences for all students enrolled. Students who have previously taken the undergraduate counterpart of these courses at the 500 levels will not be permitted to enroll for graduate level credit in the 700 level counterparts. Credit will not be awarded for both the 700 and 500 level of the same course.

Cross Listed Courses — Some courses are offered under different prefixes with the same course content. Students will not be awarded credit for any course which they have previously received credit under a cross-listed prefix.

HEALTH SCIENCES LEARNING RESOURCE CENTER

Ms. Raglena Salmans, Director
www.hslrc.uky.edu
(859) 622-2091
Rowlett 310

The Health Sciences Learning Resource Center is a multimedia library, study, and computer center for the College of Health Sciences. It provides support to the instructional needs of the faculty through multimedia resources, equipment, and other services. The primary purpose of the Center is to provide the student an opportunity to reinforce previous learning of clinical classroom content through independent review of multimedia materials and computer aided instructional software.

Students also have access to other resources such as anatomical models and charts, interactive video resources, professional articles, email, the Internet, literature searches, bibliographic manager, epidemiology mapping courseware, and word processing. The Learning Resource Center is located in the Rowlett Building, room 310.

MASTER OF PUBLIC HEALTH PROGRAM

CIP Code: 51.2201

Dr. Carolyn Harvey, MPH Director
www.mph.uky.edu
(859) 622-6342

I. GENERAL INFORMATION

The College of Health Sciences at Eastern Kentucky University offers a Master of Public Health (MPH) degree with options in Community Health Education and Environmental Health

Science. The two participating departments include the Department of Health Promotion and Administration and the Department of Environmental Health Science and Clinical Lab Sciences.

The program is tailored to meet the needs of individuals working in or planning to work in a public health profession. Classes are offered on evenings, Saturdays, and via the Internet.

Mission — The mission of the ECU Master of Public Health Program (MPH) is to provide quality education for preparing competent public health practitioners to enhance the health status and quality of life in local, state, regional and global communities.

Program Goal — To achieve its mission, the MPH Program prepares professionals for broad-based practice in public health, through integration of core competencies in the five areas of knowledge basic to public health (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration) with specialized knowledge, competencies, and expertise in a selected public health discipline.

Education Objectives — Students who complete the MPH degree will be able to:

1. Contribute to the public health profession through sound professional public health attitudes, values, concepts and ethical practices.
2. Recognize and facilitate diversity of thought, culture, gender, and ethnicity through communication and collaboration.
3. Participate in professional development, scholarship, service, and educational activities that contribute to public health.
4. Integrate and apply the crosscutting knowledge and skills (competencies) within five core public health areas of knowledge (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration).
5. Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to community health education, environmental health science, and public administration.

II. ADMISSION REQUIREMENTS

Clear admission to the MPH program requires a baccalaureate degree from an accredited institution with a minimum 2.5 grade point average, and expected scores of 150 or higher on the Verbal, 144 or higher on the Quantitative, and 3.5 or higher on the Analytical Writing portions of the Graduate Record Exam (GRE). Applicants may use the Miller Analogy Test with a score of 385 or higher as a substitute for the GRE. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement. A TOEFL score of at least 580 (237 computerized) is also required for international applicants. Satisfying the minimum entrance requirements does not guarantee admission.

To apply:

Submit the following directly to the MPH Program Director:

- MPH application (see www.mph.uky.edu);
- Statement of personal and professional objectives (1 1/2 to 2 pages); and
- 3 letters of recommendation from employers and/or previous professors.

Send all other application materials directly to the Graduate School office:

- Graduate School application and fee;
- Official transcripts;
- GRE or MAT scores; TOEFL score.

Application Deadlines

All materials must be submitted to the MPH Office no later than:

- Fall admission: April 15 - international applicants
July 1 - domestic applicants
- Spring admission: October 15 - domestic and international applicants

III. PROGRAM REQUIREMENTS

MPH Core Courses21 hours
EHS 850, HEA 810, 816, 830, 855; EHS 800 or HEA 840;
EHS 825.

MPH Option Required Courses.....9-12 hours
Community Health Education (*see Department of Health Promotion and Administration*).....12 hours

Environmental Health Science (*see Department of Environmental Health Science*).....9 hours

Electives3-6 hours

Research.....3 hours

Practicum.....3 hours

MPH Capstone1 hour

Exit Requirement

GRD 887a and 888a0 hours

Total Program Hours.....43 hours

IV. EXIT REQUIREMENTS

See Environmental Health Science Program, page 84.

For Community Health Education, see Department of Health Promotion and Administration, page 87.

DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING

Dr. Mary Clements, Chair
Dr. Patricia Birchfield/Dr. Evelyn Parrish, Graduate Co-Directors/Advisors
www.bsn-gn.eku.edu
(859) 622-1827

DOCTOR OF NURSING PRACTICE (DNP)

CIP Code: 51.3818

I. GENERAL INFORMATION

The Department of Baccalaureate and Graduate Nursing offers the Doctor of Nursing Practice program. The program is designed to allow nurses who possess a graduate degree in nursing to prepare

for an expanded nursing practice role. The program is intended to be accessible to nurses in the commonwealth and particularly in underserved rural areas.

Graduates of the DNP program will have specific competencies derived from The Essentials of Doctoral Education for Advanced Nursing Practice (American Association of Colleges of Nursing, 2006) for which they will be prepared. The Doctor of Nursing Practice student learning outcomes include:

1. Develop, evaluate, translate, and integrate theory-based nursing and interdisciplinary knowledge in new practice approaches to enhance health and health care delivery.
2. Create and evaluate principles of organizational and systems theory to provide leadership in improving health outcomes and promoting excellence in practice.
3. Utilize analytic methods, information technology, and research methods to critically appraise evidence-based practice data to evaluate outcomes of practice, practice patterns, and health systems against national benchmarks, to improve health care outcomes.
4. Assimilate and process aggregate data, using information systems, informatics and technology, as well as evaluation and assessment tools, current research and outcome data, to translate this knowledge to improve or transform patient and health care systems.
5. Actively influence health policy that addresses health disparity, access, quality, and financing at institutional, local, state, federal, and international levels.
6. Employ effective communication and interprofessional collaboration to design, implement, and evaluate individual and system level interventions, to improve health and create change in health care delivery systems.
7. Implement clinical prevention and population health activities to improve the health of individuals and populations.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission to the DNP program include 1) a master's degree in nursing from a nationally accredited program, 2) a free and unrestricted RN license in Kentucky (or recognized compact state) with no Kentucky Board of Nursing imposed restrictions on practice, voluntary or otherwise, and 3) a graduate GPA of at least 3.0 (4.0 scale). Admission is competitive and limited to available space. In addition to the Graduate School application, applicants must also submit to the department a separate completed department application form, a resume or curriculum vitae, a short essay (500-700 words) describing the relationship between the applicant's professional goals and the DNP program, and at least 3 positive letters of recommendation. As a limited number of applicants are accepted for admission, selection will be based on careful consideration of all information included in the admission application packet and the degree to which each candidate meets the requirements. Complete applications, which include all requested information, are given priority in the selection process. In order to be competitive, all material and documentation must be submitted by the deadline. After review of the application materials, the DNP Admission Committee will select those applicants to be interviewed by the committee members as a final step in the selection process.

Please refer to the Department of Baccalaureate and Graduate Nursing website at <http://www.bsn-gn.eku.edu/doctor-nursing-practice-dnp> for specific information on the application process for admission and progression plans for study, or contact the

department at (859) 622-1838 for information on the application process for admission.

Progression Policy — To progress, students must complete all required course work with a grade of “B” or higher and must complete any pre-requisite courses before advancing to the next course. Refer to course descriptions in this Catalog for specifics. A student who does not satisfactorily progress in the program must be given permission by the DNP Admission/Progression Committee to repeat a course and continue in the program.

III. PROGRAM REQUIREMENTS

NSC 900 Seminar I: Role Transition	*1-3 hours
NSC 901 Seminar II: Capstone Project Support	*1-2 hours
NSC 905 Analytical Methods for EBP	3 hours
NSC 940 Theoretical Application for DNP	3 hours
NSC 942 Informatics in Health Care Delivery	3 hours
NSC 950 Public Health Policy and Health	3 hours
NSC 954 Organizational Leadership	3 hours
NSC 960 Healthcare Economics and Finance	4 hours
NSC 990 Analytical Methods I	3 hours
NSC 992 Analytical Methods II	3 hours
NSC 994 Capstone Project	9 hours

Total Hours*36 – 39 hours

*Required hours will be individually evaluated on a planned program of study for each student, depending on academic background and career goals.

IV. EXIT REQUIREMENTS

Capstone Project – Candidates are required to satisfactorily complete and present a capstone project before they are eligible to graduate from the program.

MASTER OF SCIENCE IN NURSING

CIP Code: 51.1601

I. GENERAL INFORMATION

The Department of Baccalaureate and Graduate Nursing offers the Master of Science in Nursing degree. The program is designed to allow nurses with a baccalaureate degree to prepare for rural health advanced or advanced practice roles. Master’s degree options available include Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, and the Nursing Administration Concentration.

Graduates of the M.S.N. program will have specific competencies related to rural health nursing practice either as a Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, or as an **Nursing Administrator**. Advanced Nursing Practice Outcomes include:

1. Demonstrate the synthesis of expert knowledge for advanced nursing practice in rural communities.
2. Evaluate theory and research in nursing and related disciplines for their contribution to advanced nursing practice and professional role development.
3. Function as a leader in the analysis and advancement of rural health care.
4. Utilize research methodology and advanced nursing practice knowledge to identify patient needs, propose interventions, and evaluate effectiveness of solutions and alternatives.

5. Work within complex organizational and political systems to influence rural health care delivery.
6. Communicate, collaborate, and consult with clients and colleagues in nursing and other disciplines to meet rural health care needs.
7. Interpret the purpose and role of advanced nursing practice to professional colleagues and consumers.
8. Integrate ethical and legal principles into advanced nursing practice.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission to the program include 1) a baccalaureate degree in nursing from a nationally accredited program, 2) a free and unrestricted R.N. license in Kentucky (or a recognized compact state) with no Kentucky Board of Nursing imposed restrictions on practice, voluntary or otherwise, 3) an undergraduate GPA of at least 2.75 (4.0 scale) cumulative or in last 60 hours, (4) a three hour graduate or undergraduate course in statistics with a grade of “C” or higher and (5) acceptable scores on the Verbal, Quantitative, and Analytical Writing sections of the Graduate Record Exam (GRE) as determined by the admissions committee. Applicants with cumulative undergraduate GPA’s of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE requirement. Admission is competitive and limited to available space. In addition to the above criteria, consideration is also given to the applicants’ professional work experience, the applicant’s statement of Personal and Professional Objectives submitted with the Graduate School application and also with the department application, the three required professional references, and the rural nature of the site identified for matriculation or proposed for future practice.

Please refer to the Department of Baccalaureate and Graduate Nursing website at <http://www.bsn-gn.eku.edu/masters-degree-programs> for specific information on the application process for admission and progression plans for study, or contact the department at (859) 622-1838.

Progression Policy — To progress, MSN students must achieve a grade of “B” or higher in all of the prerequisite courses. Refer to the course descriptions in this *Catalog* for specifics. When a student is given permission to repeat a practicum course, the student must also enroll in the corequisite hours of NSC 800 or 802, whichever is applicable.

III. MSN PROGRAM REQUIREMENTS

MSN Core Courses..... 15 hours

NSC 840, 842, 890, 892, HEA 855

Concentration (see below) 24 hours

Exit Requirements..... 0 hours

GRD 888b

MSN Degree with Option Total Requirements..... *39 hours

(*Advanced option has additional 5 hour requirement.)

Concentrations (select one):

A. Rural Health Family Nurse Practitioner 24 hours

• **Advanced Practice Core Courses**..... 9 hours

NSC 830, 832, 834

• **Practicum Courses**..... 15 hours

NSC 870, 872, 874, 876

(Plus 9 hours of NSC 800 - Clinical clock hour requirement)

B. Rural Psychiatric Mental Health Nurse

- Practitioner.....24 hours**
- **Advanced Practice Core Courses.....9 hours**
NSC 830, 832, 834
 - **Practicum Courses.....15 hours**
NSC 880, 881, 882, 884, 886.
(Plus 7 hours of NSC 800 - Clinical clock hour requirement)

C. Nursing Administration.....24 hours

- Nursing Administration Core Courses.....9 hours
NSC 854, 856, 858.
- Practicum Courses.....15 hours
NSC 837, 850, 852, 860, 862.
(Plus 2 hours of NSC 802 - Clinical clock hour requirement)

IV. EXIT REQUIREMENTS

MSN Exit Requirement.....0 hours
GRD 888b

Comprehensive Examination — Candidates are required to pass an oral comprehensive examination (GRD 888b) of their program of study.

MSN Degree with Option Total Requirements.....39 hours*
**(Plus additional clinical clock hour requirement)*

CERTIFICATES

Post-Master of Science in Nursing

I. GENERAL INFORMATION

The College of Health Sciences offers Post-Master Certificates in a second nursing speciality for nurses who have completed a Master of Science in Nursing degree. The number of credit hours required for completion varies by speciality. All MSN policies apply to the Post-MSN Certificate students.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission to the program include:

1. Admission to the Graduate School
2. A master of science in nursing degree from a nationally-accredited program
3. A free and **unencumbered** R.N. license in Kentucky (or a recognized compact state) with no Kentucky Board of Nursing imposed restrictions on practice, voluntary or otherwise

Admission is competitive and limited to available space. In addition to the above criteria, consideration is also given to the student’s statement of Personal and Professional Objectives submitted with the Graduate School application, the three required professional references, and the rural nature of the site identified for matriculation or proposed for future practice. Priority is given to degree-seeking applications. **Please refer to the Department of Baccalaureate and Graduate Nursing website at <http://www.bsn-gn.eku.edu/post-msn-certificate-programs> for specific information on the application process for admission and progression plans for study, or contact the department at (859) 622-1838 for information on the application process for admission.**

III. PROGRAM REQUIREMENTS

University Certificates

Nurse Practitioner Options Prerequisites:

Prerequisite for both Nurse Practitioner Options:

- NSC 830 Advanced Pharmacology.....3 hours
- NSC 832 Advanced Health Assessment3 hours
- NSC 834 Advanced Pathophysiology.....3 hours

Post-Masters Family Nurse Practitioner Certificate

CIP Code: 51.3805

- NSC 870 FNP I.....3 hours
- NSC 872 FNP II.....3 hours
- NSC 874 FNP III.....3 hours
- NSC 876 FNP Internship6 hours
- NSC 800 Concurrent enrollment with 870, 872, 874 for a total of8 hours
- Total.....23 hours**

Post-Masters Rural Psychiatric Mental Health Nurse Practitioner Certificate

CIP Code: 51.3810

- NSC 880 PMHNP I.....2 hours
- NSC 881 Psychopharmacology2 hours
- NSC 882 PMHNP II2 hours
- NSC 884 PMHNP III3 hours
- NSC 886 PMHNP Internship6 hours
- NSC 800 Concurrent enrollment with 880, 882, 884 for a total of7 hours
- Total.....22 hours**

Departmental Certificates

Departmental Post-Masters Nursing Administration Certificate:

- NSC 854 Management of Health Care3 hours
- NSC 856 Nursing Resource Management3 hours
- NSC 858 Nursing System Quality Management.....3 hours
- NSC 860 Nursing Administration Practicum3 hours
- Total.....12 hours**

Departmental Post-Masters Psychiatric Mental Health Nurse Practitioner-Family Certificate:

Prerequisite: NSC 830, 832, 834 or equivalent and current certification as either an adult psychiatric mental health clinical nurse specialist, or adult psychiatric mental health nurse practitioner, or current certification as either child/adol psychiatric mental health clinical nurse specialist, or child/adol psychiatric mental health nurse practitioner.

All program participants:

- NSC 881 Psychopharmacology2 hours

Participants certified in adult:

- NSC 800 Advanced Practice.....3 hours
- NSC 883 Rural PMHNP Child Adolescent.....3 hours

Participants certified in child/adolescent:

- NSC 880 Rural PMHNP I2 hours
- NSC 800 Advanced Practice4 hours
- NSC 882 Rural PMHNP II2 hours



Total.....8-10 hours

**DEPARTMENT OF ENVIRONMENTAL
HEALTH SCIENCE**

Mr. Worley Johnson, Acting Chair
Dr. Gary Brown, Graduate Coordinator/Advisor
www.health.eku.edu/ehs/
(see link to www.mph.eku.edu)
(859) 622-3078

MASTER OF PUBLIC HEALTH
Environmental Health Science
CIP Code: 51.2201

I. GENERAL INFORMATION

The Department of Environmental Health Science is one of two departments that participate in the Master of Public Health (MPH) program. The department houses the MPH: Environmental Health Science concentration. The program is tailored to meet the needs of the individuals working in or planning to work in a public health profession.

II. ADMISSION REQUIREMENTS

Clear admission to the MPH program requires a baccalaureate degree from an accredited institution with a minimum 2.5 grade point average, and expected scores of 150 or higher on the Verbal, 144 or higher on the Quantitative, and 3.5 or higher on the Analytical Writing portions of the Graduate Record Exam (GRE). Applicants may use the Miller Analogy Test with a score of 385 or higher as a substitute for the GRE. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement. A TOEFL score of at least 580 (237 computerized) is also required for international applicants. Satisfying the minimum entrance requirements does not guarantee admission.

Prerequisites: Applicant must have completed at least 12 hours of biology and/or chemistry in their undergraduate program.

To apply:

Submit the following directly to the MPH Program Director:

- MPH application (see www.mph.eku.edu);
- Statement of personal and professional objectives (1 1/2 to 2 pages); and
- 3 letters of recommendation from employers and/or previous professors.

Send all other application materials directly to the Graduate School office:

- Graduate School application and fee;
- Official transcripts; and
- GRE or MAT scores; TOEFL score.

Application Deadlines

All materials must be submitted to the MPH Office no later than:

Fall admission: April 15 — international applicants
July 1 — domestic applicants

Spring admission: October 15 — domestic and international applicants

III. PROGRAM REQUIREMENTS

MPH Core Courses 21 hours
EHS 850, HEA 810, 816, 830, 855, EHS 825, and EHS 800 or .. HEA 840.

Environmental Health Concentration
Required Courses..... 9 hours
EHS 855, 865, and 880.

Electives 6 hours
Approved electives include: EHS 710, 840, 841, 845, 860, 875, 885, SSE 815, 822.

Practicum..... 3 hours
EHS 863 or EHS 839.

Research..... 3 hour
EHS 890: Independent Study in Health Science

Capstone..... 1 hour
MPH 895.

Exit Requirements..... 0 hour
GRD 888a - MPH Oral Presentation Exam

Total Credit Hours/MPH: EHS Concentration..... 43 hours

IV. EXIT REQUIREMENTS

Culminating Experience (Oral Comprehensive Exam):

Culminating experience occurs through a three-tiered process.

Students must satisfactorily:

1. Execute a scholarship/research project in a research course, and achieve a passing grade for the course (EHS 890).
2. Complete MPH 895, the MPH Capstone Course (1 credit hour).
3. Present their scholarship/research project in a way that demonstrates knowledge and mastery of selected public health objectives and competencies, and must achieve a passing score for the presentation. The students will register for GRD 888a the semester they present their presentation.

**GRADUATE CERTIFICATE IN
INDUSTRIAL HYGIENE**

CIP 51.2206

I. GENERAL INFORMATION

The College of Health Sciences through the Master of Public Health in Environmental Health offers a Master's level Certificate in Industrial Hygiene. The Certificate program is designed for both degree-seeking and Certificate-seeking students. The number of credit hours required for completion is 18 hours of which 9 hours can be used as electives in the MPH-EHS graduate program.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission include:

1. Admission to the Graduate School.
A bachelor of science degree from a nationally-accredited program
3. A minimum of 12 hours of biology and/or chemistry

III. PROGRAM REQUIREMENTS

Total Requirements 18 hours
EHS 710, 840, 841, 865, 875, and 885

DEPARTMENT OF EXERCISE AND SPORT

SCIENCE

Dr. Jack Rutherford, Chair
Dr. Heather Adams-Blair, Graduate Coordinator/Advisor
 www.ess.eku.edu
 (859) 622-1898

MASTER OF SCIENCE**Physical Education**

CIP Code: 13.1314

I. GENERAL INFORMATION

The Department of Exercise and Sport Science offers the Master of Science degree in Physical Education with three concentrations: Exercise and Sport Science, Exercise and Wellness, and Sports Administration. The concentrations in Exercise and Sport Science and Exercise and Wellness are designed for persons interested in studying the art and science of human movement. The Sports Administration concentration is designed for the prospective sports administrator in both school and non-school settings. All concentrations afford opportunity for in-depth study and research for purposes of advanced graduate work. The Department of Exercise and Sport Science also provides specialized courses used by the College of Education for Master of Arts in Education degree programs and certification programs leading to Rank II and Rank I, Physical Education. The Master of Arts in Education degree in Physical Education, the sixth year non-degree program, and the fifth year non-degree program in physical education are supported by the Department of Exercise and Sport Science and can be found in the College of Education section of this *Catalog*.

II. ADMISSION REQUIREMENTS

In order to be granted clear admission into the graduate program, students must meet the following requirements:

1. Bachelors degree in a related field
2. Minimum 2.75 undergraduate GPA
3. Two letters of reference sent directly to the Graduate Coordinator
4. Plus one of the following:
 - Miller Analogies Test (MAT) minimum score of 365
 - Graduate Record Examination (GRE) minimum scores of 147 in each of Verbal & Quantitative areas and 3.5 in the Analytical area

Students with a cumulative undergraduate GPA of 3.0 or higher are exempt from the GRE or MAT for admission. Students may be granted provisional admission for their first semester if they have a minimum undergraduate GPA of 2.75 but have not yet taken either the GRE or MAT. Contact the Graduate Coordinator for more information about the requirements for provisional admission.

Admission into the Master of Science degree program in Physical Education requires demonstration of adequate undergraduate preparation in physical education or in a field related to graduate study in physical education. Adequate preparation may be demonstrated in one of two ways:

- (1) Completion of a baccalaureate degree program with a major or minor or equivalent in physical education/exercise sport science or similarly named major or related discipline. Transcripts serve as adequate documentation for admission.
- (2) Submission of a professional portfolio, which includes a combination of relevant academic and experiential preparation.

Presentation of a professional portfolio of work experiences serves as documentation for admission consideration. Portfolio materials must document experiences and may include assessments by supervisors or other valid assessment reports.

Note: Students must submit relevant documents with their original application for admission to the Graduate School.

III. PROGRAM REQUIREMENTS

Probation and Progress in the Program — If, in any semester of study, a student's graduate grade point average falls below 3.0 for all courses taken after admission to the program, the student will automatically be on academic probation. The student will be dismissed from the program following any second semester with a cumulative GPA below 3.0. A student in the program is allowed to earn no more than one "C" and no "D"s or "F"s in courses taken after admission to the program.

Exercise and Sport Science Foundations15-18 hours

PHE 800 or EPY 869 and select 12-15 additional hours from: PHE 762, 775, 790, 810, 812, 814, 821, 822, 823, 825, 831, 833, 848, 851, 852, 865, 869, 875, 891, 895; or 700 and/or 800 level course with prior departmental approval from non PHE graduate departments (not to exceed 12 credit hours.)

Select one of the following concentrations12-15 hours**Exercise and Sport Science Option**

Select one 800 level PHE course (3 hours) plus nine hours of PHE 700 and/or 800 level courses.* Or PHE 897 (6 hours) plus six hours from PHE 700 and/or 800 level courses.

Sports Administration Option

PHE 835, PHE 730, and PHE 870 (6 hours) or PHE 839 (6 hours).

Exercise and Wellness Option

NFA 717, PHE 812, PHE 821, PHE 871 (6 hours).

Exit Requirement 0 hours

GRD 887b

Total Requirements 30 hours

*A maximum of nine hours of 700 level course works is allowed.

Note: For information on the Master of Arts in Education Degree in Physical Education, see College of Education.

IV. EXIT REQUIREMENTS

Thesis — The thesis is optional in this program.

Comprehensive Examination — Candidates shall perform satisfactorily on a written examination of their program of study (GRD 887b).

NOTE: The comprehensive exam exit requirement for students who successfully complete PHE 897 - Thesis is waived.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Dr. Diane Leggett, Chair
Claire Schmelzer, Graduate Coordinator/Advisor
 www.fcs.eku.edu

I. GENERAL INFORMATION

The Department of Family and Consumer Sciences offers two degrees in cooperation with the College of Education: the Master of Arts in Education (MAEd) degree with an option in Family and Consumer Sciences Education and the Master of Arts in Teaching (M.A.T.) degree with an option in Family and Consumer Sciences. The MAEd is for individuals who are currently certified to teach in Family and Consumer Sciences. The M.A.T. leads to teacher certification for those who have completed a B.S. (non-teaching) in one of the programs in Family and Consumer Sciences. The requirements for the MAEd degree and the M.A.T. degree may be found in the College of Education section of this *Catalog*.

The Department of Family and Consumer Sciences also offers the Master of Science degree in Community Nutrition, which is designed to prepare professionals for nutrition positions in a variety of community health agencies. The Master of Science in Community Nutrition has two options: Option 1 for persons who do not plan to complete a dietetic internship and Option 2 for persons who do plan to complete a dietetic internship. *Only Option 2 leads to Registered Dietitian (RD) eligibility.*

**MASTER OF SCIENCE
Community Nutrition
CIP Code 19.0709**

II. ADMISSION REQUIREMENTS

Minimum requirements for admission include 1) bachelor's degree; 2) a minimum overall undergraduate GPA of 3.0; and 3) **a combination of scores on the verbal and quantitative sections of the Graduate Record Exam (GRE) that is equivalent to 290, with a minimum score of 143 or higher on the Verbal, and 140 or higher on the Quantitative portions, AND a TOEFL minimum score of 580 (237 computerized) for all international students for Concentration 1* and Concentration 2*.** 4) NFA 201 and NFA 317 or department approval required for Option 1.

NOTE: GRE test score requirements are effective Fall 2014.

Prerequisites — Applicants who have completed an undergraduate major in a discipline other than dietetics will be required to remediate designated deficiencies in undergraduate education. These requirements may be met while enrolled in the master's program. NFA 201 and NFA 317 or department approval are required for students applying to Option 1. Students applying to Option 2 must have a Verification Form from an accredited Didactic Program in Dietetics (DPD).

To Apply:

Submit the following directly to the Graduate Program Coordinator for Option 2 ONLY:

Verification Statement from an accredited American Dietetics Association didactic program no later than August 1 for Fall Admission and December 30 for Spring Admission.

Send all other application materials directly to the Graduate School office:

- Graduate School application and fee;
- Official transcripts;
- GRE or MAT scores; TOEFL score.
- Statement of personal and professional objectives (1 1/2 to 2 pages)

- Interest in applying for a Graduate Assistant position

Application Deadlines:

All materials must be submitted to the Graduate School no later than:

- Fall admission: May 1
- Spring admission: October 15

III. PROGRAM REQUIREMENTS

The components of the program include a program of required courses for each option and applied experiences in community nutrition. Students may enroll in one of two options:

Option 1 requires a minimum of 30 hours of graduate credit, including NFA 835. Option 1 leads to a Master's Degree in Community Nutrition.

Option 2 requires a minimum of 36 hours of graduate credit, including NFA 830 and NFA 831. Option 2 leads to a Master's Degree in Community Nutrition and completion of an accredited Dietetic Internship. Students completing Option 2 are eligible to sit for the national Registration Examination for Dietitians to become a Registered Dietitian (RD).

The Dietetic Internship (DI) at ECU is a competitive, pre-select program. Students may apply to the Dietetic Internship after successful completion of 12 hours of course work and pending successful completion of 24 hours of graduate course work in the M.S. Community Nutrition program. Complete information about the Dietetic Internship is available at the program Web site <http://www.fcs.eku.edu/DI.php> Specific application requirements and materials can be obtained from the Director of the Dietetic Internship program. Application to the DI does not guarantee admission. Students desiring to enroll in Option 2 are encouraged to review application requirements for the DI *before* beginning graduate study.

A student who is enrolled in Option 2 but is not accepted to the DI program, can (1) reapply to the DI in another year or (2) change to Option 1 and complete the Master's Degree.

Required Coursework.....24 hours

Courses for - Options 1 and 2

Concentration 1- Community Nutrition30 hours
NFA 705, 709, 717, 811, 820; HEA 855, PHE 800, NFA 800, and 835.

**Concentration 2 - Community Nutrition
with Internship -36 hours**
NFA 705, 709, 717, 811, 820; HEA 855, PHE 802, NFA 802, 830, and 831.

Exit Requirement.....0 hours
GRD 887c

Total Requirements.....30-36 hours

* Does not lead to eligibility to sit for the Registered Dietitians' exam.

**Application and acceptance to the Dietetic Internship (NFA 830 and NFA831) is available ONLY to students who have obtained a verification statement from a DPD (Didactic Program in Dietetics) accredited by CADE (Commission

on Accreditation for Dietetics Education). Students who complete NFA 830 and NFA831 are eligible to sit for the Registered Dietitians' exam.

IV. EXIT REQUIREMENTS

Comprehensive Examinations — All candidates are required to perform satisfactorily on a written examination of their program of study (GRD 887c).

DEPARTMENT OF HEALTH PROMOTION AND ADMINISTRATION

Dr. Michael D. Ballard, Chair

Dr. Michelyn Bhandari, Graduate Coordinator/Advisor

www.healthed.eku.edu

(see link to www.mph.eku.edu)

(859) 622-1142

MASTER OF PUBLIC HEALTH

Community Health Education

CIP Code: 51.2201

I. GENERAL INFORMATION

The Department of Health Promotion and Administration is one of two departments that participate in the Master of Public Health (MPH) program. The department houses the MPH: Community Health Education concentration. The program is tailored to meet the needs of individuals working in or planning to work in a public health profession.

The Department of Health Promotion and Administration offers course work in support of the Master of Arts in Education degree concentration. The concentration in School Health Education is designed for certified public school teachers who wish to pursue graduate work in health education. The requirements for degree may be found in the College of Education section of this *Catalog*.

The Department of Health Promotion and Administration provides specialized courses in conjunction with the College of Education leading to the degree Master of Arts in Education with concentrations in School Health and Allied Health Sciences Education. Rank II and Rank I certifications are also supported by departmental curricular offerings.

The Department of Health Promotion and Administration also cooperates with the Department of Government in offering a Community Health Administration concentration in the Master of Public Administration degree. The purpose of this concentration is to prepare administrators who have health or health education as a component of their administrative responsibilities. The curriculum for the degree and concentration may be found in the College of Arts and Sciences section of this *Catalog*.

II. ADMISSION REQUIREMENTS

Clear admission to the MPH program requires a baccalaureate degree from an accredited institution with a minimum 2.5 grade point average, and expected scores of 150 or higher on the Verbal, 144 or higher on the Quantitative, and 3.5 or higher on the Analytical Writing portions of the Graduate Record Exam (GRE). Applicants may use the Miller Analogy Test with a score of 385 or higher as a substitute for the GRE. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last

60 hours of undergraduate work are exempt from the GRE/MAT requirement. A TOEFL score of at least 580 (237 computerized) is also required for international applicants. Satisfying the minimum entrance requirements does not guarantee admission.

To apply:

Submit the following directly to the MPH Program Director:

- MPH application (see www.mph.eku.edu);
- Statement of personal and professional objectives (1 1/2 to ... 2 pages); and
- 3 letters of recommendation from employers and/or previous professors.

Send all other application materials directly to the Graduate School office:

- Graduate School application and fee;
- Official transcripts; and
- GRE or MAT scores; TOEFL score.

Application Deadlines

All materials must be submitted to the MPH Office no later than:

- Fall admission: • April 15 — international applicants
 • July 1 — domestic applicants

- Spring admission: • October 15 — domestic and international .. applicants

III. PROGRAM REQUIREMENTS

MPH Core Courses21 hours

EHS 850; HEA 810, 816, 830, 855; EHS 800 or HEA 840;
EHS 825

Community Health Education Required Courses12 hours

HEA 820, 825, 875, and 898

Elective3 hours

HEA 791, 792, 793, 795, 804, 856, EHS 880, or POL 877

Practicum3 hours

HEA 890

Research3 hours

HEA 880

Capstone1 hour

MPH 895

Exit Requirement0 hours

GRD 888a

Total Credit Hours/MPH: CHE Concentration43 hours

IV. EXIT REQUIREMENTS

Culminating Experience (Oral Comprehensive Exam) —

Culminating experience occurs through a three-tiered process.

Students must satisfactorily:

1. Execute a scholarship/research project in the special projects course, and achieve a passing grade for the course (HEA 880).
2. Complete MPH 895, the MPH Capstone Course (1 credit hour).
3. Present their scholarship/research project in a way that demonstrates knowledge and mastery of selected public health objectives and competencies, and must achieve a passing score for the presentation. The students will register for GRD 888a the semester they give their presentation.

**DEPARTMENT OF
OCCUPATIONAL THERAPY**

Dr. Colleen Schneck, Chair
Dr. MaryEllen Thompson, Graduate Coordinator/Advisor
 www.ot.eku.edu
 (859) 622-3300

**OCCUPATIONAL THERAPY DOCTORATE
(OTD)**

I. GENERAL INFORMATION

The Occupational Therapy Department offers a post-professional Occupational Therapy Doctorate program for practitioners. This doctoral program will create occupation-based practitioners who will be ethical leaders of change in occupational therapy services for diverse populations. The program offered online and is tailored to meet the advanced practice needs of occupational therapists in the Commonwealth and adjoining states.

Graduates of the OTD program will:

1. Engage in occupation based practice as a method of change to positively impact the future of the profession and the quality of occupational therapy services
2. Ethically and responsibly meet the needs of diverse client populations, by addressing issues related to health disparity in rural and urban areas, as well as policy and legislation at local, state, and national levels.
3. Serve as leaders of change at local, state, and national levels using tools such as program development, participatory action research, client education, and evidence based practice
4. Use advanced clinical and ethical reasoning skills to improve occupational therapy services.

II. ADMISSION REQUIREMENTS

Applicants must meet the following criteria for admission to the OTD Program:

1. A degree from an entry level occupational therapist program that is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE). International applicants must have met all requirements for practice in their own country and graduated from an accredited or World Federation of Occupational Therapy (WFOT) approved occupational therapy program.
2. Certification by the National Board for Certification in Occupational Therapy (NBCOT). International applicants must provide documentation that they are eligible to practice as an occupational therapist in their home country.
3. A master's degree.
4. A graduate research methods course.
5. Expected GRE scores of 147 or higher on the verbal and 147 or higher on the quantitative sections and a 3.5 or higher on the analytical writing section. The GRE will be waived if the applicant has earned a graduate degree from a regional, accredited institution.
6. Three letters of recommendation for applicants who do not have an M.S. in Occupational Therapy from EKU.
7. A one-to-two page statement of professional goals.
8. A resume and/or professional portfolio.

9. Transcripts of undergraduate and graduate coursework.
10. An online graduate application.
11. Those applicants meeting the above criteria will complete an admission interview with the faculty of the doctoral program prior to final selection.

III. PROGRESSION REQUIREMENTS

Students need to obtain a grade of a B or higher in all courses in order to progress in the program.

IV. PROGRESSION REQUIREMENTS

OTS 853	3 hours
OTS 882	3 hours
OTS 886	3 hours
OTS 901	3 hours
OTS 902	3 hours
OTS 903	3 hours
OTS 904	3 hours
OTS 905*	6 hours
OTS 906	1 hour
OTS 910	3 hours
OTS 911	3 hours
OTS 912	3 hours
OTS 913	3 hours

*Course taken twice for a total of 6 hours

TOTAL CREDIT HOURS36-40 hours

V. EXIT REQUIREMENTS

1. Candidates are required to satisfactorily complete and present capstone projects.
2. Candidates are required to satisfactorily complete and present a professional portfolio.

REHABILITATION SCIENCES

DOCTORAL PROGRAM

(in collaboration with the University of Kentucky)

I. GENERAL INFORMATION

The Department of Occupational Therapy participates in a collaborative Rehabilitation Sciences Doctoral Program with the University of Kentucky. The Doctoral Program in Rehabilitation Sciences is designed to produce academic leaders, researchers, and clinical leaders. The curriculum will provide the students with general knowledge of the full spectrum of the rehabilitation process as well as in-depth knowledge of one specific area of a discipline, such as Occupational Therapy, Physical Therapy, Athletic Training, or Speech and Communication. The degree is awarded by the University of Kentucky.

II. ADMISSION REQUIREMENTS

The student will apply to the University of Kentucky Graduate School. Students must meet the admission criteria of the Graduate School at the University of Kentucky, possess a Masters Degree and be eligible for a current license to practice in Kentucky.

III. PROGRAM REQUIREMENTS

Program requirements can be obtained from www.mc.uky.edu/rehabsciences/index.html.

IV. EXIT REQUIREMENTS

Successful completion of a planned program, comprehensive exam, and a dissertation are required for completion of the Rehabilitation Sciences Doctoral Program

MASTER OF SCIENCE
Occupational Therapy
CIP 51.2306

I. GENERAL INFORMATION

The Department of Occupational Therapy offers the Master of Science degree in Occupational Therapy. There are two admission options in the program (Professional Option, and Post-Professional Option). The Professional Option is intended for students who do not currently hold a baccalaureate degree or post-baccalaureate certificate in occupational therapy. Permission to enter via the Professional Option, either BS OS Entrance or MS Transition Entrance, is highly dependent on the applicant’s prior education and therefore the admission criteria should be reviewed carefully. The BS OS Entrance is for the individual with a baccalaureate degree in occupational science, and the MS Transition Entrance is for the individual with a baccalaureate degree in a discipline other than occupational science or occupational therapy. The Post-Professional Option is for students who currently hold a baccalaureate degree or post-baccalaureate certificate in occupational therapy from an accredited occupational therapy program.

The graduates of the Master of Science degree program in Occupational Therapy will demonstrate the ability to:

- (1) Design, provide and analyze evidence-based occupational therapy services that engage people in occupation to support their participation in context.
- (2) Collaborate with others to promote the health and well-being of diverse persons and communities.
- (3) Contribute to occupational therapy practice, education and research through the ethical application of reasoning abilities.
- (4) Reflect the profession’s values, principles and beliefs in carrying out professional responsibilities.
- (5) Inform, negotiate, advocate, and consult with diverse persons, disciplines, and communities to facilitate and promote health.

II. ADMISSION REQUIREMENTS

PROFESSIONAL OPTION

BS OS Entrance

- 1.) Bachelors degree in Occupational Science
- 2.) “C” or better in all prerequisite coursework.
- 3.) 3.0 GPA on the most recent 60 hours of coursework (program rerequisites not included in the most recent 60 hours will be added in the calculation of GPA) or a 3.0 overall undergraduate GPA (all hours attempted in the semester in which the 60th hour occurs will be counted) determined by the February 1st program application deadline.
- 4.) GRE combined score (verbal and quantitative reasoning) of at least 750 and a minimum score of 3.0 on the analytical writing score.
- 5.) Three letters of recommendation.

Specific Criteria

Students with a baccalaureate degree in occupational science should apply to the Graduate School by February 1 of their senior year for admission into the Master of Science in Occupational

Therapy. Students will be admitted on a competitive basis using a weighted matrix.

MS Transition Entrance

- 1.) Bachelors degree in a discipline other than Occupational Science from a regionally accredited university.
- 2.) “C” or better in all prerequisite coursework.
- 3.) 3.0 GPA on the most recent 60 hours of coursework (prerequisites to the transition year not included in the most recent 60 hours will be added in the calculation of GPA) or a 3.0 overall undergraduate GPA (all hours attempted in the semester in which the 60th hour occurs will be counted) determined by May 1st program application deadline.
- 4.) GRE combined score (verbal and quantitative reasoning) of at least 750 and a minimum score of 3.0 on the analytical writing score.
- 5.) Three letters of recommendation.

Specific Criteria

An undergraduate degree in a discipline other than occupational science or occupational therapy and prerequisite course work in Human Anatomy, Human Physiology, Psychology, and Statistics. Students should apply through the undergraduate school by May 1st. Prerequisite course work must be completed by the end of the Spring semester of the application year. Students may be requested to submit a course description of prerequisite course work with the application. Students will be admitted on a competitive basis using a weighted matrix.

Students accepted into the MS Transition program are required to take a year of transition courses prior to beginning Master of Science course work. The deadline for applications for the MS Transition program is May 1st. Students who are accepted into the MS Transition program must be enrolled in Fall semester transition year courses by July 1st and may continue on into the Master of Science program after completing the transition year courses, if they maintain a GPA of 3.0 during the transition year, complete all transition year courses with a “C” or better and are accepted by the Graduate School. Students will apply to the Graduate School during the transition year of course work. The deadline for application to the Graduate School is February 1st.

Transition Year Course Work — The following undergraduate courses are completed as a post-baccalaureate undergraduate during the year prior to the Master’s coursework: BIO 271, 371, OTS 362, 402, 422, 430, 478, and 499.

Post-Professional Option

- 1.) Bachelors degree or post-baccalaureate certificate from an accredited occupational therapy program.
- 2.) GRE combined score (verbal and quantitative reasoning) of at least 750 and a minimum score of 3.0 on the analytical writing score.

Specific Criteria

An undergraduate degree or post-baccalaureate certificate from an accredited occupational therapy program. Students with a baccalaureate degree of a certificate in occupational therapy may apply at any time.

III. PROGRAM REQUIREMENTS

Professional Option

Core Courses29 hours



OTS 820, 822, 824, 830, 832, 836, 850, 880.

Electives3 hours

OTS 720, 825, 835, 837, 851, 852, 853, 855 or 855S, 862, 863, 864, 865, 866, 870, 875, 882, 883, 884, 885, 890, PSY 777, 797, CDS 867, SED 704, 790.

Research6 hours

Non-thesis

OTS 896 and an elective.

Comprehensive examination required (GRD 887d)0 hours

OR

Thesis

OTS 898, 8990 hours

Oral Defense of Thesis (GRD 888c).....0 hours

Field Work18 hours

OTS 821, 831, 845, 846, 847, 871.

A minimum of 56 semester hours of graduate credit is required.

Post-professional Option

Core Courses9 hours

OTS 720, 850, 853, 880, 882, 884, 885.

Three Core Courses must be selected from the seven options, at least one of which must be a research class - either OTS 880 or OTS 884.

Electives/Cognates.....15 hours

OTS 720, 825, 835, 837, 850, 851, 852, 853, 855 or 855S, 862, 863, 864, 865, 866, 870, 875, 880, 882, 883, 884, 885, 890, PSY 777, CDS 867, SED 790, OTS 831.

Cognates may be selected from related areas such as Business, Special Education, Therapeutic Recreation, Education, Nutrition, Child Development, Psychology, Sociology, etc.

Research6 hours

Non-thesis

OTS 896 and an elective.

Comprehensive examination required (GRD 887d).

OR

Thesis

OTS 898, 899, GRD 888c.

A minimum of 30 semester hours of graduate credit is required.

IV. EXIT REQUIREMENTS

Thesis — A thesis is optional in this program. If thesis option is selected, an oral defense of the thesis is required (GRD 888c).

Comprehensive Examination — A comprehensive examination will be required of all non-thesis candidates (GRD 887d).

The professional course work for the Master of Science in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane Bethesda, MD 20814, (301) 652-2682. Following successful completion of the Master of Science in Occupational Therapy, the graduate is eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination. For additional information on the examination, contact NBCOT, 800 S. Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150, (301) 869-8492.

Professional level graduates must apply for licensure and/or certification prior to practicing in any state. A criminal record (excluding minor traffic violations) may make a person ineligible

for national certification examination and/or licensure or state certification for practice. Students with such a history should contact NBCOT and relevant licensing or certifying bodies prior to enrollment to determine their situation.

For more information regarding the profession, contact the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Bethesda, Maryland, 20814, www.aota.org.

Program changes may occur in response to accrediting agencies. Students should contact the department to verify program requirements.

DEPARTMENT OF RECREATION AND PARK ADMINISTRATION

Dr. Jon McChesney, Chair

Dr. Jon McChesney, Graduate Coordinator/Advisor

www.recreation.eku.edu

(859) 622-1833

The Department of Recreation and Park Administration offers a Master of Science degree in Recreation and Park Administration. Graduates pursue supervisory and management positions in the delivery of recreation, parks, and leisure services.

The Department of Recreation and Park Administration is responsible for program advisement and course prescriptions leading to the Master of Science degree in Recreation and Park Administration.

Full time students may be able to complete the M.S. degree in one year. Graduates may be eligible to apply for the Certified Park and Recreation Professional (CPRP), and/or Certified Therapeutic Recreation Specialist certification (CTRS).

MASTER OF SCIENCE

Recreation and Park Administration

CIP Code: 31.0301

I. GENERAL INFORMATION

The Master of Science program provides a generalized study in recreation, parks, and leisure services management. The program prepares students for supervisory and management careers in therapeutic recreation, commercial recreation and tourism, and public and nonprofit recreation. Individuals with backgrounds in biology, business, physical education, sociology, and psychology frequently lead professional careers in recreation, parks, and leisure services.

II. ADMISSION REQUIREMENTS

Applicants are expected to have an undergraduate grade point average of at least 2.5 overall and a combined score on the Graduate Record Examination (GRE) of at least 143 on the verbal section and 138 on the quantitative section, to receive clear admission to the degree program or the Miller Analogy Test (MAT) scaled score of 365. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

An undergraduate major or minor in recreation, parks, or leisure is preferred. REC 350 and 460 (or course equivalents) are undergraduate prerequisites for students not holding a BS degree in

recreation, parks, or leisure services.

Courses open to graduate students require a minimum understanding of foundations in recreation and park administration, knowledge of facility operation, agency budgeting, and legal issues. Students with limited field experience may be required to complete a graduate practicum course.

III. PROGRAM REQUIREMENTS

Curriculum for the General Program

Recreation Core Requirements.....18 hours

- A. Foundation. REC 825.....3 hours
- B. Administration. REC 830, 840, 8509 hours
- C. Research. REC 8013 hours
- D. Advanced Study. REC 809.....3 hours

Supporting Courses9 hours

Select from the following courses: REC 711, 712, 716, 730, 790, 815, 870, 871, 890, and 897.

Elective Courses3 hours

Exit Requirement

GRD 887e

Total Requirements.....30 hours

IV. EXIT REQUIREMENTS

Thesis — A thesis is optional in this degree program.

Comprehensive Examination — A comprehensive examination is required (GRD 887e).



College of Justice and Safety

Dr. Allen L. Ault, Dean
Stratton 354-A
www.justice.eku.edu

School of Justice Studies

Dr. Victor E. Kappeler, Associate Dean
(859) 622-1978
Stratton 348

**School of Safety, Security and
Emergency Management**
Dr. Larry Collins, Associate Dean
(859) 622-1009
Stratton 245

The College of Justice and Safety offers three master’s degrees: (1) the Master of Science degree in Adult, Juvenile, and Community Corrections Leadership, (2) the Master of Science degree in Criminal Justice, and (3) the Master of Science degree in Safety, Security and Emergency Management.

SCHOOL OF JUSTICE STUDIES

Dr. Victor E. Kappeler, Associate Dean
(859) 622-1978
Stratton Building, Room 348

Dr. Peter Kraska, Interim Chair, Graduate Program Director
Stratton Building, Room 467
(859) 622-1980

The School of Justice Studies offers Master of Science degrees in Adult, Juvenile, & Community Corrections Leadership and Criminal Justice.

MASTER OF SCIENCE
Adult, Juvenile, & Community Corrections Leadership
CIP Code: 43.0102

I. GENERAL INFORMATION

Graduates of the program are expected to demonstrate advanced-level critical and analytical thinking; to apply principles from multiple academic disciplines to problems in adult, juvenile, and community corrections in an effort to formulate creative solutions and to respect, evaluate, and synthesize information from diverse sources. A central goal is to develop the student’s leadership/communication/critical thinking skills in order to improve their administrative effectiveness. Further, graduates are required to show competency in the following areas: (1) the historical, theoretical, and legal foundations of the field; (2) the methods of gathering and analyzing information for research purposes; (3) knowledge of the major bases of literature; and (4) the ability to function responsively in leadership positions within adult, juvenile, and community corrections agencies.

II . ADMISSION REQUIREMENTS

Applicants must (a) meet the requirements of the Graduate School; (b) hold a baccalaureate degree from an accredited institution; (c) have achieved an undergraduate grade point average (GPA) of 3.0 overall or in the last 60 hours of the baccalaureate program; (d) have achieved Graduate Record Examination (GRE)

score of 146 or above on Verbal, 140 or above on the Quantitative and 4.0 or above on the Analytical Writing portions of the GRE; and (e) have two persons qualified to assess the applicant’s potential for graduate work submit letters of recommendation directly to the Graduate Coordinator in the School of Justice Studies (Stratton 467). Applicants who do not meet these GPA or GRE requirements, but who otherwise demonstrate promise for successful graduate study, may be granted probationary admission, but such applicants must comply with all requirements of the Graduate School regarding probationary admission. The Master of Science in Adult, Juvenile, & Community Corrections Leadership must be completed online. Contact the Graduate Program Coordinator for additional details.

III . PROGRAM REQUIREMENTS

A minimum of 30 semester hours of graduate credit is required. A maximum of nine hours of approved, outside credit may be transferred to this degree program. All outside credit must be approved by the Department Graduate Committee.

Core Courses	15 hours
COR 809, 818, 830, 835, and 878.	
Additional COR/Electives	15 hours
Exit Requirement - Thesis Option	0 hours
GRD 898b	
Exit Requirements - Non-Thesis.....	0 hours
GRD 897a, 898a	
Total Curriculum Requirements	30 hours

Note: No more than 6 hours total may be applied to a degree from COR 839 and 897 (singularly or combined).

IV. EXIT REQUIREMENTS

Capstone Applied Research Project - Prerequisites: Complete all core courses and be in the last semester of coursework prior to graduation. Candidates are required to satisfactorily complete applied research project (COR 878) and oral comprehensive examination (GRD 897a and 898a, 0 credit) before they are eligible to graduate from the program.

MASTER OF SCIENCE

Criminal Justice

CIP Code: 43.0103

I. GENERAL INFORMATION

Objectives of the graduate program are based upon the assumption that social policy, decision-making, and reform in modern society require a broad academic experience and innovative thinking, including theoretical foundations of the discipline, appropriate research methods, and principles applicable to the administration of justice.

A major focus is to demonstrate that problems of both a public and private nature associated with crime and delinquency must be viewed as social problems rather than isolated problems. It is therefore expected that graduates will be:

1. conversant with the theoretical and legal principles implicit in criminal justice;
2. knowledgeable of the essential research contributions in the discipline;
3. capable of research and data analysis appropriate to the discipline; and
4. competent to assume policy-making, research and instructional responsibilities in criminal justice.

II . ADMISSION REQUIREMENTS

Students seeking clear admission should hold a baccalaureate degree from an accredited institution of higher learning with a 3.0 grade point average overall or in the last 60 hours of undergraduate course work and a combined score of 1250 on the general section of the Graduate Record Examination under the GRE scoring system in use until October 1, 2002 or a combined verbal and quantitative score of at least 850 and an analytical writing score of at least 4.0 under the scoring system in use after October 1, 2002.

Probationary admission may be granted to applicants not meeting these conditions but who present additional evidence for successful graduate study. All applicants must submit two letters of recommendation directly to the Criminal Justice Graduate Program Coordinator in the College of Justice and Safety. Students may be required to complete prerequisite course work. Introductory statistics and research methods are prerequisites for CRJ 808 and CRJ 888.

Student must also meet the general requirements of the Graduate School.

III . PROGRAM REQUIREMENTS

A minimum of 36 semester hours of graduate credit is required. The following courses are required of all students: Advanced Criminal Justice Studies (CRJ 800), Analysis of Criminal Justice Data (CRJ 808) or Crime and Public Policy (CRJ 875), Theories of Criminology and Delinquency and Research Methods in Criminal Justice (CRJ 888).

Graduate Course Credit — All 700 level courses have undergraduate counterparts bearing the same last two digits. The 700 level courses are offered only for graduate level credit and require additional appropriate experiences for all students enrolled. Students who have previously taken the undergraduate counterpart of these courses at the 500 level will not be permitted to enroll for graduate level credit in the 700 level counterpart. Credit will not be awarded for both the 700 and 500 level of the same course.

Cross Listed Courses — Some courses are offered under different prefixes with the same course content. Students will not

be awarded credit for any course for which they have previously received credit under a cross listed prefix.

Curriculum for the General Program**

Core Courses 12 hours

CRJ 800, 870, 888 and 808 or 875.

Eight Electives or Six Electives plus Thesis 24 hours

Exit Requirements

GRD 897b - (Non-Thesis)

GRD 898c - (Thesis)

Total Requirements..... 36 hours

**Course work for CRJ 987 should be arranged and no more than 9 hours will be applied toward the degree.

IV. EXIT REQUIREMENTS

Thesis — A thesis is optional in this program. GRD 898c required if thesis is chosen.

Comprehensive Examination — Students in the non-thesis option are required to pass a written comprehensive examination (GRD 897b). Students in the thesis option are required to pass an oral comprehensive examination in defense of the thesis (GRD 898c).

CERTIFICATE

Corrections/Juvenile Justice Leadership

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in Corrections/Juvenile Justice Leadership granted by the School of Justice Studies and the College of Justice and Safety. The certificate may be completed online. While the GRE is not required to pursue the certificate, students who earn an overall GPA of less than 3.0 in certificate courses will not be accepted into the M.S. program. Students who complete certificate courses with a GPA above 3.0 may apply to the M.S. degree program and apply credit from the certificate toward the degree. The certificate will consist of four courses and offer either a juvenile justice or adult corrections option.

Adult Corrections Option..... 12 hours

COR 809, 812, 835, and 840.

Juvenile Justice Option..... 12 hours

COR 809, 812, 820, and 835.

SCHOOL OF SAFETY, SECURITY, AND EMERGENCY MANAGEMENT

Dr. Larry Collins, Associate Dean

(859) 622-7884

Stratton Building, Room 245

Dr. Tom Schneid, Graduate Program Coordinator

Stratton Building, Room 345

(859) 622-7890

MASTER OF SCIENCE

Safety, Security, and Emergency Management

CIP Code: 43.9999

I. GENERAL INFORMATION

The School of Safety, Security, and Emergency Management offers the Master of Science degree in Safety, Security, and

Emergency Management. The M.S. degree program is designed to provide students with a broad background in safety, security, and disaster management safety, plus the option for more in-depth knowledge of at least one area of safety, security & emergency management, and safety through thesis research. The program is directed to preparing students for responsible careers in safety, security, and emergency management. Students are prepared to draw logically sound conclusions, to think creatively, to communicate effectively, and to appreciate the role and responsibilities of the security or emergency management and safety administration/manager.

The objectives of the graduate Safety, Security, and Emergency Management program are:

- (1) To provide a broad based program that affords the depth of education, the specialized skills, and the sense of creativity that will allow the graduate to practice in and contribute to the field of safety, security, and emergency management.
- (2) To provide an avenue for a highly mobile and marketable career to individuals wishing to pursue graduate education and remain in Kentucky and/or surrounding areas.
- (3) To add to the body of knowledge through scholarly activity, research, and advanced professional training.
- (4) To provide safety, security, and emergency management practitioners with leadership skills needed for the planning and delivery of loss prevention and safety services at the state, regional, and national levels.

II. ADMISSION REQUIREMENTS

Students seeking clear admission should hold a baccalaureate degree from an accredited institution of higher learning with a 3.0 grade point average overall or in the last 60 hours of undergraduate course work and a minimum Graduate Record Examination (GRE) score in three categories: Verbal 149, Quantitative 141, Analytical 3.0 or above under the scoring system in use starting August 1, 2011; or Miller Analogies Test (MAT) score of 375 and a 3.0 GPA.

Applicants should have academic and/or experiential preparation and background in one of the areas to include: safety, security, fire, homeland security, fire administration, and risk management. When deficiencies are deemed to exist applicants will be required to satisfy all designated deficiencies prior to admission to candidacy.

Students must also meet the general requirements of the Graduate School.

Online Learning Option - The Master of Science degree in Safety, Security and Emergency Management is offered online. The M.S. degree program also offers classes each semester online including options in Fire and Emergency Management, School Safety, Labor & Employment, Homeland Security, and Occupational Safety.

III. PROGRAM REQUIREMENTS

Safety, Security, and Emergency Management**

Core Requirements 18 hours
SSE 815, 822, 826, 827, 833, 865, 880.

Core Electives 12 hours
Twelve hours selected from the following:
HLS 800, 810, 820, 830, SSE 820, 824, 825, 827, 828, 829, 832, 834, 839, 841, 845, 890, 897.

OR Concentration

Concentration in Emergency Management.....9 hours
SSE 829, 830, 831

Concentration in Ergonomics 12 hours
SSE 850, 851, 852, 853
Concentration in Fire and Emergency Services..... 12 hours
SSE 820, 824, 825, 829.
Concentration in Homeland Security..... 12 hours
HLS 800, 810, 820, 830.
Concentration in Occupational Safety 12 hours
SSE 828, 832, 834, 845.
Concentration in School Safety..... 15 hours
SSE 870, 871, 872, 873.

Total Curriculum Requirements36-39 hours

**Only a combination of nine hours of SSE 839, 841, 897 will count toward the degree. In addition, only six hours of 897 and 3 hours of 839 and/or 841 will count toward the degree. In exceptional cases and with approval from the SSEM Chair of Graduate Studies and Research, up to 12 hours from these three courses may be applied toward the degree.

**No more than six hours of SSE 890 courses can be taken within the program. In exceptional cases and with approval from the SSE Graduate Program Director and Graduate School additional 890 courses may be applied toward degree.

IV. EXIT REQUIREMENTS

(select one of the two options below):

Thesis Option*

SSE 898.....3 hours
Additional elective courses3-6 hours
GRD 898d0 hours

* If the thesis option is chosen the research topic and area of focus must be agreed upon by the student and the student’s permanent committee. An oral examination in defense of the thesis is required (GRD 898d).

Non-Thesis Option

Additional elective courses6-9 hours
GRD 897c0 hours

Comprehensive Examination - Students in the non-thesis option are required to pass a comprehensive examination (GRD 897c) covering various components of the candidate’s program focusing on the core requirements.

CERTIFICATES

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in Emergency Management, Fire and Emergency Services, Homeland Security, Labor and Employment, Occupational Safety, or School Safety. These certificates are granted by the School of Safety, Security and Emergency Management and the College of Justice and Safety. The certificate may be completed online. The GRE/MAT is not required to pursue the certificate option only. A minimum 2.5 GPA is required. However, students who complete certificate courses with a GPA above 3.0 may apply to the M.S. degree program and apply credit from the certificate toward the degree. The certificate will consist of four courses for each option.

Certificate in Emergency Management

Certificate Requirements..... 12 hours
SSE 826, 829, 830, 831

Total Curriculum Requirements 12 hours

Certificate in Fire and Emergency Services

Certificate Requirements..... 12 hours

SSE 820, 824, 825, 829.

Total Curriculum Requirements 12 hours

Certificate in Homeland Security

Certificate Requirements..... 12 hours

HLS 800, 810, 820, 830.

Total Curriculum Requirements 12 hours

Certificate in Labor and Employment

Certificate Requirements..... 12 Hours

SSE 860, 861, 862, 863

Total Curriculum Requirements 12 hours

Certificate in Occupational Safety

Certificate Requirements..... 12 hours

SSE 828, 832, 834, 835.

Total Curriculum Requirements 12 hours

Certificate in School Safety

Certificate Requirements..... 15 hours

SSE 870, 871, 872, 873.

Total Curriculum Requirements 15 hours

SECTION SIX

Course Descriptions

Course Prefixes

ACC	Accounting
ADM	Apparel Design and Merchandising
AEM	Applied Engineering and Technology Management
AGR	Agriculture
ARH	Art History
ART	Art
BIO	Biology
CAH	Arts and Sciences Interdisciplinary
CCT	Corporate Communication and Technology
CDF	Child and Family Studies
CDS	Communication Disorders and Sciences
CHE	Chemistry
CIS	Computer Information Systems
CMS	Communication Studies
CNM	Arts and Sciences Interdisciplinary
COM	Communication
CON	Construction Management
COR	Correctional and Juvenile Justice Studies
COU	Counseling
CRJ	Criminal Justice
CSC	Computer Science
CTE	Career and Technical Education
DES	Design
EAD	Educational Administration
ECO	Economics
EDC	Educational Core
EDF	Educational Foundations
EGC	Graduate Certification
EHE	Higher Education
EHS	Environmental Health Science
ELE	Elementary Education
EME	Elementary and Middle Grade
EMG	Middle Grade Education
EMS	Elementary, Middle Grade, and Secondary Education
ENG	English
ENW	English Creative Writing
EPY	Educational Psychology
ESE	Secondary Education
ETL	Education Teacher Leader
FCS	Family and Consumer Sciences
FIN	Finance
FRM	Family Resource Management
GBU	General Business
GEO	Geography
GLY	Geology
HEA	Health Education
HIS	History
HLS	Homeland Security
INS	Insurance
LAS	Paralegal
LIB	Library Science
MAT	Mathematics
MGT	Management
MKT	Marketing
MPH	Master in Public Health
MUS	Music
NET	Networking
NFA	Nutrition, Foods, and Food Administration
NSC	Nursing
NSM	Network Security Management
OHO	Ornamental Horticulture
OTS	Occupational Therapy
PHE	Physical Education
PHI	Philosophy
PHY	Physics
POL	Political Science
PSY	Psychology
PUB	Public Relations
QMB	Quantitative Methods
REC	Recreation and Park Administration
RST	Real Estate
SED	Special Education

SPA	Spanish
SSE	Safety, Security & Emergency Management
STA	Statistics
TEC	Technology, General
THE	Theatre Arts
TRS	Traffic Safety

Course Numbering

Courses are numbered according to the following plan:

700-899 are for graduate students only

Course Descriptions

The semester hours which may be earned by successful completion of a course are indicated in parentheses immediately following the course title, e.g., (3).

I, II, and A used in the description of a course indicate the course will be offered the fall semester, spring semester, and by announcement, respectively. A course is offered during the indicated semester or by announcement on the assumption there will be adequate enrollment. If a course does not obtain adequate enrollment, it is subject to cancellation. The University reserves the right to cancel any course if the enrollment is not sufficient, to divide a course if the enrollment is too large for efficient instruction, and to change instructors when necessary.

The description of the course format for courses which include a laboratory experience is found at the end of the course description. A course which consists of three hours of classroom lecture and two hours of laboratory per week is described as "3 Lec/2 Lab."

ACC—Accounting
Dr. Oliver Feltus, Chair

ACC 701 International Accounting and Combinations. (3) II. Prerequisite: ACC 302 with a minimum grade of “C.” Corporate combinations including consolidating balance sheets and income statements, and special problems with consolidations. International topics: standards, foreign exchange transactions, and translation of financial statements of foreign subsidiaries.

ACC 721 Fund Accounting. (3) I. Prerequisite: ACC 302 with a minimum grade of “C.” Advanced study in accounting and fiscal procedures for institutions and for federal, state, county, and municipal governments.

ACC 723 Taxation of Corporations. (3) A. Prerequisite: ACC 322 with a minimum grade of “C.” Federal income tax report preparation with emphasis on partnership and corporate returns; estate and trusts; gift and estate taxes; special problems in preparation of tax returns.

ACC 725 Forensic Accounting. (3) A. Prerequisites: ACC 301, 322 or 322S and GBU 204 with a grade of “C” or better or departmental approval. A study of investigative accounting procedures and techniques used in litigation support. Topics to be covered include financial reporting fraud, employee fraud, income reconstruction methods, testifying as an expert witness, evidence management, cyber crime, and business evaluations.

ACC 727 Advanced Management Accounting Seminar. (3) II. Prerequisites: ACC 302, ACC 327, AEM 202, and FIN 300 with a grade of “C” or better in each course. Addresses financial, nonfinancial, and ethical dimensions of decision-making related to planning, control, and reporting. Course content goes beyond creation and accumulation of information, emphasizing appropriate application, interpretation, and use of managerial accounting information.

ACC 750 Accounting for Non-Profit Organizations. (3) II. General theory of budget implementation and reporting as well as internal control of other significant areas for not-for-profit organizations.

ACC 820 Survey of Accounting. (3) I. Designed for students who have completed a non-business degree and now wish to acquire a background in accounting and/or business. Cannot be used as an MBA elective.

ACC 850 Managerial Accounting. (3) II. Prerequisite: Admission into the MBA program and successful completion of any required prerequisite MBA foundation courses or departmental approval. Focus on managerial accounting concepts, including costing, budgeting, forecasting, planning and control. Emphasis on preparing and using financial statements as well as various managerial reports for decision-making.

ACC 857 Research in Taxes. (3) A. Prerequisite: ACC 322 with a minimum grade of “C-” and instructor approval. An intensive analysis of the Internal Revenue Code. Research and discussion of tax problems involving business and tax planning.

ACC 860 Seminar in Accounting. (3) A. Prerequisite: Full admission to the MBA program or departmental approval for non-MBA students. This course involves directed readings and intensive investigations into controversial and specific areas of accounting. Oral and written reports are required.

ACC 890 Special Problems in Accounting. (1-6) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

ADM—Apparel Design and Merchandising
Dr. Diane Leggett, Chair

ADM 750 ADM Topics: _____. (1-3) A. A workshop course designed to offer specialized expertise in numerous areas related to textiles, clothing and fashion. May be retaken to a maximum of six hours provided workshop topics vary.

ADM 810 Socio-Psychological Factors of Apparel. (3) A. Social, cultural, and psychological factors which influence personal satisfaction in selection and use of apparel.

ADM 819 Special Problems in ADM. (1-3) A. Prerequisites: 3.0 GPA and instructor approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. The student selects a problem and works under the supervision of the instructor. May be retaken to a maximum of six hours providing topics vary. Students having received credit for the course at the 500 level may take this course to a maximum of six hours, including the undergraduate credits. Those who have not received credit for this course at the undergraduate (500) level may retake it to a maximum of six hours credit.

AED—Art Education

AED 740 Art Teaching: Secondary Schools. (3) I. Prerequisite: Admission to the Master of Arts in Teaching Program. Co-requisite: AED 761. Developmentally appropriate materials and methods for teaching visual art in the secondary schools. Minimum of 40 field/clinical hours. Maximum number of repeatable hours: 6. Credit will not be awarded for both ESE 740 and AED 740.

AED 761 Materials Inquiry in Art Education. (3) I. Prerequisite: Open to graduate and Master of Arts in Teaching students in Art Education. Diversified inquiry into art materials and processes in the elementary and secondary schools. Maximum number of repeatable hours: 6.

AEM—Applied Engineering Management
Dr. Dennis Field, Coordinator

AEM 706 Six Sigma Quality. (3) A. Formerly INT 706. Prerequisite: AEM 202. A study of six sigma methodology and current practices with an emphasis on key quality drivers and statistical methods for world-class products and companies. Credit will not be awarded for both AEM and INT 706.

AEM 730 Design of Experiments. (3) A. Formerly INT 730. Prerequisite: AEM 202. Principles and practices of efficient experiment design for industry. Topics include the philosophy of experiment design, comparison of various designs, hypothesis testing, and the analysis of data. Credit will not be awarded for both AEM and INT 730.

AEM 801 Economics for Lean Operations. (3) A. Formerly INT 801. Prerequisite: ECO 230. Cost management, budgeting, accounting, capital planning, and other topics necessary for making effective economic decisions from a lean perspective. Quantitative methods and computer applications used to formulate decisions relating to operations. Credit will not be awarded for both AEM and INT 801.

AEM 802 Productivity Assessment and Analysis. (6) A. Formerly INT 802. Prerequisite: departmental approval. A study of industrial productivity; its assessment, measurement, analysis and improvements with emphasis upon human productivity, and machine, material, and process productivity. Credit will not be awarded for both AEM and INT 802.

AEM 804 Project Management. (3) A. Formerly INT 804. Prerequisite: departmental approval. Elements of managing projects including the use of modern project management software. Credit will not be awarded for both AEM and INT 804.

AEM 805 Industrial Operations Research. (3) A. Formerly INT 805. Prerequisite: departmental approval. Concepts and applications of analytical models in industrial decision-making. Includes general concepts of models and simulation, mathematical programming, game theory, and sequential network logic in determining optimal industrial strategies. Credit will not be awarded for both AEM and INT 805.

AEM 820 Industrial Technology Proposal. (3) A. Formerly INT 820. Prerequisite: departmental approval. An individually developed proposal related to a project typically encountered by a manager in a technical environment. The project proposal is to be approved by the student’s graduate advisor. Credit will not be awarded for both AEM and INT 820.

AEM 821 Industrial Technology Project. (3) A. Formerly INT 821. Prerequisite: AEM 820 or departmental approval. An individually developed project related to the solution of a typical problem encountered by a manager in a technical environment. The problem is to be approved by the student’s graduate advisor and the results presented in open forum. Credit will not be awarded for both AEM and INT 821.

AEM 822 Industrial Internship. (3-6) A. Formerly INT 822. Prerequisite: departmental approval. Planned and supervised experience in industry in which the student will have the opportunity to observe and participate in manufacturing management activities. The experience must be for at least one semester and the plan of activities should be approved by the student’s graduate committee. Credit will not be awarded for both AEM and INT 822.

AEM 839 Applied Learning in Tech Management. (3-6) A. Prerequisite: Departmental approval. Planned and supervised experience in industry. The experience must be for at least one semester and the plan of activities must be approved by the student’s graduate committee. Minimum of eighty hours work required for each academic credit.

AFA—African/African-American Studies
Dr. Sara Zeigler, Dean
Dr. Salome Nnoromele, Director

AFA 710 African Textile Design. (3) A. This course investigates the symbolism of textile design in Africa, as it examines the developments in contemporary textile art within Africa and in the African Diaspora.

AGR—Agriculture
Dr. John Settini, Chair

AGR 701 Special Problems in Agriculture. (3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. A course for graduate students involving independent study and research related to problems of a theoretical and/or practical nature. May be retaken once to a maximum of six hours.

AGR 709 Agricultural Research Methods and Interpretation. (3) I. Explores the scientific underpinnings of modern agriculture and adaptive management, including: the scientific method, observation, experimentation, and data interpretation with an examination of fallacies that masquerade as science. May be retaken up to six hours provided topic is different.

AGR 770 Advanced Technical Agriculture: _____. (3) A. Advanced study of agriculture with emphasis on updating, understanding and developing competency in recent technology. May be retaken to a maximum of nine hours provided the topic varies.

AGR 777 Workshop in the Conservation of Natural Resources. (3) A. For teachers returning for graduate work. Instruction is given in the areas of soil, water, fish and wildlife, forest conservation, and methods of teaching related units at the elementary and junior high level.

AGR 807 Advanced Technical Study in Agriculture Problems. (1-3) A. Prerequisite: advisor/department chair approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent work, workshop, special topics, research problems, or seminars. May be retaken to a maximum of six hours.

ART—Art
Mr. Herb Goodman, Chair

ART 760 Workshop in Art and Design: _____. (3) A. Intensive study in a specific phase of the visual arts. Current processes, materials, and theoretical foundations will be considered. May be retaken with different topics to a maximum of nine hours.

ART 762 Seminar in Art Criticism. (3) I, II. Prerequisites: ARH 390 and 391. Study of various topics and problems which relate to the student's understanding and critical awareness of the visual arts.

ART 800* Drawing. (3) A.

ART 810* Painting. (3) A.

ART 820* Sculpture. (3) A.

ART 830* Printmaking. (3) A.

ART 840* Jewelry and Metals. (3) A.

ART 863 Problems in Art and Design.

(1-3) A. Prerequisite: Approval of proposal by department. Continuation of study begun in regular departmental courses. May be retaken to a maximum of nine hours.

ART 870* Ceramics. (3) A.

ART 880* Photography. (3) A.

*Courses in the series ART 800 through 840, and ART 870 and 880 share the prerequisite of "six hours of work in the specialization named or consent of the instructor." Students may register for no more than nine hours of any specialization offered.

BIO—Biological Sciences
Dr. Robert Frederick, Chair

BIO 711 Experimental Approaches in Molecular Biology. (3) I. Laboratory experience-based course in molecular biology techniques. Subject will be introduced in a lecture setting and practical laboratory training. Techniques will include PCR-based methodologies, immunological approaches, and basic protein and nucleic acid manipulations. 1 Lec/4 Lab.

BIO 714 Evolution. (3) I. A study of Darwinism, the history of life in the context of contemporary biology, and the evidences and mechanisms of evolutionary change, with particular emphasis on human evolution and the challenges of teaching and understanding evolution in modern society.

BIO 721 Plant Ecology. (4) A. Ecological concepts and principles relevant to eastern terrestrial ecosystems. Required weekend field trips labs and fall break field trip. 2 Lec/4 Lab.

BIO 722 Grasses and Grasslands. (3) I. Prerequisite: instructor approval. Development and composition of grasslands; phylogeny, classification, and identification of grasses. Emphasis on North American grasses and grasslands, with field trips to native and managed grasslands. 1 Lec/4 Lab.

BIO 725 Aquatic and Wetland Plants. (3) A. Collection, systematics, distribution, ecology, and reproduction of aquatic and wetland vascular plants. 1 Lec/4 Lab.

BIO 727 Immunology. (3) A. Prerequisites: BIO 320, CHE 361 or instructor approval. Characteristics of immune reactions at the molecular level and *in vivo*. Nature and interactions of antigens and antibodies, and allergic phenomena. 2 Lec/3 Lab.

BIO 728 Virology. (3) A. Fundamentals of classification, structure, and pathogenesis of viruses. Host-virus interactions and their applications to medicine and industry. Related areas of immunology,

cell culture procedures and applications will be introduced. 2 Lec/3 Lab.

BIO 729 Microbiology in Everyday Life. (3) A. Microbes in medicine, agriculture, and industry; emphasis on teaching microbiology in the classroom. Course open to Biology-Teaching or Education majors.

BIO 730 Microbial Physiology and Genetics. (3) A. Prerequisites: BIO 315, 320, CHE 361 or instructor approval. A study of microbial genetics, metabolism, nutrition, and the effect of chemical and physical environments upon microorganisms in their habitats, with emphasis upon microbes of economic and industrial importance.

BIO 731 Principles of Molecular Biology I. (4) A. Prerequisites: BIO 315 or departmental approval. An in-depth study of the structure, function, and biochemistry of nucleic acids and proteins. Laboratory experiences will involve the manipulation of DNA and protein molecules for the purpose of isolation, purification, and structure modification. 2 Lec/4 Lab. Credit will not be awarded for both BIO 731 and BIO 731S.

BIO 731S Principles of Molecular Biology I. (4) A. Prerequisites: BIO 315 or departmental approval. An in-depth study of the structure, function, and biochemistry of nucleic acids and proteins. Laboratory experiences will involve the manipulation of DNA and protein molecules for the purpose of isolation, purification, and structure modification. 2 Lec/4 Lab. Credit will not be awarded for both BIO 731 and BIO 731S.

BIO 732 Conservation Biology. (3) I. Prerequisite: BIO 316 or instructor approval. Examination of principles and practices of conserving global biological diversity, causes, consequences and rates of extinction. Application of philosophical, biological, sociological, and legal principles to the conservation of genes, species and ecosystems.

BIO 733 Bioinformatics: Principles and Applications. (3) II. Prerequisite: BIO 315. An exposure to the theory and practice of bioinformatics as they relate to laboratory (Cell and Molecular Biology, Biochemistry) and field (Evolutionary and Population Biology) research applications in the life sciences. Discussion and utilization of the prevalent approaches and methodologies currently used in Bioinformatics.

BIO 735 Pathogenic Microbiology. (4) A. Formerly BIO 835. Prerequisite: BIO 320 or instructor approval. Studies in the field of advanced clinical microbiology with emphasis on morphology, cultivation, biochemistry, and serological identification of bacterial diseases; aspects of pathogenesis, epidemiology, and control measures of bacterial and mycotic diseases. 2 Lec/4 Lab.

BIO 736 Dendrology. (3) I. Woody plant taxonomy with emphasis on field identification of trees and shrubs in summer and winter conditions; habitats and distributions; economic importance; forest regions of North America. 1 Lec/4 Lab.

BIO 742 Freshwater Invertebrates. (3) A. Collection, systematics, distribution, behavior, ecology, and life histories of freshwater invertebrates. 2 Lec/3 Lab.

BIO 746 Histology. (4) II. Microscopic anatomy of normal vertebrate cells, tissues, and organs. 2 Lec/4 Lab.

BIO 747 Comparative Vertebrate Embryology. (4) II. Gametogenesis, fertilization, morphogenesis, and organogenesis of the frog, bird, and mammal. Particular emphasis is placed on mammalian development. 2 Lec/4 Lab.

BIO 750 Animal Behavior. (4) A. Advanced study of behavior with emphasis on inherited behavioral patterns in relation to the evolution and ecology of animals. 3 Lec/2 Lab.

BIO 752 Hormones and Behavior (3) A. Provide an understanding of modern-day issues in endocrinology by exploring the effects of hormones on behavior within all taxa.

BIO 753 Mammalogy. (3) A. Classification, natural history, field methods, and distribution of

mammals. BIO 316 or 342 recommended prior to enrollment. 1 Lec/4 Lab.

BIO 754 Ornithology. (3) A. Avian biology with emphasis on field identification of local avifauna, anatomy, physiology, ecology, evolution, migration, economic importance, distribution, and behavioral patterns. Early morning field trips required. 2 Lec/4 Lab.

BIO 755 Behavioral Ecology. (3) A. Prerequisite: BIO 316 or instructor approval. How behavior is influenced by natural selection in relation to ecological conditions. Emphasis on quantitative and experimental methods on integrating theoretical ideas with field and laboratory experience.

BIO 756 Herpetology. (3) A. Natural history of the amphibians and reptiles including taxonomy, general ecology, behavior, distribution, breeding, and food habits. 2 Lec/3 Lab.

BIO 757 Ichthyology. (3) A. A phylogenetic examination of morphological, ecological, and behavioral diversifications of fishes in the world, with special attention to the Appalachian fauna. Laboratory devoted to anatomy, identification, and reproductive strategies. 2 Lec/4 Lab.

BIO 758 Freshwater Ecology. (3) A. Prerequisite: BIO 316 or instructor approval. Ecology of lakes, streams with reference to physical, chemical, and biological factors. To include a variety of methods and instruments. 2 Lec/3 Lab-Disc.

BIO 761 Fish Biology and Management. (3) A. Methods for assessment and analysis of fish populations and aquatic habitats, including age and growth, fecundity, food habits, and yield. Emphasis on economic and ecological importance of management decisions. Optional weekend field trips. 2 Lec/4 Lab.

BIO 798 Special Problems. (1-3) I, II. Prerequisite: students must have the independent study proposal form approved by the faculty supervisor and department chair prior to enrollment. Independent research in the biological sciences, under the guidance of a faculty member, which allows students to design a research problem and make experimental observations and conclusions. May be retaken to a maximum of four hours.

BIO 799 Topics in Biological Sciences. (1-6) A. Prerequisite: instructor approval. Special topics in the biological sciences of current interest to faculty and students will be presented through lecture, discussion, and report. May be retaken to a maximum of six hours.

BIO 800 Biology and Ethics. (1) I. Responsibilities and ethics of research and teaching in the biological sciences. 2 Lab.

BIO 801 Scientific Literature and Writing in Biology. (2) I. Directed readings in biology designed to acquaint the student with the major sources of literature, the delimitation of problems, note taking, the making of bibliographies, and the writing of scientific articles.

BIO 802 Selected Topic in Biological Sciences. (1-4) A. Advanced study of modern biological principles and the solution of interacting problems. The course content will be designed to meet the needs of students in specialized areas of biology. May be retaken to a maximum of eight hours.

BIO 803 Big Game Ecology. (3) A. Prerequisites: BIO 316, BIO 381 or instructor approval. Biology and ecology of the major big game species found in North America with emphasis on current management practices and problems.

BIO 806 Aquatic Entomology. (3) A. Prerequisite: BIO 341 or 355 or instructor approval. To develop an understanding of, and an appreciation for, aquatic insects. Techniques on collecting as well as the biology, ecology, and systematics of each of the aquatic insect orders will be considered. 2 Lec/3 Lab.

BIO 810 Biostatistics. (3) I. Statistical analysis of biological data. Students participate in the taking and processing of data by use of well-established statistical techniques. 2 Lec/2 Lab-Disc.

BIO 816 Biogeography. (3) A. Physical and biotic factors influencing the evolution, diversity and

distribution of Earth's biota; ecogeographic principles, patterns and theories related to the diversity and distributions of organisms.

BIO 831 Molecular Regulation. (3)

A. Discussion and experimental manipulation of transcriptional/translational regulation in eukaryotes/prokaryotes with reliance on the current literature as reference. Coverage of regulatory mechanisms and experimental approaches. 2 Lec/2 Lab.

BIO 839 Applied Learning in Biology.

(.5-6) A. Prerequisite: departmental approval. Work under faculty and field supervisors in a cooperative job experience related to student's academic studies. Credit varies with hours of employment; three to six hours per semester or summer. May be retaken at the discretion of the department or college involved. A minimum of eighty hours of work is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

BIO 839 A-F Cooperative Study: Biology.

(.5-6) A. Prerequisite: departmental approval. Work under faculty and field supervisors in a cooperative job experience related to student's academic studies. Credit varies with hours of employment; three to six hours per semester or summer. May be retaken at the discretion of the department or college involved. A minimum of eighty hours of work is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

BIO 845 Vertebrate Physiological

Ecology. (3) A. Comparative study of physiological mechanisms of vertebrates in response to changing environmental conditions. Topics emphasized include temperature adaptation, color change, orientation, and biological rhythms. 2 Lec/3 Lab.

BIO 846 Population Ecology. (3) A.

Theoretical and applied study of size and organization of animal and plant populations and the physical and biological factors affecting spatial and temporal patterns.

BIO 848 Aquatic Ecosystems. (3) A.

Prerequisite: BIO 558 or 758 or instructor approval. Modern methods for analysis of biological integrity of aquatic ecosystems. To include fieldwork involving various methods, and the calculation and discussion of currently used metrics. 2 Lec/3 Lab.

BIO 849 Field Methods in Ecology. (3) A.

Field sampling techniques and methods of observation applicable to describing terrestrial plant and animal communities. Field data utilized to develop an environmental impact statement. 6 Lab/Disc.

BIO 850 Dynamics of Ecosystems. (2) A.

Energy flow, nutrient cycling, and interrelationships among organisms and environments in terrestrial ecosystems; consultation with faculty committee. Required of graduate students in non-thesis option; cannot be used in thesis option.

BIO 880 Current Review of Biology. (3)

A. Prerequisite: BIO 801 or departmental approval. Summary and critical evaluation of current research in a particular area of biology, written in consultation with faculty advisor. Required of graduate students in non-thesis program. Cannot be used to meet requirements in the thesis program.

BIO 881 Independent Study. (1-3) I,

II. Prerequisite: Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Advanced research in the biological sciences under the guidance of a faculty member, which allows students to design a research problem and make experimental observations and conclusions. May be retaken to a maximum of four semester hours. Credit will not be given to students enrolled in the M.S. Biology thesis program.

BIO 890 Graduate Seminar. (1) A.

Prerequisite: BIO 801. Presentation and discussion of selected topics and research in the biological sciences. Required of all graduate students and may be retaken to a maximum of two hours.

BIO 891 Thesis Research. (1-6) A.

The accomplishment of an independent research project, in

consultation with a faculty advisor, for the preparation of a thesis as part of the requirements for the M.S. degree in Biology. May be retaken to a maximum of six hours.

BIO 891C Continuation of Thesis Research.

(1-9) A. Prerequisite: departmental approval. The continuation of an independent research project, in consultation with a faculty advisor, for the preparation of a thesis as part of the requirements for the M.S. degree in Biology. May be retaken as necessary to complete research thesis. A student must have registered for six hours of BIO 891 before registering for BIO 891C. May not be used to satisfy degree program requirements.

**CAH—Arts and Sciences Interdisciplinary
Dr. John Wade, Dean**

CAH 715 Topics in Humanities.

(1-3) A. An experimental course designed to investigate relevant topics in Arts and Humanities.

CAH 900 Independent Work. (106) A.

Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent research and/or field work.

**CCT—Corporate Communication and Technology
Dr. Lana Carnes, Chair**

CCT 720 Corporate Training. (3) A.

This course applies theories of learning and instructional development to office systems, employee education, and skills training. Topics include instructional design; strategy; technology; and the implementation, evaluation, and management of training in organizational environment.

CCT 750 Integrated Corporate

Communication. (3) A. Prerequisite: senior or graduate standing. Examines effective integrated communication skills to achieve organizational objectives. Emphasizes analysis, application of communication process, and strategies for managerial decision-making. Examines change process, corporate culture, and negotiation issues. Provides corporate training component.

CCT 770 Web Design for Offices. (3)

A. Prerequisite: CCT 250 or CIS 212 or CSC 104. Advanced development of business document design techniques with an emphasis on web design and multi-media resources. Geared for education, small offices or businesses, personal use, and not-for-profit organizations.

CCT 780 Office Technology Seminar.

(3) A. Prerequisites: CIS 250 or CSC 104 or CIS 212, and CCT 300W or CCT 201, ninety hours completed. This capstone course requires synthesis and applications of concepts related to current office systems topics.

CCT 850 Business Research and

Communication. (3) A. Business research design and methodology, report writing, oral presentations, and communication strategies for organizations.

**CDF—Child and Family Studies
Dr. Diane Leggett, Chair**

CDF 701 Advanced Prenatal and Infant

Development. (3) I, II, A. Growth and development from conception to three years. In-depth study of theories and issues related to development during the first three years and before birth. Impact on family, education, and community will be explored.

CDF 738 Research Analysis in Child and

Family Studies. (3) I. Prerequisites: CDF 235 or 241 and 244 and six hours in CDF, or departmental approval. Students will acquire the skills required to read and evaluate professional research literature in child and family studies by examining current studies. Students will also compare and contrast the treatment

of current issues in their field in both popular and professional writing.

CDF 741 Infant-Toddler Development

and Group Care. (3) A. Growth and development from conception to three years. Emphasis on family intervention, appropriate policies and practices for group care, assessment, disabilities, multicultural and gender issues, and caregiver professional growth.

CDF 744 Early Childhood Development

and Program Planning. (3) A. Theory pertinent to early childhood development and learning including constructiveness, socially mediated intelligence, multiple intelligence and creativity. Emphasis on emergent curriculum and teaching strategies reflecting social collaboration such as webbing, project work, and multimedia documentation.

CDF 747 Organization and Administration

of Early Childhood Programs. (3) II. Prerequisites: CDF 327 or 247, 343 or 248, and 344, or departmental approval. Review of the theories influencing the definition of goals, philosophies and rationales for establishment of early childhood programs (0-5), study of procedures for organizing early childhood programs, and discussion of the management processes for administering quality early childhood programs.

CDF 750 Child and Family Studies Topics:

_____ (1-3) A. Workshops on selected topics in child and family studies. May be retaken to a maximum of six hours provided topics vary. Students having received credit for the course at the 500 level may take this course to a maximum of six hours, including the undergraduate credits. Those who have not received credit for this course at the undergraduate (500) level may retake it to a maximum of six hours credit.

CDF 849 Special Problems in Child

Development. (1-3) A. Prerequisite: CDF 548 or 748 or instructor approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. The student chooses a problem and works under the supervision of the instructor. May be taken to a maximum of six hours provided topics vary.

**CDS—Communication Disorders and Sciences
Dr. Deborah Haydon, Chair**

CDS 720 Augmentative and Alternative

Communication Systems. (3) I. An overview of various approaches to aided non-oral systems of communication. Various devices and symbol systems will be discussed.

CDS 725 Literate Language. (3) I.

Prerequisites: admission to CDS program or by departmental approval. Study of language disorders in children and principles for remediation in written language.

CDS 730 Therapeutic Relationships in

Special Education. (3) II. Prerequisite: Admission to CD program or departmental approval. Overview of the therapeutic relationship between individuals with disabilities, their families, and professionals. Emphasis on applying empathetic listening, interviewing skills, and change process.

CDS 741 School Services in

Communication Disorders. (3) I, II. Prerequisites: Overall 3.0 GPA, and admission to the CDS program, or departmental approval. Organization and management of speech-language therapy services in the schools. Lec/Lab

CDS 771 Neural Bases of Communication.

(3) I. Prerequisite: admission to the CDS program or instructor approval. A study of neuroanatomic and neurophysiologic bases of communication including developmental issues and neurologic deficits resulting in communication disorders.

CDS 772 Speech and Hearing Science. (3)

II. Prerequisite: admission to the CDS program or instructor approval. Study of the physics of sound, acoustic characteristics and processes, perceptual correlates, production of speech, and psychophysical processes of communication. Software applications and instrumentation are also covered.

CDS 861 Communication Disorders in Atypical Populations. (3) A. Prerequisite: admission to communication disorders and sciences program or by departmental permission. An overview of associated speech, language, or hearing problems commonly identified in atypical or special populations that may be encountered by the speech-language pathologist.

CDS 863 Motor Speech Disorders. (3) II. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Study of the neurophysiology, assessment, and treatment of various motor speech disorders, including dysarthria and apraxia.

CDS 867 Advanced Language Disorders. (3) A. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Advanced study of formal and informal assessment and treatment approaches in child language without consideration of etiology. Emphasis on collaboration within the classroom, language and narrative sampling analysis techniques and use of language within the natural context.

CDS 870 Professional Issues in Communication Disorders. (3) A. Prerequisite: admission to communication disorders and sciences program or by departmental permission. Scope of practice, professional Code of Ethics, trends in service delivery, pertinent legislation, legal concerns, and other issues which impact the field of communication disorders will be examined.

CDS 873 Advanced Articulation and Phonology Disorders. (3) I. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Study of the research and principles associated with symptomatology, etiology, diagnosis, and treatment of articulation and phonological disorders. Issues related to accent enhancement and modification, including assessment and intervention are explored.

CDS 874 Graduate Practicum: Speech-Language Pathology. (3) A. Prerequisite: admission to communication disorders and sciences program or by departmental permission. Supervised clinical practice in speech-language pathology. Must be retaken for a total of nine hours for the MA degree.

CDS 875 Adult Neurogenic Language Disorders. (3) II. Prerequisites: admission to the communication disorders and sciences program or by departmental permission. The study of the neurophysiological bases of aphasia classification systems, evaluation procedures, and treatment strategies.

CDS 876 Advanced Voice Disorders. (3) I. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Study of the research and bases of laryngeal phonation deviation, including etiology, diagnosis, and treatment of functional and organic voice disorders; assessment and use of clinical techniques with a variety of voice disorders.

CDS 877 Advanced Fluency Disorders. (3) II. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Critical study of research literature on etiology, theory, assessment and intervention strategies for preschool, school age, and adult fluency disorders.

CDS 878 Diagnosis of Communication Disorders. (3) I. Prerequisite: admission to communication disorders and sciences program or by departmental permission. Diagnosis of language and speech disorders with emphasis on the use of dynamic assessment and comprehensive test batteries to describe the communication skills of children and adults. Profile analysis will be utilized to determine relative strength and weakness.

CDS 879 Dysphagia. (3) II. Prerequisite: admission to communication disorders and sciences program or by departmental permission. An introduction to dysphagia, including the anatomy, physiology, and development of normal swallowing, and evaluation, etiologies, and treatment of dysphagia.

CDS 880 Research Methodology in Communication Disorders. (3) I. Prerequisites: admission to communication disorders and sciences program; or by departmental approval. Corequisite: CDS 878. Critical examination of research methodology in communication disorders and sciences. Students acquire the fundamental motivation, knowledge, and skills for conducting clinical and basic science research and for reading and critically evaluating research literature.

CDS 885 Cognitive Rehabilitation. (3) A. Prerequisites: admission to communication disorders and sciences program and CDS 571 or 771 or by departmental permission. Study of the neurophysiological, cognitive, neuropsychological, and social/emotional issues associated with traumatic brain injury in children and adults, including principles of linguistic/cognitive assessment and intervention.

CDS 897 School Experiences in CD. (6) I, II. Prerequisites: CDS 874 (9 credit hours), completion of CD core courses and admission to student teaching. Supervised 12-week, full-time clinical practice with a variety of communication disorders in selected school settings. For CDS graduate students seeking certification in speech-language pathology.

CDS 898 Externship in Communication Disorders. (6) I. Prerequisites: CDS 874 (nine credit hours) and completion of graduate core course work in communication disorders and sciences. Supervised 12-week, full-time clinical practice with a variety of communication disorders in selected externship sites.

CDS 899 Research Project/Thesis Option. (3) II. Prerequisite: CDS 880 or instructor approval. Completion of a research project related to a special population that may lead to a thesis and/or to a professional presentation and publishable paper. May be retaken to a maximum of 9 credit hours. Credit not awarded for both SED 899 and CDS 899.

CHE—Chemistry
Dr. Lori Wilson, Interim Chair

CHE 701 A-E Chemtopics: _____.
(1-3) A. Prerequisite: departmental approval. Topics to be chosen from a current and/or specialized area of chemistry based on interests and/or need: A: Analytical, B: Biochemistry, C: Inorganic, D: Organic, or E: Physical. May be retaken to a maximum of six hours.

CHE 701L Chemtopics Lab: _____.
(1) A. Prerequisite: departmental approval. Laboratory experiences chosen from specialized areas of chemistry including advanced chemical instrumentation / analysis, synthetic methods, computational chemistry, or molecular modeling. Topics vary according to student needs. May be retaken to a maximum of two hours. 3 Lab.

CHE 715 Synthetic & Analytical Methods. (5) A. Prerequisites: CHE 362, 362L, 425 (or FOR 411), 425L (or FOR 411L), (C or better in each course) or departmental approval. Pre- or Corequisite: CHE 450 (C or better). Synthesis, isolation, purification, and characterization (including spectroscopy and other analytical methods) of inorganic and organic compounds and mixtures. Other methods include handling of air and moisture sensitive compounds and molecular computations. 3 Lec/6 Lab.

CHE 720 Mass Spectrometry. (3) A. Prerequisite: CHE 362. Topics include types of mass spectrometers; qualitative and quantitative mass spectrometry, different ionization processes, sample inlet systems (including chromatography systems), and interpretation of mass spectral data.

CHE 770 Biophysical Chemistry I. (4) I, II. Prerequisite: CHE 361 (C or better), BIO 111 or higher (C or better), and either MAT 124 or MAT 261. Prerequisite or Corequisite: PHY 131 or 201. An introduction to physical and chemical explanations of biological phenomenon and physical chemistry theories and methodologies applied on biological systems. Topics include thermodynamics, chemical equilibrium,

kinetics, quantum chemistry, spectroscopy, and selected topics. 6 Lec / Lab / Rec.

CHE 774 Physical Chemistry I. (3) A. Prerequisite: CHE 361 (C or better). Prerequisites or Corequisites: CHE 774L and MAT 224 and PHY 131 or 201 (C or better in each course). A study of thermodynamic properties in physical and chemical systems; electrochemical processes; rates and mechanisms of chemical reactions.

CHE 774L Physical Chemistry Lab I. (1) A. Prerequisites or Corequisites: 774 (C or better). Laboratory component of CHE 774. Experimental work to illustrate principles of physical chemistry that include thermochemistry, thermodynamics, equilibrium, and reaction kinetics. 3 Lab.

CHE 775 Physical Chemistry II. (3) A. Prerequisite: CHE 361 (C or better). Prerequisite or Corequisite: CHE 775L and MAT 225 and PHY 132 or 202 (C or better in each course). An introduction to quantum mechanics as applied to model, atomic, and molecular systems; applications of atomic and molecular spectroscopy; introduction to computational chemistry.

CHE 775L Physical Chemistry Lab II. (1) A. Prerequisites or Corequisites: 775 (C or better). Laboratory component of CHE 775. Experimental work to illustrate principles of physical chemistry including UV-visible, infrared, and fluorescence spectroscopic techniques, fundamentals of laser operation, statistical mechanics, and computational chemistry.

CHE 801: _____ Special Topics in Chemical Education. (3) A. Prerequisite: departmental approval. Areas of secondary school chemical content aligned with current state and national standards. May be retaken for a maximum of 6 credit hours provided topics are different. Lec/Lab.

Selected Topics in Chemistry. (1-3) A. Prerequisite: departmental approval. Topics chosen from advanced areas of interest and vary according to needs. May be retaken for credit when new topics offered.

CHE 810 Professional Training (3) I. Prerequisite: departmental approval. Course demonstrates professional tools and establishes skills including teaching in chemistry, chemical literature searching, independent project planning, methods for disseminating chemical data, chemical safety, as well as professional ethical conduct.

CHE 822 Advanced Analytical Chemistry. (3) A. Prerequisite: CHE 525/725 or departmental approval. Modern practices in chemical analysis. Sampling, sample preparation, spectroscopic and chromatographic methods.

CHE 830 Applied Biochemistry (3) A. Prerequisite: CHE 430 or departmental approval. Structure, analysis, and organization of proteins; drug development; organic mechanisms of enzyme action; and the chemistry of the immune system.

CHE 839 Applied Learning in Chemistry. (.5-3) A. Prerequisite: departmental approval. Work under faculty and professional supervisors in an accepted chemistry or chemistry-related internship. One half (.5) to three hours per semester or summer. May be retaken at discretion of department or college up to a maximum of three hours. A minimum of 80 hours work for each credit.

CHE 839 A-F Cooperative Study: Chemistry. (.5-3) A. Prerequisite: departmental approval. Work under faculty and field supervisors in cooperative experience. One half (.5) to three hours per semester or summer. May be retaken at discretion of department or college up to a maximum of three hours. A minimum of 80 hours work for each credit.

CHE 845 Chemical Laboratory and Demonstration Techniques. (1-4) A. Prerequisite: six semesters of undergraduate work in chemistry or departmental approval. Techniques of constructing and demonstrating apparatus to illustrate principles of chemistry. Primarily for high school and community college science teachers. 3-12 Lab.

CHE 850 Advanced Inorganic Chemistry. (3) A. Prerequisite: CHE 450 or departmental approval. Molecular symmetry in inorganic chemistry, mechanisms of inorganic reactions, and catalysis by coordination and organometallic complexes.

CHE 860 Advanced Organic Chemistry (3) A. Prerequisite: CHE 362 and 362L or departmental approval. Structure and reactivity of organic molecules and an in-depth study of interactions involved in molecular, macromolecular, and supramolecular systems and multiple step synthesis for polyfunctional molecules.

CHE 880 Graduate Seminar. (1) II. Presentation of significant developments in chemistry to members of the chemistry faculty and department majors. May be retaken to a maximum of two hours.

CHE 881 Graduate Colloquium (1) I, II. Discussions of recent developments in chemistry (and related fields) based on literature and/or experimental research from local or visiting scholars. One weekly meeting. Cannot be taken concurrent with CHE 810 or 880.

CHE 899 Thesis. (1-6) A. Laboratory research in one of the major areas of chemistry for application to a thesis. May be retaken to a maximum of six hours.

CHE 899C Continuation of Thesis Research. (1-9) A. Prerequisite: departmental approval. The continuation of research in one of the major areas of chemistry. May be retaken as necessary to complete research. A student must have registered (or be currently registered) for six hours of CHE 899 before registering for CHE 899C. May not be used to satisfy degree program requirements. Credit will not be awarded for both CHE 899C and CHE 895C.

CIS—Computer Information Systems
Dr. Oliver Feltus, Chair

CIS 850 Management of Information Systems. (3) II. Prerequisite: Successful completion of any required prerequisite MBA foundation courses or departmental approval. Examines existing and emerging information technology within and among organizations. The focal points are infrastructure technologies, the role IT plays in business processes, and the manager's role in developing, acquiring and managing information resources.

CIS 860 Contemporary Topics in Information Technology. (3) A. Prerequisite: CIS 850. Topics include some of the following: office automation, telecommunications, decision support systems, knowledge-based systems, executive information systems and executive support systems. May be retaken to a maximum of six hours if topics are different.

CIS 890 Independent Study in Computer Information Systems. (1-4) A. Prerequisite: advisor/departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

CMS—Communication Studies
Dr. Elizabeth Hansen, Chair

CMS 805 Independent Studies in Communication Studies. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Individual research and reading on a specific speech communication subject. Regular consultation and final paper required.

CNM—Arts and Sciences Interdisciplinary
Dr. John Wade, Dean

CNM 799 Ecology for Teachers. (3) A. Prerequisite: BIO 102 or CHE 100 or GLY 102 or PHY 102 or departmental approval. Introduces

pre-service teachers to ecology and the environment through an interdisciplinary approach beginning with the physical environment, progressing to whole ecosystems, and onto analyses of environmental issues. Classroom teaching strategies will be modeled.

CNM 800 Environmental Science Issues. (3) A. State, national and global environmental issues will be investigated and evaluated with consideration of actions needed to address the issues.

COM—Communication
Dr. Elizabeth Hansen, Chair

COM 750 Readings in Mass Communications. (3) A. Prerequisites: departmental approval and ninety or more hours. Critical reading of selected books and magazines relating directly or indirectly to mass communications. Features reviews and seminar discussions of readings chosen to reflect student's individual interests.

COM 799 Independent Study in Communication: _____ (1-3) A. Prerequisites: Graduate student status; students must have the Independent Study Proposal Form approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of three hours, providing additional study projects differ.

CON—Construction Management

CON 827 New Construction Entity (3) A. Prerequisites: AEM 801 and TEC 830. A study focused on establishing a new construction entity, which includes: selecting company type, establishing professional relationships, fulfilling federal/state mandates, developing a marketing plan and establishing a risk mitigation strategy.

CON 828 LEED Principles and Procedures (3) A. Prerequisite: Departmental Approval. A study focused on understanding of the requirements and procedures for obtaining Leadership in Energy and Environmental Design (LEED) professional accreditation.

CON 829 Construction Portfolio Management (3) A. Prerequisites: AEM 801 and 804. A study for seasoned project managers responsible for complex projects and/or portfolios of construction projects. From charrette to managing project execution, enterprise-wide project management principles will be examined.

COR—Correctional/Juvenile Justice Studies
Dr. Victor E. Kappeler, Chair

COR 808 Analysis of Correctional and Juvenile Justice Data. (3) A. Prerequisites: undergraduate research methods and undergraduate statistics or departmental approval. This course examines techniques for analyzing data in corrections and juvenile justice. Emphasis is placed on analysis and interpretation of data using univariate, bivariate, and multivariate techniques.

COR 809 Program/Policy Evaluation & Analysis. (3) A. Qualitative/quantitative concepts and procedures to manage, understand, and effectively consume program evaluation and statistically based-research. Reading, understanding, accurately interpreting evaluation-based research journals and governmentally produced research emphasized.

COR 810 Crime Theory for Corrections/Juvenile Justice Leaders. (3) A. Presents and critiques explanations of crime, delinquency, criminalization. Emphasizes application of these explanations to correctional/juvenile justice programming and leadership.

COR 812 Leading with Political, Ethical and Emotional Intelligence (3) A. Examines leadership within the correctional field, focusing on three competencies essential for effective, just leadership: political, ethical, and emotional intelligence. Understanding mindset/tactics associated

with administrators that do/don't lead with these competencies.

COR 818 Research Methods in Corrections/Juvenile Justice. (3) A. Examines strategies/issues relevant to collection and analysis of quantitative and qualitative data in areas of community corrections, juvenile justice, adult corrections. Special attention to methods/techniques most relevant to agency administration.

COR 820 Trends/Issues in Juvenile Institutional/Community Corrections. (3) A. Examines trends/issues central to understanding contemporary juvenile corrections/crime; correctional trends; historical development; use/effectiveness of various interventions (prevention, pre/post adjudicatory responses to juvenile offenders).

COR 823 Topical Seminar in Corrections/Juvenile Justice. (1-3) A. This is a variable topic seminar meant to provide in-depth, critical analyses of contemporary issues in adult corrections or juvenile justice. The course may be retaken to a maximum of six hours on different topics.

COR 825 Illicit Offender Networks (3) A. Examines structure/functions of inmate exchange networks. Discussion on markets for illicit goods, services; interpersonal, collective, sexual violence; staff complicity in illegal activities. Explore social/institutional factors impacting inmate exchange networks.

COR 826 International Responses to Juvenile & Adult Offenders. (3) A. Examination of adult and juvenile systems of punishment, traditional and non-traditional, of various nations. Explore critical issues/trends from several perspectives to develop deeper understanding of prison and alternatives in the US and world.

COR 827 Corrections and Crime Mythology. (3) A. Interrelatedness of social construction of issues in corrections, prisons, crime in popular/media culture with empirical realities of these issues. Examination of social and symbolic construction through analysis of film, literature, popular culture, academic literature.

COR 828 Mental Health/Substance Abuse Issues in the Correctional Setting. (3) A. Explores prevalence, diagnosis, best practices for treatment of mental illness/substance abuse disorders; pressing issues facing the criminal justice system in the correctional population.

COR 830 Understanding Corrections/Juvenile Justice Institutions. (3) A. Situates issues facing correctional organizations in historical, political, economic, cultural contexts. Emphasizes applying theory and critical thinking to address problems/issues/trends facing leaders in corrections and juvenile justice.

COR 835 Correctional/Juvenile Justice Leadership & Administration. (3) A. Examination of contemporary approaches to juvenile justice/corrections leadership and administration; organization, personnel management, leadership skills, policy formulation focus, study of social/political settings of corrections administration and leadership.

COR 839 Applied Learning in Corrections and Juvenile Justice. (.5-3) A. Prerequisites: departmental approval and graduate GPA of at least 3.0. Students work in an agency in corrections, juvenile justice, or related area. Accompanying classroom and coursework components are designed to promote integration of work and academic experiences. A minimum of 80 hours work is required for each hour of academic credit.

COR 839 A-F Cooperative Study: Corrections and Juvenile Justice. (.5-3) A. Prerequisites: departmental approval and graduate GPA of at least 3.0. Students work in an agency in corrections, juvenile justice, or related area. Accompanying classroom and coursework components are designed to promote integration of work and academic experiences. A minimum of 80 hours work is required for each hour of academic credit.

COR 840 Trends/Issues in Adult/Institutional/Community Corrections. (3) A.

This course analyzes current and emerging trends/issues in adult community and institutional corrections. The future of corrections is examined based on current and projected trends.

COR 850 Corrections and Juvenile Justice Interventions. (3) A.

This course provides critical analyses of research and theories guiding effective rehabilitation programs in corrections and juvenile justice. It examines how various factors contribute to criminal behavior and how assessment procedures can improve programs.

COR 856 Law and Ethics in Dealing with Offenders. (3) A. Analyzes ethical and legal issues confronting leaders in adult and juvenile correctional agencies. Evaluates statutory law, case decisions, administrative promulgations from constitutional and socio-legal standpoints.

COR 857 Community Context of Adult/Juvenile Corrections. (3) A. Analyzes interaction between local communities/institutional/community corrections. Explores how community shapes offenders entering the correctional system; how the correctional system impacts local communities. Emphasis on subcultural theories of crime and communities; implications of re-integrating offenders.

COR 878 Capstone Applied Research Project. (3) A. Prerequisites: Complete core courses; final semester registration. Culminating academic experience involving research of well-defined correctional/juvenile justice leadership topic. Emphasizes grounding the project in relevant literature, appropriate topical methods of inquiry, integrating knowledge gained throughout program.

COR 897 Independent Study. (1-6) A. Students must have the independent study proposal form approved by faculty supervisor, department chair, and the graduate director before enrolling. Students engage in self-directed learning at the university or in a field setting under graduate faculty supervision. Students must have completed a minimum of 6 hours of COR coursework and have clear admission status to be eligible to register for this course.

COR 898 Thesis. (1-6) A. Students develop a thesis under faculty direction. While various combinations of hours per semester are possible, students selecting a thesis option must complete six hours total. Students must confer with the thesis advisor before enrolling.

COU—Counseling

Dr. Connie Callahan, Interim Chair

COU 803 Mental Health Counseling and Consultation. (3) I. Prerequisite: COU 840. Includes programs of mental health counseling and consultation, the development and management of mental health services, programs, needs assessments, intervention, and evaluation.

COU 804 Counseling Diverse Population. (3) I, II. Prerequisites: COU 813, 840, 846. An examination of the application of counseling methods and concepts to non-majority groups. The lifestyle, values, customs and attitudes of non-majority population will be explored.

COU 807 Counseling: _____. (1-3) A. Prerequisite: advisor/departmental chair approval. Workshops, special topics, or seminars. May be retaken under different subtitles.

COU 813 Professional Orientation and Ethics in Counseling. (3) I, II. Prerequisite: admission to the program. An introduction and orientation to the counseling profession. This course will explore the professional roles, organization, training, and credentialing standards of the profession. It will also survey the ethical, legal and professional issues facing counselors.

COU 814 Administration and Consultation in School Counseling. (3) I. Prerequisites: COU 813, 840, 846. Consideration of theory, organization,

consultation and personnel practices involved in organizing and administering guidance and counseling programs in the schools.

COU 820 Group Counseling. (3) I, II.

Prerequisites: COU 813, 840, 846. Theory and experiences to develop skill in and understanding of group dynamics and effective group behavior.

COU 822 Lifestyle and Career Counseling. (3) I, II. Prerequisites: COU 813, 840, 846.

Occupational information in educational and vocational planning; theories of vocational choice; sociology of occupations, and interpretation and utilization of current data pertaining to career fields.

COU 825 Developmental Guidance K-12. (3) A, II. Prerequisites: COU 813, 840, 846. Student will learn how to design and implement a systematic K-12 developmental guidance program based on collaboration, consultation, and prevention as well as develop creative and play therapy approaches to working with children and adolescents.

COU 826 Assessment in Counseling. (3) I. Prerequisites: EPY 816, 839, COU 855, and department approval. Consideration of the major theories of assessment. Training in the administration, scoring, and interpretation of selected tests of intelligence and other counseling assessment tools.

COU 827 Individual Assessment of Intelligence. (3) I. Prerequisite: COU 826. Supervised practice in the administration, scoring, and interpretation of the Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale, and the Wechsler Preschool and Primary Scale of Intelligence.

COU 840 Counseling Theory and Practice. (3) I, II. Prerequisite/Corequisite: COU 813. Major theories of counseling. Attention is given to personality structure and individual behavior from which these are derived.

COU 846 Process and Basic Techniques of Counseling. (3) I, II. Prerequisites/Corequisites: COU 813, 840. Includes a consideration of different schools of thought in current counseling practice; how the counselor works; and effective procedures for counseling.

COU 847 Crisis and Abuse Counseling. (3) A. Prerequisites: COU 813, 840, 846. This is an advanced counseling techniques class focusing on the process and skills in crisis and abuse counseling, as well as legal, ethical, and advocacy issues.

COU 848 Child and Adolescent Counseling. (3) A. This is an advanced counseling techniques class focusing on specific skills and processes for children and adolescents.

COU 849 Addiction Disorders Counseling. (3) A. Prerequisites: COU 813, 840, and 846. Addictive disorders and behaviors ranging from chemical dependency, compulsive gambling, sex addiction to workaholism with a focus on biopsychosocial model, 12-Step and peer therapy, assessments, and interventions for adolescent and adult populations.

COU 850 Family Counseling. (3) A. Prerequisites: COU 813, 840, 846. The history, terms, ethics, principles, and major models of family counseling concepts, techniques and procedures will also be examined, with primary focus on the systems approach.

COU 851 Counseling GLBT Clients. (3) A. Critical examination of gay, lesbian, bisexual, and transgender identity, politics, culture. Focus on counseling competencies for GLBT clients.

COU 852 The Counseling Process in Grief and Loss. (3) A. This is an advanced skills course which will teach the theoretical and skill-based grief and loss intervention and treatment models for working with clients. Students will explore professional issues in the field, including diversity issues related to grief and loss.

COU 853 The Counseling Process in Clinical Sexuality. (3) A. This is an advanced skills course that will teach theoretical and skill-based clinical sexuality intervention and treatment models to

work with clients. Students will explore professional issues in the field, including diversity issues related to clinical sexuality.

COU 855 Diagnosis and Treatment in Counseling. (3) A. Prerequisites: COU 813, 840, 846. This course addresses diagnoses and treatment planning in counseling as well as prevention of mental and emotional disorders and dysfunctional behavior. Credit will not be awarded to students who have credit for PSY 841.

COU 856 Practicum in Intellectual Assessment. (3) A, II. Prerequisites: COU 826, 827. Advanced laboratory practice in giving tests and interpreting results. Attention given to intelligence tests, measurements of special aptitudes, inventories for self-appraisal, and measure of personality.

COU 870 Introduction to Play Therapy. (3) A. Prerequisites: EPY 839, COU 813, COU 840, COU 846. This course discusses understanding the person of the therapist, playroom and materials, theories, history, process, techniques, relationship building, themes, parent involvement, ethics and experiential practice of play therapy with children and adults.

COU 871 Advanced Play Therapy. (3) A. Prerequisite: COU 870. Includes research, advanced theory, play therapy practice and skill development with various populations across the life span.

COU 872 Practicum in Play Therapy. (3) A. Prerequisite: COU 871. Includes personal and professional development of the Play Therapist through practical application of Play Therapy theories, techniques and skills.

COU 880 Counseling Practicum: Elementary, Secondary, or Mental Health. (3) I, II. Prerequisite: clinical coordinator approval. This course provides students the opportunity to practice skills developed in their program. Students will be supervised by an experienced counselor in a setting appropriate for their program. May be taken under different setting titles up to 9 hours.

COU 881 Internship in Counseling: School or Mental Health. (3) A, I, II. Prerequisite: COU 880. Practice in a counseling setting which allows for the transition from student to professional. May be taken for up to 12 credit hours in order to generate the required clock hours.

COU 885 Clinical Supervision of Counseling. (3) A. Prerequisite: COU 880. Provides counseling students with knowledge of fundamental issues in clinical supervision including the role and function of supervision; models and theories; diversity issues; legal and ethical considerations.

COU 891 _____. (3) A. Critical examination of current issues and development trends in counseling research. May be retaken for a maximum of 9 hours provided topic is different each time.

CRJ—Criminal Justice

Dr. Victor E. Kappeler, Chair
Dr. Peter Kraska, Graduate Coordinator

CRJ 800 Advanced Criminal Justice Studies. (3) A. An orientation to our field of study as well as an examination of the criminal justice and crime control apparatus. Includes a review of the assumptions, theories, research, and normative orientations that underlie and drive criminal justice thinking and practice.

CRJ 801 History of Criminal Justice. (3) A. An examination of the historical development of the criminal justice system.

CRJ 802 Violence Against Women (3) A. This course provides students with a human right framework and cross-cultural understanding of violence against women, and efforts across societies to translate international knowledge into local justice for gender-based violence and female victims.

CRJ 808 Analysis of Criminal Justice Data. (3) A. An examination of statistics and analysis in criminal justice research. Addresses epistemological presuppositions, statistical assumptions, results, and use of results for decision making.

CRJ 810 Advanced Police Administration. (3) A. An examination of the functions of the police in the criminal justice system; concepts and principles of police organizational structure; concepts and principles of administration and management with an emphasis on the environment, change, conflict, strategy and evolution.

CRJ 813 Analysis of Police Operations. (3) A. An analysis of the strategies and programs utilized in modern police work. Previous research studies and contemporary methods for assessing the effectiveness of police practices are examined.

CRJ 814 Policing and Society. (3) A. Theoretical, historical and comparative perspectives on policing. Critical analysis of the function of police in modern society.

CRJ 815 Policing Global Insecurity. (3) A. Examines "global security threats" (e.g. terrorism, transnational crime, ethnic cleansing) and the State and private sector's role in their construction and control. Late-modern social, political, and cultural movements are used to make theoretical sense of these phenomena.

CRJ 823 Social Justice and Music. (3) I, II. This course analyzes how American society and justice are reflected in popular music and its performance. The course examines connections between music, culture, history and society. A knowledge of music is not a pre-requisite.

CRJ 840 Punishment and Society. (3) I. Beginning with the enlightenment and classical philosophers, students will examine historical and current trends in punishment and social control theory and practice. Addresses social control and punishment in late-modernity.

CRJ 842 Human Rights & Justice. (3) A. Studies human rights movements, international law, and issues such as war on terrorism. Applies a paradigm of global human-rights justice to identify problem exemplars, exemplary problems solutions, and failing as well as failed paradigms.

CRJ 843 Advanced Issues in Criminal Law. (3) A. Advanced study of criminal law and procedure with emphasis upon judicial supervision of law enforcement and review of convictions.

CRJ 844 Innocence Project Externship. (3) A. Corequisite and or Prerequisite: CRJ 843 and departmental approval. The externship is designed to teach students the fundamental components of effective criminal investigation. Students will have the opportunity to apply investigation skills and knowledge offered in the classroom to cases which may contain previously overlooked exculpatory evidence.

CRJ 846 Legal Issues in Criminal Justice Administration. (3) A. Legal research methodology; examination of employment problems including labor-management relations and discrimination; administrative agencies; civil liability, including vicarious liability and related issues.

CRJ 870 Theories of Crime and Criminal Justice. (3) A. Examines the major theoretical perspectives in modern criminology and criminal justice, including classical statements and contemporary developments. Provides an exploration of theoretical arguments, underlying assumptions, philosophy of science commitments, and the socio-historical context in which the theories were developed.

CRJ 871 Crime, Victims, and Criminals. (3) A. Examines the relationship between social inequality, crime, criminals and victims. Addresses the use of power in the construction of crime and the creation of law, as well as differential treatment by gender, race, ethnicity and class.

CRJ 872 The Community Context of Crime. (3) A. Examines crime and synthesizes the body of theory and research examining community level effects on crime/crime control.

CRJ 873 Social Construction of Crime and Crime Control. (3) A. Examines the social construction of crime including consideration of the process by which crime problems are generated.

CRJ 874 Crime, Criminal Justice and Popular Culture. (3) A. Examines the interrelatedness of consumption, production, crime and popular culture. Examination of the social and symbolic construction of crime will be included through analysis of film, literature, music, and academic literature.

CRJ 875 Crime and Public Policy. (3) A. Provides an overview of factors shaping crime policy. The concept of crime, the use of law to promote social control policies, policy responses related to crime control and the efficacy of those policies will be examined. Addresses conceptualizations of the modern state and the use of state power.

CRJ 876 Organizational Crime. (3) A. This course explores empirical research, theories, and concepts related to crime committed within organizational contexts. Particular attention is paid to forms of syndicated crime, corporate crime, governmental corruption, and state crime.

CRJ 877 Postmodernism and Justice. (3) A. An introduction to the ideas of postmodernism as applied to criminal justice. In contrast to the scientific model of inquiry most often used in criminal justice, the use of postmodernism brings to the field of criminal justice new models characterized by relationships, the importance of symbols, and assumptions that underlie our understanding of the concept of justice.

CRJ 878 Ideology and Criminal Justice. (3) A. An assessment of the interrelatedness of crime and ideology. Includes an examination of the ideological construction of crime and crime control.

CRJ 879 Vice and Criminal Justice. (3) A. A historical, analytic overview of America's response to vice. Particular topics will be chosen from the major vices in American society: prostitution, gambling, drugs and alcohol, as they relate to this country's relationship between morality and the criminal law.

CRJ 888 Research Methods in Criminal Justice. (3) A. Prerequisites: undergraduate research methods and undergraduate statistics. Study of the philosophical foundations, design, and processes of criminal justice and criminological research: critical critique of current research issues in criminal justice.

CRJ 889 Qualitative Research Methods. (3) A. A survey of qualitative research strategies and their epistemological presuppositions.

CRJ 890 Topical Seminar in Criminal Justice. (1-3) A. May be retaken to a maximum of nine hours on different topics.

CRJ 897 Independent Study in Criminal Justice. (1-6) A. Student must have the independent study proposal form approved by faculty supervisor, department chair, and the criminal justice graduate program coordinator in the College of Justice and Safety prior to enrollment. Individual investigations in criminal justice. Under the supervision of a faculty advisor. May be retaken up to a maximum of nine hours.

CRJ 898 Thesis I. (3) A. This course orients students toward the production of a proposal suitable for a thesis.

CRJ 899 Thesis II. (3) A. Entails an oral presentation and defense of thesis.

**CSC—Computer Science
Dr. Ka-Wing Wong, Chair**

CSC 707 Seminar in Computer Science: _____. (1-3) A. Prerequisite: departmental approval. Topics vary with offering. May be retaken with advisor approval, provided the topics are different. Credit towards degree requirements will depend on the course content.

CSC 710 Web Design and Programming in Education. (3) A. Introduction to design and implementation of World Wide Web applications for teachers. Development of interactive on-line class notes and testing materials.

CSC 720 Multimedia Systems and Forensics. (3) A. Prerequisite: admission to the

master's degree program in computer science or to the master's degree program in math (computer science option) or departmental approval. Integration of multimedia technologies, signal processing and compression of images, audio, and video, multimedia forensics and message hiding.

CSC 730 Concepts of Programming Systems. (3) A. Prerequisite: three hours of a programming language or equivalent. The top-down design of algorithms, structured programming, control structures, subprograms, files and lists. Programs will be written in a high level language.

CSC 735 Discrete Structures. (3) A. Prerequisite: MAT 107 or departmental approval. Corequisite: CSC 730. Logic, sets, functions, Boolean algebra, probability and their applications, number theory, recursion, math induction, proofs with application of these topics to computer science. Credit does not apply toward the M.S. degree in Mathematical Sciences.

CSC 738 Computer Crime and Forensics. (3) A. Study of computer crime and forensics. Computer criminal evidence collection, analysis, and handling; computer forensics tools; data acquisition; digital evidence control; Windows and Linux systems investigation; email investigation; network forensics; computer forensic reporting.

CSC 740 Integrated DB Applications. (3) A. Prerequisite: CSC 730 or departmental approval. Techniques and tools for creating an integrated database application. Topics include architecture of a client/server database; creation of named program units stored in the database and in the workstation file system, developer utilities, and domain integrity.

CSC 742 Internet Forensics (A). Prerequisite: CSC 730 or departmental approval. This course covers the basic knowledge and skills necessary to analyze Internet-based applications artifacts for digital evidence recovery. The topics include popular Web browsers, instant messengers, and social media apps.

CSC 744 Database Admin and Security. (3) A. Prerequisite: CSC 730 or departmental approval. This course covers database management system concepts, database system architecture, installation and setup, data management, performance monitoring and tuning, backup and recovery, database security models and management, database auditing.

CSC 745 Theory of Database Systems. (3) A. Prerequisite: CSC 730 or departmental approval. Models and principles of information systems. Database languages. The logical and physical design as well as the implementation and use of database systems.

CSC 746 Artificial Intelligence. (3) A. Prerequisite: CSC 730 or departmental approval. The use of programming languages to model concepts selected from artificial intelligence. The application of heuristics to problem solving. Perception and pattern recognition.

CSC 747 Network Forensics and Investigation (3) A. Prerequisite: CSC 730 or departmental approval. Introduction to Windows network forensics. Topics include: Windows network structure; Windows password/authentication mechanisms; Windows ports and services; Live-analysis techniques; Windows registry structure and evidence; Forensic analysis of events logs; Network forensics tools and reporting.

CSC 748 Personal Electronic Device Forensics. (3) A. Prerequisite: CSC730 or departmental approval. Introduction to personal electronic device forensics. Topics include architecture, functionality, operating systems and implementation of PEDs (cell phones, PDAs, iPod, MP3 music players, GPS devices), recovering evidence from PEDs, and hostile forensic and boobytrapping techniques.

CSC 749 Computer Forensics Capstone. (3) A. Prerequisite: CSC 730 or departmental approval. Project course. Students apply learned digital forensic knowledge, techniques, and software and hardware

tools to work on a team project on a case for digital evidence collection, handling, analysis, and reporting.

CSC 750 Graphics Programming. (3) A.

Prerequisite: CSC 730 or departmental approval. 3-D geometry, model transformation, matrices, computer algorithms and protocols, texture mapping, camera control, and collision detection.

CSC 755 Topics in Multimedia: _____. (3)

A. Prerequisite: departmental approval. For advanced students in computer science. Subject announced when offered. May be retaken to a maximum of six hours, provided that the topics are different.

CSC 812 Microcomputer Architecture and Software. (3) A. Prerequisite: CSC 730 or departmental approval. Topics suitable for a microcomputer laboratory systems manager including IBM PC architecture and assembly language, local area networks, MS DOS, copyright law, viruses.

CSC 815 Computer Administration and Security. (3) A. Prerequisite: admission to the master's degree program in computer science, the master's degree program in math (computer science option) or departmental approval. Operating system concepts, installation and setup. System administration, managing system services, program security, viruses and worms, encryption, information security, security policies, legal and ethical issues.

CSC 825 Network Applications and Security. (3) A. Prerequisites: CSC 730 and CSC 815. Local Area Networks, TCP/IP, Internet Protocols, Client/Server applications. Dynamic web pages, Internet security, firewalls, virtual private networks, network attacks, Web and E-commerce security, wireless networking and security.

CSC 831 Data Structures and Algorithms I. (3) A. Prerequisites: CSC 730 or departmental approval. Analysis of algorithms, data structures, files, searching, and sorting.

CSC 833 Data Structures and Algorithms II. (3) A. Prerequisite: CSC 831. Pattern matching, graph theory algorithms, computational complexity, and cryptography.

CSC 834 Software Engineering and Project Management I. (3) A. Prerequisite: admission to the master's degree program in computer science, the master's degree program in math (computer science option) or departmental approval. Planning, organizing, monitoring, and controlling the implementation of a software project.

CSC 835 Software Engineering and Project Management II. (3) A. Prerequisite: CSC 834. A survey of current issues in software engineering, software testing, metrics, quality assurance, software reuse, and re-engineering.

CSC 839 Applied Learning in Computer Science. (.5-3) A. Prerequisite: departmental approval. May be retaken with approval to a maximum of three credits. Employment with faculty and field supervision in an area related to the student's academic interests. A minimum of eighty hours of employment is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

CSC 839 A-F Cooperative Study: Computer Science. (.5-3) A. Prerequisite: departmental approval. May be retaken with approval to a maximum of three credits. Employment with faculty and field supervision in an area related to the student's academic interests. A minimum of eighty hours of employment is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

CSC 842 Parallel Algorithms. (3) A.

Prerequisite: CSC 831. The design and analysis of parallel algorithms. Application to merging, sorting, combinatorics and numerical algorithms.

CSC 860 System Programming and Administration. (3) A. Prerequisite: CSC 730. Operating system concepts, concurrent programming, scheduling, security, recovery, methods and languages for operating system management. Layering protocols for computer networks, inter-process communications, TCP/IP Internet protocols, Web programming, and

Web server management. Credit does not apply toward the M.S. degree in Mathematical Sciences.

CSC 880 Seminar in: _____. (1-3) A.

Prerequisite: departmental approval. Advanced topics in computer science. May be retaken to a maximum of six hours provided the topics are different.

CSC 890 Independent Study in: _____. (1-3) A.

Prerequisite: departmental approval. Independent study on a problem chosen by the student and instructor. Student must have the independent study form and course syllabus approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of nine hours, provided that the topics are different.

CSC 895 Applied Computing Project in: _____. (3-6) A.

Prerequisite: departmental approval. An individually developed project related to the solution of a typical problem in an applied computing environment. The result is to be presented in open forum. Credit does not apply towards the M.S. degree in Mathematical Sciences.

CTE—Career and Technical Education
Dr. Charles Gagel, Coordinator

CTE 800 Occupational Training Materials.

(3) A. Instructional materials designed for the adult learner to include: the preparation and application of individualized learning packets; the identification and application of instructional computer software; the development and application of video instructional programs; organization and application of instructional sequences.

CTE 801 Occupational Training Methods. (3) A. An examination and development of training methods in occupational programs. Content will include an analysis of learning student and occupational needs, objectives, syllabi and lesson preparation and an overview of teaching methods.

CTE 802 Occupational Training Practicum. (6) A. A course designed to allow the trainer the opportunity to provide instruction to trainees in a real life setting.

CTE 810 Orientation to Occupational Education. (3) A. Instruction for new technical teachers in the areas of learning theory, instructional design and delivery, assessment, and classroom/laboratory management.

CTE 861 Supervision in Technical Education. (3) A. Principles, objectives, methods, techniques, and practices of supervision; selection and organization of instructional materials; planning and equipping facilities; and professional and in-service education as they relate to supervision of technical, vocational, and general industrial education programs.

CTE 862 Philosophy of the Career and Technical Education. (3) II. Background, purpose, history, and philosophies of career and technical education; relationship to general education; effects of legislation for career and technical education.

CTE 863 Organization and Administration of Career and Technical Education. (3) A. Organization of career and technical education on the local, state, and national level; federal legislation in technical education; federal state relationships; types of technical education programs and schools.

CTE 864 Technical Education Facility Planning. (3) A. Principles and practices underlying the planning and designing of laboratories for technical education. Students are required to design a multi-laboratory facility which complies with existing safety and health laws.

CTE 865 Evaluation in Technical Education. (3) A. Strategies and methods for evaluation in technical education; identification and analysis of context, input, process, and outcomes; preparations, use and analysis of measuring instruments.

CTE 888 Occupational Information. (3) A. Occupational information associated with careers to include: types of work performed, qualifications and

preparation required, the type of organizations where employment is available, work conditions, annual earnings, and employment outlook.

DES—Design
Mr. Herb Goodman, Chair

DES 717 Interior Design Study Tour II. (1-3) A. Prerequisite: departmental approval. Tour of interior design resources, wholesale, and retail showrooms. Study in museums, libraries, and interior design centers when possible. Special study projects. May be retaken to a maximum of six hours providing topics vary. Students having received credit for the course at the 500 level may take this course to a maximum of six hours, including the undergraduate credits. Those who have not received credit for this course at the undergraduate (500) level may retake it to a maximum of six hours.

DES 725 The Decorative Arts. (3) A. Furniture and accessories of the 18th, 19th, and 20th centuries with emphasis upon the influence of major designers and their interpreters, their stylistic characteristics and technical habitations.

DES 821 Analytical Furniture Design. (3) A. Prerequisite: TEC 331 or departmental approval. Analysis of furniture design in terms of integration of function and style with structure; coordination of furniture style with interior architectural expression. Design and research of components will result in scaled models and a complete set of working drawings.

EAD—Educational Administration
Dr. James Rinehart, Chair

EAD 801 Introduction to School Leadership and Administration. (3) I, II. The study of modern administrative theories, practices, and techniques in school leadership and administrative responsibilities. Emphasis will be upon facilitating leadership to create an organizational climate supportive of excellence in teaching and learning.

EAD 807 Educational Administration and Supervision: _____. (1-3) A. Prerequisite: advisor/departmental approval. Workshops, special topics, or seminars. May be retaken under different subtitles.

EAD 808 Administration of Pupil Personnel Services. (3) A. Prerequisite: departmental approval. Administrative problems relating to child accounting. Major areas emphasized will be attendance reports and records, school census, and social and economic factors influencing school attendance.

EAD 810 The Educational Leadership Practicum. (3) I, II. Analysis of the educational leader in practice. Sixty hours of field experiences inclusive of primary through grade 12, supported with knowledge and skill development symposiums, lectures, and assessments.

EAD 811 Utilizing Resources in Ed. (3) A. The course will help students analyze data to determine the needs of a school, develop a school improvement plan and develop a budget based on the plan.

EAD 812 Staff Selection and PD. (3) A. This course will prepare candidates to select teachers, supervise teachers and plan for their professional growth.

EAD 821 Practicum in Administration and Supervision. (3) A. Prerequisite: professional certificate in administration and supervision. Field experiences with emphasis on organization and administration of schools. Seminars/workshops will be attended to analyze problems and experiences of the field activities.

EAD 824 Technology and Leadership Practices for Program Improvement. (3) I, II. The study of assessment, improvement, and application of computer technology and effective leadership practices in education. The focus of the course will be upon the use of technology and knowledge of "best" practices for educational improvements.

EAD 827 Finance and Support Services in Schools. (3) I, II. Study of financing and support services within individual schools in Kentucky and the United States. Special emphasis will be placed upon site-based decision-making concepts as they relate to finance and support services.

EAD 828 School Law and Ethics in School Leadership. (3) I, II. Legal principles and interpretations of constitutional and statutory laws. Judicial decisions and school policies based on those are emphasized. Special attention is given to the site-based decision making process at the school level.

EAD 831 Leadership for School Program Collaboration. (3) A. The study of the issues and opportunities that surround educational leaders, professional staff, support staff, students, and communities, as they relate to collaborative efforts regarding quality and equity in development of world class schools.

EAD 834 Leadership for Human Resources Development. (3) I, II. Human resources development practices including functions of school supervision. Course emphasizes the development of knowledge and skills needed to provide essential and effective personnel leadership and management services in an educational organization.

EAD 839 The School Superintendency. (3) A. The role of the school district superintendent is explored and analyzed with reference to job responsibilities and organizational structure. Knowledge, skills, and dispositions necessary to serve successfully in the position are also examined.

EAD 840 Leadership for Safe Schools (3) A. Prerequisites: SSE 870, 871, 872 or COU 847, SSE 873. Lecture course providing educators with skills and information to analyze safety data, plan safety interventions and manage crises in educational settings.

EAD 844 Student Personnel Services in Higher Education. (3) I. Formerly COU 844. Study of student personnel services; emphasis upon relationship of these services to the total college program, research, and organization. Credit will not be awarded for both EAD 844 and COU 844.

EAD 845 Internship in Student Personnel Services. (3) II. Formerly COU 845. Supervised experience for student personnel trainees. Opportunity provided to share responsibilities for all phases of student personnel services. May be retaken to a maximum of six hours. Credit will not be awarded for both EAD 845 and COU 845.

EAD 846 Leadership for School Community Relations. (3) I, II. Study of issues and responsibilities relating to the establishment and administration of a school community relations program at the school district and school building levels. Credit will not be awarded to students who have credit for EAD 846S.

EAD 849 School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support.

EAD 851 Assessment for Learning. (3) A. Candidates will develop skills to analyze data, including common assessments, to improve school learning environment and student achievement. Finally, candidates will develop an action research plan.

EAD 852 Human Resources Leadership. (3) A. Candidates will evaluate school processes for selecting staff, inducting staff, supervising staff, and providing staff professional development. Candidates will recommend ways to develop school human resources.

EAD 853 Conditions for Learning. (3) A. Candidates will use data from surveys and interviews to evaluate a school's learning environment. Candidates will develop recommendations for improvement.

EAD 854 Fair Learning Changes. (3) A. Prerequisite: EAD 851. Candidates will complete the

proposal developed in EAD 851, working with school and community leaders to improve student learning or working conditions. Candidates will lead a team in developing, implementing, and evaluating the plan.

EAD 856 Learning for At-Risk Students. (3) A. The course will provide knowledge and strategies for aspiring school leaders to support staff, programs, and initiatives to reduce the impact of risk factors on student learning.

EAD 857 Principal Internship I. (3 or 6) A. Prerequisite: Successful completion of the tests -- Kentucky Principal Test (KYPT) and School Leadership Licensure Assessment (SLLA) -- and/or departmental approval. Candidates are principals, or have an approved plan, under the supervision of a mentor(s) to learn the principal role. In either case, candidates participate in seminars based on principal duties and responsibilities.

EAD 858 Principal Internship II. (3 or 6) A. Prerequisite: Departmental approval and EAD 857. Candidates are principals, or have an approved plan, under the supervision of a mentor(s) to learn the principal role. In either case, candidates participate in seminars based on principal duties and responsibilities.

EAD 859 Strategic Planning in Education. (3) A. An examination of planning processes used by leaders to direct and focus educational change and improvement. Includes strategic planning approaches designed to address the goals of an organization.

EAD 860 Student Development Theory in Higher Education. (3) I, II. Formerly COU 860. This is a theoretical/development course in the introduction to the student affairs profession. Credit will not be awarded for both EAD 860 and COU 860.

EAD 861 Overview and Legal Issues in Higher Education. (3) I, II. Formerly COU 861. Overview of the legal and ethical issues in the student affairs profession. Credit will not be awarded for both EAD 861 and COU 861.

EAD 862 Policy and Finance in Higher Education. (3) I, II. Formerly COU 862. Analysis of governance, policy-making, and financial issues in the student affairs profession. Credit will not be awarded for both EAD 862 and COU 862.

EAD 863 Working with College Students. (3) A. Provides candidates with appropriate communication skills and methods to effectively facilitate the growth and development of college students in the context of college or university student personnel services.

EAD 869 Decision-Making and Action Research in Education. (3) I, II. Study of action research and decision-making as they apply to problems encountered in the school principalship and supervision.

EAD 879 The Superintendency Practicum. (3) A. Analysis of the school district superintendent's role in practice with emphasis on changes in society and schools. Students will participate in a variety of experiences that involve interacting with practicing school administrators, especially with superintendents.

EAD 897 Independent Study. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Designed for advanced graduate students who desire to investigate special problems relating to educational administration and/or supervision.

**ECO—Economics
Dr. Gyan Pradhan, Chair**

ECO 760 Special Problems in Economics. (1-4) A. Prerequisite: advisor/departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent work, special workshop, special topics, or seminar.

ECO 790 Regional Economics. (3) A. Prerequisite: three hours economics. Analysis of

patterns of regional growth and development. Use of economic models for regional forecasting and policy evaluation; the problems of marginal areas in developed economies.

ECO 807 Economics _____. (1-3) A. Prerequisite: advisor/departmental approval. Independent work, workshops, special topics, or seminars. May be retaken under different subtitles to a cumulative maximum of nine hours.

ECO 810 Economics for Teachers. (3) A. A course designed to enhance teachers' understanding of economics. Study of microeconomic and macroeconomic principles; application to policy issues; introduction to economic literacy of students in schools.

ECO 848 Statistical Methods in Business and Economics. (3) A. Prerequisite: ECO 220 or equivalent or consent of instructor. Application of statistical analysis in business and economics; probability, sampling distributions, estimation and hypothesis testing, regression, analysis of variance, chi-square analysis, and time series. Credit will not be awarded to students who have credit for QMB 850.

ECO 850 Managerial Economics. (3) II. Prerequisites: ECO 230 and 231 or ECO 822. Economic concepts directly relevant to decision making, including demand, forecasting, cost analysis, production theory, and pricing under competitive and imperfect market conditions.

ECO 854 Advanced Statistical Applications. (3) A. Prerequisite: ECO 848 or equivalent. Develops business and economic applications emphasizing the general linear model. Includes statistical inference, regression models, non-parametrics, and analysis of variance. Emphasis upon description and prediction of business and economic phenomena. Credit will not be awarded to students who have credit for EPY 843 or QMB 300 or STA 500 or STA 700 or ECO 320 or PSY 301 or STA 320.

ECO 855 Contemporary Economic Issues: _____. (1-6) A. Prerequisite: ECO 850 or equivalent. Application of economic analysis to such issues as international trade, health care, education, environmental policy, monetary and fiscal policy, and income distribution. May be retaken to a maximum of six hours if topics are different.

ECO 860 Independent Study in Economics. (1-6) A. Students must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtitles to a cumulative maximum of six hours.

**EDC—Educational Core
Dr. Dorie Combs, Chair**

EDC 810 K-12 Ed/Tech: Critical Issues. (3) Online. Introduction to research about integration of technology into K-12 school systems. Students will also investigate current and future technology advancements in hardware, software, networking, support, and training. Basic issues relating to legal and ethical issues relative to technology will also be introduced.

EDC 811 K-12 Ed/Tech: Multimedia Design. (3) Online. Corequisite: EDC 810. Introduction to multimedia-authoring approaches and research in electronic formats. Students will create web-based instructional courseware. All students will produce and publish a classroom, school, or other education related website.

EDC 812 K-12 Ed/Tech: Online Learning. (3) Online. Corequisite: EDC 810. Understand and apply principles and best practices in online learning as a medium for adding online activities in the K-12 classrooms. Students will evaluate open source software and develop an online course or unit of study using a selected open source system.

EDC 813 K-12 Ed/Tech: Capstone. (3) Online. Prerequisites: EDC 810, 811, and 812. Students will synthesize and integrate theories and

practices learned from the three previous courses in the program and apply them toward the development of a culminating educational technology project appropriate to the K-12 environment.

EDF—Educational Foundations **Dr. Dorie Combs, Chair**

EDF 807 Educational Studies: _____. (1-3) A. Prerequisite: advisor/departmental chair approval. Independent work, workshop, special topics, or seminars. May be retaken under different subtitles.

EDF 837 Comparative Education. (3) A. Study of the development of educational thought and practice in selected nations of Europe, Asia, Africa, and South America. Emphasis will be placed on intellectual, historical, and sociological factors.

EDF 855 Foundations of Multicultural Education. (3) A. Examination of the education implications of cultural pluralism in America and selected societies of the world.

EDL—Educational Leadership **Dr. James Rinehart, Chair**

EDL 810 Introduction to Quantitative Research Methods. (3) A. Introduction to the use of quantitative research methods in education. Topics include measures of central tendency, measures of variability, correlation, regression, testing statistical hypotheses, and research design.

EDL 811 Introduction to Qualitative Research Methods. (3) A. Introduction to qualitative data collection and analysis in educational research. Review of origins, theory, and design of method; issues of validity, reliability, and human subject ethics.

EDL 812 Intermediate Quantitative Research Methods (3) A. Prerequisite: EDL 810 or departmental approval. The emphasis is on research design, the limitations of research design, and the analysis of data. Techniques include ANOVA, regression, and ANCOVA.

EDL 820 Cultural and Contextual Foundations of Leadership. (3) A. Investigation of cultural and social influences on the development of leadership in educational settings. Emphasis is on place and the application of sociocultural concepts to leadership issues and problems in educational settings.

EDL 821 Moral and Ethical Dimensions of Leadership. (3) A. Examination of the moral dimensions of the process and content of leadership from theoretical and practical perspectives. Emphasis is on the application of ethical thinking and concepts to leadership issues and problems in educational settings.

EDL 822 Social and Political Dimensions of Leadership. (3) A. Examination of social and political dimensions of the process and content of leadership from theoretical and practical perspectives. Emphasis is on the application of relevant theoretical constructs to leadership issues and problems in educational settings.

EDL 823 Assessment for Educational Leaders. (3) A. Study and application of appropriate and effective uses of different types of assessment data in a variety of educational settings to guide leadership practice.

EDL 826 Leadership for Change in Organizations (3) A. Focuses on the leader's role in changing educational organizations emphasizing the nature, characteristics, responsibilities, and contextual determinants.

EDL 830 College Teaching.(3) A. An introduction to teaching on the college level focusing on best practices in pedagogy and research.

EDL 899 Thesis for Specialists in Education. (3) A. Prerequisite: departmental approval. Completion and defense of a research thesis in educational leadership, policy studies, or a related field. May be retaken to a maximum of six hours.

EDL 900 Ed.D. Field Experience. (3) A. Prerequisite: departmental approval. Minimum of eighty hours of field experiences relevant to the

student's planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. May be retaken to maximum of six hours.

EDL 910 Seminar in Advanced Research Methodology and Design. (3) A. Prerequisites: EDL 810 and 811. In-depth study of research methodology and design (qualitative, quantitative, or mixed methods) as related to a specific research project or set of research questions. May be retaken to a maximum of six hours.

EDL 912 Higher Education Leadership (3) A. Designed to introduce major themes of higher education administration, organizational leadership and governance to students with special emphasis on administration and leadership in postsecondary educational settings.

EDL 924 Public Policy & Assessment. (3) A. Content includes the study of forces that influence education policy and decision making. Focus of study will be on policies relevant to P-12 and postsecondary education in the U.S. Students prepare and present policy briefs.

EDL 925 Organizational Behavior & Justice. (3) A. Examines the dynamics of educational organizations including the complex patterns of human dynamics and provides a rationale for principles of situational leadership. Facilitates understanding of organizations, their management, and implications for perceptions of fairness.

EDL 930 Seminar on Rural Schools and Communities. (3) A. Consideration of the relationship between schools and rural communities, including issues related to democratic localism, state and national education agendas, and economic development in rural areas.

EDL 931 Leadership in Rural Settings. (3) A. Analysis of general and specific skills required for leadership in rural schools. Comparisons are made with leadership demands in urban and suburban settings. Examines formal and informal interactions and individual and collaborative leadership needs.

EDL 999 Dissertation. (3) A. Prerequisite: departmental approval. Completion and defense of a research dissertation in educational leadership, policy studies, or a related field. May be retaken to a maximum of twelve hours.

EGC—Graduate Certification **Dr. Dorie Combs, Chair**

EGC 820 Professional Studies I: Teachers, School, and Society. (3) A. Prerequisite: criteria for admission to the MAT program. Corequisite: EGC 830. An introduction to roles and responsibilities of teachers in standards-based schools, school organization, and relationship of school and society.

EGC 826 Graduate Practicum in Elementary Education. (8) I. Prerequisites: EGC 820, 830, MAT Core I-IV, admission to student teaching. Corequisite: EGC 827. Elementary Master's of Arts in Teaching Practicum. Observation, participation, and responsibility for classroom teaching including related professional activities.

EGC 827 Elementary Master of Arts in Teaching Seminar. (1) I. Prerequisites: admission to graduate practicum, EGC 820 and 830. Corequisite: EGC 826. Seminar with emphasis on questions and problems encountered in teaching including classroom management, state and national curriculum trends, and legal issues. Minimum sixteen clinical hours.

EGC 829 Master of Arts in Teaching Capstone Seminar. (3) I. Prerequisites: EGC 820 and 830, MAT Core I-III. Mediated presentation of action research project completed in Core III, completion and assessment of graduate portfolio, plan for continued professional growth based on experienced teacher standards.

EGC 830 Professional Studies II: Learner, Teachers, and Action Research. (3) A. Prerequisite: criteria for admission to MAT program. Corequisite: EGC 820. Focus on theories and principles of human development and action research.

EGC 835 Content Methods and Curriculum for Middle Grades. (3) I. Prerequisites: admission to MAT in Middle Grade Education and Teacher Education; completion of EGC 820, 830. Examination of curriculum, responsibilities of teachers, appropriate methods and instructional materials for middle grades.

EGC 836 Middle Grades Practicum in Middle Grade Education. (4 or 8) II. Prerequisites: admission to student teaching. Corequisite: EGC 837. Observation, participation, responsible classroom teaching including related professional activities. MAT candidates teaching under temporary provisional certification take this course for 4 hours in spring semester and 4 hours in fall semester. Other MAT candidates take this course for 8 hours during student teaching semester.

EGC 837 Middle Grades Master of Arts in Teaching Seminar. (1) II. Prerequisite: admission to student teaching. Corequisite: EGC 836. Emphasis on questions and problems encountered in middle grades teaching including classroom management, state and national curriculum trends, and implementation and evaluation of instruction.

EGC 840 MAT Applied Learning in Education (3) A. Corequisite: EGC 820 and EGC 830. Directed field experience in educational settings. Minimum of 200 hours field experience required.

EGC 846 Graduate Practicum in the Secondary/P-12 School. (4 or 8) A. Prerequisites: admission to student teaching. Corequisite: EGC 847. Observation, participation, responsible classroom teaching including related professional activities. MAT candidates teaching under temporary provisional certification take this course for 4 hours in spring semester and 4 hours in fall semester. Other MAT candidates take this course for 8 hours during student teaching semester.

EGC 847 Secondary/P-12 M.A.T. Seminar (1) A. Prerequisite: admission to graduate practicum. Corequisite: EGC 846. Emphasis on questions and problems encountered in secondary/P-12 teaching including classroom management, state and national trends, and legal issues.

EGC 889 Master of Arts in Teaching Capstone Seminar. (3) A. Prerequisites: EGC 846 and 847 or departmental approval. Multi-media presentation of action research project completed in Core III, completion and assessment of graduate portfolio, plan for continued professional growth based on Experienced Teacher Standards.

EHE—Higher Education **Dr. Dorie Combs, Chair**

EHE 807 Problems in Higher Education. (1-3) A. Prerequisite: advisor/departmental chair approval. Independent work, special workshops, selected topics, or seminar. May be retaken under different subtitles to a maximum of six hours.

EHS—Environmental Health Science **Carolyn Harvey, Interim Chair**

EHS 710 Radiological Health (3) A. Provides the student with the principles of health effects from ionizing radiation, including radiation sources, detection, measurement, control, and safety devices. Student will be able to identify, evaluate and control radiation in the work environment; implement a radiation monitoring program; establish emergency plans for actions to be taken in event of radiological accident; develop risk assessment and communication program. Credit will not be awarded for both EHS 710 and EHS 410.

EHS 800 Environmental Health Research Process. (3) A. Cross listed with PHE 800. Provides the student with an in-depth exploration of the public health/environmental health paradigm using instruction and hands on experience in the application of quantitative and qualitative analysis in the public and

environmental health arena. Credit will not be awarded to students who have credit for PHE 800.

EHS 825 Environmental Health Planning.

(3) A. The study of the planning tools required for the administration and implementation of environmental health programs.

EHS 839 Applied Learning in

Environmental Health. (.5-6) A. Cross listed with EHS 863. Supervised and directed field experience at official agencies at any level of government (local, state or national) or with a private industry. The EHS field practice course administrator must approve all field-training sites before selection or assignment. Credit will not be awarded to students who have credit for EHS 863.

EHS 840 Industrial Hygiene Principles. (3)

A. A study of the impact of the work place on worker's health and the control of causative factors of disease.

EHS 841 Essentials of Industrial Hygiene.

(3) A. Identify primary sources of potential chemical, physical and biological agents, identify techniques for assessing the risk of worker exposures and understand health impacts of occupational exposures to workers.

EHS 845 Environmental Health Standards/Compliance. (3) A. The study of international and national environmental health standards, rules and regulations, application interpretations, and the statutes upon which they are based.

EHS 850 Introduction to Environmental

Health Science. (3) A. Study of the effects of the environment on personal and public health related to water and waste water treatment, air pollution, food hygiene, disease vectors, waste disposal, radiation, noise, institutions, etc. as they link to chronic and communicable diseases.

EHS 855 Emergency Sanitation/Shelter/Environments. (3) A. This course will provide students with environmental health principles required to protect the environmental health of a community in times of emergency/disaster.

EHS 860 Air Quality and Health. (3)

A. A study of health impacts of air pollution from both outdoor and indoor sources. The course will also provide information about methods of reduction, control, and elimination of air pollution.

EHS 863 Field Experience in

Environmental Health. (1-6) A. Cross listed with EHS 839. Supervised and directed field experience at official agencies at any level of government (state, local or national) or with private industry. The course administrator must approve all field-training sites before selection or assignment. Credit will not be awarded to students who have credit for EHS 839.

EHS 865 Environmental Toxicology.

(3) A. Toxicology, the principles, concepts and thinking that are its foundation. The mechanisms by which the substances enter the cells of the body, the physiological processes, the target organs, classes of toxic substances, and potential exposures.

EHS 875 Principles of Ventilation (3) A.

Provides the student with the principles of ventilation including: design of fans, cleaners duct sizing; calculations, inspections, balancing the system, and overall maintenance. This course deals with use of ventilation to reduce or eliminate occupational exposures in the workplace.

EHS 877 Public Health Group Dynamics.

(3) A. Provides the student with the principles of value-based decision-making in empowering stakeholders of the health care system. This course deals with group planning processes, negotiation and mediation.

EHS 880 Food/Waterborne Disease

Control. (3) A. The management of safety and disease hazards inherent in administering community programs of food hygiene, water supply, and wastewater treatment.

EHS 885 Crisis Management, Risk

Communication/ Assessment. (3) A. Provides the student with the principles of Crisis Management and Risk communication/ Assessment by becoming

familiar with laws that mandate risk communication, types and approaches to risk communication, effective risk communication, importance of crisis management/ communication, process of hazard risk assessment, and benefits of development and implementation of an emergency response program.

EHS 890 Graduate Project in

Environmental Health. (3) A. Research into a special topic in Environmental Health. Student must have approval of course faculty.

ELE—Elementary Education

Dr. Dorie Combs, Chair

ELE 707 Problems in Elementary

Education. (1-3) A. Prerequisite: advisor/departmental chair approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent work, special workshops, special topics, or seminar.

ELE 719 Teaching in the Kindergarten.

(3) A. Focuses upon leaders and literature of kindergarten education including historical movements, organizations, curricula, equipment, and procedures used with normal, developmentally different, and multicultural children.

ELE 807 Elementary Education: _____.

(1-3) A. Prerequisite: advisor/departmental chair approval. Independent work, workshops, special topics, or seminars. May be retaken under different subtitles.

ELE 810 Elementary School Curriculum.

(3) I, II. Study in depth of principles, materials, and procedures in current curriculum development and revision in the elementary school.

ELE 871 Literacy Programs: P-5 (3) A.

Prerequisite: Admission to Master of Arts in Education or appropriate teacher certification program. Intensive study of methods and materials appropriate for developing emergent, primary, and transitional literacy in grades P-5.

ELE 897 Independent Study. (1-3) I, II.

Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Primarily for advanced graduate students who desire to investigate special problems relating to elementary education.

EME—Early Elementary/Middle Grade

Dr. Dorie Combs, Chair

EME 710 Art in the Curriculum. (3)

A. Elements of the discipline, creativity, aesthetics, theory, philosophy and instructional facilities will be explored. Individual explorations of research and media.

EME 751 Linguistics in the Curriculum.

(3) A. Investigations of elements in the science of linguistics and their application to communication skills of students.

EME 786 Teaching of Health in P-8. (3)

A. Prerequisites: admission to teacher education and major in school health. Developmentally appropriate curriculum, materials, and methods for the health P-8 program. Minimum of twenty field/clinical hours.

EME 796 Physical Education for Children

and Youth. (3) A. Comprehensive review of techniques used in teaching physical education in the early elementary and middle grades. Emphasis placed on health, evaluation, fitness testing, rhythmical activities, game activities, tumbling and self-testing.

EME 843 Teaching Math to Low Achievers.

(3) A. Crosslisted as MAE 843. In-depth analysis of characteristics of low achievers, teaching resources, teaching strategies, and appropriate mathematics curriculum content. Credit will not be awarded for both EME 843 and MAE 843.

EME 863 Social Science in the Curriculum.

(3) A. Emphasis on social science disciplines in the curriculum. New developments in social studies curricula are explored.

EME 865 Investigations in Reading. (1-3)

A. Prerequisite: instructor approval. Individual research and study of investigative and theoretical literature dealing with the teaching of reading.

EME 866 Investigations in Mathematics.

(1-3) A. Critical study of investigative and theoretical literature dealing with the teaching of mathematics.

EME 870 Trends in Science Education.

(3) A. Exploration of modern trends, practices, and foundation programs drawn from appropriate disciplines which relate to the teaching of science.

EME 872 Mathematics in the Curriculum.

(3) A. Cross-listed as MAE 872. Exploration of trends, concepts, and issues involved in modern mathematics programs. Research findings are examined and multi-sensory materials are presented. Credit will not be awarded for both EME 872 and MAE 872.

EME 873 Research Based Reading

Instruction. (1-3) A. Advanced study of methods, materials, and organizational procedures appropriate for teaching developmental reading.

EME 874 Language Arts in the

Curriculum. (3) A. Examination of current trends and curriculum problems related to teaching of language arts. Emphasis on listening, oral and written expression, spelling and handwriting.

EME 876 Investigations in Science

Education. (3) A. Prerequisite: instructor approval. Individual research and study of investigative and theoretical literature dealing with the teaching of science.

EME 877 Practicum for Reading

Specialists. (3) A. Prerequisites: EMS 868 and 875. Supervised experience for reading specialists in diagnosing and instructing students with reading difficulties.

EMG—Middle Grade Education

Dr. Dorie Combs, Chair

EMG 707 Problems in Middle Grade

Education: _____. (1-3) A. Prerequisite: approval of advisor. Independent work, workshops, special topics, or seminar. May be taken for a maximum of six hours under different subtitles.

EMG 806 Reading Instruction in the Middle

School. (3) A. Prerequisite: a course in foundations or reading/language arts instruction. Comprehensive study of materials and strategies for teaching reading in the middle grades with special emphasis on reading in the content areas.

EMG 807 Middle Grade Education:

_____. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent study, special workshops, topics, or seminars. May be taken for a maximum of six hours under different subtitles.

EMG 810 Curriculum in the Middle School.

(3) A. A study of the physical, social, emotional, and intellectual needs unique to the middle grade student and their implications for courses of study, the learning environment, and teacher characteristics.

EMG 897 Independent Study. (1-3) A.

Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Offered for advanced graduate students who desire to investigate special problems related to middle grade education.

EMS—Early Elementary/Middle Grade/Secondary

Dr. Dorie Combs, Chair

EMS 764S Service Learning as Pedagogy

(3) A. Classroom service learning strategies and techniques will be modeled. Discussion about practical application and reflection on class activities will follow. An environmental service learning project will be planned and carried out during the course.

EMS 775 Methods and Materials for Teaching English as a Second Language. (3) A. The study of effective methods of Teaching English as a Second Language (TESL). Thirty hours of field experiences are required.

EMS 818 Effective Instructional Models and Practices. (3) A. A course designed to help students examine, evaluate, and apply recent research findings related to effective instruction and schools.

EMS 830 Multicultural Populations and School Curriculum. (3) A. Exploration of ethnic and family backgrounds, class structure, patterns of living, language characteristics, and teacher-pupil attitudes as they relate to the school experience.

EMS 842 Discipline and Classroom Management. (3) A. Knowledge and skills necessary for establishing and maintaining positive relationships in the classroom; disciplinary concerns of teachers. Theoretical and tested knowledge in personal behavior and communication skills systems examined for practical and effective application.

EMS 850 Curriculum for Leaders in Education. (3) A. A course focusing on definition, planning, implementation, and assessment of P-12 curricula. Designed for students pursuing programs in Instructional Leadership.

EMS 853 Creativity in the Classroom. (3) A. Designed to offer students experience with creativity as a necessary component in learning for the gifted as well as all children. Creativity will be modeled in class format and teaching strategies.

EMS 854 Social & Emotional Development of Gifted & Talented. (3) A. Focuses on the need for affective education of gifted students in a classroom context. Candidates will examine social and emotion issues, review models, and practice differentiated classroom strategies.

EMS 855 Gifted and Talented Youth. (3) A. Survey of the unique characteristics of gifted and talented youth, methods of identification, and educational needs.

EMS 856 Curriculum in the Gifted and Talented Education. (3) A. Models for gifted and talented curriculum development, gifted and talented curriculum projects and teaching strategies, state and national curricular guidelines for gifted and talented instruction, program delivery options, and technological support are major topics.

EMS 857 Model Programs for Gifted and Talented Education. (3) A. Examination of school and district wide programs for gifted and talented students including program delivery options, staff development, and development of critical and creative thinking skills.

EMS 858 Practicum for Gifted and Talented Education. (3) A. Prerequisites: EMS 855, 856, 857. Supervised teaching experience with gifted/talented students. Provides students opportunities to apply knowledge and skills in classroom settings. Students will participate in program planning, implementation, and evaluation.

EMS 861 Environmental Education Essentials. (3) A. Exploration of the philosophy, historical development, resource identification and curriculum development of environmental education.

EMS 863 Techniques of Teaching Environmental Education. (3) A. Appropriate methods and materials for effective environmental education in a variety of settings.

EMS 868 Instructional Techniques and Materials for Students with Reading Difficulties. (3) A. Prerequisite: ELE 871, EME 873, EMG 806, or ESE 774. Methods, materials and techniques appropriate for correction of reading problems.

EMS 870 Introduction to Literacy Consulting. (3) A. An introduction to the roles, skills, responsibilities and dispositions needed for successful literacy consulting in grades 4-12.

EMS 871 Practicum in Literacy Consulting. (3) A. Prerequisite: EMS 870. Supervised experiences for literacy consultants working in schools to provide

instructional support and professional development in the language arts to teachers across the curriculum.

EMS 875 Diagnostic Assessment of Students with Reading Difficulties. (3) A. Prerequisite: ELE 871, EME 873, EMG 806, or ESE 774. Theory and implementation of diagnostic procedures for the appraisal of reading difficulties. Emphasis on assessing types and degree of reading disabilities and identifying casual and contributing factors.

EMS 880 Organization and Supervision of Student Teaching. (3) A. Prerequisite: teaching experience. For school and college personnel concerned with improving student teaching experiences.

EMS 889 Specialist in Education Capstone. (1-3) A. Prerequisites: ETL 802 or EDL 810 and EDL 811. Completion of minimum of 24 hours in Ed.S. program. Multimedia presentation of a research project related to area of specialization. Reflections on individual professional development related to Advanced Kentucky Teacher Standards.

ENG—English Dr. James Keller, Chair

ENG 700 Topics in Professional Writing: _____. (3) A. Study and practice in selected areas of professional writing. May be retaken with different topics to a maximum of six hours. If subtopic is "Writing for the Popular Media," no credit given to students who have credit for JOU 480.

ENG 702 Advanced Creative Writing. (3) A. Open to students who desire to have their manuscripts criticized: fiction, drama, poetry, biography, or the informal essay accepted; guest lectures by and discussion with writers in residence.

ENG 703 Creative Writing Workshop. (1) A. Prerequisite: departmental approval. One-week course of lectures and discussions by faculty and visiting lecturers. Each student must submit a short story, a one-act play, four poems, or equivalent. May be retaken for a maximum of three hours. Students having received credit for this course at the 500 level may take this course for a maximum of six hours, including the undergraduate credit.

ENG 704 Creative Writing Mentorship. (2) SUMMER ONLY. Prerequisite/Corequisite: ENG 703. Corresponding with instructor on-line and in conference, students will further develop advanced projects begun in ENG 703.

ENG 710 Introduction to Linguistic Theory. (3) A. An introduction to current linguistic theory and practice.

ENG 715 English as a Second Language. (3) A. Prerequisite: ENG 510, 710, or departmental approval. Study of theories advanced to explain the learning of English as a second language.

ENG 720 History of the English Language. (3) A. Study of the history of the English language in terms of social, historical, and linguistic forces from which it developed into modern English.

ENG 730 Topics in Genre: _____. (3) A. Study of a designated literary genre, such as the rise of the novel, epic poetry, classical drama, or a popular literature genre. May be retaken with different topics to a maximum of six hours.

ENG 750 Topics in Literature: _____. (3) A. An intensive study of a particular aspect of literature such as a theme, a movement, or contemporary directions/experiments. May be retaken with a different topic to a maximum of six hours.

ENG 800 Seminar on Composition. (3) I. An introduction to current information and ideas on composition, with practical application, problem solving, and research especially relevant to college composition. Required of and limited to teaching assistants in English.

ENG 801 Introduction to Graduate Study. (3) I. Introduction to professional expectations, issues, techniques, and tools of graduate-level study and

research in the discipline of English. Must be taken before 12 hours earned in the program.

ENG 803 Approaches to Creative Writing. (3) A. Study in depth of the various approaches to pedagogy of creative writing (e.g., Atelier, Great Works, Workshop) culminating in a major project demonstrating both mastery and synthesis of the approaches covered.

ENG 804 Seminar in Creative Writing: _____. (3) A. Writing and study in depth of a particular genre (e.g., fiction, poetry, drama) resulting in a coordinated project. May be retaken with different topics to a maximum of nine hours.

ENG 805 Writing Project. (1-6) A. Prerequisite: Departmental approval. Critical reading of professional literature on the development of writing ability; application and analysis of the writing process and response to writing; individualized research. Maximum of three credit hours may apply toward an M.A. degree in English.

ENG 806 Topics in Modern Rhetoric: _____. (3) A. Study in depth of selected major authors, theories, research and/or pedagogical approaches in twentieth-century rhetoric. May be retaken with a different topic to a maximum of six hours.

ENG 807 Advanced Study of Language: Knowledge and Use. (3) A. Prerequisite: ENG 510/710 or equivalent. An advanced course in language knowledge (competence) and use (performance) from the perspective of language theory, focusing on aspects of language acquisition and literacy development.

ENG 808 Studies in Modern Composition Theory. (3) A. An advanced course in modern theories of composition, suitable for students of writing and for students interested in teaching writing; includes theory, practice, and evaluation.

ENG 809 Seminar in Scholarship and Writing. (3) A. Study of the range of scholarly tools and methods for research and writing, including print and electronic sources. Special emphasis on practical application to a specific research project.

ENG 810 Seminar in Linguistics. (3) A. Prerequisite: ENG 510/710 or equivalent. Study of language from various linguistic perspectives.

ENG 812 Seminar in Research Methods in Rhetoric and Composition Studies. (3) A. Study of methods and bibliographical resources, including electronic media, for scholarly research and writing in rhetoric and composition studies. Emphasis on practical application to a specific research project.

ENG 825 Old English Language and Literature. (3) A. Study of the structure of Old English (phonology, morphology, syntax) and of selected literary works in the original. Emphasis on language or literature based on individual students' interests.

ENG 827 History of Rhetoric. (3) A. Study of classical rhetoric through the nineteenth-century as it applied to written discourse. Emphasis upon methods of invention, arrangement, and style to demonstrate their continuing utility.

ENG 830 Seminar in Literature. (3) A. An intensive study of an author(s) or a particular aspect of literature such as theme, a movement, or contemporary directions/experiments. May be retaken with different topics to a maximum of six hours.

ENG 833 Modern Literary Criticism. (3) A. Study of selected major critical approaches (such as New Criticism, Marxist Criticism, Psychoanalytic Criticism, Deconstruction, New Historicism, Feminist Criticism, Reader-Response Criticism) and their backgrounds.

ENG 839 Applied Learning in English. (5-6) A. Prerequisite: English department approval. Work under faculty and field supervisors in cooperative placement related to English graduate studies. One to six hours credit per semester or summer. Minimum of eighty hours work required for each academic credit. Maximum of three hours credit may apply toward an M.A. degree in English.

ENG 839 A-F Cooperative Study: English. (5-6) A. Prerequisite: English department approval.

Work under faculty and field supervisors in cooperative placement related to English graduate studies. One to six hours credit per semester or summer. Minimum of eighty hours work required for each academic credit. Maximum of three hours credit may apply toward an M.A. degree in English.

ENG 850 Seminar in Early American Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in American literature through Cooper. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 853 Seminar in Nineteenth-Century American Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in American literature of the 19th century. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 854 Seminar in Twentieth-Century American Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in modern American literature. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 860 Topics in Reading & Teaching Lit. (3) A. Study of various topics in reading and teaching literature to middle and high school students. Designed for middle and high school language arts/English teachers. (Counts towards credit hours for MAT, M.Ed, and Extension Certificate). May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 861 Reading and Teaching Poetry. (3) A. The course introduces middle and high school language arts/English teachers to the teaching of poetry (reading and writing); it demonstrates how teachers may share their approaches to poetry with middle and high school students so that their students may more skillfully read and interpret poetry. (Counts towards credit hours for MAT, M.Ed, and Extension Certificate).

ENG 862 Reading and Teaching Fiction. (3) A. The course introduces middle and high school language arts/English teachers to the teaching of fiction (reading and writing); it demonstrates how teachers may share their approaches to fiction (novels and short stories) with middle and high school students so that their students may more skillfully read and interpret works of fiction. (Counts towards credit hours for MAT, M.Ed, and Extension Certificate).

ENG 863 Writing and Teaching Writing. (3) II. Writing experiences with varied purposes in different genres; approaches for teaching writing in K-12 schools. Writing is analyzed for evidence of instructional "next steps." Does not fulfill requirements for MA in English. Credit will not be awarded for both ENG 863 and ENG 805.

ENG 870 Seminar in Medieval Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in English literature of the Middle Ages. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 873 Seminar in Renaissance Literature. (3) A. Study in depth of Shakespeare or of several major authors, or of a significant literary movement, in English literature from 1485 to 1660. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 876 Seminar in Restoration and Eighteenth-Century Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in British literature from 1600 to 1800. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 878 Seminar in Nineteenth-Century British Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in British literature of the Romantic and Victorian periods. May be retaken with different

topics to a maximum of six hours, only upon advisor recommendation.

ENG 880 Seminar in Twentieth-Century British Literature. (3) A. A study in depth of several major authors, or of a significant literary movement, in modern British literature. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 890 Special Studies. (1-3) A. Independent research and writing designed to fulfill individual needs and interests of advanced students. Student must have the graduate special studies proposal approved by faculty supervisor, graduate program coordinator, and department chair.

ENG 895 Mentored Scholarly Project. (3) Prerequisite: ENG 801 or 809 or 812; and departmental approval. Research, writing, and/or revision of a culminating scholarly paper or project. Student may not attempt the comprehensive examination while enrolled.

ENG 898 Thesis I. (3) A.
ENG 899 Thesis II. (3) A.

ENW—English Creative Writing
Dr. James Keller, Chair

ENW 800 Winter MFA Residency: _____. (3) A. Ten to fourteen-day writing residency involving intensive workshops, held off-campus during early January. May be retaken up to four times. Topic/content must vary.

ENW 801 Summer MFA Residency: _____. (3) A. Ten to fourteen-day writing residency involving intensive workshops, held off-campus during summer term. May be taken up to four times. Topic/content must vary.

ENW 810 Topics in Creative Writing: _____. (3) A. ONLINE ONLY. A literature course for creative writers; topic focus determined by instructor. May be retaken up to four times. Topic/content must vary.

ENW 820 MFA Writing Workshop/Mentorship: _____. (6) A. ONLINE ONLY. Students work closely with instructor on drafts, revisions, and critical responses to contemporary literature. Students may take course up to four times. Content must vary.

EPY—Educational Psychology
Dr. Connie Callahan, Interim Chair

EPY 816 Tests and Measurements. (3) I, II. Study of concepts, principles, and methods involved in the use of current tests and inventories. Emphasis on measurement theory underlying construction, use, and interpretation of data from standardized tests.

EPY 839 Human Growth and Development (3) A. A theoretical examination of human development across the lifespan. Emphasis is placed on developmental norms, etiology, diagnosis and interventions over the lifespan found in the population.

EPY 854 Mental Health and Personal Adjustment. (3) A. Study of the personal and social factors related to the development of individual mental health and mental illness.

EPY 869 Research and Program Evaluation. (3) A. This course is designed to provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation principles, models, and applications.

ESE—Secondary Education
Dr. Dorie Combs, Chair

ESE 707 Problems in Secondary Education. (1-3) A. Prerequisite: advisor/departmental chair approval. Independent work, special workshops, special topics, or seminars.

ESE 740 Teaching Art in the Secondary P-12 Schools. (3) I. Prerequisite: admission to the

Master of Arts in Teaching program. Corequisite: AED 761. Developmentally appropriate materials and methods for teaching art in the secondary schools. Minimum of 96 field/clinical hours. Credit will not be awarded for both ESE 740 and AED 740.

ESE 743 Teaching of Language Arts in the Secondary School. (3) I. Prerequisites: admission to the MAT program with a major in English, French, German, Spanish or speech and drama. Developmentally appropriate materials and methods for teaching language arts in the secondary school. Minimum of 90 field/clinical hours.

ESE 749 Teaching Social Studies in the Secondary School. (3) I. Prerequisites: admission to the MAT program, a "B" or higher in EGC 820 and EGC 830, and a major in the social sciences. Developmentally appropriate materials and methods for teaching social sciences in the secondary school. Minimum of 90 field/clinical hours.

ESE 750 Teaching Mathematics in the Secondary School. (3) I. Crosslisted as MAE 750. Prerequisite: admission to the MAT program. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Minimum of 96 field/clinical hours. Credit will not be awarded for both ESE 750 and MAE 750.

ESE 752 Teaching of Career and Technical Education in Middle and Secondary Schools. (3) I. Prerequisite: admission to the MAT program. Developmentally appropriate materials and methods for teaching career and technical education in the middle and secondary schools. Minimum of 96 field/clinical hours.

ESE 753 Family and Consumer Sciences Education Curriculum. (4) I. Prerequisite: admission to the MAT program. Developmentally appropriate materials and methods for teaching family and consumer sciences education curriculum in the secondary schools. Minimum of 96 field/clinical hours.

ESE 761 Teaching Science in Secondary School. (3) I. Prerequisite: Admission into the secondary MAT program. Designed to introduce prospective teachers to the modern materials and methods of teaching biological and physical science at the secondary level. Minimum of 96 field/clinical hours.

ESE 766 Teaching of Physical Education in Secondary Schools. (3) I. Prerequisites: admission to the MAT program with a major in physical education. Developmentally appropriate materials and methods for teaching physical education in the secondary schools. Minimum of 90 field/clinical hours.

ESE 773 Teaching Business and Marketing in Middle and Secondary Schools. (3) I. Prerequisite: admission to the MAT program. Developmentally appropriate materials and methods for teaching business and marketing education. Minimum of 96 field/clinical hours.

ESE 774 Teaching Reading in the Secondary School. (3) A. Prerequisites: education core and admission to teacher education. Emphasis on developmental and content area reading skills, appraisal of reading abilities, appropriate materials, assessment, and organization of secondary reading program.

ESE 779 Music Education: Principles and Practices. (3) I. Prerequisites: admission to the MAT program or a music certification program and MUS 750. Developmentally appropriate materials and methods for teaching music education in secondary schools. Minimum of 96 field/clinical hours.

ESE 787 Teaching of Health Education in Secondary Schools. (3) I. Prerequisites: admission to the MAT program with a major in health education. Developmentally appropriate materials and methods for teaching health education in secondary schools. Minimum of 96 field/clinical hours.

ESE 807 Secondary Education: _____. (1-3) A. Prerequisite: advisor/departmental chair approval. Independent work, workshops, special topics, or seminars. May be retaken under different subtitles.

ESE 849 Trends and Materials in Social Studies. (3) A. Designed to broaden the horizons of secondary social studies teachers. Attention focused on new curriculum materials, simulation, videotaped microteaching. Participants will be actively involved, and consultants will assist in areas of particular interest.

ESE 850 Trends in Secondary Math. (3) A. Crosslisted as MAE 850. Examination of curricular trends, modern programs, appropriate strategies, and innovative materials in secondary mathematics. Credit will not be awarded for both ESE 850 and MAE 850.

ESE 863 Secondary School Curriculum. (3) II. Aims of the public secondary schools; plans for evaluating curriculum procedures; qualities of good teaching; procedures of evaluating and improving classroom teaching; methods of making the school a more effective agency.

ESE 864 Special Problems in Family and Consumer Science Education. (1-3) A. Prerequisite: instructor approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of six hours.

ETL—Education Teacher Leader

ETL 800 Leadership Skills for Teachers. (3) A. In-depth study of the key concepts, theories, practices, and procedures of teacher leaders in educational environments. This course must be taken within the first six hours of a candidate's program.

ETL 801 Leading Achievement Change. (3) A. Pre-req / co-req: ETL 800. The study of change theory and its application in educational settings by educational leaders, teacher leaders, professional staff, support staff, students and communities to improve student achievement. 14 field hours required.

ETL 802 Research for Teacher Leaders. (3) A. Prerequisites: ETL 800 and 801. Prerequisite/Corequisite: ETL 803. This course introduces research methods in education. Candidates create a research proposal with IRB approvals. The focus is on student learning, student achievement, or school improvement.

ETL 803 Curriculum for Teacher Leaders. (3) A. Prerequisites/Corequisites: ETL 800. Candidates will conduct curriculum alignment and development that encompasses analysis, synthesis and justification for applied curriculum at the appropriate level. Candidates will develop formative and summative assessments. They evaluate research-based instructional strategies for all learners. (Field work 13 hours).

ETL 804 Teacher Leader Capstone. (3) A. Prerequisite: ETL 803. Candidates will refine an action research project begun in ETL 802. Candidates will collect, analyze, and interpret data related to the impact on student learning and make a final presentation.

FCS—Family and Consumer Sciences Dr. Diane Leggett, Chair

FCS 750 Family and Consumer Science Topics: _____. (1-6) A. Workshops on selected topics in home economics. May be retaken to a maximum of six hours provided topics vary. Students having received credit for the course at the 500 level may take this course to a maximum of six credit hours, including the undergraduate credits. Those who have not received credit for this course at the undergraduate (500) level may retake it to a maximum of six hours credit.

FIN—Finance Dr. Oliver Feltus, Chair

FIN 850 Strategic Financial Management. (3) II. Prerequisites: QMB 850 and successful completion of any required prerequisite MBA foundation courses or departmental approval. Case-oriented, in-depth exploration of capital

budgeting, dividend analysis, capital structure, cash and liquidity management, financial forecasting and planning, current assets and liabilities management, and institutional structures for finance. Focus on deconstructing financial statements.

FIN 855 Topics in Finance: _____. (1-6) A. Prerequisites: FIN 850 and QMB 850. Study of contemporary topics from areas such as international finance, financial institutions and regulations, and investment analysis. May be retaken to a maximum of six hours provided topics are different.

FIN 890 Independent Study in Finance. (1-4) A. Prerequisite: advisor/departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

FRM—Family Resource Management Dr. Diane Leggett, Chair

FRM 856 Special Problems in Family Economics and Management. (1-3) A. Prerequisite: instructor approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. The student chooses a problem and works under the supervision of the instructor. May be retaken to a maximum of six hours provided topics vary.

GBU—General Business Dr. Lana Carnes, Chair

GBU 850 Legal, Ethical, and Social Environment of Business. (3) A. Examines what the responsible business-person must know about the Common Law, the regulatory environment, standards of ethical conduct, and the social responsibilities of the modern enterprise.

GBU 851 Business Strategy. (3) I, II. Prerequisites: ACC 850, CCT 850, CIS 850, FIN 850, MGT 850, MKT 850, and QMB 850. A capstone perspective integrating design of all functional areas and implementation of business strategic plan. A Knowledge Test Exit Exam (KTEE) will be administered.

GBU 855 Special Topics in Business. (3) A. Prerequisite: departmental approval. Study of various special topics in the various functional areas of business: accounting, administrative communications, computer information systems, finance, management, marketing, or international business. May be retaken to a maximum of six hours provided topics are different.

GBU 891 Thesis Research. (3) A. An independent research project, guided by a Thesis Advisor and approved by Thesis Committee of three MBA faculty (Thesis Advisor included), in partial fulfillment of the MBA degree. The decision to complete a thesis must be made during the student's second semester in the MBA Program. Three hours per semester, up to a maximum of six hours, may be taken. The grade for this course will be IP until either the thesis is completed and approved, or the MBA Knowledge Test Exit Exam (KTEE) is passed at which time the grade will become "S."

GEO—Geography Dr. John White, Chair

GEO 701 Advanced Geography: _____. (3) A. Prerequisite: departmental approval. In-depth study of physical, cultural, economic, or geographic technique (GIS) themes. May be retaken to a maximum of six hours provided subject matter differs each time.

GEO 725 Seminar in Planning: _____. (3) A. In-depth study of urban or regional planning topics, such as growth management and land use. May be retaken to a maximum of six hours provided subject matter differs each time.

GEO 797 Special Studies in Geography. (1-3) A. Prerequisite: departmental approval.

Students must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Directed work in geography. Credit will not be awarded to students who have credit for PLA 797 or PLA 597.

GLY—Geology Dr. John White, Chair

GLY 700 Earth Science Problems for Teachers: _____. (1-3) I, II. Prerequisite: departmental approval. Student must have the independent study proposal form approved by the faculty supervisor and department chair prior to enrollment. Designed to fit the needs of individual students majoring in education (general science) who need special instruction in the earth sciences. May be retaken to a maximum of nine hours provided topic is different each time.

GLY 703 Earth Materials. (3) I. Prerequisite: any general education geology course or departmental approval. Survey of natural materials: minerals, rocks, soils and natural resources presented in the compositional structure of the Earth. Emphasis on the interaction between these materials and human activity, and on analytical techniques. 2 Lec/2 Lab.

GLY 704 Earth Processes. (3) II. Prerequisite: any general education geology course or departmental approval. Survey of natural processes: weathering and erosion; transportation, deposition and consolidation of sediment; deformation and uplift of the Earth's crust. Emphasis on the interaction between these processes and human activity, and on analytical techniques. 2 Lec/2 Lab.

GLY 712 Geology of Soils. (3) A. Prerequisite: any general education geology course or departmental approval. Composition, classification, and evolution of soil; role of climate, living organisms, physiography, and underlying geology in soil formation. Emphasis on clay mineralogy, analytical techniques, soil mapping, paleosols in the rock record, human interaction with soils, and the economic importance of soils. 2 Lec/2 Lab.

GLY 735 Hydrogeology. (3) I. Prerequisites: any general education geology course or departmental approval. Origin, occurrence, movement, utilization, and conservation of groundwater. Qualitative and quantitative presentation of geological, physical, and geochemical aspects of groundwater hydrology. 2 Lec/2 Lab.

GLY 740 Biochemical Treatment Processes. (3) A. Prerequisite: departmental approval. Survey of remediation processes for polluted waters and soils; emphasis on understanding the science of and application for various treatment processes.

GLY 750 Evolution of the Earth. (3) A. Prerequisites: GLY 703 and 704 or departmental approval. Capstone course: overview of geological principles from the perspective of earth's history, physical and biological. Emphasis on critical thinking and expressive writing.

GLY 780 Selected Topics: _____. (1-3) A. Prerequisite: departmental approval. Designed to explore specific aspects of geology. May be retaken to a maximum of six hours provided topic is different each time.

GLY 800 Selected Topics for Teachers: _____. (1-3) A. Prerequisite: departmental approval. Designed to offer a range of geological topics for teacher education. May be retaken to a maximum of nine hours provided topic is different each time.

GLY 802 Scientific Communication in Geosciences. (2) I. Corequisite: GLY 803. Introduction to design of research, preparation of papers for scientific publication, and the preparation and presentation of displays and papers at scientific meetings.

GLY 803 Graduate Seminar. (1) I, II. Weekly departmental seminar directed toward current research in geoscience. Presenters include faculty, invited professionals, and graduate students. Active

participation as a presenter and an informed respondent required. Intended as a compliment to GLY 802, but may be retaken to a maximum of four hours.

GLY 804 Research Methods in Geosciences.

(3) **I.** Practical methodology of research in the geosciences, a site-based project that uses geoscientific techniques and instrumentation to answer research questions. Includes, but is not limited to, petrography; orientation to available laboratory facilities, geospatial analysis, and field investigations. 2 Lec/2 Lab.

GLY 805 Advanced Structural Geology.

(3) **A.** Prerequisite: GLY 410 or departmental approval. Emphasis on plate tectonics, regional structure, and the mechanics of stress and strain.

GLY 821 Sedimentology: _____.

(3) **A.** Prerequisite: GLY 415 or departmental approval. Emphasis on either siliciclastic or carbonate sedimentology. Study of physical, chemical, and biological processes leading to interpretation of depositional and diagenetic environments. May be retaken to a maximum of six hours if topic is different.

GLY 822 Igneous and Metamorphic Petrology.

(3) **A.** Prerequisite: GLY 409 or GLY 703 and 804. Mineralogy, chemistry, texture, structure, and tectonic environment of the principle suites of igneous and metamorphic rocks. Emphasis on petrogenetic models within an overall context of global tectonics. 2 Lec/2 Lab.

GLY 823 Sedimentary Petrology. (3)

A. Prerequisite: GLY 409 or GLY 703 and GLY 804. Study of composition, texture, and diagenesis of sedimentary rocks. Emphasis on microscopic examination. 2 Lec/2 Lab.

GLY 836 Seminar: Granular

Hydrogeology. (3) A. Prerequisite: GLY 535 or 735 or departmental approval. Divergent groundwater flow in ideally homogeneous, isotropic, porous and permeable media, both vadose and phreatic; examples illustrating departures from the ideal. Seminar features exposition of theoretical concepts and their practical application, current journal articles, case studies, and student/instructor/guest presentations.

GLY 837 Seminar: Karst Hydrogeology.

(3) **A.** Prerequisite: GLY 535 or 735 or departmental approval. Convergent groundwater flow in soluble rocks exhibiting heterogeneous, anisotropic, conduit dominated permeability, both vadose and phreatic. Seminar features lecture presentations relevant to comprehending and analyzing these complex aquifers, demonstration of tracer investigations and electronic monitoring, case studies, field trip, and student presentations.

GLY 838 Seminar: Contaminant

Hydrogeology. (3) A. Prerequisite: GLY 535 or 735 or departmental approval. Point and non-point source contamination of granular and karst aquifers; vadose and phreatic zone transport of various kinds of pollutants; groundwater monitoring, aquifer restoration and environmental remediation. Seminar features exposition of theoretical concepts and their practical application, current journal articles, case studies, and student/instructor/guest presentations.

GLY 860 Aqueous Geochemistry. (3) II.

Prerequisite: CHE 112 or departmental approval. Reactions between natural waters, atmospheric gases and earth materials in surface and near surface environments. Emphasis is placed on consequences of chemical weathering, composition of surface and near surface water, geochemical cycles, and natural and anthropogenic geochemical events. 2 Lec/2 Lab.

GLY 880 Seminar: _____. (1-3) **A.**

Prerequisite: instructor approval. Designed to meet specialized needs for instruction. May be retaken to a maximum of nine hours provided topic is different each time.

GLY 890 Geological Literature Review.

(3) **A.** Prerequisite: GLY 802. Critical analysis of research in a specific field of geology or environmental science, written in consultation with faculty committee. Required of graduate students in non-thesis option; credit will not be given for both GLY 899 and GLY 890.

GLY 898 Special Problems in Geology. (1-6) I, II. Prerequisite: departmental approval. Students must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Topic determined by student and instructor. May be retaken to a maximum of six hours provided topic is different each time.

GLY 899 Thesis. (3-6) I, II. Prerequisites: admission to candidacy and departmental approval. Research leading to thesis as directed by chair of thesis committee. May be retaken to a maximum of six hours.

GLY 899C Thesis Continuation. (3-9) I, II. Prerequisite: departmental approval. Continuation of research leading to thesis as directed by chair of thesis committee. Student must have already registered for six hours of GLY 899. May be retaken as necessary. May not be used to satisfy degree program requirements.

GRD—Graduate Program and Research

GRD 857a MS Biology 1st Written Comprehensive Exam

GRD 857b MS Biology 2nd Written Comprehensive Exam

GRD 857c MS Biology 3rd Written Comprehensive Exam

GRD 857d MS Applied Computing Written Comprehensive Exam

GRD 857e MS English Written Comprehensive Exam

GRD 857f MPA Public Administration Written Comprehensive Exam

GRD 857g MA History Written Comprehensive Exam

GRD 857h MS Mathematics Written Comprehensive Exam

GRD 857i MM Music Written Comprehensive Exam

GRD 857j MS General Psychology Written Comprehensive Exam

GRD 857k MS Clinical Psychology Written Comprehensive Exam

GRD 857l MS Industrial and Organizational Psychology Written Comprehensive Exam

GRD 857m MS Specialist in Psychology: School Psychology Written Comprehensive Exam

GRD 858a MS Biology Oral Comprehensive Exit Exam

GRD 858b MS Chemistry Oral Defense

GRD 858c MS Chemistry Written Report

GRD 858d MS Applied Computing Oral Comprehensive Exam

GRD 858e MS English Oral Thesis Defense

GRD 858f MFA Creative Writing Comprehensive Presentation

GRD 858g MPA Public Administration Oral Comprehensive Exam

GRD 858h MA History Oral Comprehensive Exit Exam

GRD 858i MM Music Oral Comprehensive Exam

GRD 858j MS General Psychology Oral Comprehensive Exam

GRD 858k MS Clinical Psychology Oral Comprehensive Exam

GRD 858l MS Industrial and Organizational Psychology Oral Comprehensive Exam

GRD 858m Specialist in Psychology: School Psychology Oral Comprehensive Exam

GRD 858n Autism Spectrum Certificate Oral Comprehensive Exam

GRD 867a Knowledge Test Exit Exam

GRD 867b MS Career & Technical Education Written Comprehensive Exam

GRD 867c MS Applied Engineering and Technology Management Written Comprehensive Exam

GRD 868a MS Career & Technical Education Oral Comprehensive Exam

GRD 868b MS Applied Engineering and Technology Management Oral Comprehensive

Exam

GRD 877a MAED Elementary Education Written Comprehensive Exam

GRD 877b MAED Middle Grade Written Comprehensive Exam

GRD 877c MAED Gifted Education Written Comprehensive Exam

GRD 877d MAED Reading & Writing Education Written Comprehensive Exam

GRD 877e MAED Secondary Education Written Comprehensive Exam

GRD 877f MAT Middle Grade Written Comprehensive Exam

GRD 877g MAT Secondary Education Written Comprehensive Exam

GRD 877h MAT Interdisciplinary Early Childhood Education Written Comprehensive Exam

GRD 877i MAED Instructional Leadership Written Comprehensive Exam

GRD 877j MA Mental Health Counseling Written Comprehensive Exam

GRD 877k MA Human Services Written Comprehensive Exam

GRD 877l MAED School Counseling Written Comprehensive Exam

GRD 877m MAED Special Education Written Comprehensive Exam

GRD 877n MAED Communications Disorder Written Comprehensive Exam

GRD 877o MAED Library Sciences Written Comprehensive Exam

GRD 877p EdD Doctoral Qualifying Written Comprehensive Exam

GRD 878a MAED Elementary Education Oral Comprehensive Exam

GRD 878b MAED Elementary Education Portfolio Review

GRD 878c MAED Middle Grade Oral Comprehensive Exam

GRD 878d MAED Middle Grade Portfolio Review

GRD 878e MAED Gifted Education Oral Comprehensive Exam

GRD 878f MAED Gifted Education Portfolio Review

GRD 878g MAED Reading & Writing Education Oral Comprehensive Exam

GRD 878h MAED Reading & Writing Education Portfolio Exit Review

GRD 878i MAED Secondary Education Oral Comprehensive Exam

GRD 878j MAED Secondary Education Portfolio Review

GRD 878k MAT Middle Grade Oral Comprehensive Exam

GRD 878l MAT Middle Grade Oral Comprehensive Exam

GRD 878m MAT Secondary Oral Comprehensive Exam

GRD 878n MAT Secondary Portfolio Review

GRD 878o MAT Interdisciplinary Early Childhood Education Oral Comprehensive Exam

GRD 878p MAT Interdisciplinary Early Childhood Education Portfolio Review

GRD 878q MAED Instructional Leadership Oral Comprehensive Exam

GRD 878r Specialist in Education - Educational Administration & Supervision Thesis Defense

GRD 878s MA Mental Health Counseling Oral Comprehensive Exam

GRD 878t MA Human Services Oral Comprehensive Exam

GRD 878u MAED School Counseling Oral Comprehensive Exam

GRD 878v MAED Special Education Oral Comprehensive Exam

GRD 878w MAED Communications Disorder Oral Comprehensive Exam

GRD 878x MAED Library Sciences Oral Comprehensive Exam

GRD 878y MAED Library Sciences Portfolio Exit Review
GRD 878z EdD Doctoral Qualifying Oral Comprehensive Exam
GRD 887a MPH Written Comprehensive Exam
GRD 887b MS Physical Education Written Comprehensive Exam
GRD 887c MS Community Nutrition Comprehensive Exam
GRD 887d MS Occupational Therapy Written Comprehensive Exam
GRD 887e MS Recreation & Park Administration Written Comprehensive Exam
GRD 888a MPH Oral Comprehensive Exam
GRD 888b MS Nursing Oral Comprehensive Exam
GRD 888c MS Occupational Therapy Thesis Defense
GRD 897a MS Correctional & Juvenile Justice Studies Written Comprehensive Exam
GRD 897b MS Criminal Justice Written Comprehensive Exam
GRD 897c MS Safety Security & Emergency Management Written Comprehensive Exam
GRD 898a MS Corrections & Juvenile Justice Studies Oral Comprehensive Exam
GRD 898b MS Corrections & Juvenile Justice Studies Thesis Defense
GRD 898c MS Criminal Justice Thesis Defense
GRD 898d MS Safety Security & Emergency Management Thesis Defense
GRD 899 Continuing Enrollment. (0) A. Students who are working on a thesis or dissertation and have completed all course work are required to enroll and pay a fee of \$25 to maintain their status as an active graduate student.

HEA—Health Education
Dr. Michael Ballard, Chair

HEA 790 Health Education: _____. (1-3) A. Study of pertinent problems in health and health education. Includes topics such as: health care delivery, child abuse, teenage pregnancy, community health organizations, elementary school health curriculum, drug education, school and health services, health deviations among students, sexually transmitted diseases, etc. May be retaken once with advisor approval provided subtitle is different.
HEA 791 Women's Health. (3) A. Analysis of the major health problems of contemporary women with special emphasis on health promotion, disease prevention, and consumer health concerns.
HEA 792 Human Sexuality. (3) A. Study of the biological, social, and psychological aspects of human sexuality. Directed primarily toward those individuals in situations, which require them to assist others in understanding the broad impact of one's sexuality. Emphasis is placed upon student development of logical and reasoned justifications for their own value system.
HEA 793 Death and Grief. (3) A. A study of attitudes, behaviors, and issues concerning death and grief. Topics include responses to death and grief throughout the life cycle; process of grief and bereavement; theology and death; legal aspects of dying; care of the dying; suicide; post-mortem care; death education.
HEA 795 Alcohol Abuse and Dependency. (3) A. Study of the impact of alcohol related attitudes and behaviors on individuals and society. Includes study of influences on choices about alcohol, behavior change strategies, prevention, intervention, and treatment.
HEA 800 Advanced Health Science. (3) A. Provides students an opportunity to broaden their knowledge of the latest scientific facts and sources of information related to selected health concerns including disease, nutrition, fitness, drug use, family

living, and emotional health.

HEA 804 Drug Abuse and Dependency. (3) I, II. Study of the nature and progression of chemical abuse and dependency and effects on the individual, family, and society. Includes study of strategies for prevention, intervention, and treatment.
HEA 807 Health: _____. (1-3) A. Prerequisite: advisor/departamental approval. Independent work, special topics, or seminars. May be retaken under different subtitles. Topics include first aid and safety for teachers, lifestyle and mental health, and health education for elementary teachers.
HEA 810 Human Behavior Change. (3) A. This course examines selected theories and models of health behavior relevant to health promotion in individuals and communities. Students will analyze biological, psychological, sociological, and environmental influences on behavior, and evaluate strategies for health promotion.
HEA 816 Public Health Organization and Administration. (3) A. In-depth exploration of the myriad of forces impacting public health organization and administration at local, state, and national level; the relationship between legislative action, effectiveness of public health efforts, and future of public health.
HEA 820 Global Health. (3) II. Overview of the relationship between epidemiological, economic, political, sociological and cultural factors that impact global health. Special emphasis is on methods of prevention/intervention utilized in coping with health problems on an international level.
HEA 824 Planning and Evaluation of Health Programs. (3) II. The focus of this course is on the process of assessing a community and on strategies for planning, implementing, and evaluating health promotion programs in a variety of settings.
HEA 830 Biostatistics. (3) A. This course is an introduction to basic concepts of statistics as applied to public health. Major topics to be covered include descriptive statistics, theoretical distributions, probability, estimation, hypothesis testing, correlation, analysis of variance, and regression.
HEA 840 Research Methods in Community Health. (3) II. Emphasis will be on identifying a community health research problem, constructing hypotheses, selecting a research design and statistical analyses, and interpreting findings of the study.
HEA 855 Principles of Epidemiology. (3) A. A study of the distribution and determinants of disease and injury. Research methodologies for human research and disease surveillance techniques will be emphasized.
HEA 856 Applied Epidemiology. (3) A. Prerequisites: HEA 830 and HEA 855 or department approval. An applied epidemiology course with emphasis on field investigations, public health surveillance, surveys and sampling, use of computers in epidemiology, descriptive epidemiology, designing studies, analysis, interpretation and communication of data, and intervention/control measures.
HEA 875 Seminar in Contemporary Health Problems. (3) A. Opportunity for in-depth study of current health problems and issues utilizing guest speakers as the primary source of information.
HEA 880 Scholarship in Community Health. (3) A. Applied scholarship experience demonstrating synthesis and integration of advanced knowledge and skills in Community Health. Student must have approval of department prior to enrollment.
HEA 895 Public Health Capstone Seminar. (3) II. Integration and application of competencies acquired through the MPH program to problems likely to be encountered in public health practice. Current challenges, money, politics, and public health ethics, as they impact the profession, are addressed.
HEA 897 Thesis. (3-6) A.
HEA 898 Health Care Delivery. (3) A. This course will provide a general survey of the various health professions, role of comprehensive health planning concepts, and the role of the health

professional in the health care delivery system.

HEA 890 Practicum in Community Health. (3) A. Student will be placed in a supervised work environment in community health.
HIS—History
Dr. Christianne Taylor, Chair
HIS 800 Historiography and Criticism. (3) A. A seminar in the history and theory of historical writing and fundamental techniques of the historian.
HIS 838 Practicum in Public History. (3) A. Prerequisite: departmental approval. Supervised practice in public history settings. Selective participation varies with the student's program and participation. May be retaken at the discretion of the department. Three credit hours will require approximately 150 hours of employment plus completion of an independent research project over the course of a semester. Maximum of three credit hours may be applied to the M.A. program in history.
HIS 839 Cooperative Study in Public History (1-3). Prerequisite: Departmental approval; must have been admitted to Masters in history program. Does not satisfy M.A. program requirements. Work in placement related to public history. One to three hours credit per semester or summer. Total hours 3. A minimum of 80 hours employment required for each semester hour credit. May be retaken for a maximum of 3 hours.
HIS 840 History Topics for 4th-8th Grade Teachers (3) A. Seminar on selected topics in history specifically related to 4th- through 8th-grade social-studies curriculum. Course may be retaken to a maximum of 9 hours provided the subject matter differs each time. Course is not open to History M.A. students or to secondary-education teachers. Course cannot be used to fulfill requirements for a History M.A.
HIS 849 Reading and Research: _____. (3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent study in a specific field. May be retaken to a maximum of six hours, provided the subject matter differs each time.
HIS 860 Readings in American History: _____. (3) A. Seminar on selected developments in American history. May be retaken to a maximum of nine hours, provided the subject matter differs each time.
HIS 861 Readings in European History: _____. (3) A. Seminar on selected developments in European history. May be retaken to a maximum of nine hours, provided the subject matter differs each time.
HIS 862 Readings in Asian/African History: _____. (3) A. Seminar on selected developments in Asian or African history. May be retaken to a maximum of nine hours, provided subject matter differs each time.
HIS 863 Readings in Latin America History: _____. (3) A. Seminar on selected developments in Latin American history. May be retaken to a maximum of nine hours, provided subject matter differs each time.
HIS 864 Comparative History: _____. (3) A. Seminar on issues in comparative history. May be retaken to a maximum of nine hours, provided the subject matter differs each time.
HIS 865 Conceptualizing History: _____. (3) A. Analysis of recent trends in the teaching and conceptualizing of world history, western civilization, and/or U.S. History. May be retaken to a maximum of nine hours, provided the subject matter differs each time.
HIS 899 Thesis. (3-6) A. May be retaken to a maximum of twelve hours.
HIS 899C Thesis Continuation. (3-9) I, II. Prerequisite: departmental approval. Continuation of research leading to thesis as directed by the chair of the

thesis committee. Student must already have registered for six hours of HIS 899. May not be used to satisfy degree program requirement.

HLS—Homeland Security
Dr. Larry Collins, Chair
Dr. Michael Collier, Coordinator

HLS 800 Homeland Security Policy Analysis. (3) A. Critical analysis of homeland security including structure and administration of the Department of Homeland Security and related legislation, acts, and presidential directives. Overview of DHS prevention, protection, response and recovery roles.

HLS 810 Critical Infrastructure Protection. (3) A. Evolution of various critical infrastructures and the quantitative approaches commonly used to evaluate them. Infrastructure protection measures including allocation of limited funding to minimize overall risk.

HLS 820 Intelligence for Homeland Security. (3) A. Key questions and issues facing the U.S. intelligence community and its role in homeland security and homeland defense. Critical analysis of intelligence disciplines and operations at the federal, state, and local levels.

HLS 830 Hazards & Threats to Homeland Security. (3) A. Description and analysis of significant hazards and threats to national security, and community safety, such as disasters, catastrophes, accidents, epidemics, technological failures, and terrorism.

INS—Insurance
Dr. Oliver Feltus, Chair

INS 720 Survey of Risk Management and Insurance. (3) Prerequisite: Instructor approval. The examination of risk management and insurance concepts and principles with an emphasis on application. Coverage will include a broad base of current topics and tools used in this dynamic area and provide the student the background for improved decision making in dealing with risk.

INS 878 Business Risk Management. (3) A. Analysis and treatment of the risks faced by all organizations and businesses, including legal liability and property risks, retention and self-insurance, captive insurers, loss prevention, risk avoidance and transfer, and insurability of risks.

LAS—Paralegal
Dr. Lynette Noblitt, Director

LAS 735 Municipal Law. (3) A. Prerequisite: LAS 220 or director's approval. Practical legal problems confronting municipal officials including: government and public official liability, ordinances, tax levies, bonding, zoning, soliciting, licensing, open meetings, personnel, cut-back management, elections, and other issues.

LIB—Library Science
Dr. Dorie Combs, Chair

LIB 800 Organization and Administration of the School Media Center. (3) A. A course designed to instruct students in the philosophy, objectives, and administration of the media center in elementary and secondary schools.

LIB 801 Educational Technologies. (3) I, II. A course designed for teacher leaders to research current issues, integrate educational technology and provide leadership in technology planning, applications, and assessments for P-12 educational settings.

LIB 802 Young Adult Literature and Resources. (3) A. A course designed for teachers and librarians working with adolescents and young adults. Literature and resources appropriate for school curricula and encouraging reading among adolescents and young adults ten years and older will be explored.

LIB 805 Advanced Children's Literature. (3) A. Prerequisite: LIB 301 or comparable course. Characteristics of good reading for children; types and evaluation of literature; use of materials for curricular and leisure needs; correlation of book and non-book materials. For librarians and teachers.

LIB 807 Library Science. _____ (1-3) A. Prerequisite: advisor/departamental chair approval. Independent work, workshops, special topics, or seminars. May be retaken under different subtitles.

LIB 821 Information Literacy. (3) A. Introduction to information literacy skills and services in school libraries. Emphasis on information search process methodologies and information search applications, including: cataloging, reference interview process, print and electronic resource evaluation, collection development and search techniques.

LIB 831 Organization and Access. (3) A. Study of the principles and practices of describing, representing, organizing, accessing, and retrieving information. Examines the operations, process, tools, and methods in some major information systems.

LIB 840 Applied Learning in Library Science. (3) A. Prerequisite: LIB 800. Directed field experience in school library settings. Minimum of 200 hours field experience required.

LIB 863 Computer Use and Media Preparation in Library Media Programs. (3) A. Prerequisite: LIB 801. This course emphasizes the application of computer tools to library procedures and information access and the design, production, and organization of instructional media.

LIB 870 P-12 School Media Librarian Practicum. (1-3) A. Field-based experience at two or three levels (elementary, middle grade, or secondary) under a certified school media librarian. Must complete 12 hours of library science coursework prior to completing all practica hours. 150 total hours (minimum 50 hours per 1 hour credit).

LIB 872 LIB Teacher Leader Capstone. (3) A. Prerequisite: ETL 803; LIB 800, 801, 802, 805, 821. Prerequisite or corequisite: LIB 870. Candidates will collect, analyze, and interpret data related to the impact on student learning within a school library setting and make a final presentation.

MAE—Mathematics Education
Dr. Daniel Mundfrom, Chair

MAE 750 Teaching Mathematics in the Secondary School. (3) I. Cross-listed as ESE 750. Prerequisite: admission to the MAT program. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Minimum of 96 field/clinical hours.

MAE 843 Teaching Math to Low Achievers. (3) A. Cross-listed as EME 843. In-depth analysis of characteristics of low achievers, teaching resources, teaching strategies, and appropriate mathematics curriculum content. Credit does not apply toward M.S. (non-teaching) degree requirements for programs offered within this department.

MAE 850 Trends and Materials in the Teaching of Mathematics. (3) A. Cross listed as ESE 850. Examination of curricular trends, modern programs, appropriate strategies, and innovative materials in secondary mathematics.

MAE 872 Mathematics in the Curriculum. (3) A. Cross-listed as EME 872. Exploration of trends, concepts, and issues involved in modern mathematics programs. Research findings are examined and multisensory materials are presented. Credit does not apply toward M.S. (non-teaching) degree requirements for programs offered within this department. Credit is not allowed with EME 872.

MAT—Mathematics
Dr. Daniel Mundfrom, Chair

MAT 701 Applications of Mathematics for P-9 Teachers. (3) A. Topics in the application of mathematical models appropriate for teachers of

grades P-9. Credit does not apply toward M.S. nor M.A. in Education - Secondary Education option in mathematics, degree requirements.

MAT 702 Geometry with Technology for P-9 Teachers. (3) A. Topics in geometry appropriate for teachers of grades P-9. Credit does not apply toward M.S. nor M.A. in Education - Secondary Education, academic specialization option in mathematics, degree requirements.

MAT 705 Foundations of Mathematics. (3) A. The nature of mathematical thought; logical systems, axiomatic concepts and methods; consideration of the work of Hilbert, Peano, Whitehead, Russell, and others. It is strongly recommended that students have completed an abstract algebra course.

MAT 706 Number Theory. (3) A. Fundamental properties of integers, linear Diophantine equations, linear and quadratic congruences, famous problems of number theory. It is strongly recommended that students have completed a course requiring proof-writing skills.

MAT 707 Seminar in Mathematics. _____ (1-3) A. Topics vary with offering. May be retaken with advisor approval, provided the topics are different. Credit towards degree requirements will depend on the course content.

MAT 720 Mathematical Statistics I. (3) I. Cross listed as STA 720. Descriptive statistics, discrete and continuous probability distributions for one and two variables, functions of random variables, sampling distributions, expectations and generating functions. Credit will not be awarded to students who have credit for STA 720.

MAT 725 Vector Analysis with Applications. (3) A. Algebra and geometry of vectors; vector functions of a single variable; line, surface, and volume integrals; divergence Theorem, Stokes' Theorem, Green's Theorem; generalized orthogonal coordinates; Fourier Series; solutions to boundary value problems. It is strongly recommended that students have completed twelve hours of calculus.

MAT 735 Modern College Geometry II. (3) A. The major influence of the axioms of parallelism on geometry, development from axioms and models, Euclidean geometry, absolute geometry, hyperbolic geometry, consistency of postulates. It is strongly recommended that students have completed a geometry course.

MAT 740 Introductory Applied Mathematics. (3) A. Techniques and applications of: vector analysis, matrix theory, linear and autonomous systems of differential equations, special functions, operational methods, Sturm-Liouville theory, Fourier series. It is strongly recommended that students have completed a course in differential equations.

MAT 750 Applications of Complex Analysis. (3) A. Continuity, differentiation, integration, series, residues, and applications to the evaluation of real integrals. Applications of conformal mappings to boundary value problems in heat, electrostatic potential, and fluid flow. Emphasis throughout on computational techniques and applications. Credit will not be awarded to students who have credit for MAT 850. It is strongly recommended that students have completed twelve hours of calculus or eight hours of calculus plus a differential equations course.

MAT 755 Graph Theory. (3) A. Introduction to the theory and applications of graph theory. Topics will include trees, planarity, connectivity, flows, matching and coloring. It is strongly recommended that students have completed a course in abstract algebra or discrete structures.

MAT 760 Point Set Topology. (3) A. An introduction to topology with emphasis on Euclidean and other metric spaces. Mappings, connectivity, compactness, formation of new spaces, relationship to analysis. It is strongly recommended that students have completed a course requiring proof-writing skills.

MAT 803 Number and Geometric Concepts for P-5 Teachers. (3) A. Prerequisite: admission to the MAT program or departamental approval.

Numeric and geometric concepts; problem solving with numbers, geometry, and data; reasoning; and connections. Credit does not apply toward the M.S. degree offered within this department. Credit will not be awarded to students who have credit for MAT 202.

MAT 806 Advanced Number Theory.

(3) A. Basic concepts from analytic and algebraic number theory including the Prime Number Theorem, Dirichlet's Theorem, the Riemann Hypothesis, algebraic integers, ideals and factorization in algebraic number fields. Additional topics as time permits. It is strongly recommended that students have completed courses in number theory, abstract algebra, and real analysis or differential equations.

MAT 809 Modern Algebra. (3) A. Study of groups, including fundamental isomorphism theorems, Sylow Theorems, and finitely generated abelian groups. It is strongly recommended that students have completed an abstract algebra course.

MAT 810 Modern Algebra II. (3) A. Study of rings, integral domains, unique factorization domains, modules, vector spaces, fields and field extensions, including Galois theory. It is strongly recommended that students have completed an abstract algebra course.

MAT 815 Real Analysis. (3) A. Further study of the concepts introduced in MAT 315. The convergence theorems, Lebesgue measure and measurable functions, the Lebesgue integral, Fourier series, allied topics. It is strongly recommended that students have completed a real analysis course.

MAT 839 Applied Learning in

Mathematics. (1-3) A. Prerequisite: departmental approval. May be retaken with approval to a maximum of three credits. Employment with faculty and field supervision in an area related to the student's academic interests. A minimum of eighty hours of employment is required for each academic credit. Credit does not apply towards the M.S. degree requirements.

MAT 839 A-F Cooperative Study:

Mathematics. (1-3) A. Prerequisite: departmental approval. May be retaken with approval to a maximum of three credits. Employment with faculty and field supervision in an area related to the student's academic interests. A minimum of eighty hours of employment is required for each academic credit. Credit does not apply towards the M.S. degree requirements.

MAT 850 Complex Analysis. (3) A. The topology of the extended complex plane. The theory of analytic and meromorphic functions including integration, Taylor and Laurent series, Cauchy Integral and Residue Theorems, Argument Principles, Rouché's Theorem, Maximum Modulus Theorems, conformal mappings. It is strongly recommended that students have completed a real analysis course.

MAT 856 Advanced Applied Mathematics.

(3) A. Prerequisite: MAT 740 or equivalent. Continuation of MAT 740. Topics may include: partial differential equations, conformal mapping, potential theory, optimization, calculus of variations, integral equations.

MAT 870 Seminar in Secondary

Mathematics: _____. (1-3) A. May be retaken to a maximum of nine hours, provided the topics are different. Credit does not apply toward the M.S. degree requirements.

MAT 871 Numerical Analysis. (3) A.

Computer arithmetic. Analysis of errors and stability of well-posed problems. LaGrange, Hermite and spline interpolation. Newton-Cotes, Romberg, and Gaussian quadrature. Consistency, convergence, and stability of numerical integration methods for ordinary initial value problems. Finite difference and shooting methods for two-point boundary value problems. It is strongly recommended that students have completed a real analysis course and have experience with a programming language.

MAT 872 Advanced Numerical Analysis.

(3) A. Prerequisite: MAT 871 or equivalent. Continuation of MAT 871 with greater depth. Least

squares and minimax approximation, direct and iterative solutions of linear systems, zeros, extrema by iteration, eigenvalue problems.

MAT 880 Seminar in: _____. (1-3) A.

Advanced topics in Mathematics. May be retaken to a maximum of six hours, provided the topics are different. Credit towards degree requirements will depend on the course content.

MAT 890 Independent Study in: _____.

(1-3) A. Prerequisites: An 800-level course and departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent study on a problem chosen by the student and instructor. May be retaken to a maximum of nine hours, provided the topics are different.

MAT 899 Thesis in: _____. (1-6) A.

MGT—Management

Dr. Lana Carnes, Chair

MGT 850 Leading and Managing

Organizations. (3) I. Prerequisite: Admission into the MBA program and successful completion of any required prerequisite MBA foundation courses or departmental approval. Advanced study of the issues and personal skills required to effectively lead and manage individuals, teams, and the organization. Topics include acquiring, energizing, and utilizing human capital in a global, competitive environment.

MGT 854 Advanced Management Concepts.

(3) A. Prerequisite: MGT 821 or equivalent. Examines the evolution of management concepts and philosophies. An analysis of the contributions of various philosophies toward the synthesis of an eclectic philosophy of management.

MGT 860 Seminar in Human Resource

Management. (3) A. Prerequisites: MGT 821 or equivalent and MGT 320. Advanced study of contemporary topics related to the effective management of human resources. May be retaken under different subtopics to a cumulative maximum of six hours.

MGT 865 Seminar in Global Management.

(3) A. Prerequisite: MGT 850. Advanced study of the management of global or multinational organizations, with emphasis on areas of problems and managerial control techniques.

MGT 890 Independent Study in

Management. (1-4) A. Prerequisite: advisor/departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

MKT—Marketing

Dr. Lana Carnes, Chair

MKT 850 Marketing Management. (3) I.

Prerequisite: Admission into the MBA Program and successful completion of any required prerequisite MBA foundation courses or departmental approval. Focus on evaluation of marketing plans including current business and social trends. Oriented toward: developing an understanding of marketing problem definition and analysis; market segmentation and targeting; marketing mix strategy; primary and secondary data sources.

MKT 851 E-Commerce Marketing

Strategies. (3) A. Prerequisite: MKT 850 or equivalent. Study of marketing strategies as created for and implemented on the Internet's World Wide Web and other computer mediated environments. Evaluation of contribution of marketing to development of e-commerce and evolution of offline marketing systems.

MKT 852 Marketing Research and Analysis.

(3) A. Prerequisite: Admission into the MBA Program and successful completion of any required prerequisite MBA foundation courses or departmental approval.

The role of research in marketing decision-making: the research process, with emphasis on collection, analysis, interpretation, and management of data as applied to solving marketing problems. Students are required to do a research project.

MKT 854 Global Marketing Strategies. (3)

A. Prerequisite: MKT 850. Examination of marketing management within the international environment, with particular emphasis on the analysis of cases which illustrate international and global marketing decision-making.

MKT 880 Contemporary Issues in

Marketing. (3) A. Prerequisites: MKT 850 and advisor/departmental approval. May be retaken under different subtopics to a cumulative maximum of six hours. Selected topics in contemporary marketing issues.

MKT 890 Independent Study in Marketing.

(1-4) A. Prerequisite: advisor/departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

MPH—Master of Public Health

Dr. Carolyn Harvey, Director

MPH 895 Public Health Capstone. (1) II.

Cross listed with HEA 895. This capstone course will allow students the opportunity to integrate and apply competencies acquired through the MPH program to problems likely to be encountered in public health practice. The course is designed to partially meet the culminating experience requirement for students in the program. Credit will not be awarded to students who have credit for HEA 895.

MUE—Music Education

Mr. Robert James, Chair

MUE 779 Music Education: Principles

and Practices. (3) I. Crosslisted with ESE 779. Prerequisites: admission to the MAT program or a music certification program and MUS 750. Developmentally appropriate materials and methods for teaching music education in secondary schools. Minimum of 96 field/clinical hours. Credit will not be awarded for both MUE 779 and ESE 779.

MUS—Music

Mr. Robert James, Chair

MUS 710 Special Topics in Music:

_____(1-3) A. Prerequisite: MUS 480 or equivalent, or departmental approval. Advanced topics in music. May be retaken to a maximum of six hours, provided the topics are different. Credit will not be awarded for both MUS 710 and 710S.

MUS 710S Special Topics in Music: _____. (1-

3) A. Prerequisite: Departmental approval. Advanced topics in music that incorporates a service learning component. May be retaken to a maximum of six hours, provided the topics are different. Credit will not be awarded for both MUS 710 and 710S.

MUS 712 Piano V. (1-4) I, II. May not be

taken for credit by piano majors.

MUS 713 Techniques of Accompanying. (1)

I, II. Practical training in the tradition, interpretation, and execution of accompaniments. May be retaken to a maximum of two hours.

MUS 720 Advanced Diction for Singers.

(1) A. Prerequisite: departmental approval. For voice, education, and choral conducting students. Enunciation and projection; accurate pronunciation in German and French. Phonetics and the International Phonetic Alphabet.

MUS 722 Voice V. (1-4) I, II. May not be taken for credit by voice majors.

MUS 742 Organ V. (1-4) I, II. May not be taken for credit by organ majors.

MUS 750 Teaching Techniques. (1 or 2)

A. Analysis of current teaching methods and materials with the intention of developing sound teaching procedures. May include observation and performance. Topics in woodwinds, brass, percussion, strings, voice, piano, and organ. May be retaken to a maximum of two hours.

MUS 751 Performance Literature. (1 or 2)

A. Literature for various performing media relative to performance practices and problems. Topics in woodwinds, brass, percussion, strings, voice, piano and organ. May be retaken to a maximum of two hours.

MUS 754 Band Literature. (2) A. Designed to acquaint the student with European origins of the modern band; history of band music; and literature for the contemporary band.

MUS 755 Symphonic Music Literature. (3) II. Prerequisite: MUH 371 and 372. Evolution of the symphony from its beginning to the 20th century with emphasis on score reading and listening.

MUS 756 Choral Music Literature. (3) I. Prerequisite: MUH 371 and 372. Survey of choral music literature from the 15th century to the present.

MUS 764 Advanced Instrumental Conducting. (2) A. Prerequisite: MUS 367 or equivalent. Development of skills in score reading, preparation, interpretation, and conducting of representative orchestra or band works.

MUS 765 Advanced Choral Conducting. (2 or 3) A. Prerequisite: MUS 368 or equivalent. Development of skills in score reading, preparation, interpretation, and conducting of representative choral works.

MUS 786 Workshop in Instrumental Music. (1-4) A. Topics in band or orchestra procedures. May be retaken to a maximum of four hours.

MUS 788 Pedagogy of Theory. (2) A. Comparative study of theory systems with emphasis on presentation and illustrative exercises dealing with related theoretical problems.

MUS 789 Workshop in Choral Music. (1-4) A. Techniques, literature, and materials pertinent to a particular area or areas of preparation and performance of choral music. Topics to be announced. May be retaken to a maximum of four hours.

MUS 805 Chamber Music. (.5) A. May be retaken to a maximum of one hour.

MUS 812 Piano. (1-5) I, II. Prerequisite: MUS 412. Four years or equivalent, as demonstrated by the student's proficiency in piano. May be retaken.

MUS 822 Voice. (1-5) I, II. Prerequisite: MUS 422. Four years or equivalent, as demonstrated by the student's proficiency in voice. May be retaken.

MUS 824 Chamber Singers. (1) I, II. Highly select small ensemble dedicated to the highest standards of preparation and performance of choral literature from all style periods. Membership is by audition only. May be retaken to a maximum of four hours credit.

MUS 825 Concert Choir. (1) I, II. Large mixed chorus open to all singers. This choir places an emphasis on developing sight reading and performance skills while providing a challenging and satisfying musical experience. May be retaken.

MUS 826 University Singers. (1) I, II. The University's premier large choral ensemble. This choir presents several major concerts throughout the year and tours annually. Membership is by audition only. May be retaken to a maximum of two hours.

MUS 827 Opera Workshop. (1) I, II. Prerequisite: instructor approval. Preparation and presentation of opera scenes and complete works. All phases of performance and technical procedures of staging, costumes, and management.

MUS 832 String Instruments. (1-5) I, II. Prerequisite: MUS 432. Four years or equivalent as demonstrated by the student's proficiency on string instruments. Graduate applied instruction in violin, viola, violoncello, string bass, or viola da gamba. May be retaken.

MUS 835 Orchestra. (1) I, II. May be retaken to a maximum of two hours.

MUS 842 Organ. (1-5) I, II. Prerequisite: MUS 442. Four years or equivalent, as demonstrated by the student's proficiency on organ. May be retaken.

MUS 845 Brass Instruments. (1-5) I, II. Prerequisite: MUS 445. Four years or equivalent, as demonstrated by the student's proficiency on brass instruments. Graduate applied instruction in cornet and trumpet, French horn, baritone horn, trombone, or tuba. May be retaken.

MUS 846 Woodwind Instruments. (1-5) I, II. Prerequisite: MUS 446. Four years or equivalent, as demonstrated by the student's proficiency on woodwind instruments. Graduate applied instruction in flute, oboe, clarinet, bassoon, or saxophone. May be retaken.

MUS 847 Percussion. (1-5) I, II. Prerequisite: MUS 447 or equivalent, as demonstrated by the student's proficiency in percussion. May be retaken.

MUS 850 Small Ensembles. (.5) I, II. May be retaken to a maximum of one hour.

MUS 851 Advanced Woodwind Techniques. (3) A. Prerequisites: MUS 351 and 352 or instructor approval. Techniques, literature and pedagogical approaches to teaching woodwind instruments in public schools.

MUS 855 Band. (1) I, II. May be retaken to a maximum of two hours.

MUS 872 Seminar in Music History. (1-3) A. Intensive study of a specific historical era, genre, or composer. Topics studied in this sequence: Medieval, Renaissance, Baroque, Classical, Romantic, Contemporary. Additional topics announced. May be retaken to a maximum of six hours, provided the subject matter differs.

MUS 878 Foundations of Music. (3) A. Historical and philosophical foundations of music and music pedagogy. Diverse trends are compared with emphasis on materials and personal development in music for the general music specialist.

MUS 880 Advanced Choral Interpretation. (2) A. Application of advanced choral techniques related to performance practice and interpretation through analysis and score reading.

MUS 883 Seminar in Choral/Instrumental Conducting. (2) A. Techniques in the preparation, conducting, and performance of choral/instrumental music. Survey of high school and college choral or instrumental literature.

MUS 884 Advanced Theory Survey. (3) A. Prerequisite: instructor approval. Intensive work in part-writing and structural analysis.

MUS 885 Psychology of Music. (3) A. Reactions to musical stimuli; musical aptitude and achievement; application of psychological theories to musical learning.

MUS 886 Advanced Counterpoint. (3) A. Prerequisite: MUS 481 or equivalent, or instructor approval. Continuation of MUS 481; compositions of the late Baroque, including canon, passacaglia, and chorale prelude.

MUS 887 Analytical Techniques I. (3) A. Prerequisite: MUS 884 or equivalent. Significant forms, procedures, and compositional devices relevant to the major stylistic periods from the Renaissance to the Contemporary.

MUS 888 Analytical Techniques II. (3) A. Prerequisite: MUS 887 or equivalent. A more intense and specialized study of the compositional devices of important composers from Renaissance to Contemporary. Study material is partially determined by student's area of interest.

MUS 889 Advanced Composition I. (2) A. Prerequisite: MUS 483 or equivalent, or departmental approval. Individual guidance in the exploration of advanced compositional techniques with emphasis on larger forms. May be retaken to a maximum of four hours.

MUS 890 Advanced Composition II. (2) A. Prerequisite: MUS 889 or equivalent. Individual guidance in the continued exploration of advanced

compositional techniques with emphasis on larger forms. May be retaken to a maximum of four hours.

MUS 896 Special Project in Theory/Composition, Conducting, or General Music. (3) A. Prerequisite: MUS 556 or MUS 756 Choral Conducting option only. Requirement for the Master of Music options in theory/composition, choral conducting and instrumental conducting. May be elected by other Master of Music options. May be fulfilled by theory project, composition, analytical paper, or recital.

MUS 897 Graduate Recital. (2 or 3) A.

MUS 898 Research in Music and Music Education. (3) A. Research techniques appropriate to music and music education; principles of research design; organization of the research report; analysis of representative research.

MUS 899 Thesis. (3) A.

NFA—Nutrition, Foods, and Foodservice Administration

Dr. Diane Leggett, Chair

NFA 700 Nutrition Concepts and Issues.

(3) A. Fundamental principles of human nutrition and their application in meeting nutritional needs of all ages. Not open to dietetic or foodservice administration majors.

NFA 705 Maternal and Infant Nutrition.

(3) A. Prerequisite: NFA 317 or equivalent. Nutritional requirements prior to and during pregnancy, lactation, and infancy. Survey the effects of dietary toxicants, deficiency, and excesses of nutrients. Field experience.

NFA 707 Child and Adolescent Nutrition.

(3) A. Prerequisite: NFA 201. Nutritional needs, problems, dietary habits, and motivations of the toddler through adolescent years. Field experience.

NFA 709 Nutrition and Aging. (3) A.

Prerequisite: NFA 201. The theories of causing aging; nutritional requirements; dietary intakes and effects of nutrition on the rate of biological aging. Field experience.

NFA 717 Sports Nutrition. (3) A.

Prerequisite: NFA 201 or NFA 500/700. Relationship of nutrition to optimal sports performance, needs, and nutritional strategies during training, conditions requiring special consideration, controversial and potentially dangerous nutritional practices of athletes.

NFA 800 Nutrition Topics. (1-3) A.

A study of selected issues confronted in the Community Nutrition Program. May be retaken to a maximum of six hours provided the subject matter differs each time.

NFA 801 Advanced Nutrient Study. (3)

A. Prerequisite: NFA 401. Critical review of human nutritional requirements and relation of diet to human health and well-being, with in-depth study of nutrient-drug interrelationships, nutrient needs of high-risk groups, the chronically ill, and other high stress groups.

NFA 802 Advanced Applications of the Nutrition Care Process. (3) A. Prerequisites: NFA 317 and 403. Advanced application of the Nutrition Care Process incorporating nutritional diagnosis and intervention for issues influencing the health of patients and clients in inpatient, outpatient, and public health settings.

NFA 804 Nutrition Assessment. (3) A.

Prerequisite: NFA 301 or CHE 330 or instructor approval. Evaluation of biochemical, anthropometrical, and descriptive research methods used to assess nutritional adequacy of vitamins and other nutrients in humans, including accuracy of methods, specificity, ease of use, apparatus required, and applicability to nutrition surveys.

NFA 810 Problems in Nutrition. (3) A.

Prerequisite: NFA 201 or NFA 500/700. Ways of dealing effectively with nutrition concepts as they apply to everyday living.

NFA 811 Advanced Community Nutrition.

(3) I. An in-depth study of the history, legislation, and guidelines of community nutrition/health programs.

functions of the public health nutritionist as a counselor, consultant, educator, and communicator. Introduction to community assessment and program planning. Field experience.

NFA 816 Special Problems in Nutrition. (1-3) A. Prerequisites: NFA 401 and instructor approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. The student chooses a problem and works under the supervision of an instructor. May be retaken to a maximum of six hours provided the topics vary.

NFA 820 Community Nutrition Administration. (3) II. Prerequisite: NFA 811. Introduction to health administration, focusing on organizational structure, budget, personnel, legal aspects, public relations, and interorganizational relationships directed toward the public health nutritionist's role as program manager, planner and evaluator. Field experience.

NFA 825 Obesity and Eating Disorders. (3) A. An examination of the prevalence, physiology, and health consequences of obesity and eating disorders. Program design and analysis of treatment options will also be examined.

NFA 830 Dietetic Internship-Medical Nutrition Therapy and Foodservice Management Rotations. (6) A. Prerequisite: advisor approval. Work under faculty field preceptors to accomplish American Dietetic Association Dietetic Internship Curriculum. Experiences will include a medical nutrition therapy, foodservice management, and specialized clinical rotation.

NFA 831 Dietetic Internship-Community Nutrition Rotation. (6) A. Prerequisite: advisor approval. Work under faculty field preceptors to accomplish American Dietetic Association Dietetic Internship Curriculum. Experiences will include a community nutrition rotation in addition to a comprehensive public health assessment and evaluation project.

NFA 835 Community Nutrition Practicum. (6) I, II. Prerequisites: NFA 811, 820 or concurrent enrollment or advisor approval. Requires 320 hours observation in selected nutrition programs at local, state, or federal level. Experience under supervision of a registered dietitian. Comprehensive community assessment and analysis of the country/city worked in is also required.

NFA 841 Volume Foodservice Management. (3) A. Prerequisite: NFA 445 or departmental approval. An examination of foodservice management, production, and administration with emphasis on volume foodservice. Field experience.

NFA 850 Nutrition, Foods, and Foodservice Administration Workshop. _____. (1-3) A. Current trends, topics, and issues in nutrition, food, and foodservice administration. May be repeated to a maximum of six hours providing topics vary.

NSC—Nursing
Dr. Judy Short, Chair

NSC 700 Early Childhood Healthcare. (3) A. Prerequisite: education major or permission of instructor. Focuses on the development of competencies necessary for health management of young children (ages birth to five years) with special health care needs. Appropriate for non-health care professionals in the community or classroom.

NSC 800 Advanced Practice. (1-6) A. Advanced practice clinical experience. Students will retake for the minimum number of hours required for their specialty option.

NSC 802 Population-Focused Practice. (1-6) A. Clinical experience for graduate nursing administration students to demonstrate population focused nursing leadership competencies. Students will retake for the minimum number of credit hours required for the specialty option.

NSC 830 Advanced Pharmacology.

(3) A. Prerequisite: admission to MSN program or department approval. Application of pharmacotherapeutic principles to the treatment and management of conditions across the life span.

NSC 832 Advanced Health Assessment.

(3) A. Prerequisite: admission to MSN program or department approval. Emphasis is on the advanced skills necessary for Advanced Practice nursing in assessing the health status of clients from across the life span. Diagnostic reasoning and systems approach will be emphasized.

NSC 834 Advanced Pathophysiology. (3)

A. Prerequisite: admission to the MSN program or department approval. Application of advanced pathophysiology to the diagnosis and treatment of conditions across the life span.

NSC 837 Three P's for Public Health

Nursing. (3) A. Prerequisite: admission to the MSN program. Integration of advanced health and physical assessment, pathophysiology and pharmacology of common conditions across the lifespan in order to improve population health in a safe, cost-effective manner.

NSC 838 Topics for Advanced Practice:

_____. (1-6) A. Selected topics will be offered as appropriate for enhancement of advanced practice nursing role. May be retaken under different topics for a maximum of six credit hours.

NSC 840 Nursing Theory. (3) A.

Prerequisite: admission to the MSN program or department approval. Provides a basic understanding of the process of theory construction and an appreciation of the role that theory plays in providing a scientific basis for nursing.

NSC 842 Advanced Nursing Practice

Issues. (3) A. Prerequisite: admission to the MSN program or department approval. Analysis of professional issues and strategies, which can facilitate the development of the nursing profession. Consideration of selected variables influencing the development and resolution of issues.

NSC 850 Assessment and Collaboration.

(3) A. Prerequisite or Corequisite: HEA 855 with a minimum grade of B. Corequisite: NSC 802. Analyze Advanced Nursing concepts of assessment and dimensions of practice related to population-focused health care within communities and systems.

NSC 852 Program and Policy

Development. (3) A. Prerequisite: NSC 850 with a minimum grade of "B." Corequisite: NSC 802. Analysis of the core concepts and competencies of advanced nursing administration with an emphasis on program and policy development and quality improvement initiatives for population-focused health.

NSC 854 Management of Health Care

(3) A. Prerequisite: admission to MSN program. Theoretical basis for the role of the nurse leader in management of care in health delivery systems. Strategies for the improvement of health care will be analyzed.

NSC 856 Nursing Resource Management.

(3) A. Prerequisite: admission to MSN program. Overview of nursing resource management for the nurse leader to promote a fiscally responsible health care environment.

NSC 858 Nursing System Quality

Management. (3) A. Prerequisite: admission to MSN program. Explore and analyze the role of the nurse leader as it relates to quality management and safety for system effectiveness and healthcare outcomes.

NSC 860 Nursing Administration

Practicum. (3) A. Prerequisite: NSC 854, 856 and 858, with a minimum grade of B. A synthesis of leadership, management and public health nursing theory applied to the role of the nurse leader in the administration of health systems. Includes problem resolution and analysis of alternative approaches.

NSC 862 Nursing Administration

Internship. (3) A. Prerequisites: NSC 850 and 852, each with a minimum grade of B and two hours

of NSC 802. Internship allows the student to apply advanced knowledge and skills in implementing the role of a nurse leader in administration of population-focused health, to improve health outcomes.

NSC 870 Rural Health FNP I. (3) A.

Prerequisites: NSC 830, 832, 834, 840, and HEA 855, each with a minimum grade of B. Corequisite: NSC 800. Course provides theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of individuals across the life span. Emphasis on health promotion, disease prevention and management of common health problems.

NSC 872 Rural Health FNP II. (3) A.

Prerequisites: NSC 870 with a minimum grade of B. Corequisite: NSC 800. Prerequisite/Corequisite: NSC 842 with a minimum grade of B. Theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of individuals across the life span. Emphasis on health promotion, disease prevention, and management of common health problems. Builds on NSC 870.

NSC 874 Rural Health FNP III. (3) A.

Prerequisite: NSC 872 with a minimum grade of B. Corequisite: NSC 800. Theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of individuals across the life span. Emphasis on health promotion, disease prevention and management of common health problems. Builds on NSC 872.

NSC 876 Rural Health FNP Internship.

(6) A. Prerequisites: NSC 870, 872, 874, each with a minimum grade of B and nine hours of NSC 800. Course allows synthesis of theoretical and diagnostic knowledge in a concentrated rural primary care practicum. Emphasis on health promotion, disease prevention and management of common health problems in individuals and families across the life span.

NSC 880 Rural PMHNP I. (2) A.

Prerequisites: NSC 830, 832, 834, 840, and HEA 855, each with a minimum grade of B. Corequisites: NSC 800 and 881. Theoretical and diagnostic knowledge necessary to diagnose and treat psychiatric disorders across the life span. Competencies in working with individuals are developed.

NSC 881 Applied Psychopharmacology.

(2) A. Prerequisite: NSC 830, NSC 832, and NSC 834, each with a minimum grade of B. Corequisite: NSC 880. Applies theoretical and diagnostic knowledge related to prescribing psychopharmacological treatment of psychiatric disorders across the life span.

NSC 882 Rural PMHNP II. (2) A.

Prerequisite: NSC 880 and 881, each with a minimum grade of B. Corequisite: NSC 800. Theoretical and diagnostic knowledge necessary to diagnose and treat psychiatric disorders across the life span. Competencies in working with families are developed.

NSC 883 Rural PMHNP Child Adolescent.

(3) A. Prerequisites: NSC 830, 832, 834 and 881. Corequisite: NSC 800. Current certification as an Adult PMHNP/CS. Applies theoretical and diagnostic knowledge related to treatment of psychiatric disorders in children and adolescents.

NSC 884 Rural PMHNP III. (3) A.

Prerequisite: NSC 882 with a minimum grade of B. Corequisite: NSC 800. Theoretical and diagnostic knowledge necessary to diagnose and treat psychiatric disorders across the life span. Group skills, community resources and the context of professional practice are examined.

NSC 886 Rural PMHNP Internship. (6)

A. Prerequisite: NSC 884 with a minimum grade of B and seven hours of NSC 800. Prerequisite/Corequisite: NSC 842 with a minimum grade of B. Synthesis of theoretical and diagnostic knowledge to promote mental health and maintain mental health across the life span. Systematically examines opportunities for improving PMHNP practice.

NSC 890 Research in Rural Nursing. (3)

A. Prerequisite: NSC 840. Analysis and critical

evaluation of nursing and related research with emphasis on designs and methods appropriate for rural health nursing phenomena.

NSC 892 Research Project. (3) A.

Prerequisite: NSC 890. Completion of a research project in an area of interest related to rural health nursing, which culminates in a written report.

NSC 895 Independent Study in Nursing.

(1-6) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

NSC 900 Seminar I: Role Transition. (1-3)

A. Prerequisite: Admission to DNP program. Explore issues pertinent to role transition and role assimilation for the DNP graduate.

NSC 901 Seminar II: Capstone Project Support. (1-2) A.

Prerequisite: NSC 900(S) and NSC 990 with a minimum grade of "B". Provides an opportunity for synthesis of evidence-based theoretical concepts to incorporate into practice.

NSC 905 Analytical Methods for EBP.

(3) A. Prerequisite: Admission to DNP Program. Description and analysis of quantitative data using statistical and graphical methods for purposes of evidence-based practice.

NSC 938 Special Topics for DNP. (1-6) A.

Prerequisite: Admission to DNP Program. Selected topics will be offered as appropriate for enhancement of advanced nursing role. May be taken under different topics for a maximum of six credit hours.

NSC 940 Theoretical Application for DNP.

(3) A. Prerequisite: Admission to DNP Program. Theoretical perspectives, integration of nursing science, and the interrelationships among theory, research, and evidence-based nursing practice will be explored, emphasizing strategies for knowledge and theory development, evaluation, and application.

NSC 942 Informatics in Healthcare Delivery. (3) A.

Prerequisite: Admission to DNP Program. Focuses on theoretical basis of information systems in healthcare, impact of informatics on clinical practice and administrative decision-making, and strategies to evaluate and improve use of information technology in health care.

NSC 950 Public Health Policy and Health.

(3) A. Prerequisite: Admission to DNP Program. Analysis of the policy process in order to develop advanced nursing leadership skills for designing, implementing, and evaluating health policy.

NSC 954 Organizational Leadership.

(3) A. Prerequisite: Admission to DNP Program. Explores theoretical foundations of leadership with an organization systems perspective. Examine principles of organizational systems, quality improvement, dimensions of healthcare/organizations, and human resource management.

NSC 960 Healthcare Economics and Finance. (4) A.

Prerequisite: NSC 954 with a minimum grade of "B". Examines healthcare economics and business practices and their relationship on health policy and clinical practice. Economic concepts and tools will be utilized to examine issues and solve problems/issues pertaining to healthcare delivery.

NSC 990 Analytical Methods I. (3) A.

Prerequisite: NSC 905 and NSC 942, each with a minimum grade of "B". Translate scientific nursing knowledge into complex interventions to improve practice and health outcomes.

NSC 992 Analytical Methods II. (3) A.

Prerequisite: NSC 990 with a minimum grade of "B". Translate scientific multi-disciplinary knowledge into complex interventions to improve practice and health outcomes in the development of a proposal to enhance evidence-based practice.

NSC 994 Capstone Project. (3-9) A.

Prerequisite: NSC 992, with a minimum grade of "B". Translate a body of evidence-based research in the implementation of a project to improve practice and health outcomes.

NSC 995 Independent Study in Nursing.

(1-6) A. Prerequisite: Admission to DNP Program. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

NSM—Network Security Management

NSM 815 Foundations of Network Security

(3) A. Advanced network security auditing, defense techniques and countermeasures. Network security issues related to hardware and software, for small-to-medium business (SMB) and enterprise-level networks. 2 Lec/2 Lab.

NSM 845 Advanced Server Security

(3) A. Prerequisite: NSM 815 or Departmental Approval. Security management, planning, designing, performance tuning and troubleshooting servers for small-to-medium businesses (SMBs) and enterprises. Hardening services such as web, DNS, file, Directory, and Terminal access. 2 Lec/2 Lab.

NSM 865 Wireless & Mobile Security (3)

A. Prerequisite: NSM 815 or Departmental Approval. Advance wireless and mobile computing security consideration in small-to-medium business (SMB) and enterprise level networks: Security auditing, standards, protocols, vulnerabilities, attacks, countermeasures, network planning, management and troubleshooting. 2 Lec/2 Lab.

NSM 895 : _____ Special Topics in NSM. (3) A.

Prerequisite: NSM 815 or Departmental Approval. Emerging technologies in the area of advanced computer networking or telecommunications security, including LAN/WAN/SAN system administration, hardware, software, virtualization, operating systems, scripting, and related industry certifications. 2 Lec/2 Lab.

OTS—Occupational Therapy

Dr. Colleen Schneck, Chair

OTS 715 Early Childhood Sensorimotor Development. (3) A.

Prerequisite: education major or degree or instructor's approval. Provides an overview of normal sensorimotor development in infants and young children. Includes contrasting normal/abnormal development and application of appropriate developmental tasks. Laboratory experiences will be provided.

OTS 720 Providing Health Services in Appalachia. (3) A.

Prerequisite: departmental approval. An analysis of development and delivery of health care services in Appalachia. Examination of relevant current and historical factors, which have an impact on the health of the Appalachian people.

OTS 820 OBP: Fundamentals. (4) A.

Corequisite: OTS 821. Foundational knowledge in occupation-based practice including philosophy, theory, context, process, and reasoning. Emphasis on active learning and reasoning skills.

OTS 821 Practice Seminar I. (2) A.

Corequisites: OTS 820 and OTS 822. Integration of occupation-based practice through reflection on curriculum themes, participation in a continuum of community learning experiences, exploration of Level II Fieldwork and development of a professional portfolio.

OTS 822 OBP: Health Care Practice I. (4) A.

Corequisite: OTS 821. Lecture and lab to include theories, principles and methods of evaluation, intervention and outcome processes for individuals accessing health systems. Course will focus on engagement in occupation to support participation in life roles across the lifespan.

OTS 824 OBP: Health Care Practice 2. (4)

A. Prerequisites OTS 821 and OTS 822. Continued study of theories, principles and methods of evaluation, intervention and outcome processes for individuals accessing health systems. Course will focus on engagement in occupation to support participation in

life roles across the lifespan.

OTS 825 Technology and Rehabilitation.

(3) A. Prerequisite: computer literacy or departmental approval. Advanced exploration of occupational therapy knowledge and skill about assistive technology. Emphasis on application and use of assistive technology to enhance occupational performance of individuals with disabilities.

OTS 830 OBP: Education Communities.

(4) A. Prerequisites: OTS 824 and OTS 832. Corequisite: OTS 871. Occupation-based assessment and intervention for children and young adults in educational contexts. Course addresses models of practice, service delivery, federal/state legislation and philosophy of administration. Active learning experiences in the community.

OTS 831 Practice Seminar II. (2) A.

Prerequisite: OTS 821 or Corequisites: OTS 824 and OTS 832. Integration of occupation-based practice through reflection on curriculum themes, participation in community-based settings, preparation for Level II Fieldwork and ongoing development of a professional portfolio.

OTS 832 OBP: Community-Based Practice. (4) A.

Corequisite: OTS 831. Theories, principles and methods of evaluation, intervention and outcome processes for individuals and groups assessing social systems through the lifespan. Course will focus on engagement in occupation for community participation.

OTS 834 OBP: Advanced Dimensions (3)

A. Prerequisite: permission of department. Advanced conceptualization and synthesis of Occupational Science and existing models of Occupational Therapy for practice. Includes analysis and application of occupation-based practice and evidence within specialty areas.

OTS 835 Occupational Therapy Intervention in the Workplace. (3) I, II, A.

Prerequisite: OTS 820 or departmental approval. Exploration of the direct and indirect service roles and functions of the occupational therapist in the workplace. Emphasis will be on the work-related behaviors and environmental assessments for health promotion, prevention and work adjustment.

OTS 836 OBP VI: Optimizing Occupation.

(3) A. Prerequisites: graduate standing in the occupational therapy program; OTS 822 and 832. Specialized evaluation and intervention in occupational therapy practice with emphasis on emerging practice areas. Students will synthesize and apply skills of best practice for optimizing occupations.

OTS 837 Upper Extremity Evaluation and Intervention (3) A.

Prerequisite: OTS 822 or departmental approval. This course focuses on advanced study of the upper extremity including evaluation and treatment techniques in evidence-based occupational therapy practice.

OTS 845 Health Care Practice Fieldwork.

(6) II. Prerequisite: Successful completion of all didactic coursework or department approval. Twelve weeks of fieldwork in health care practice to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes on-line reflective seminar.

OTS 846 Community Practice Fieldwork.

(3-5) A. Prerequisite: Successful completion of all didactic coursework. Six to ten-week fieldwork in community/education to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes online reflective seminar.

OTS 847 Emerging Practice Fieldwork.

(1-3) A. Prerequisite: Successful completion of all didactic coursework. Two to six-week fieldwork in an emerging or traditional practice setting to develop/refine skills. Includes online reflective seminar.

OTS 850 Planning and Managing in OT Practice. (3) A. An OT perspective of management including: organizational theory, strategic planning, leadership, formulating decisions, consultation,

political advocacy, health and social policy. Development of practice models including program evaluation based on agency, systems or community needs.

OTS 851 Strategic Communication in Occupational Therapy. (3) A. Prerequisite: undergraduate/graduate course in administration or consent of instructor. Study of change theory and factors affecting communication in practice settings.

OTS 852 OT Services in Mental Health Settings. (3) A. Prerequisite: OTS 820 or departmental approval. Examination of external forces influencing mental health services in models of occupational therapy service delivery, emphasizing community-based and rural health programs.

OTS 853 Leadership in Human Services. (3) A. Focus on the development and application of leadership skills, including transformational and transactional leadership. Students will demonstrate development of their own leadership skills through a major project.

OTS 855 The Role of OT & the Aging Adult. (3) A. Prerequisite: OTS 820 or departmental approval. Advanced study of occupational therapy's role in delivering services to the aging adult in emerging/innovative programming. Identification and analysis of factors which promote/hinder quality of life.

OTS 855S The Role of OT & the Aging Adult. (3) A. Prerequisite: OTS 820 or departmental approval. Advanced study of occupational therapy's role in delivering services to the aging adult in emerging/innovative programming. Identification and analysis of factors which promote/hinder quality of life. Credit will not be awarded for both OTS 855 and 855S.

OTS 862 Therapeutic Modalities in OT Practice. (3) A. Address occupational therapy theoretical principles, neurophysiological and electrophysical changes that occur as a result of the application of selected physical and electrical modalities. Students will develop skill in the application of these modalities.

OTS 863 Occupation and Sensory Processing. (3) A. Understanding the impact of sensory processing disorders on occupational natures will enable students to provide appropriate intervention. Occupational adaptation and sensory integrative theories will be applied as conceptual frameworks for occupational therapy intervention.

OTS 864 Early Childhood Practice. (3) A. Prerequisite: OTS 820 or departmental approval. Advanced study of theories, models of practice, and therapeutic approaches in early intervention and preschool environments within the context of state and federal laws. Emphasizes the interdisciplinary nature of therapy service delivery in early childhood.

OTS 864S Early Childhood Practice 3 (A). Prerequisite: OTS 820 or departmental approval. Advanced study of theories, models of practice, and therapeutic approaches in early intervention and preschool environments within the context of state and federal laws. Emphasizes therapeutic interventions in early childhood through service learning.

OTS 865 School-Based Practice. (3) A. Prerequisite: Departmental approval. In-depth study of school-based therapy. Theories, principles, models of practice, and methods of therapy service delivery for students with learning and behavioral difficulties, within the context of state and federal laws.

OTS 866 OT & Behavior Disorders in Schools. (3) A. Prerequisite: OTS 820 or departmental approval. Examination and application of occupational therapy theoretical models used in evaluation and intervention for this population and the external systems affecting service delivery.

OTS 870 Professional Trends and Issues in OT. (3) I, II. Trends and issues impacting the occupational therapy profession. Advancement of professional roles of consultant, entrepreneur, educator, leader and researcher.

OTS 871 Practice Seminar III. (2) A. Corequisite: OTS 830. Integration of occupation-based practice through reflection on curriculum themes, participation in community-based learning in education, preparation for Level II Fieldwork and completion of a professional portfolio. Credit will not be awarded for both OTS 871 and 871S.

OTS 871S Practice Seminar III. (3) A. Integration of occupation-based practice through reflection on curriculum themes, participation in community-based learning in education, preparation for Level II Fieldwork and completion of a professional portfolio. Credit will not be awarded for both OTS 871 and OTS 871S.

OTS 875 Special Topics: _____. (1-3) A. Prerequisite: undergraduate degree in occupational therapy or departmental approval. May be retaken under different subtopics to a cumulative maximum of six hours. Advanced study of selected topics in occupational therapy practice.

OTS 880 Research in Occupational Therapy. (3) I, II, A. Exploration, critical analysis and application of research and evidence-based practice in occupational therapy. Emphasis on preparation and implementation of a research study.

OTS 882 Advanced Occupational Science. (3) II. Exploration of occupational science as a disciplinary knowledge base, current research on occupation-based practice, and methods of developing occupation-based practice. Emphasis on change, clinical leadership, and research.

OTS 883 Change and Complexity in OBP. (3) A. Comprehensive critique of disciplinary literature describing professional applications of occupation. Deriving insights into occupation-based practice (OBP) through perspectives from history, systems, chaos, changes, and complexity. Action and change research methods for the development of occupation-based practice.

OTS 884 Qualitative Inquiry Approaches (3) A. Undergraduate course in research design. This course synthesizes the rationale, theoretical foundations, design, methods, analysis, and ethical issues related to qualitative research. Students analyze five approaches of qualitative inquiry, and develop a research prospectus.

OTS 885 Occupational Performance Measures. (3) A. Prerequisites: OTS 880 and occupational therapy graduate student status or departmental approval. Analysis of critical evaluation instrumentation. Review of measurement issues and use of instruments in evidence-based practice in occupational therapy. Integration into occupation-based practice.

OTS 886 Culture and Diversity in OT (3) A. Importance of culture and diversity in the understanding of health disparities in health care policy and OT practice. Global and national policy and program models for inclusion of culture, diversity and disability are highlighted.

OTS 890 Independent Study in OT. (3) I, II, A. Prerequisite: advisor/departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Student initiated directed study. Regular consultation with faculty supervisor and final paper required. May be retaken under different subtopics to a cumulative maximum of six hours.

OTS 895 Special Project Proposal in OT. (3) I, II, A. Prerequisite: OTS 880. Development of special project proposal in a specific area of practice in occupational therapy. Student must have proposal form approved by instructor and department chair prior to enrollment.

OTS 896 Research Contribution. (3) A. Completion of a research contribution in a specific area of occupational therapy practice

OTS 898 Thesis I. (3) I, II, A. Proposal development leading to thesis as directed by chair of thesis committee.

OTS 899 Thesis II. (3) A. Research leading to thesis as directed by chair of thesis committee.

OTS 899-C Thesis/Project Continuation. (1-3) I, II, A. Prerequisite: advisor/departmental approval. Continuation of research leading to thesis/special project as directed by the chair of student's committee. May be retaken as necessary to complete research. May not be used to satisfy degree program requirements.

OTS 901 OTD Leadership Seminar I (3) A. Prerequisite: Enrollment in OTD Program. Conceptualize identity as a leader in occupation-based practice in a changing environmental context; create a professional portfolio; and develop initial doctoral plans for practicum and capstone project.

OTS 902 OTD Leadership Seminar II. (3) A. Prerequisite: OTS 901. Students will draw on co-occurring OTD Program coursework to: establish goals for development through the OTD; revise a professional portfolio to implement career aspirations, and set doctoral practicum objectives for capstone project.

OTS 903 OTD Leadership Seminar III (3) A. Prerequisite: OTS 902. Students will draw on co-occurring OTD Program coursework to revise professional portfolio to include a multi-year action plan for leadership development; and prepare final practicum proposal.

OTS 904 OTD Leadership Seminar IV (3) A. Prerequisite: OTS 903. Students will draw on co-occurring OTD Program coursework to: finalize a professional portfolio that portrays personal plans for career leadership in practice excellence; and propose and obtain doctoral practicum contracts for implementation of capstone project.

OTS 905 OTD Practicum (3 – 6) I, A. Prerequisites: OTS 882, 904, 910, 911, and 912. Custom-designed practicums for capstone, field experiences in the Occupational Therapy Doctorate. Emphases are on ethical leadership within change and excellence in occupation-based services for diverse populations.

OTS 906 OTD Capstone (1) A. Prerequisite or corequisite: OTS 905. Comprehensive integration and application of program outcomes. Students finalize and present capstone project that was planned in Leadership Seminars. Emphases are ethical leadership within change and OBP for diverse populations.

OTS 910 Policy Analysis for OT (3) A. Influence of social and healthcare policy on the profession of occupational therapy. Health disparities, disability studies and advocacy needs in emerging practice.

OTS 911 Applied Research for OT (3) I. Students will apply research methods, synthesize paradigms, designs, methods, and ethical issues related to research, and discuss funding options. The role of the researcher as an agent of change in practice will be emphasized.

OTS 912 Evidence-based Practice for OT (3) II. Evaluate and perform critical research appraisals to justify intervention decisions. Content focuses on: clinical reasoning, outcomes measurement, finding evidence, changes in practice, ethics, and communicating decisions.

OTS 913 Educational Practices for OT (3) I. Prerequisite: Enrollment in the OTD Program. Fundamental principles of designing and implementing educational programs across the lifespan. Educational strategies and learning theories will be analyzed and applied to clinical, community, and didactic settings and populations.

**PHE—Physical Education
Dr. Jack Rutherford, Chair**

PHE 717 Bioenergetics in Physical Activity (3) A. Study of bioenergetics processes and the relationship to energy storage, transformation and utilization in biological systems. Study of energy metabolism during different physiological conditions and the applications to clinical exercise science and sport.

PHE 730 Sports Information Programs

(3) **I.** Study of the role and function of the sports information director. Includes public relations techniques applied to sports information; press releases, publications programs, office and staff organization, time utilizations, news media, and formats.

PHE 762 Adapted Physical Activity. (3)

I, II. Principles and practices of adapted physical education emphasizing the physical activity needs of people with disabilities. Emphasis will be placed on the importance of physical activity, recent legislation, assessments, individual education plans, and adapting activities.

PHE 775 Tests and Measurements in Physical Education. (3) I, II.

Administration and scoring of tests, evaluation and use of results obtained.

PHE 790 Special Topics in Physical Education. (1-4) A.

Study of various topics in physical education and sport selected to meet special student needs and interests. May be retaken to a maximum of six hours with advisor's approval provided subtitle is different.

PHE 800 Research Methods in Health/Physical Education/Recreation. (3) I, II.

Cross listed with EHS 800. Application of research methods to health/physical education/recreation with emphasis on consumption of research, methods of research, and tools and instrumentation for research in health/physical education/recreation. Credit will not be awarded to students who have credit for EHS 800.

PHE 805 Including Dance in the P-12 Curriculum. (3) A.

The course teaches the basic dance concepts and skills that are to be covered in the P-12 school curriculum. Teachers of all levels and specialties learn how to include dance in their own curriculum. Folk/social, ethnic and art forms of dance are covered. No previous dance experience is necessary.

PHE 810 Financial Aspects of Sport. (3)

A. Study of the principles, practices, and theories associated with finance planning and management of enterprises engaged in the provision of sport related services and/or products. Topics include budget planning and preparation, preparing and analyzing financial statements, revenue sources, money management, preparation of business plans and feasibility studies.

PHE 812 Lifetime Fitness and Wellness. (3)

A. Philosophical and factual basis for lifetime fitness for professional fitness leaders. Problem-solving and decision-making approaches to establish creative and effective programs.

PHE 814 Sport Marketing, Promotions, and Fund Raising. (3) I, A.

Marketing, promotion, and fund raising within the context of amateur and professional sport. An overview of sport business industry; theory; pricing, distribution, and promotional technique of sport; media relations; endorsement and sponsorships; and licensing.

PHE 821 Physiological Bases of Physical Fitness. (3) II.

Effects of chronic exercise on neuromuscular, cardiovascular, respiratory, and metabolic function.

PHE 822 Sociology of Sport. (3)

A. Meaning of sport in contemporary societies; relationship of selected social factors on development of social groups and attitudes in varying levels of sport; structure and function of sport in simple and complex social institutions.

PHE 823 Sport and Exercise Psychology. (3) II.

Scientific study of people and their behavior in sport and exercise contexts and the practical applications of that knowledge.

PHE 825 Policy and Governance of Sport. (3) II.

An in-depth study of major sport governing agencies including organizational structure, constitutions, policies, procedures, and membership requirements of sport agencies at the state, national, and international levels.

PHE 831 Laboratory Methods in Exercise Physiology. (3) II.

Prerequisite: PHE 821 or instructor approval. Study, practice and applications of methods of calorimetry; anthropometry; measurement of muscular strength, muscular endurance and cardiovascular-respiratory endurance; analysis of expired air; and determination of reliability and validity.

PHE 833 Motor Development. (3)

A. Examination of physical activity as a factor in growth and development of children and adolescents. Including biological and behavioral science as the foundation for integrated study of physical growth, motor development, and physical activity.

PHE 835 Legal Issues in Sport. (3) I.

Principles and concepts of sport in contemporary society with primary emphasis on legal issues that relate to amateur sport.

PHE 839 Applied Learning in Physical Education, Sports Administration Option. (5-6)

A. Prerequisites: departmental approval; must have been admitted to the Master of Science/Sports Administration option. Work under faculty and field supervisors in a cooperative placement related to student's academic studies. One to six hours credit per semester or summer. Six hours may count toward master's degree. A minimum of eighty hours work is required for each academic credit.

PHE 839 A-F Cooperative Study: Physical Education, Sports Administration Option. (5-6)

A. Prerequisites: departmental approval; must have been admitted to the Master of Science/Sports Administration option. Work under faculty and field supervisors in a cooperative placement related to student's academic studies. One to six hours credit per semester or summer. Six hours may count toward master's degree. A minimum of eighty hours work is required for each academic credit.

PHE 840 Disability Sport and Rehabilitation. (3) A.

This course will introduce students to disability sport, and how exercise and adapted physical activity may be used to improve the quality of life for persons with disabilities.

PHE 848 History and Philosophy of Physical Education and Sport. (3) A.

A study of organized physical activity of people in significant cultural epochs in history and the underlying philosophy that influenced these activities.

PHE 850 Event and Facility Management. (3) I, A.

Focus on fundamentals of event and facility management: organizing and operating athletic events, planning and modifying facilities associated with athletic, physical education, fitness, and recreation programs.

PHE 852 Motor Learning and Performance. (3) II.

Behavioral aspects related to the theory of learning and performance of motor skills taught in school and non-school environments; factors affecting learning and performance are also investigated.

PHE 869 Organization and Administration of Athletics. (3) II.

Administrative patterns for high school and college athletics; topics include programs, personnel, facilities, athletic organization consideration.

PHE 870 Internship in Sports Administration. (1-6) A.

Supervised experience in selected aspects of sports in a sports administration setting. May be retaken to a maximum of six hours.

PHE 871 Internship: Exercise/Wellness. (1-6) A.

Supervised experiences of selected aspects of wellness programming.

PHE 875 Seminar in Physical Education, Exercise, and Sport. (3) A.

Research and discussion of critical questions in physical education; topics to be studied will vary according to the concerns of seminar students.

PHE 885 Independent Study. (1-3) A.

Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of

three hours. Designed for graduate students who have demonstrated the ability to conduct individual research relating to physical education.

PHE 891 Issues in Physical Education, Exercise, and Sport. (3) A. Identification of critical issues arising from current problems; exploration of points of view and possible solutions.

PHE 895 Assessment in Physical Education. (3) II.

Prerequisite: PHE 775 or instructor approval. Comparative statistics, construction of measurement instruments, and evaluation techniques applied to physical education.

PHE 897 Thesis. (3-6) A. For students preparing a thesis in partial fulfillment of the requirements for the master's degree programs. May be retaken to a maximum of six hours.

PHI—Philosophy

Dr. Laura Newhart, Chair

PHI 751 Classical Political Theory. (3)

A. Cross-listed as POL 751. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, PHI 551W, POL 551, POL 551W or POL 751.

PHI 752 Modern Political Theory. (3)

A. Cross-listed as POL 752. Examination of Western political thought from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for POL 552 or POL 752.

PHI 753 Contemporary Political Theory. (3) A.

Cross-listed as POL 753. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for POL 553 or POL 753.

PHY—Physics

Dr. Jerry Cook, Chair

PHY 706 Physics for High School Teachers. (3) A.

Prerequisites: one year of college physics and instructor approval. Credit given toward major or minor only in teaching programs. Topics from general and modern physics to prepare teachers to teach high school physics and give classroom demonstrations. 3 Lec/3 Lab.

PHY 806 Selected Topics in Physics for Secondary Teachers. (3) A.

Prerequisite: secondary certification in physics. Study of topics in physics selected from the following fields: mechanics, thermodynamics, sound, electricity, magnetism, optics, and modern physics. Selection will depend upon the need of the student. 2 Lec/3 Lab.

PHY 808 Selected Topics in Physical Science for Secondary Teachers. (1-6) A.

Restricted to physical science teachers not certified in physics. Study of problems in science relevant to secondary physical science. May be retaken to a maximum of six hours.

PHY 809 Workshops in Physics for Teachers. (1-3) A.

This course is designed for summer workshops for science teachers needing further work on content or techniques in teaching physics. Different workshops may be repeated for up to six hours credit.

PHY 880 Special Topics in Physics. (1-3)

A. Specially assigned theoretical or experimental work on topics not covered in other courses.

PHY 881 Selected Topics. (1-3) A.

Prerequisite: instructor approval. Selected topics not normally presented that may be of interest to groups of certain students will be presented. May be retaken to a maximum of three hours.

POL—Political Science

Dr. Lynette Noblitt, Interim Chair

POL 717 Politics and Social Change. (3)

A. Comparative study of politics in present and past societies to consider the relationship between politics, political change and broader social change.

Emphasis on political phenomena especially suited to comparative study.

POL 721 Contemporary International Relations. (3) A. Systematic analysis of major contemporary theories and approaches to the study of international politics and foreign policy.

POL 725 Problems in International Relations. (3) A. Explores major problems in international relations. Covers various areas of the world with reference to significant factors and problems of the people.

POL 733 Seminar in State and Local Politics. (3) A. A topical analysis of the institutions, policies, and administration of American state and local government. May be retaken to a total of six credit hours, provided subject matter differs each time.

POL 741 Politics and Education. (3) A. An examination of the way political decisions and policies are made in the field of education. Special attention is given to educational decision makers and political power at the local level.

POL 751 Classical Political Theory. (3) A. Cross-listed as PHI 751. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, PHI 551W, POL 551, POL 551W or PHI 751.

POL 752 Modern Political Theory. (3) A. Cross-listed as PHI 752. Examination of Western political thought from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552 or PHI 752.

POL 753 Contemporary Political Theory. (3) A. Cross-listed as PHI 753. Examination of Western political thought from mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553 or PHI 753.

POL 765 Administrative Law. (3) A. Nature of the powers vested in administrative agencies; the problems of administration procedure; the methods and extent of judicial control over administrative action.

POL 800 Research Methods. (3) A. An introduction and an overview of theories, methods, and analyses which are used in contemporary political science and public administration research.

POL 801 Administration, Ethics, and Public Policy. (3) A. An analysis and overview of the interplay of ethical considerations, administration, and policy process in the public sector.

POL 810 Seminar in Comparative Politics: _____. (3) A. Selected topics in the comparative study of politics. May be retaken to a maximum of six credit hours provided topics vary.

POL 820 Seminar in International Relations. (3) A. Study of selected topics in international administration, international organization, international politics and foreign policy.

POL 835 Seminar in Intergovernmental Relations. (3) A. An examination of the institutions, concepts, and problems of intergovernmental relations and the American federal system.

POL 839 Applied Learning in Public Administration and Political Science. (.5-6) A. Prerequisite: departmental approval. Work under faculty and field supervisors in cooperative placement related to student's academic studies. Credit varies with hours of employment. A minimum of eighty hours of work required for each academic credit. May be repeated at the discretion of the department. Credit may be substituted for POL 871 in the M.P.A. program provided the requirements of POL 871 are met completely by the cooperative education assignment. Credit may not otherwise be substituted for any M.A. or M.P.A. requirements.

POL 839 A-F Cooperative Study: Public Administration and Political Science. (.5-6) A. Prerequisite: departmental approval. Work under faculty and field supervisors in cooperative placement related to student's academic studies. Credit varies with hours of employment. A minimum of eighty hours of work required for each academic credit.

May be repeated at the discretion of the department. Credit may be substituted for POL 871 in the M.P.A. program provided the requirements of POL 871 are met completely by the cooperative education assignment. Credit may not otherwise be substituted for any M.A. or M.P.A. requirements.

POL 843 Seminar in American Political Process. (3) A. Systematic analysis of executive-legislative relationships in the American national political process.

POL 845 Community Development. (3) A. Examines developmental efforts on community level in the United States; relates community development to community organization and examines current efforts, especially those based on the concept of self-help, to generate and implement community development programs.

POL 846 Non-Profit Organizations. (3) A. Study of non-profit organizations, including an examination of types, leadership styles, management tools, board organization, budgeting and fund-raising.

POL 847 Strategic Planning and Grant Writing. (3) A. The study of strategic planning processes and the techniques of grant writing as they apply to the public and non-profit sector. Focus on federal and foundation grants. Credit will not be awarded for both POL 847 and POL 847S.

POL 847S Strategic Planning & Grant Writing. (3) A. The study of strategic planning and grant writing processes involving federal and foundation grants as they apply to the public and non-profit sector, enhanced with a service-learning component. Credit will not be awarded for both POL 847 and POL 847S.

POL 853 Seminar in Political Theory. (3) A. Examination of major contemporary approaches to understanding and evaluating political phenomena. Authors to be examined may include: Hannah Arendt, Arnold Brecht, David Easton, Juergen Habermas, Edmund Husserl, Robert Nozick, John Rawls, Leo Strauss and Eric Voegelin.

POL 863 Seminar in Public Law. (3) A. Prerequisite: instructor approval. Study in depth of selected problems in public law.

POL 870 Internship in Public Administration (3) A. Prerequisite: departmental approval. An internship in a public or nonprofit organizational setting for M.P.A. students conducted under departmental supervision and resulting in a capstone paper.

POL 871 Applied Research in Public Administration. (3) A. Prerequisite: departmental approval. An advanced, directed research project for M.P.A. students under departmental supervision resulting in a graduate-level report.

POL 872 Practicum in Public Administration. (3-6) A. Prerequisite: departmental approval. An experientially based project for MPH students under advisor supervision. Students will be placed in a supervised work environment in public health administration.

POL 874 Public Sector Leadership. (3) A. This course examines theories and practices of leadership in public and nonprofit sector organizations. Emphasis is given to competing theories of leadership and to the examination of leadership through theoretical reference frames.

POL 875 Public Sector Organizations and Management. (3) A. Study of organizational theory and management as applied to government agencies and other not-for-profit organizations. Topics covered include theoretical modeling, research on organizational behavior, and managerial strategy and technique.

POL 876 Public Human Resources Management. (3) A. Study of strategies and techniques of public human resources management in the public sector and their relationship to pertinent laws, policies, and institutions, in the context of contemporary theories of organizational behavior.

POL 877 Public Finance Administration. (3) A. An examination of the effects of economic,

administrative, legislative and judicial factors on the fiscal operations of government. Study of the budgetary and financial decision-making process at the federal, state and local levels.

POL 878 Applied Research in Political Science. (3) A. Prerequisite: POL 800. The theory process and techniques used to conduct and present applied empirical research in political science.

POL 879 Policy Analysis and Program Evaluation. (3) A. Prerequisite: POL 800. An introduction to theories and methods of analysis relating to public policy and public program formulation, implementation, and evaluation. Topics include quantitative and non-quantitative analytical techniques.

POL 891 Directed Research. (3-6) A. Students must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Research under the direct supervision of one or more departmental members. May be retaken to a total of six hours credit.

POL 892 Directed Research in Public Health Administration. (3-6) A. Students must have the independent study form approved by the faculty supervisor and department chair. Research under the direct supervision of faculty advisors. Designed for MPH students concentrating in Public Administration.

POL 893 Special Topics: _____. (1-3) A. Seminar in a specialized topic of the discipline. Topics will vary. May be retaken to a total of six hours credit, provided subject matter differs each time.

POL 895 Independent Study. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Student-initiated directed study. Can include research project or readings in an area of the discipline. May be retaken to a total of six hours credit, provided subject matter differs each time.

POL 899 Thesis. (3-6) A. May be retaken to a total of six hours credit.

PSY—Psychology

Dr. Robert Brubaker, Chair

PSY 710 Publishing Empirical Research. (3) A. Prerequisite: Department approval. Students must submit proposals to instructor prior to enrollment. This course will focus on analyzing, writing and submitting results of a psychological study or experiment to a professional journal.

PSY 730 Cognitive Development (3) A. Overview of how individuals become intelligent through the acquisition of knowledge, learning to reason, think, and engage in abstract thought.

PSY 777 The Autism Spectrum. (3) A. Prerequisite: departmental approval. Assessment, diagnosis, and intervention in autism spectrum disorders across the lifespan. Conduct autism spectrum assessment and design interventions.

PSY 779 History and Systems of Psychology. (3) A. A survey of the history of psychology and its various schools of thought and approaches to the study of behavior and mental processes.

PSY 790 Tests and Measurements. (3) A. Prerequisite: departmental approval. Study of measurement principles with application in psychology, business, industry, and government. Interpretation, use, and evaluation of measurement and job analysis methods. Reliability, validity, utility, ethical/legal concerns are examined.

PSY 797 Advanced Topics in Psychology: _____. (3) A. Prerequisite: departmental approval. Selected topics for advanced study. Variable topics across semester in terms of student interest and available faculty. May be retaken provided the subject matter differs each time.

PSY 820 Statistics & Research Design I. (3) A. Prerequisite: departmental approval. Principles and techniques of scientific observation, control, and analysis specifically oriented to research

in psychology. Evaluation of research designs and their implementation in professional settings. Emphasis on univariate statistical analyses. Credit will not be awarded to students who have credit for PSY 820S.

PSY 820S Statistics & Research Design I: Service Learning. (3) A. Prerequisite: departmental approval. Principles and techniques of scientific observation, control, and analysis specifically oriented to research in psychology in the context of service learning. Evaluation of research designs and their implementation in professional settings. Emphasis on univariate statistical analyses. Credit will not be awarded to students who have credit for PSY 820.

PSY 824 Intellectual Assessment. (3) A. Prerequisite: departmental approval. Techniques, principles and problems in the administration, scoring, interpretation, and reporting of individual tests of intelligence for children and adults.

PSY 825 Personality Assessment. (3) A. Prerequisite: departmental approval. Techniques, principles and problems of evaluating personality via interviews, objective and projective testing. Emphasis on integration of results.

PSY 826 Professional Concerns I. (1) A. Prerequisite: departmental approval. Consideration of ethical and related problems of psychologists.

PSY 827 Topics in Assessment. (1) A. Prerequisite: departmental approval. Administering, scoring, and interpreting instruments in the area of vocational interest, adolescent personality, adaptive behavior, and individual academic assessment. Emphasis is on application in school and clinical settings.

PSY 837 Social Psychology and Cultural Diversity. (3) A. Prerequisite: departmental approval. Graduate level survey of topics in social psychology including social influence, persuasion, social cognition, self-justification, aggression and prejudice. Emphasis on multi-cultural diversity and tolerance of other groups.

PSY 838 Practicum in Clinical Psychology. (1-4) A. Prerequisite: departmental approval. Supervised practice in applied settings. Participation varies with student's course work and experience. Class meetings as arranged. May retake to maximum of ten credit hours.

PSY 840 Cognitive Bases of Behavior. (3) A. Prerequisite: departmental approval. Broad survey of findings in the areas of learning and conditioning, memory and cognitive processes.

PSY 841 Psychopathology. (3) A. Prerequisite: departmental approval. Etiology and description of various aspects of psychopathology and ineffective behavior. Credit will not be awarded to students who have credit for COU 855.

PSY 842 Interventions: School & Home (3) A. Prerequisite: departmental approval. Academic and behavioral interventions for school-age children will be reviewed. Emphasis is on identifying, selecting, and implementing research-based interventions for specific behaviors.

PSY 843 Practicum. (1-4) A. Prerequisite: departmental approval. Supervised practice in applied settings. Selective participation with an assigned agency varies with the student's program with level of preparation in course work, and with previous supervised field experience. Class meetings as arranged. May be retaken to a maximum of eleven credit hours. Graded Satisfactory/Unsatisfactory.

PSY 844 Industrial Psychology. (3) A. Prerequisite: departmental approval. Graduate level introduction to industrial psychology. Topics include legal issues, job analysis and evaluation, compensation, research in organizations, individual differences, recruitment, human factors, and work environments.

PSY 845 Clinical Issues and the Deaf. (3) A. Prerequisite: departmental approval. Survey of clinical issues involved in providing mental health services to the deaf and hard-of-hearing. Topics will include the prevalence and nature of psychological problems among the deaf and hard-of-hearing, ethical

and professional concerns, the interface between mental health and other services, and psychological assessment and therapy issues and strategies.

PSY 846 Behavioral Research Methods. (3) A. Prerequisite: departmental approval. Theory and methods of contemporary practice of behavioral assessment and single subject research design. Supervised practice in clinical applications of assessment methods. Review of relevant learning theory and behavioral principles.

PSY 847 Topics in Individual Differences. (3) A. Prerequisite: departmental approval. The development of individual differences in traits and behavior examined from the perspectives of personality and developmental psychology. Selected coverage of both seminal and current theoretical and empirical literatures.

PSY 848 Introduction to School Psychology. (3) A. Prerequisite: departmental approval. Theory observation, and supervised practice in the role of school psychologist. Includes systems analysis, the consultation process, and interprofessional relationships. Intervention skills appropriate for dealing with those problems.

PSY 850 Psychotherapy and Behavior Change I: Basic Techniques. (3) A. Prerequisite: departmental approval. A didactic and experiential introduction to the theories and techniques facilitative of personal growth and behavior change.

PSY 853 Biological Bases of Behavior. (3) A. Prerequisite: departmental approval. A survey of the principles, research and methodology of psychophysiology, including consideration of the autonomic correlates of emotion and arousal, biofeedback, psychosomatic diseases, and psychophysiological correlates of psychopathology.

PSY 857S Child and Family Interventions (3) A. Prerequisite: departmental approval. Conceptualization and intervention for childhood psychological disorders are reviewed and experienced through service learning pedagogy. Emphasis is on individual and group interventions. Credit will not be awarded for both PSY 857 and 857S.

PSY 860 Psychotherapy and Behavior Change II: Advanced Techniques and Theories. (3) A. Prerequisite: PSY 850 or departmental approval. The in-depth study of techniques selected from those presented in PSY 850. Emphasis will be placed on developing proficiency in such skills and techniques.

PSY 862 Statistics and Research Design II. (3) A. Prerequisite: PSY 820 or equivalent with department approval. Principles and techniques of scientific observation, control, and analysis, specifically oriented to multivariate research in psychology. Evaluation of research designs and their implementation in professional settings.

PSY 865 Psychological Consultation. (3) A. Prerequisite: departmental approval. Exploration of the theoretical and empirical underpinnings of psychological consultation process, and supervised practice in the provision of indirect psychological services.

PSY 868 Program Evaluation in the Social and Behavioral Sciences. (3) A. Prerequisite: PSY 820 or 862 or equivalent with departmental approval. Survey and application of program evaluation theory, designs, implementations and problems. Emphasis on preparing students to design and implement program evaluations of social, educational and organizational programs.

PSY 870 Cognition in the Workplace. (3) A. Prerequisite: departmental approval. Graduate level survey of theories and research in cognition, with a focus on applications to industrial and organizational psychology.

PSY 871 Group and Family Therapy. (3) A. Prerequisite: departmental approval. Theory and techniques of group and family therapy. Emphasis will be placed on developing and applying intervention skills.

PSY 872 Selection and Performance Appraisal. (3) A. Prerequisite: PSY 790 or departmental approval. Psychological theory, research, and practice pertaining to the selection and appraisal of human resources in the workplace.

PSY 873 Organizational Psychology. (3) A. Prerequisite: departmental approval. Examination of research, theory, and applications in organizational psychology. Topics include commitment, involvement, satisfaction, power, conflict, motivation, leadership, quality of work life, group/team processes, and organizational structure.

PSY 874 Organization Change and Development. (3) A. Prerequisite: departmental approval. Analysis of psychological theory, research and practice pertaining to organization change and development including the change process, culture, interventions, evaluation, consulting, and legal/ethical concerns.

PSY 875 Training and Development. (3) A. Prerequisite: departmental approval. Graduate level survey of psychological theory, research, and practice utilized in the training and development of human resources in the workplace.

PSY 876 Applied I-O Research (3) A. Prerequisites: PSY 790 (C) and PSY 820 (C), or department approval. Application of research methods, data analysis, and reporting pertaining to the field of Industrial-Organizational psychology. Topics may include criterion validation, adverse impact analysis, utility analysis, validity generalization, analyses of organizational surveys, and training program evaluation.

PSY 880 Work Environments. (3) A. Prerequisite: departmental approval. Seminar examining the ways in which workers are influenced by the physical environment. Topics will include lighting, noise, temperature, aesthetics, privacy, crowding, territoriality, human factors, and ergonomics.

PSY 881 Advanced Children's Assessment. (3) A. Prerequisite: departmental approval. Theory and research regarding psychological and psychoeducational problems of childhood and adolescence in the context of diagnostic criteria, including training in the use of adaptive behavior scales and measures for screening academic achievement.

PSY 887 Independent Work in Psychology. (1-3) A. Prerequisite: Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Student is responsible for conceptualization and investigation of research problem and drawing formal conclusions. May be retaken to a maximum of six hours provided a different problem is studied each time.

PSY 888 Master's Research Project (3) A. Prerequisite: departmental approval. Empirical investigation of a selected topic in psychology, including submission of a report to the department. Graded Pass-Fail.

PSY 890 Internship in School Psychology. (3-6) A. Prerequisite: departmental approval. Intensive supervised experience in approved educational setting. May be retaken to a maximum of twelve hours. Graded Satisfactory/Unsatisfactory. A minimum of 1200 hours of work is required for the total twelve hours credit awarded.

PSY 897 Special Topics in Psychology. (3) A. Selected topics for advanced graduate study. Topics will vary. May be retaken to a total of six hours, provided the subject matter differs each time.

PSY 898 Thesis Research. (1-6) A. Prerequisite: departmental approval. Experimental investigation of a selected topic, including preparation of a formal report. May be retaken to a maximum of twelve hours. Graded Satisfactory/Unsatisfactory. A minimum of 1200 hours of work is required for the total twelve hours credit awarded.

PSY 899A Internship in Clinical Psychology. (6) A. Prerequisite: advisor approval. Intensive supervised experience in approved clinical

setting. May be retaken to a maximum of twelve hours. Graded Satisfactory/Unsatisfactory. A minimum of 480 hours of work is required.

PUB—Public Relations
Dr. Elizabeth Hansen, Chair

PUB 720 Integrated Public Relations Strategies. (3) A. Examines integrated public relations skills used to achieve organizational objectives. Emphasizes strategic planning including forecasting and communicating future business plans. Includes an in-depth look at relevant communication theories explaining common public relations problems and strategies.

PUB 730 Sports Information Programs. (3) A. Study of the role and function of the sports information director. Includes public relations techniques applied to sports information: press releases, publications programs, office and staff organization, time utilizations, news media, and formats.

QMB—Quantitative Management
Dr. Oliver Feltus, Chair

QMB 850 Statistical Methods for Business. (3) A. Prerequisite: Admission into the MBA program and successful completion of any required prerequisite MBA foundation courses or departmental approval. This course focuses on statistical model selection, model building, forecasting, and the interpretation of statistical results for decision making. Emphasizes critical thinking and analysis skills.

QMB 854 Topics in Quantitative Methods. (3) A. Prerequisite: QMB 850. Study of quantitative methods in the various functional areas of business: accounting, computer information systems, finance, management, and marketing. May be retaken to a maximum of six hours provided the topics are different.

REC—Recreation and Park Administration
Dr. Charlie Everett, Chair

REC 711 Therapeutic Recreation Practices and Services. (3) II. Interventions and utilization of terminology. Apply leadership skills, assistive technology, and programming applications. 2 Lec/2 Lab.

REC 712S Management of Therapeutic Recreation. (3) I. Prerequisite: for majors only. Management concepts applied to delivering therapeutic recreation services, and includes: documentation, activity analysis, assessment, liability, legislation and standards of practice. Includes 15 service learning hours.

REC 716 Recreation and Park Interpretive Services. (3) I. The interpretation of natural, historical and cultural resources in recreation and park settings. Frequent agency visits and educational field seminars are components of this course.

REC 730 Park Management. (3) II. Park purposes and operations with an emphasis on natural resources and visitor management. Concentration on design, resource conservation and preservation, public relations, park policies.

REC 790 Special Topics: _____. (1-3) A. Identification and study of specialized techniques in recreation leadership, activities skills, operational methods, and services. May be retaken under different subtitle.

REC 800 Literature Analysis in Recreation (1) I. Individualized study of recreation and park administration designed for students entering the graduate program without a degree in recreation, parks or tourism. It is recommended that this course be completed before taking classes in the graduate program. This course must be passed with at least a B grade.

REC 801 Park, Recreation, and Tourism Research Methods. (3) II. Emphasis will be on applied research methods in the field of parks, recreation, leisure and tourism. Prepares students to understand and identify appropriate data collection methods, sampling, questionnaire design, data analysis, and interpretation of research literature.

REC 809 Advanced Study in Recreation. (1-3) A. Prerequisite: REC 801. Directed study of topics in recreation and leisure. An advanced study project and individual meetings with instructor are required. An advanced study proposal form must be approved prior to enrollment.

REC 815 Internship. (1-3) A. Prerequisite: department chair approval. Supervised practical work experience in a clinical or administrative setting.

REC 825 Philosophy of Recreation and Leisure. (3) I. Examination of recreation theory and practice from both research and empirical bases. Significance of leisure and recreation for the individual and society. Recreation's future in a changing cultural milieu.

REC 830 Outdoor Recreation in America. (3) I. A study and analysis of outdoor recreation policy development and agency management. Includes the development of natural and historical interpretive services.

REC 840 Administrative Processes and Practices. (3) II. Principles and concepts of administration, in-depth investigation of budgeting, policy formulation, and legislative provisions.

REC 850 Recreation & Tourism Marketing. (3) I, II. The purpose of this course is to provide the student with an in-depth understanding of marketing in the public and commercial recreation sectors, parks, and leisure services.

REC 870 Rec Therapy Quality Assurance. (3) I, II. Examine the components of quality assurance and techniques for evaluation related to programs, management, and patient outcomes in therapeutic recreation settings.

REC 871 Therapeutic Recreation Administration. (3) I, II. Understand the characteristics of management, administrative management, as related to human services in therapeutic recreation.

REC 890 Independent Study in REC. (1-3) I, II, A. Student must have the independent study proposal form approved by the graduate program director and department chair prior to enrollment. Student initiated directed study for the purpose of conducting research and examining issues in park, recreation, and leisure services. May be taken to a maximum of three hours.

REC 897 Thesis. (6) A. Designed for students preparing a thesis in partial fulfillment of the requirements for the master's degree program.

SED—Special Education
Dr. Deborah Haydon, Chair

SED 700 Practices and Programming in Moderate and Severe Disabilities. (3) II. Introduction to teaching students with MSD. Educational needs, issues, legal mandates, and family concerns, best practices for inclusive school and community programs. Open to non-majors.

SED 704 Assistive/Adaptive Technology. (3) I, A. Classroom use and modification of assistive/adaptive devices. Integration of assistive technology into assessments, IEPs, lesson plans, educational activities, and daily routines. Lab.

SED 707 Problems in Special Education: _____. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. School related work, special workshops, special seminars. May be retaken with different descriptions.

SED 710 Assessment and Methods for Deaf/HH. (3) A. Prerequisites: SED 260 or 338 and ELE or EMG 445 or their equivalent or instructor

approval. Basic types and properties of standardized and informal assessments used to assess content knowledge of d/hh students. Sample curricula and instructional strategies used with d/hh.

SED 718 Survey of Special Education in Early Childhood. (3) I, II. Prerequisites: SED 104 or SED 775, SED 260, or instructor approval. Overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains.

SED 718S Special Education in Early Childhood. (3) I, II. Prerequisite: SED 104 or 575 or 775. Overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains. Service learning is a component of this course. Credit will not be awarded for both SED 718 and 718S.

SED 722 Language Disorders of Students with Disabilities. (3) A. Overview of language development and related speech and language disorders including introduction to intervention methodology.

SED 735 Teaching Students with Moderate and Severe Disabilities. (3) A. Functional assessment and systematic instruction for students with MSD. Use of assessment data to develop IEPs and instructional programs, including activity-based and community-based instruction. Methods and materials for implementing best practices across settings.

SED 738 Language of the Deaf and Hard of Hearing. (3) A. Prerequisite: SED 722 or departmental approval. Receptive and expressive conversational language development and written language acquisition from a developmental perspective. Concepts in bilingual education applied to the deaf. Methods to assess and facilitate language development.

SED 745 Program and Personnel Management. (3) I, A. Prerequisite: teacher certification. Corequisite for undergraduates: SED 375. Scheduling and management of systematic instruction, inclusion, transdisciplinary services, and transition activities. Working with parents, paraprofessionals, and professionals. Collaboration strategies, professional development skills, and records management.

SED 774 Field Experiences with Exceptional Learners. (3) A. Prerequisite: departmental approval. A practical experience with exceptional individuals. Emphasis is directed at behavior management, educational assessment, and IEP/IFSP.

SED 775 Nature and Needs of Exceptional Students. (3) A. Overview of special education including characteristics, definitions, programming, and supporting research. Open to non-majors.

SED 776 Introduction to Special Education Assessment. (3) A. Prerequisite: SED 775 or instructor approval. Principles of tests and measurement. Test administration, scoring, and interpretation applied to exceptional children. Assessment related to interdisciplinary teams.

SED 777 Dual Sensory Impairments and Communication. (3) II, A. Prerequisites: SED 260 (or 522/722), 304, and 353/352 (teacher certification for SED 777), or instructor approval. Assessment, planning, and instruction for students with dual sensory impairments and severe cognitive disabilities. Augmentative and alternative communication methods, materials, and devices. Milieu language strategies, symbolic and nonsymbolic communication in natural environments and daily activities.

SED 778 Behavior Disorders. (3) A. Prerequisite: SED 775 or instructor approval. Behavior disorders and emotional disturbances as an educational, psychological, and sociological phenomenon. Definitions, characteristics, theoretical foundations, and programmatic approaches.

SED 780 Audiology for Teachers of the Deaf and Hard of Hearing. (3) II. Physics of sound; anatomy, physiology, pathology and medical treatment

of the auditory system; introduction to the audiometer and basic pure-tone and speech (auditory) testing; hearing aids and devices.

SED 781 Speech for the Deaf and Hard of Hearing. (3) A. Prerequisite: SED 260 or instructor approval. Phonological development, acoustic aspects, anatomy of speech mechanisms, phonetic transcription, developing speech readiness, voice quality, articulation, rhythm, phrasing, accent, fluency, effects of hearing loss on speech, speech reading, auditory training.

SED 790 Applied Behavior Analysis. (3) A. Prerequisite: SED 775 or instructor approval. Behavior analysis applied to classroom and instructional management. Data collection, intervention procedures, and evaluation of behavior change.

SED 800 Exceptional Learners in the Regular Classroom. (3) A. Open only to non LBD, MSD, and DHH majors. Characteristics of mainstreamed students, identification procedures, and instructional strategies. Salient features of PL94-142, IEP, roles and responsibilities of regular educators.

SED 801 Advanced Early Childhood Assessment. (3) A. Identification and diagnostic procedures of development delay and at-risk conditions in infants, toddlers, and preschoolers. Continuous assessment of children's developmental, instructional, behavioral, and environmental needs; evaluation of effectiveness of services and family involvement.

SED 802 Advanced Early Childhood Intervention Programming. (3) A. Advanced curriculum and program development for infants, toddlers, and preschoolers in school centers or home settings, including collaboration with families and professionals, continuous assessment, and program evaluation.

SED 803 Advanced Special Education Assessment. (3) A. Prerequisite: provisional certification in special education or departmental permission. Evaluation of educational, perceptual, conceptual, social, and psychological characteristics of exceptional individuals. Interpretation for educational and community interventions for exceptional children. Appropriate practical experiences provided.

SED 804 Educational Management of Learning and Behavior Disordered Students. (3) A. Prerequisite: certification in special education or department chair approval. Advanced management and programming for pupils with learning and behavior disorders. Selection, adaptation, development and evaluation of instructional approaches, methods and materials based on current research and best practice. Appropriate field experience required.

SED 805 Roles of Special Educators. (3) A. Prerequisite: certification in special education or department chair approval. Focuses on roles of special educators in alternative settings, utilizing related services, and working with parents. Emphasis on interpersonal relationships and professional development.

SED 807 Special Education: _____. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent work, workshops, special topics, or seminars. May be retaken under different subtitles.

SED 809 Diagnostic Prescriptive Teaching of the Deaf and Hard of Hearing. (3) A. Prerequisites: certification in Special Education or department chair approval and SED 354, SED 804 or instructor approval. Differential diagnosis and educational programming in academic, sociological, and vocational areas with emphasis on case presentation and individual educational plans.

SED 810 Special Education Statutes, Regulations, and Case Law. (3) A. A study of the administrative responsibilities of special education leadership with emphasis on the understanding of the field of special education, related federal and state laws, administrative regulations, instructional arrangements, grant writing and budget.

SED 811 IECE Assessment and Intervention. (4) A. This course, for MAT IECE and MAEd with IECE certification students only, encompasses identification and

program development/implementation for children ages 0-5. Collaboration with families/professionals and continuous assessment of individual needs and program efficacy is also addressed.

SED 814 Special Education Consultation and Supervision Techniques. (3) A. Consulting and supervisory services; recruitment, selection, and utilization of support services, evaluation of personnel in special education and programs; staff development; and mediation techniques.

SED 816 Practicum in Special Education Administration. (6) A. Prerequisites: SED 810, 814, and EAD 801 or department chair approval. Supervised experiences in providing consultation services and performing all of the other functions of director of special education including procedures and policies, record keeping, utilization of support services, staff development, and due process.

SED 830 Survey of Education for the Hearing Impaired. (3) A. Historical, philosophical, psychological, and social aspects of the hearing impaired. An orientation to problems, issues, and research in the field. Consideration of historic and current objectives, techniques and results, career education and adaptive P.E.

SED 832 Written Language of the Deaf and Hard of Hearing. (3) A. Prerequisite: certification in special education or department chair approval. Methods of developing written language from preschool through secondary levels; including traditional and current methods of teaching written English. Evaluation of written language competence of deaf and hard of hearing students.

SED 851 Teaching Secondary LBD. (3) A. Focus on education of students with LBD in secondary settings, including academic instruction and learning strategies, social competence, school-wide management, career education and transition, adolescent sexuality, drug and alcohol use, and juvenile delinquency.

SED 856 Graduate Special Education Methods and Materials (3) Curriculum for exceptional individuals; instructional principles and methodology; development, implementation, and evaluation of educational materials. Course will address teaching strategies using the Program of Studies to make appropriate adaptations and accommodations for diverse learners.

SED 886 Seminar in Special Education. (3) A. Prerequisite: SED 805 or instructor approval. Critical study of research literature on education of exceptional individuals. Directed study based on student's area of emphasis.

SED 890 Advanced Behavior Strategies and Interventions. (3) A. Prerequisites: SED 341, SED 590/790, or instructor approval. Study of techniques of applied behavior analysis, functional behavioral assessment, alternative procedures, interventions for severe problem behaviors, and maintaining a safe learning environment for all students.

SED 897 Practicum in Special Education. (3-6) A. Practicum for graduate students who seek certification in an area in special education.

SED 898 Capstone Research Project (1-3) A. Prerequisites: EDL 810, EDL 811 and minimum of 24 hours in Ed.S. program. Completion of research project using action or traditional research design with topic related to area of specialization in Special Education.

SPA—Spanish
Dr. Abbey Poffenberger, Chair

SPA 772 Hispanic Literature: _____. (3) A. Prerequisites: SPA 301 and three hours from SPA 405, 406, 407. Study of a selected literary topic. May be retaken to a maximum of nine hours if course content is different.

SPA 880 Special Studies/Independent Study. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent language or literature on a subject of special need or interest to the advanced student. May be retaken to a maximum of six hours.

SSE—Safety, Security and Emergency Management
Dr. Larry Collins, Chair
Dr. Tom Schneid, Graduate Coordinator

SSE 801 MS Safety Security Emergency Management Academic Orientation. (0) Academic orientation for the SSEM Graduate Program. This course will address the college experience at the graduate level and assist the student in building skills and competencies for academic success in the program.

SSE 815 Safety, Security, and Emergency Administration. (3) A. Examination of administrative concepts and principles regarding organizing and managing the functional areas of fire, safety, and security. Development of organizational and administrative structure to include policy formulation, goals and objectives, managerial tasks, and impact evaluations within an encompassing safety, security, and emergency framework.

SSE 820 Strategic Planning for the Fire and Emergency Services. (3) A. Comprehensive strategic planning including theory and value of strategic planning are examined. Steps to develop a strategic plan are examined and discussed. Students will assimilate a mock strategic plan for their organization that examines organizational development with consideration given to resource management.

SSE 822 Workers Compensation/Labor Law. (3) A. Comprehensive study of workers compensation and regulations; National Labor Relations Act; Title VII; A.D.E.A.; and other relevant laws applicable to the functional areas of safety, security, and emergency services.

SSE 824 Leadership in the Fire and Emergency Services. (3) A. Leadership issues including developing as a leader, leadership styles, decision skills, influencing, persuasion, and storytelling are examined. Characteristics of effective leaders are examined and discussed. Students will evaluate their leadership skills, shortcomings and develop a plan for obtaining needed inventory of leadership skills within themselves and their organizations.

SSE 825 Public Sector Finance and Budgeting. (3) A. This class examines the relationship of fire department budgeting within the scope of overall financial management of municipal governments. Funding sources including taxes, supplements from other governments, and grants are explored. Cost accounting and auditing are explored. Students will demonstrate their understanding of complex financial management issues by preparing arguments for prioritization of fire service issues over other governmental considerations.

SSE 826 Emergency Prep/Response. (3) A. In-depth study of the planning process, program development, training methods, etc., for response to man-made and natural emergencies/disasters for both private and public entities.

SSE 827 Issues in Security Management. (3) A. Survey of salient issues and concerns confronting security managers. Examines the application and contribution of various management concepts and philosophies to assets protection issues such as information security, personnel protection, threat analysis, technological adaptation, and resource allocation.

SSE 828 Industrial Safety Management. (3) A. Investigation and analysis of hazard control principles relating to the management of personnel, facilities, and equipment, including control procedures, work-task analysis, risk identification and countermeasures, safety training, and pertinent safety management techniques.

SSE 829 Public Emergency Services. (3) A. Overview of the theories and techniques of management practices regarding the operation and delivery of public sector emergency services. Agency coordination, budgetary considerations, resource assessment, and liability issues are emphasized.

SSE 830 Organizational Continuity. (3) Organizational continuity will be discussed using the

phases of emergency response, crisis management, and recovery. This course addresses value added activity of planning for catastrophic events and critical factors in restoring operational activity.

SSE 831 Evolution of Emergency Management. (3) Current practice of emergency management evolved through governmental reactions to disasters that helped shape current emergency management practices, policy, administrative changes, and historical context for the changes.

SSE 832 Construction Safety. (3) A. Introduction/analysis of general construction safety utilizing the key components of 29 CFR 196. Included in this study will be general safety & health provisions of OSHA Act and a review of the various subparts of 29 CFR 1926.

SSE 833 Legislation & Regulatory Comp. (3) A. Comprehensive study and analysis of federal/state regulations and legislation such as OSHA, EPA, etc., which mandate compliance with certain safety, health, and environmental conditions and practices relating to work performed in occupational, industrial, and comparable settings.

SSE 834 Corporate Compliance. (3) A. The assessment, analysis and development of safety, emergency management, security and environmental compliance programs. This course will address the regulatory requirements and best business practices for each of the compliance areas.

SSE 839 Applied Learning: _____. (5-6) A. Prerequisite: departmental approval. Work under faculty and field supervisor in a cooperative placement related to student's academic studies. May be retaken to a maximum of six hours, but only three hours may count toward master's degree. A minimum of 80 hours required for each hour of academic credit.

SSE 839 A-F Cooperative Study: _____. (5-6) A. Prerequisite: departmental approval. Work under faculty and field supervisor in a cooperative placement related to student's academic studies. May be retaken to a maximum of six hours, but only three hours may count toward master's degree. A minimum of 80 hours required for each hour of academic credit.

SSE 841 Applied Study in Safety, Security & Emergency Management. (3) A. Prerequisite: departmental approval. Supervised study in loss prevention setting to provide the student an opportunity to synthesize theory and on-the-job situations. Individual conferences.

SSE 845 Personal/Environmental Hazards. (3) A. Prerequisite: departmental approval. Analysis and investigation of hazard and threat control principles relating to personal and environmental risks within the workplace. Investigation techniques, inspection methodologies, management techniques, and prevention programs essential to the manager within the safety, fire, and security functions are emphasized.

SSE 850 Ergonomics & Human Factors. (3) A. The assessment and analysis of ergonomic risk factors, identification of known musculoskeletal disorders, and development of effective ergonomic management techniques and compliance programs

SSE 851 Human Factors in Simple & Complex Systems. (3) Assessment and analysis of ergonomic risk factors, such as NIOSH Lifting Equation, Office Ergonomics, special issues, legal concerns with ergonomic related legislation. Human factor issues that influence design, implementation, evaluation of products and systems.

SSE 852 Ergonomics Process & Practice. (3) Assessment, analysis and development of effective analysis methods specifically on ergonomic hazards in private sector industrial environments. Course will address physical methods, psychophysiological methods, behavioral and cognitive team methods, environmental methods and macroergonomic methods of evaluation and assessment.

SSE 853 Applied Research In Ergonomics. (3) Ergonomics will be considered from the perspective of applied research into legal and practical implementation challenges. This course will address the

identification of ergonomic research problems and the subsequent development of an applied research project.

SSE 860 Workers' Compensation Administration. (3) Workers' compensation administration will review practical activities employers should engage to effectively manage injury/illness claims. Transitional return to work and OSHA recordkeeping associated with workers' compensation claim management.

SSE 861 Labor & Employment Issues for Safety Professionals. (3) Assessment/analysis of labor/employment issues that impact safety/health in organizations. Course will identify and analyze labor, management and safety related laws/regulations and new/pending legislation.

SSE 862 Collective Bargaining & Labor Law for the Safety Professional. (3) Explores foundations of collective bargaining process under the National Labor Relations Act, labor law, and safety professional role in a union/non-union setting.

SSE 863 Discrimination Law for Safety Professionals. (3) Assessment and analysis of anti-discrimination laws and issues that impact safety and health functions in organizations. Identify/analyze Title VII, ADA, ADEA, ADAAA and other laws.

SSE 865 Auditing for Safety, Security, and Emergency Services. (3) A. Theory and application of auditing in safety, fire, and security. Comprehensive study of risk/threat exposure and assessment.

SSE 870 School Prevention and Safety. (3) A. Examines a range of school and community crime prevention and safety strategies and assesses their effectiveness. In addition, students will be required to develop a school and community prevention and safety plan.

SSE 871 Risk Management. (3) A. Examines a range of threat assessment and risk management strategies and laws, codes, and regulations appropriate for educational settings and evaluates their effectiveness.

SSE 872 School Crisis Response. (3) A. Examines a range of crisis management and response strategies appropriate for school settings and explores their effectiveness. Credit will not be awarded to students who have credit for COU 872.

SSE 873 School Safety Evaluation. (3) A. Explores strategies for developing and evaluating effective school safety interventions.

SSE 880 Safety, Security, and Emergency Research/Planning. (3) A. Prerequisites: APS 465 or equivalent statistics course and departmental approval. Models and applications of research design and planning in safety, security, emergency services and assets protection. Identification and evaluation of problems, information and data interpretation, and research/planning methodologies for contemporary approaches to proactive safety, security, and emergency services.

SSE 885 Quantitative Analysis in SSEM. (3) A. Addresses issues related to SSEM management by developing a systematic approach for evaluating evidence. Reviews study design, measure of associations, confounding, interaction, sources of bias and error, and quantitative analysis and its role in SSEM.

SSE 890 Topical Seminar: _____. (1-3) A. Prerequisite: advisor/departmental approval. Designed to explore specific, contemporary aspects of safety, security, and emergency services. May be retaken to a maximum of six hours provided topic is different each time.

SSE 897 Independent Study. (3) A. Prerequisite: departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Designed for graduate students who have demonstrated the ability to conduct individual research relating to loss prevention and safety. May be retaken to a maximum of six hours.

SSE 898 Thesis. (3-6) A. Prerequisite or Corequisite: SSE 880. For students preparing a thesis in partial fulfillment of the requirements for master's degree program. May be retaken to a maximum of six hours.

STA—Statistics
Dr. Daniel Mundfrom, Chair

STA 700 Applied Statistical Inference. (3) A. Designed for students in all areas. A general background in statistical methods including normal distribution, point and interval estimation, hypothesis testing, regression, analysis of variance, and software packages. Credit does not apply toward the M.S. degree requirements.

STA 701 Nonparametric Statistics. (3) A. Simple, efficient nonparametric methods without normality assumptions. Tests, estimation of proportions, medians, two-sample location/dispersion, one and two-way layout, independence, regression, and use of software. It is strongly recommended that students have completed a statistics course.

STA 703 Statistics with Technology for P-9 Teachers. (3) A. Topics in statistics appropriate for teachers of grades P-9. Credit does not apply toward M.S. nor M.A. in Education - Secondary Education, academic specialization option in mathematics, degree requirements.

STA 707 Seminar in Statistics: _____. (1-3) A. Topics vary with offering. May be retaken with advisor approval, provided the topics are different. Credit towards degree requirements will depend on the course content.

STA 720 Mathematical Statistics I. (3) A. Cross listed as MAT 720. Descriptive statistics, discrete and continuous probability distributions for one and two variables, functions of random variables, sampling distributions, expectations and generating functions. Credit will not be awarded to students who have credit for MAT 720.

STA 721 Mathematical Statistics II. (3) A. Prerequisite: STA 520 or STA 720. A continuation of STA 720. Estimation theory, tests of hypothesis, linear regression, analysis of variance, allied topics. It is strongly recommended that students have completed an undergraduate course in linear algebra.

STA 775 Statistical Methods Using SAS. (3) A. Statistical methods focusing on the use of the SAS computer package and interpretation of data. Assumptions of parametric and nonparametric tests. It is strongly recommended that students have completed a statistics course.

STA 780 R and Introductory Data Mining. (3) A. Prerequisite: STA 700, CSC 730, and any Calculus class, or departmental approval. Data set manipulation, application of statistical techniques in R, statistical programming, and data mining skills.

STA 785 Experimental Design. (3) A. Introduction to analysis of variance and experimental design with emphasis on authentic applications and use of statistical software packages. Includes completely randomized designs, factorial experiments, multiple comparisons, checking model assumptions, randomized blocks, Latin squares, fixed and random models, and nested-factorial experiments. It is strongly recommended that students have completed a statistics course.

STA 839 Applied Learning in Statistics. (5-3) A. Prerequisite: departmental approval. May be retaken with approval to a maximum of three credits. Employment with faculty and field supervision in an area related to the student's academic interests. A minimum of eighty hours of employment is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

STA 839 A-F Cooperative Study: Statistics. (5-3) A. Prerequisite: departmental approval. May be retaken with approval to a maximum of three credits. Employment with faculty and field supervision in an area related to the student's academic interests. A minimum of eighty hours of employment is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

STA 880 Seminar in: _____. (1-3) A. Advanced topics in Statistics. May be retaken to a

maximum of six hours provided the topics are different. Credit towards degree requirements will depend on the course content.

STA 890 Independent Study in: _____.
(1-3) A. Prerequisite: departmental approval. Student must have the independent study proposal form and course syllabus approved by faculty supervisor and department chair prior to enrollment. Independent study on a problem chosen by the student and instructor. May be retaken to a maximum of nine hours, provided the topics are different.

TEC—Technology

Dr. L. Tim Ross, Chair

TEC 801 Special Problems in Technology. (2-6) I, II. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. An independent study course for graduate students. May be retaken if the topic of study is different.

TEC 830 Creative Problem Solving. (3) A. A review and analysis of basic and applied research in the development of creative behavior with emphasis on its application to teaching/training and industrial problem solving. Students will be expected to complete a term project showing their creative abilities.

TEC 831 Applied Problem Solving. (3) A. Prerequisite: TEC 830. Students will strengthen problem solving through the completion of an independent project. Students will propose a process and produce a finished project. Documentation of the process will be used as a foundation for evaluation.

TEC 833 Workshop in Technology. (1-4) A. Presentation of technology topics of a timely or specialized nature in a workshop format. May be retaken if the topics are different.

TEC 860 Research in Technology. (3) A. A study of research and research methods as they apply in technological fields. Involves the development of a review of literature, a research proposal, and the use of descriptive and inferential statistics.

TEC 867 Independent Study in Technology:_____ (3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent research in technology supervised by the graduate advisor and other staff members. Topic must be approved before registration. May be retaken to a maximum of six hours.

THE—Theatre

Dr. James Keller, Chair
James Moreton, Coordinator

THE 805 Independent Studies in Theatre Arts. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Individual research and reading on a specified theatre arts topic. Regular consultation and final paper required.

TRS—Traffic Safety

Dr. Terry Kline, Coordinator

TRS 788 Laboratory Instructional Programs in Drive and Traffic Safety. (3) A. Designed to provide the background, knowledge, and competencies to instruct the laboratory phases of the multiple-car driving range and on-street instruction. Provided are experiences related to implementation and administration of such programs.

UNP—University Programs, Study Abroad

UNP 700 Study Abroad:_____ (1-6) Participate in an approved educational experience at a foreign university. Student may earn up to 6 hours for this course, provided topic is not repeated.

WLD—Wildlife Management

WLD 784 Upland Wildlife Management. (4) A. Formerly BIO 784. Ecological principles and management strategies to preserve and enhance forest and grassland wildlife and their habitats. Credit will not be awarded for both WLD 784 and BIO 784.

WLD 785 Wildlife Resource Policy and Administration. (3) A. Formerly BIO 785. Discussion of state, regional, national, and international policies and agencies which impact management of wildlife resources; with emphasis in North America. Credit will not be awarded for both WLD 785 and BIO 785.

WLD 786 Wetland Wildlife Management. (4) II. Formerly BIO 786. Ecology and management of migratory and resident wetland wildlife populations and their habitats, with a focus on waterfowl. 2 Lec/4 Lab. Credit will not be awarded for both WLD 786 and BIO 786.

WLD 787 Urban Wildlife Management. (3) A. Formerly BIO 787. The strategies employed to manage urban wildlife and prevent/control animal damage in North America will be discussed. Credit will not be awarded for both WLD 787 and BIO 787.

GRADUATE FACULTY

- ADAMS-BLAIR, HEATHER R.** (2000), Associate Professor, Exercise & Sport Science. BA, Transylvania; MAEd, Eastern Kentucky; EdD, Kentucky.
- ADKINS, SARAH.** (2012), Assistant Professor, Safety, Security & Emergency Management. BS, Eastern Kentucky; MS, Eastern Kentucky University of Kentucky.
- AFSAH-MOHALLATEE, DAVID** (1998), Associate Professor, Art & Design. BA, Kutztown State; MFA, Temple.
- AGYEMANG, KWAME** (2011), Assistant Professor, Exercise & Sports Science. BA, University of Oklahoma; MAEd, University of Oklahoma; Ph.D., Texas A&M University. ALLISON, JOSEPH. (1999), Professor, Music. BS, East Tennessee; MS, DMA, South Carolina.
- ANYANWU, OGECHI** (2006), Associate Professor, History. BA, Abia State University; MSc, Imo State University; PhD, Bowling Green State University.
- APPLETON, THOMAS H.** (2000), Professor, History. BA, Memphis; MA, PhD, Kentucky.
- AUSTIN, JERRY L.** (1994), Associate Professor, Educational Administration. BA, Berea; MAEd, EdD, Virginia; JD, North Carolina Central.
- AWANG, FARIDAH** (2002), Professor, Corporate Communication & Technology Mangement, Marketing and International Relations. BSC, MSc, Ed, PhD, Southern Illinois.
- BAGGETT, RYAN** (2011), Assistant Professor, Safety, Security & Emergency Management. BS, Murray State; MS, EdD, Eastern Kentucky
- BALLARD, MICHAEL** (2002), Professor, Health Promotion & Administration. BS, MAEd, Eastern Kentucky; EdD, Tennessee.
- BALTISBERGER, JULIE** (2005), Fieldwork Coordinator Assistant, Occupational Therapy, OTR/L. BA, University of California at Berkeley; MS, Eastern Kentucky.
- BANKS, ALAN** (1981), Professor, Sociology. BS, Indiana State; MA, PhD, McMaster.
- BARKER, THOMAS** (2000), Professor, Criminal Justice & Police Studies. AB, Stanford; MS, PhD, Mississippi State.
- BARNETT, DARRYL** (2001), Associate Professor, Environmental Health Science. BS, East Tennessee State; MPH, DPH, Oklahoma University Health Sciences Center.
- BARRACCA, STEPHEN** (2005), Assistant Professor, Political Science. BS, SUNY-Oswego; MA, University of Miami; PhD, University of Texas-Austin.
- BARTON, ROBERT M.** (1976), Athletic Trainer; Professor Emeritus, Exercise & Sport Science. AB, Kentucky; MS, Marshall; DA, Middle Tennessee.
- BEAL, DONALD G.** (1987), Professor, Psychology. BA, Arizona; PhD, Texas Tech.
- BEATY, LEANN** (2008), Assistant Professor, Government. BA, Alaska Pacific; MPA, Missouri State; PhD, Northern Illinois.
- BECK, JOE E.** (1995), Professor, Environmental Health Science. BS, Murray State; MPA, Illinois.
- BENNETT, HELEN** (1981), Professor, English. BA, Queens; PhD, Brown.
- BENTLEY, BROOKE.** (2012), Associate Professor, Baccalaureate and Graduate Nursing BSN, Eastern Kentucky; MSN, Eastern Kentucky; PhD, Kentucky.
- BHANDARI, MICHELYN** (2004), Associate Professor, Health Promotion & Administration. BS, MPH, Western Kentucky; DrPH, Kentucky.
- BIGGIN, ROBERT** (2001), Associate Professor, Educational Leadership. BS, Pennsylvania; MS, PhD, Pittsburg.
- BIRCHFIELD, PATRICIA** (1997), Professor, Nursing, BSN, MSN, Kentucky, DS, Alabama (Birmingham).
- BLAYLOCK, DAVID W.** (1993), Associate Professor, History. BA, North Carolina-Geensboro; MA, Washington University; PhD, Ohio State.
- BLEVINS, KRISTIE** (2011), Associate Professor, Criminal Justice. BA, East Tennessee State; MA, East Tennessee State; PhD, University of Cincinnati.
- BLISS, JAMES** (2010), Associate Professor, Criminal Justice. BA, Cornell; MS Ed, Syracuse; PhD, Cornell.
- BLYTH, HAROLD** (1972), Professor of English & Theatre and Foundation Professor. BA, Kentucky Southern; MA, Florida; PhD, Louisville.
- BOROWSKI, WALTER** (2001), Associate Professor, Geography & Geology. BA, Case Western Reserve; MS, Tennessee; PhD, North Carolina.
- BOSLEY, LISA** (2004), Assistant Professor, English & Theatre. BA, Centre; MA, Chicago.
- BOTTS, THERESA** (1989), Associate Professor, Psychology. BS, MS, Eastern Kentucky; PhD, Kentucky.
- BOWEN, DOROTHY** (1998), Associate Professor, Curriculum & Instruction; BA, Asbury; MLS, University of Kentucky; Ph.D., Florida State University.
- BOWES, JOHN** (2006), Assistant Professor, History. BA, Yale; MA, PhD, UCLA.
- BRADLEY, MICHAEL** (2012), Assistant Professor, Recreation & Park Administration. BS, Oklahoma State; MS, Western Illinois; PhD, Oklahoma State.
- BRISMAN, AVIAD** (2012), Assistant Professor, Justice Studies. MFA, Pratt Institute; JD, Connecticut; PhD, Emory.
- BROCK, MARTIN L.** (1990), Associate Professor, Chemistry. BA, California (San Diego); PhD, Illinois; Post doctoral research, Imperial (London), Southern CA.
- BROWN, DAVID** (2008), Assistant Professor, Biology. BS, Colorado; MS, Southeastern Louisiana; PhD, Tulane.
- BROWN, GARY** (2001), Associate Professor, Environmental Health Science. BA, New York (Buffalo); MS, Hunter College; DrPH, Alabama (Birmingham).
- BROWN, STEPHEN M.** (1988), Professor, Management. BS, Illinois; MS, Southern Illinois; PhD, Georgia.
- BRUBAKER, ROBERT G.** (1984), Chair, Professor and Foundation Professor, Psychology. BA, Oklahoma City; MA, Indiana State; PhD, South Florida.
- BRYANT, JESSICA** (1997), Associate Professor, English & Theatre. BA, Kentucky State; MA, EdD, Kentucky.
- BRYDEN, PHYLLIS** (2007), Assistant Professor, Health Promotion & Administration. BS, MSPH, DrPH, Kentucky.
- BUCKNAM, JULIE A.** (1995), Professor, Art Education. BA, MAEd Eastern Kentucky; PhD, Kentucky.
- BUNDY, MYRA BETH** (1996), Professor, Psychology. BS, Transylvania; PhD, South Carolina.
- BUSKIRK, ROBERT D.** (1992), Assistant Professor, Mathematical Sciences. BA, West Virginia; MA, PhD, Kentucky.
- BUTLER, THOMAS** (2006), Assistant Professor, English & Theatre. BA, Loyola; MA, PhD, Notre Dame.
- BYRD, SUZANNE** (1991), Associate Professor, Biology. BS, Austin Peay; BS, PhD, South Alabama.
- CALIE, PATRICK J.** (1992), Professor, Biology. BS, Rutgers; MS, PhD, Tennessee.
- CALLAHAN, CONNIE** (1997), Chair, Professor, Counseling & Educational Psychology. BA, Missouri Southern State; MS, EDS, Pittsburgh State; PhD, New Mexico.
- CARMEAN, KELLI** (1993), Professor, Anthropology, Sociology & Social Work. BA, University of Victoria; PhD, University of Pittsburgh.
- CARNES, LANA** (1988), Chair, Management, Marketing, & Administrative Communications, Professor, Corporate Communication & Technology. BS, MS, Eastern Kentucky; EdD, Kentucky.
- CARPENTER, RUSSELL** (2009), Assistant Professor, English & Theatre. BA, MA, PhD, University of Central Florida.
- CHANDRA, VIGYAN** (2002), Coordinator, Network Security and Electronics, Associate Professor, Applied Engineering and Technology. BS, Birla Institute of Technology (India); MS, PhD, Kentucky.
- CHANG, KUANG-NAN** (2003), Associate Professor, Computer Science. BS, Feng-Chia University (Taiwan); MS, PhD, University of Texas at Arlington.
- CHEN, RICHARD** (1989), Professor, Accounting. BBA, National Taiwan; MPA, PhD, Texas; CPA, Texas.
- CHOMENTOWSKI, PETER** (2011), Assistant Professor, Exercise & Sports Science. BAUNC Wilmington; MS, University of Pittsburgh; PhD, University of Pittsburgh.
- CHRISTENSEN, BURKE A.** (2006), Lecturer, Management. BS, Utah State University; JD, University of Utah, CLU.
- CHRISTOPHER, KARINA** (2012), Assistant Professor, Family and Consumer Sciences. BS, Northeast Missouri State; MS, Eastern Kentucky; PhD, Kentucky.
- CLEMENT, CATHERINE R.** (1989), Professor, Psychology. AB, California (Berkeley); MA, PhD, Clark.
- CLEVELAND, ROGER** (2011), Assistant Professor, Educational Leadership.

COLBERT, JANET L. (2006), Professor, Accounting. BS, University of Illinois-Urbana; MBA, Auburn; PhD, University of Georgia.

COLEMAN, DAVID W. (1998), Chair, Professor, History. BA, Emory; MA, PhD, Illinois at Urbana-Champaign.

COLLIER, MICHAEL (2008), Assistant Professor, Homeland Security. BS, U.S. Coast Guard Academy; MS, Defense Intelligence College; PhD, Florida International University.

COLLINS, LARRY R. (1990), Chair, Associate Professor, Safety, Security, & Emergency Management. AS, Allegheny; BS, MEd, California (UPA); EdD, West Virginia.

COLLINS, PAMELA A. (1986), Professor, Assets Protection. BS, MS, Eastern Kentucky; EdD, Kentucky.

COMBS, DOROTHY Z. (1997), Chair, Professor, Curriculum & Instruction, Language Arts Education. BA, MEd, South Carolina; PhD, Kentucky.

COOK, JERRY D. (1983), Professor, Physics. BA, Berea College; MS, PhD, Kentucky.

CORE, DEBORAH L. (1982), Professor, English. BA, Bethany; MA, Marshall; PhD, Kent State.

CORLEY, DONNA (2009), Professor, Baccalaureate and Graduate Nursing. BSN, Medical University of South Carolina; MSN, University of Kentucky; PhD, University of Kentucky.

CORMIER, JOEL (2012), Assistant Professor, Exercise and Sport Science. BPE, University of New Brunswick; MA, Central Michigan; PhD, New Mexico.

COSTELLO, PATRICIA S. (1982), Professor, Statistics. BA, Thomas More; MS, PhD, Ohio State.

COSTELLO, PATRICK J. (1982), Professor, Mathematical Sciences. BS, Harvey Mudd; MS, PhD, Ohio State.

COUVILLON, MICHAEL (2012), Assistant Professor, Recreation & Park Administration. BS, Oklahoma State; MS, Western Illinois; PhD, Oklahoma State.

COX, TERRY C. (1978), Professor, Criminal Justice & Police Studies. BS, MS, PhD, University of Akron.

CRANFILL, TAMARA (2008), Assistant Professor, Occupational Therapy. PhD, University of Kentucky.

CROPPER, MATTHEW (2000), Associate Professor, Mathematics. BS, Northern Kentucky; MS, PhD, West Virginia.

CROSBY, RICHARD (1986), Professor, Music. BME, MM, DMA, Cincinnati.

CUNNINGHAM, THOMAS (2005), Associate Professor, Music. BM, Loyola University-New Orleans; MM, Louisiana State; PhD, Louisiana State.

CUPP, JR., PAUL V. (1974), Professor, Biology. BS, MS, Eastern Kentucky; PhD, Clemson.

CURRA, JOHN O. (1975), Professor, Foundation Professor, Sociology. BA, MA, San Diego State; PhD, Purdue.

CUSTER, MELBA (2007), Assistant Professor, Occupational Therapy. BS, Kentucky; MS, Eastern Kentucky; PhD, Kentucky.

DAILEY, DAVID W. (1989), Professor, Applied Engineering and Technology. BS, MS, EdS, Clemson; EdD, Kentucky.

DAVIS, RITA R. (1982), Professor, Corporate Communication & Technology. BA, MA, Georgetown; EdD, Kentucky.

DAVIS, WILLIAM E. (1979), Associate Dean, College of Business and Technology, Professor, Applied Engineering and Technology. BS, MA, MS, Eastern Kentucky; EdD, Cincinnati.

DAY-LINDSEY, LISA (2001), Assistant Professor, English & Theatre. BA, MA, Western Kentucky; PhD, Southern Illinois.

DEAN, MARGARET (1988), Professor, English & Theatre. AB, Radcliffe; MA, Colorado, PhD, Kentucky.

DELETTER, MARY (2011), Associate Professor, Baccalaureate and Graduate Nursing. BSN, University of Louisville; MSN, UNC Chapel Hill; Ph.D., University of Kentucky.

DENT, DELINDA (2001), Assistant Professor, Educational Leadership. BA, Lincoln Memorial; MA Ed, Xavier; EdD, Indiana.

DETERS, N FAYE (2001), Professor, Curriculum & Instruction. Ed D, University of Kentucky.

DIECKMANN, MELISSA S. (1995), Professor, Geography & Geology. BA, DePauw; PhD, Notre Dame.

DILKA, KAREN L. (1989), Professor, Special Education. BA, MA, Northern Colorado; PhD, Arizona.

DOTSON, RONALD (2008), Assistant Professor, Safety, Security, & Emergency Management. BA, Marshall University; MS, Eastern Kentucky

DUETT, EDWIN (2010), Professor, Accounting, Finance & Information Systems. BS, Mississippi State Memorial; MBA, Mississippi State; Ph.D, University of Georgia.

DUNLAP, ERIK S. (2008), Assistant Professor, Safety, Security and Emergency Management. BA, Tennessee Temple University; MS, EKU; PhD, University of Memphis.

DYER, BRYAN (2009), Assistant Professor, Applied Engineering and Technology. BS, University of Kentucky; MS, University of Kentucky; Ph.D., University of Kentucky.

EAKIN, DAVID A. (1994), Associate Professor, Biology. BA, MS, Louisville; PhD, Florida.

ELBERT, NORB (2000), Professor, Management. BS, MBA, Louisville; DBA, Kentucky.

ELIAS, DAVID R. (1989), Associate Professor, English. BA, California; MA, Rutgers; PhD, Stanford.

ELIASSEN, ERIN (2003), Assistant Professor, Family & Consumer Sciences. BS, MS, Eastern Kentucky.

ELLIOTT, CHARLES L. (1985), Professor, Biology and Foundation Professor. BS, Frostburg State; BS, Idaho; MS, Brigham Young; PhD, Alaska.

ELROD, PRESTON (1997), Professor, Safety, Security, & Emergency Management. BA, Presbyterian College, (SC); MA, PhD, Western Michigan.

EMBURY, DUSTY (2012), Assistant Professor, Special Education. BA, Eastern Kentucky; MA, Lexington Theological Seminary; EdD, Cincinnati.

EMERY, LYNND A. (1993), Professor, Occupational Therapy. OTR/L; BA, Marshall; MEd, Missouri; EdD, Arkansas.

ENGLE, SR., ALLEN D. (1989), Professor, Management. BBA, MBA, Eastern Kentucky; DBA, Kentucky.

ENGLING, EZRA (2006), Chair, Foreign Languages & Humanities. BA, MA, PhD, University of the West Indies (UWI), Mona, Jamaica.

ERICKSON, PAUL (2001), Associate Professor, Educational Leadership. BS, Colorado State; MA, San Diego State; MA, Salve Regina; MA, U.S. Naval War College; PhD, Claremont State/San Diego State.

ESER, ZEKERIYA (2005), Assistant Professor, Finance. BA, Bophorus University; MA, Boston College; PhD, Kentucky.

FARDO, STEPHEN W. (1972), Foundation Professor, Applied Engineering and Technology. BS, MA, Spec Tech, Eastern Kentucky; EdD, Kentucky.

FARRAR, STEWART S. (1985), Professor, Geography & Geology. BS, Syracuse; PhD, SUNY (Binghamton).

FELTUS, OLIVER (1991), Chair, Accounting, Finance & Information Systems; Associate Professor, Accounting. BBA, MS, Memphis State; PhD, Alabama; CPA, Tennessee.

FENTON, JR., EDMUND D. (2000), Professor, Accounting. BS, MBA, Murray State; DBA, Kentucky, CPA, Kentucky and Tennessee. CMA, CR, FA.

FERGUSON, JOHN (1982), Associate Professor, Exercise & Sport Science. BS, Findley; MS, DA, Middle Tennessee.

FIELD, DENNIS (2004), Coordinator, Applied Engineering and Management and Graduate Applied Engineering and Technology Management Programs, Professor, Applied Engineering and Technology. BS, MS, PhD, Iowa State; MBA, Southern Methodist.

FIELDS, CHARLES B. (1997), Professor, Criminal Justice & Police Studies. BA, MA, Appalachian State; PhD, Sam Houston State.

FISTER, SUSAN (1998), Director, Bluegrass Farmworkers Health Center Professor, Nursing. ASN, Midway; BSN, MSN, PhD, Kentucky.

FITCH, JOHN (2005), Associate Professor, Communication. BA, Asbury College; MFA, Savannah College of Art & Design.

FLORELL, DAN (2000), Assistant Professor, Psychology. BS, Carroll College; PhD, Illinois State.

FREDERICK, ROBERT B. (1982), Chair, Professor, Biology. BS, Virginia Polytechnic Institute; MS, PhD, Iowa State.

FREDRICKSON, ED (2011), Associate Professor, Agriculture. BS, Oregon State; MS, Montana State; PhD, New Mexico State.

FRISBIE, MALCOLM P. (1987), Professor, Biological Science. BA, Williams; PhD, Pennsylvania State.

FUCHS, ERIC (2005), Associate Professor, Exercise & Sports Science. BS, Ohio; MA, San Jose State; PhD, Middle Tennessee State.

GAGEL, CHARLES (2010), Coordinator, Career and Technical Education, Associate Professor, Applied Engineering & Technology BS, Eastern Kentucky; MS, Louisville; PhD, Minnesota.

GERKEN, MICHELLE D. (1996), Associate Professor, Recreation & Park Administration. BS, MS, Kentucky; PhD, Louisville.

GERSHTENSON, JOE (2003), Assistant Professor, Political Science. BSFS, Georgetown University; MPA, University of California-San Diego; PhD, University of Texas.

GIBSON, DONALD J. (2006), Assistant Professor, Mathematics. BS, University of Michigan; PhD, University of Illinois.

GLEASON, JAMES (2005), Assistant Professor, Communication. BA, MS, State University of NY at New Paltz; PhD, Kentucky.

GODBEY, SUSAN E. (1989), Associate Professor, Chemistry. BS, Longwood; PhD, South Carolina; Post doctoral research, Redstone Arsenal.

GOOD, CLAIRE (2003) Assistant Professor, Educational Leadership. BA, MA, Northwestern State University Louisiana; PhD, University of Arkansas.

GOODMAN, HERB (2004), Chair, Professor, Art & Design. BFA, Ohio University; MFA, University of Cincinnati.

GORBETT, GREGORY (2008), Assistant Professor, Safety, Security & Emergency Management. BS, University of Maryland University College; MS, PhD, Worcester Polytechnic Institute.

GORE, JONATHAN (2005), Associate Professor, Psychology. BA, Michigan; MS, PhD, Iowa State.

GOSSAGE, ANNE F. (2001), Associate Professor, English & Theatre. BA, Delaware; MA, PhD, Pennsylvania State.

GRAY, KISHONNA (2011), Assistant Professor, Criminal Justice. BS, MS, Eastern Kentucky; PhD, Arizona State.

GREENWELL, DONALD L. (1980), Professor and Foundation Professor Mathematical Sciences. BS, Murray State; MS, PhD, Vanderbilt.

GUNDERSON, GREGG (2003), Associate Professor, Political Science. BA, MA, PhD, University of Wisconsin.

HAARR, ROBIN (2006), Associate Professor, Criminal Justice. BA, State University of New York at Brockport; MS, PhD, Michigan State University

HALCOMB, KATHLEEN (1999), Associate Professor, Baccalaureate and Graduate Nursing. BSN, Hawaii Loa College; MSN, Georgia Southern; EdD, University of Kentucky.

HALE, ANDREA (2005), Associate Professor, Psychology. BS, Eastern Kentucky; PhD, Tennessee.

HALE, E. CARROLL (1969), Professor, Art & Design. BA, Kentucky; MFA, Maryland Institute of Art.

HANSEN, ELIZABETH (1987), Interim Chair and Foundation Professor Communication. BA, University of Arkansas; MS, Iowa State; PhD, Kentucky.

HARLEY, JOHN P. (1970), Professor of Biology and Foundation Professor. BA, Youngstown State; MA, PhD, Kent State.

HARREL, SHERRY L. (2000), Associate Professor, Biology. BGS, Louisiana at Monroe; PhD, Mississippi State.

HART, BEVERLY (1988), Professor, Nursing. BSN, Eastern Kentucky; MS, Bellarmine; PhD, Cincinnati.

HARTCH, TODD (2003), Assistant Professor, History. BA, MAR, MA, MP, PhD, Yale.

HARTER, JOHN F. R. (1999), Professor, Economics. BA, Yale; MS, PhD, Purdue.

HARVEY, CAROLYN (2001), Associate Professor, Environmental Health, BS, East Tennessee State University, MS, University of Houston - Clear Lake, PhD, University of Texas School of Public Health.

HATCHER, WILLIAM (2009), Assistant Professor, Government. PhD, Mississippi State

HAUSMAN, CHARLES (2009), Associate Professor, Educational Leadership. PhD, Vanderbilt.

HAYDEN, CYNTHIA (2011), Associate Professor, Occupational Therapy BS, Eastern Kentucky; MS, Kentucky; PhD, A. T. Still University.

HAYDON, DEBORAH (2008), Chair, Associate Professor, Special Education. EdD., University of Missouri-Columbia.

HAYNES, JIM R. (2000), Associate Professor, Family & Consumer Sciences. BS, Auburn; MPA, EdD, Arkansas State.

HENNING, JAIME (2007), Assistant Professor, Psychology. BA, MA, Missouri State University; additional graduate work, Texas A&M.

HENSLEY, HUNTER (2003), Professor, Music. BME, MME, Kentucky; DMA, University of North Carolina-Greensboro.

HENSLEY, JULIE (2008), Assistant Professor, English and Theatre. MA, Kansas State University; MFA, Creative Writing, Arizona State University.

HESSE, MICHAEL (2003), Professor, Communication. BA, University of Cincinnati; MA, American University; PhD, University of Wisconsin-Madison.

HICKS, WILLIAM (2009), Assistant Professor, Safety, Security & Emergency Management. BS, MS, Eastern Kentucky.

HIGGINS, LESLEE (2010), Associate Professor, Accounting. BA, California; MBA, Louisville; PhD, Cincinnati.

HINTON, SAMUEL (1990), Professor, Educational Studies. BA, Durham, England; MSd, Virginia; MA, Kent State; EdD, Virginia.

HOLBROOK, MARY BETH (2008), Assistant Professor, Accounting. BA, Harvard; BA, Alice Lloyd; MS, ABD, Kentucky.

HOLCOMB, DEREK (2000), Associate Professor, Health Education. BS, Illinois; MS, PhD, Southern Illinois.

HOWELL, DANA (2006), Associate Professor, Occupational Therapy, OTR/L. BS, Colorado State; OTD, Creighton University; PhD, University of Idaho.

HOWELL, MATTHEW (2012), Assistant Professor, Government. BA, Missouri State; MPP, Kentucky; PhD, Kentucky.

HOWEY, CATHERINE (2007), Assistant Professor, History. BA, College of New Jersey; MA University of London; PhD, Rutgers.

HUBBARD, CHARLOTTE A. (1995), Assistant Professor, Special Education. BS, Kansas; MA, Wichita State; PhD, Tennessee.

HUCH, RONALD K. (2000), Professor, History. BA, Thiel College; MA, Penn State; PhD, Michigan.

HUNT, SCOTT (2005), Associate Professor, Criminal Justice & Police Studies. MA, University of Nebraska at Omaha; PhD, Sociology University of Nebraska at Lincoln.

HUNTER, GILL (2006), Assistant Professor, English & Theatre. BA, University of Kentucky; MA, Eastern Kentucky, PhD, Purdue.

HUNTER, KAREN M. (1990), Associate Professor, Health Education. AA, Oakland Community; BS, MPH, Michigan.

HUNTER, SANDY (1996), Professor, Emergency Medical Care. REMT P; BS, Western Carolina; graduate work, Medical University of South Carolina.

HUSSEY, BARBARA (1981), Professor, English. BA, California; MS, PhD, Purdue.

ISAACS, PATRICIA (2011), Associate Professor, Accounting, Finance & Information Systems. BBA, Eastern Kentucky University; MBA, Eastern Kentucky University; PhD Kentucky.

JACKSON, CHRISTOPHER (2007), Assistant Professor, Art & Design. BFA, University of Tennessee; MFA, Maryland Institute College of Art.

JAMES, ROB (1988), Professor, Music. BM, Oakland; MM, Miami (OH).

JANEWAY, BILLY D. (1981), Professor, Computer Science. BS, Cumberland; MS, PhD, Houston.

JAY, JACQUILINE (2008), Assistant Professor, History. BA, Toronto; PhD, Chicago.

JENSEN, JACQUELYN W. (2002), Associate Professor, Family & Consumer Sciences. BS, MS, Brigham Young; PhD, University of Utah.

JENSEN, NANCY (2011), Assistant Professor, English & Theatre. BA, Indiana; MFA, Vermont College of Norwich.

JOHNSON, ROBERT DEAN, (2008), Assistant Professor, English and Theatre. MA, Kansas State University; MFA, Creative Writing, Arizona State University.

JOHNSON, WARDELL (2003), Associate Professor, Exercise and Sport Science. BS, Knoxville College; MS, Eastern Kentucky; PhD, Kentucky.

JONES, ALICE (1997), Associate Professor, Geography & Geology. BJ, Texas at Austin; MAG, Southwest Texas State; PhD, The Ohio State.

JONES, KIRK (1990), Associate Professor, Mathematics. BA, MA, Northern Iowa; PhD, Iowa State.

JONES, RONALD L. (1981), Foundation Professor, Professor, Biology. BA, David Lipscomb; PhD, Vanderbilt.

KAPPELER, VICTOR E. (1992), Acting Chair and Foundation Professor Professor, Criminal Justice & Police Studies; BS, MS, Eastern Kentucky; PhD, Sam Houston State.

KAY, LISA W. (1999), Assistant Professor, Statistics. BS, Eastern Kentucky; MS, PhD, Kentucky.

KELLEY, LARRY (1978), Associate Professor, Nursing. BSN, Eastern Kentucky; MSN, Tennessee; DNS, Indiana.

KENKEL, JAMES M. (1991), Professor, English. BA, Xavier; MA, Ohio; PhD, Illinois.

KLINE, TERRY (1997), Associate Professor, Traffic Safety. BS, Millersville State; MS, Central Missouri State; EdD, Texas A&M.

KOLLOFF, MARY A. (1992), Assistant Professor, Library Science. BS, Northern Illinois; MEd, National College of Education; EdS, EdD, Indiana.

KOPACZ, PAULA (1985), Professor of English and Foundation Professor

AB, Mount Holyoke; MA, Connecticut; PhD, Columbia.

KRAMPE, KRISTINA (2006), Assistant Professor, Special Education. EdD, Kentucky.

KRASKA, PETE (1994), Professor, Criminal Justice & Police Studies. BA, Alaska; MA, PhD, Sam Houston State.

KRISTOFIK, PAULA (1997), Associate Professor, English. BS, Indiana of Pennsylvania; MA, Carnegie Mellon; PhD, Pittsburgh.

KROEG, SUSAN M. (2001), Associate Professor, English & Theatre. BA, Alma College; MA, PhD, Michigan State.

KUHNHENN, GARY (1979), Interim Associate Vice President, Enrollment Management. Professor, Geography & Geology BS, Morehead State; MS, Eastern Kentucky; PhD, Illinois.

KUMOJI, IDA (2005), Assistant Professor, Art & Design. BA, College of St. Catherine; MFA, University of Minnesota.

LARKIN, JAMES (2001), Associate Professor, Exercise & Sport Science. BS, MS, Wisconsin; PhD, Purdue.

LARKIN, LAURIE (2005), Assistant Professor, Health Promotion & Administration. BS, University of Wisconsin - River Falls; MS, University of Wisconsin - LaCrosse; PhD, Purdue.

LAWSON, ADAM (2007), Assistant Professor, Psychology. BA, Columbia College; MS, PhD, Oklahoma State.

LEGGETT, DIANE L. (1977), Chair, Associate Professor, Family & Consumer Sciences. BS, MS, EdD, Kentucky.

LEICHTMAN, ELLEN C. (2003), Assistant Professor, Criminal Justice. BA, Queens College; MA, Hunter College; MAABD, Temple University; PhD, Brown University.

LIERMAN, R. THOMAS (2002), Assistant Professor, Geography & Geology. BS, Morehead State; MS, Miami (Ohio); PhD, George Washington.

LIN, CHANG-YANG (1983), Professor, Computer Information Systems. BA, Taiwan; PhD, Arkansas.

LIU, CHAOYUAN (2006), Associate Professor, Mathematics. MS, PhD, University of Illinois.

LOAN, THERESA (2000), Associate Professor, Nursing. BSN, Marshall; MSN, PhD, Kentucky.

LORDEN, ROSANNE B. (1986), Associate Professor, Psychology. BA, Armstrong State; MS, PhD, Georgia.

LOVERN, J. JEANETTE (2010), Associate Professor Ph.D. in Education, Capella University (2000) M.L.S. in Education, University of Oklahoma B.S. in Family Science/Communication, Northeast Missouri State University (now Truman State)

LOWDENBACK, EDWARD J. (2001), Visiting Assistant Professor, Educational Leadership. BA, Lincoln Memorial; MAEd, Xavier; EdD, Indiana.

LOWRY, JOHN (2001), Associate Professor, History. BA, Oberlin College; MP, PhD, Yale.

LOY, STEPHEN (1991), Associate Professor, Computer Information Systems. BS, East Tennessee State; MBA, Georgia; PhD, Texas Tech.

LYBRAND, DELINDA (2002), Associate Professor, Curriculum & Instruction, Reading. BS, University of North Texas; MA, EdD, Texas Women's University.

LYKINS, EMILY (2011), Assistant Professor, Psychology. BA, Indiana University-Bloomington; MS, Kentucky; PhD, Kentucky.

MADDEN, ANGELA (2011), Assistant Professor, Curriculum and Instruction. BA, Transylvania University; MA, EdD, University of Kentucky.

MAHANEY, ROBERT (2007), Associate Professor, Computer Information Systems. BS, Morehead State; MA, PhD, Kentucky.

MAHANNA-BODEN, SUSAN (1986), Assistant Professor, Special Education. BSEd, Kansas; MS, Phillips; PhD, Wichita State.

MAISON, AUGUSTINE (1993), Associate Professor, Mathematics. BS, Ghana; MS, Warwick, UK; PhD, London.

MALOLEY, KAREN (2009), Assistant Professor, Curriculum & Instruction. BS, Grand Valley State; MA, Western Michigan; PhD, Michigan State

MARCHANT, MARLOW J. (1991), Professor, Applied Engineering and Technology. BS, Brigham Young; MS, Arizona State; PhD, Texas A&M.

MARION, JASON (2012), Assistant Professor, Environmental Health Science. BS, Morehead State; MS, Morehead State; PhD, Ohio State.

MARKEN, DORY (1995), Associate Professor, Occupational Therapy. OT/L; BS, North Dakota; MS, North Dakota; Gerontology Certificate, Kentucky.

MARSHALL, AMY (2010), Assistant Professor, OT. Ph.D University

of Kentucky; MS in OT, Eastern Kentucky; BS in OT Western Michigan University.

MARTIN, MICHAEL (2002), Professor, Literacy Education. BA, MEd, New Orleans; PhD, Georgia.

MARTIN, SARAH H. (2002), Professor, English & Theatre. BS, MEd, Georgia; PhD, Louisiana State.

MASKARA, PANKAJ KUMAR (2007), Assistant Professor, Finance. BBA, Tribhuvan university; MBA, Middle Tennessee; MS Boston College; PhD, University of Kentucky.

MATTHEWS, BETSY A. (1999), Associate Professor, Correctional & Juvenile Justice Studies. BA, Miami, OH; MA, Wright State; PhD, Cincinnati.

MAY, FRED (2009), Associate Professor, Safety, Security & Emergency Management. BS, Weber State; MS, Pennsylvania State; PhD, Virginia Polytechnic.

MCADAM, MARIANNE (1989), Professor, Exercise & Sport Science. BA, New York; MS, PhD, Wisconsin.

MCCHESENEY, JON C. (2000), Associate Professor, Recreation & Park Administration. BA, MS, Eastern Kentucky; EdD, Kentucky.

MCDERMOTT, MICHAEL (2002), Associate Professor, Agriculture Ed. BS, University of Wisconsin-River Falls; MS, PhD, Iowa State.

MCSPRIT, STEPHANIE (1995) Associate Professor, Sociology, BA, MA, PhD, Suny Buffalo.

METCALF, SCOTT C. (1983), Associate Professor, Mathematical Sciences. BA, South Florida; MA, PhD, Kentucky.

MICHAEL, SONIA (2006), Assistant Professor, Special Education. PhD, North Carolina (Greensboro).

MILDE, ROBERT L. (2000), Assistant Professor, English & Theatre. BA, Carleton College; MA, PhD, North Carolina at Greensboro.

MILLS, LAUREL A. (2012), Assistant Professor, Health Promotion & Administration. BS, Louisiana Tech; MPH, Southern Mississippi; DPH, Kentucky.

MINOR, KEVIN I. (1992), Chair, Professor, Correctional & Juvenile Justice Studies. BS, Indiana State; MS, Emporia State; PhD, Western Michigan.

MITCHELL, ROBERT W. (1990), Professor, Foundation Professor, Psychology. BA, BS, Purdue; MA, Hawaii; PhD, Clark.

MOHANTY, SUCHETA (2012), Assistant Professor, Government. BA, Cincinnati; JD, Temple University.

MOLINARO, JOSEPH H. (1989), Professor, Art. BS, Ball State; MFA, Southern Illinois (Carbondale).

MORETON, JAMES R. (1986), Professor, Theatre. BA, MA, Missouri; MFA, Florida State.

MOTT, RICHARD (2007), Assistant Professor, English & Theatre. BS, University of Wisconsin; MA, Loyola.

MYERS, CHRISTINE (2005), Assistant Professor, Occupational Therapy. BS, MS, Florida; PhD, Kentucky.

MYERS, MARSHALL (1995), Professor, English. BA, Kentucky Wesleyan; MA, Eastern Kentucky; PhD, Louisville, Additional graduate work, Kansas State University.

NACHTWEY, GERALD (2006), Assistant Professor, English & Theatre. BS, University of Wisconsin-Madison; MA, PhD, Loyola University.

NAKAI, YOSHIE (2011), Assistant Professor, Psychology. BS, Truman State; MA, University of Akron; PhD, University of Akron.

NAUGLE, KIM A. (1996), Chair, Associate Professor, Counseling & Educational Leadership. BA, MS, Indiana Southeast; PhD, Indiana.

NIKITAS, DEREK (2008), Assistant Professor, English and Theatre. MFA, Creative Writing, University of North Carolina at Wilmington.

NIXON, WILLIAM M. (1974), Professor, Criminal Justice & Police Studies. BA, Eastern Kentucky; JD, Kentucky.

NNOROMELE, SALOME (1994), Director, African/African-American Studies, Professor, English. BA, Utah; MA, PhD, Kentucky.

NOWAK, THERESA (2006), Assistant Professor, Psychology. BS, Southern Illinois; MA, Nicholls State University; PhD, Kentucky.

O'BRIEN, SHIRLEY P. (1991), Associate Professor, Occupational Therapy. OTR/L; BS, Temple; MS, Rush; additional graduate work, Kentucky.

O'CONNOR, JAMES FRANCIS (1989), Professor, Economics. BAgSc, University College Dublin; MS, Pennsylvania State; PhD, Minnesota.

OSBALDISTON, RICHARD (2007), Assistant Professor, Psychology. BChE, Georgia Tech; MS, South Carolina; MES, Yale; MA, PhD, Missouri.

OTIENO, TOM. (1995), Associate Dean, Arts & Sciences, Professor,

Chemistry. BS, Nairobi; MS, PhD, British Columbia; Post doctoral research, SW Texas State.

PALMER, CAROL (2002), Associate Professor, Nursing. ASN, BS, BSN, MSN, Eastern Kentucky; PhD, Kentucky.

PALMER, JERRY K. (2001), Associate Professor, Psychology. BA, Asbury College; Ms, PhD, Georgia Institute of Technology.

PARRISH, EVELYN (2006), Associate Professor, Nursing. BSN, Eastern Kentucky; MSN, PhD, Kentucky.

PATROS, SHEILA (2004), Associate Professor, Nursing. BSN, MSN, PhD, Kentucky.

PAULSEN, DEREK J. (2002), Associate Professor, Criminal Justice & Police Studies. BA, Florida State; MA, Eastern Kentucky; PhD, Sam Houston State University.

PHARR, JAMES L. (2006), Associate Professor, Safety, Security & Emergency Management. BS, Cincinnati; MS, Grand Canyon University.

PIERCE, DORIS E. (2000), Professor and Endowed Chair Occupational Therapy. BSOT, Ohio State; MS, PhD, Southern California.

PIERCE, MARCIA M. (1996), Associate Professor, Biology. BS, Texas A&M; MS, Baylor; PhD, New Hampshire.

PIERCEY, RODNEY (2001), Professor, Physics. BS, Centre College; Ph.D., Vanderbilt.

PORTER, DIANA (2006), Associate Professor, Curriculum & Instruction. BA, Bethany College; MS, PhD, Kansas State.

POTTER, GARY W. (1988), Professor, Criminal Justice & Police Studies. BS, MS, PhD, Pennsylvania State.

POWELL, NORMAN (2000), Director, Associate Professor, Teacher Education Services, Associate Professor, Educational Leadership. BA, M.Ed, EdD, American University, Washington, DC.

POWERS, RICHARD L. (1989), Associate Professor, Marketing. BBA, MBA, Marshall; DBA, Memphis State.

PRATT, BRUCE (1988), Professor, Agriculture. BS, Delaware Valley; MS, PhD, West Virginia University.

PRESSLEY, SHEILA (2004), Assistant Professor, Environmental Health Science. BS, Western Carolina University; MS, Tufts University.

PRICE, LEANDRA (2004), Assistant Professor, Nursing. BSN, Eastern Kentucky; MSN, DNP, Kentucky.

PRUITT, BETH ANNE (2003), Associate Professor, Special Education. BS, Kentucky; MA, Eastern Kentucky; EdS, EdD, Kentucky.

RAHIMZADEH, KEVIN R. (1997), Assistant Professor, English. BSFS, Georgetown, MA, PhD, North Carolina.

RAINEY, GLENN W. JR. (1972), Professor, Political Science. BA, Oglethorpe; MA, PhD, Georgia.

RAINEY, JANE G. (1967), Professor, Political Science. AB, Goucher; MA, PhD, Emory.

RANDALL, ESTHER (2001), Associate Professor, Art & Design. BFA, University of Georgia; MFA, Indiana University.

RANDLES, THEODORE J. (2002), Associate Professor, Computer Information Systems. BA, Cleveland; MP A, Ohio State; PhD, Georgia State.

REDMOND, SHANE P. (2003), Assistant Professor, Mathematics & Statistics. BS, MS, Ohio; PhD, Tennessee.

REED, TANE A. T. (2008), Assistant Professor, Chemistry. BS, Virginia Tech; PhD, Kentucky.

REID, MAURICE (2005), Instructor, Management, Marketing & Administrative Communication. BIE, Georgia Institute of Technology; MBA, Columbia; MA, ABD, Ohio State.

RENFRO, JOY S. (1989), Associate Professor, Health Promotion & Administration. BS, MA, Eastern; EdD, Kentucky.

RESOR, CYNTHIA (2002), Assistant Professor, Curriculum & Instruction. MA, Western; PhD, Kentucky.

REZAIE, JALEH (1983), Associate Dean, Graduate School, Professor, Computer Science. BS, MS, Eastern Kentucky; MS, PhD, Kentucky.

RHEE, CHONGKYE (1990), Professor, Computer Science. BS, Pusan National (Korea); MS, PhD, Oklahoma.

RHOADES, CONNIE (1991), Professor, Music. BM, Oral Roberts; MM, Michigan; DMA, Oklahoma.

RICH, CHARLOTTE (1999), Associate Professor, English, BA, Miami University, PhD, University of Georgia.

RICHARDSON, RAY E. (2002), Associate Professor, Applied Engineering and Technology. BS, MS, Eastern Illinois; PhD, Illinois.

RICHTER, STEPHEN (2004), Assistant Professor, Biology. BA, Berry College; MS, Southeast Louisiana University; PhD, University of Oklahoma.

RITCHISON, GARY K. (1979), Professor, Biology and Foundation Professor. BA, MA, Mankato State; PhD, Utah State.

ROBERSON, MICHAEL T. (1987), Professor, Management. BS, Auburn; MS, PhD, Tennessee.

ROBINSON, SHERRY (2000) Associate Professor, BS, Middle Tennessee; MA, Eastern Kentucky University; PhD, Kentucky.

ROBLES, MARCEL (2002), Professor, Corporate Communication & Technology. BBA, MS, PhD, North Dakota.

ROGOW, ROBERT B. (1998), Dean, College of Business & Technology; Professor, Accounting. BS, MBA, Florida Atlantic; PhD, Arkansas; CPA, Florida, Arkansas and Alabama.

ROSS, LARRY (1998) Chair, Professor, Applied Engineering and Technology, BS, Western Kentucky, MS, Indiana State; EdD, Kentucky.

RUPPEL, FRED J. (1997), Professor, Economics. BS, MA, Illinois, PhD, Maryland.

RUTHERFORD, JACK (1992), Chair, Professor, Exercise & Sport Science. BPE, Manitoba; MS, Kansas State; PhD, Arizona State.

SANDS, FONTAINE (2012), Associate Professor, Baccalaureate and Graduate Nursing. BSN, Eastern Kentucky; MSN, Kentucky; PhD, Kentucky.

SCHLOMANN, PAMELA (1986), Professor, Nursing. ASN, Eastern Kentucky; BA, Wheaton; BSN, MSN, PhD, Kentucky.

SCHMELZER, CLAIRE D. (2005), Associate Professor, Family & Consumer Sciences. BS, University of Illinois, Champaign-Urbana; MS, University of South Carolina; PhD, Virginia Polytechnic Institute and State University.

SCHNECK, COLLEEN (1994), Chair, Professor, Occupational Therapy. OTR/L; BS, Eastern Michigan; MA, Boston; ScD, Boston.

SCHNEID, THOMAS D. (1989), Professor, Fire & Safety Engineering Technology. BA, West Liberty State; MS, JD, West Virginia; LLM, San Diego; MS, PhD, Kennedy Western.

SCHUMANN, MICHAEL (1999), Professor, Fire & Safety Engineering Technology. BS, MS, Oregon State; JD, DePaul University; PhD, University of Kentucky.

SEHMANN, KARIN (1990), Professor, Music. BME, Northern Iowa; MM, Akron; PhD, Iowa.

SEHMANN, PHILLIP (1994), Professor, Music. BME, Northern Iowa; MM, Akron; MFA, Iowa; DMA, Iowa.

SETTIMI, JOHN (2010), Chair, Professor, Agriculture. BS, Colorado State University; MS, University of Wisconsin; PhD, Louisiana State University.

SGRO, SERGIO (2006), Assistant Professor, Applied Engineering and Technology. BS, Millersville University; MS, PhD, Iowa State.

SHANNON, BRENT (2011), Assistant Professor, English and Theatre, Women and Gender Studies. BA, Indiana University; MA, University of Cincinnati; PhD, University of Kentucky.

SHI, BUCHANG (2008), Assistant Professor, Chemistry. BS, Shandong Medical University; PhD, post doctoral Kentucky.

SHORDIKE, ANNE (1994), Associate Professor, Occupational Therapy. OTR/L; BA, San Francisco State; MOT, Texas Woman's; PhD, California Institute of Integral Studies.

SHORT, JUDY (1987), Chair, Professor and Foundation Professor, Baccalaureate and Graduate Nursing. BSN, Eastern Kentucky; MSN, Kentucky; DSN, Alabama (Birmingham).

SKEPPLE, ROSE (2012), Assistant Professor, Educational Leadership and Policy Studies. BS, Eastern Kentucky; MA, Eastern Kentucky; EdD, Eastern Kentucky.

SKUBIK-PEPLASKI, CAMILLE (2012), Associate Professor, Occupational Therapy. BS, Eastern Michigan; MS, Wayne State; PhD, Kentucky.

SLUSHER, IDA (1998), Professor, Nursing. BSN, Eastern Kentucky, MSN, Kentucky, DSN, Alabama (Birmingham).

SMITH, DARRIN (2003), Associate Professor, Chemistry. BS, Missouri; MS, Western Kentucky; PhD, University of Arizona.

SMITH, GIL R. (1995), Professor, Art. BA, SUNY (Potsdam); PhD, Pennsylvania State.

SMITH, MICHELLE (2008), Assistant Professor, Statistics. BS, Morehead State; MS, Miami University; PhD, Kentucky.

SMITH, YOUNG (2003), Associate Professor, English. BA, Georgia. MFA, Arkansas; PhD, Houston.

SODERSTROM, IRINAR. (1997), Associate Professor, Correctional & Juvenile Justice Studies. BA, Illinois; MS, PhD, Southern Illinois.

SPAIN, JUDITH W. (1998), University Counsel; Professor, Management.

BA, Grove City College; JD, Capital.

SPAIN, NORMAN M. (1991), Professor, Assets Protection. BS, New Mexico State; MS, Eastern Kentucky; JD, Capital.

SPEARS, KAREN L. (1989), Professor, Art. BA, Louisville; MF A, Southern Illinois (Carbondale).

SPLINTER-WATKINS, KATHRYN (1989), Associate Professor, Occupational Therapy. OTR/L; BS, Nebraska; MOT, Texas Woman's.

SPOCK, JENNIFER B. (2000), Associate Professor, History. BA, MA, PhD, Yale.

STADDON, WILLIAM J. (2000), Associate Professor, Biology. BS, MS, Toronto; PhD, Gwelp.

STEARNS, CATHERINE L. (2007) Assistant Professor, History. BA, College of New Jersey; MA, Courtauld Institute of Art; PhD, Rutgers University.

STEINBACH, GARY M. (1990), Professor, Applied Engineering and Technology. BS, MS, Wisconsin (Platteville); PhD, Minnesota.

STOCKBURGER, MURIEL (1990), Assistant Professor, Counseling. BS, Ohio; MA, Southwest Missouri State; EdD, Arkansas.

STRONG, CONNIE S. (1991), Professor, Counseling. BS, MA, SE Missouri State; PhD, Southern Illinois.

STYER, EUGENE (1990), Assistant Professor, Computer Science. BS, Lock Haven; PhD, Georgia Institute of Tech.

SUMITHRAN, STEPHEN (1998), Associate Professor, Biology. BS, MS, Madras Christian College; MS, West Virginia; PhD, Virginia Polytechnic Institute and State.

SUMMERS, LOUISA S. (2000), Associate Professor, Exercise & Sport Science. BA, MA, Pacific; PhD, Oregon State.

SWAIN, RANDALL (2008), Assistant Professor, Political Science. BS, Alabama A&M; MPA, Tennessee-Chattanooga; MA, PhD, Alabama

SWEELY, GAY C. (2006), Assistant Professor, Art & Design. BA, Illinois Wesleyan University; MA, University of Utah; PhD, University of Melbourne.

SWEET, CHARLES (1970), Professor of English & Theatre and Foundation Professor. AB, Washington and Lee; MA, PhD, Florida State.

SZORAD, FELICIA (2001), Associate Professor, Art & Design. BFA, Bowling Green State (OH); MFA, East Carolina.

TABIBZADEH, KAMBIZ (1985), Associate Professor, Management. BS, London; M Tech, Brunel (England); PhD, Houston.

TAYLOR, CHRISTIANE D. (1998), Professor, History. BA, Michigan; MA, PhD, Minnesota.

THOMAS, DENEIA (2007), Assistant Professor, Counseling & Educational Psychology. BA, Kentucky State; MS, EdS, PhD, Kentucky.

THOMAS, ROBERT (2001), Assistant Professor, Mathematics. BA, Wayne State; MEd, South Florida; EdD, Central Florida.

THOMPSON, AARON (1997), Professor, Sociology. BA, Eastern Kentucky; MA, PhD, Kentucky.

THOMPSON, ROSOLU J. BANKOLE (1995), Professor, Criminal Justice & Police Studies; MA, Durham; MA, LLB, PhD, Cambridge.

THOMPSON, SHERWOOD (2006), Assistant Dean, Associate Professor, Teacher Education Services/Professional Lab Experiences. BA, University of South Carolina (Spartanburg); M.Ed, Ed.D, University of Massachusetts (Amherst).

TINSLEY, ANDREW (2009), Assistant Professor, Fire and Safety Engineering Technology. BS, MS, University of Tennessee-Knoxville.

TOWNSEND, JEFFERY (2006), Assistant Professor, Curriculum & Instruction. BS, MaEd, Eastern Kentucky; PhD, Indiana.

TRAVIS, DENVER (2010), Associate Professor, Finance. BS, MS, PhD, Kentucky.

TSIANG, SARAH Y. (2001), Associate Professor, English & Theatre. BA, Chicago; MA, PhD, Illinois, Urbana.

TUNNELL, KENNETH D. (1989), Professor, Criminal Justice & Police Studies. BS, East Tennessee State; MS, Middle Tennessee State; PhD, Tennessee.

TURNER, RALPH (2011), Assistant Professor, Curriculum and Instruction. BA, Emory and Henry College; MA, Eastern Mennonite University and Seminary; MA, MEd, EdD, East Tennessee State University.

VANCE, DIANE (1998), Associate Professor, Chemistry/Forensic Science. BA, MAT, Spalding College; PhD, Kentucky.

VELOTTA, CATHERINE (2007), Associate Professor, Nursing. BSN, PhD, Kentucky; MSN, Indiana.

VICDAN, HANDAN (2010), Assistant Professor, Marketing. BA, Aegean (Ege) University, Izmir, Turkey; MBA, The University of Texas Pan

American (UTPA), Edinburg, TX; PhD, UTPA, Edinburg, TX.

VICE, JANNA P. (1976), University Provost; Professor, Corporate Communication & Technology. BS, MA, Eastern Kentucky; EdD, Kentucky.

WACHTEL, ELIZABETH R. (1975), Associate Professor, Correctional & Juvenile Justice Studies. BS, MA, PhD, Kentucky.

WAIKEL, REBEKAH (2009), Assistant Professor, PhD, Baylor College of Medicine.

WALLACE, TERESA (2011), Assistant Professor, Educational Leadership and Policy Studies. BS, Campbellsville University; MA, Eastern Kentucky; EdD, Kentucky.

WANG, JING (2009), Assistant Professor, Physics and Astronomy. BS and ME. Tsinghua U; MS, PHD Ohio State University.

WARE, MIXON (2002), Associate Professor, Family & Consumer Sciences. BFA, MLA, Southern Methodist; MS, Florida International; PhD, Tennessee.

WATKINS, THOMAS G. (1984), Professor, Economics. AB, MA, Missouri; PhD, Iowa State.

WEISE, ROBERT S. (1999), Associate Professor, History. BA, University of Wisconsin; MA, PhD, Virginia.

WELLS, JAMES B. (1995), Professor, Correctional & Juvenile Justice Studies. BCJ, Ohio; MS, PhD, Georgia State.

WESTFALL, JULYA (1994), Assistant Professor, Occupational Therapy. OTR/L; BS, Eastern Kentucky; MPA, Kentucky.

WHITAKER, MARY HAUSER (2001), Assistant Professor, Nursing. ASN, Eastern Kentucky; BSN, Kentucky; MSN, EdD, Spalding.

WHITE, JOHN C. (2003), Chair, Associate Professor, Geography & Geology. BA, MS, Sul Ross State University; PhD, Baylor.

WHITE, RODNEY M. (1992), Associate Professor, Social Science Education. BA, Kentucky; MA, Western Kentucky; EdD, George Peabody, Vanderbilt.

WHITEHOUSE, DEBORAH (1984), Associate Dean, College of Health Sciences, Professor, Nursing. BSN, Kentucky; MSN, North Carolina (Chapel Hill); DSN, Alabama (Birmingham).

WHITEHOUSE, VIRGINIA. (2011), Associate Professor, Communication. BA, Samford; MA, Missouri; PhD, Missouri.

WILDER, MELINDA S. (1995), Associate Professor, Science Education. BS, West Virginia; MAT, Miami (Ohio); PhD, Ohio.

WILKINS, ROSE (1991), Professor, Psychology. BA, California State (Northridge); MS, PhD, California (Santa Cruz).

WILLIS, SUSAN C. (1975), Professor, Family & Consumer Sciences. BA, Centre College; MA, PhD, Ohio State.

WILSON, LORI (2000), Professor, Chemistry. BS, Mercer Georgia; PhD, Georgia Institute of Technology; post doctoral research, Georgia Space Flight Center.

WILSON, MARY W. (2002), Associate Professor, Family & Consumer Sciences. BS, Kentucky; PhD, Michigan State; RD, Kentucky.

WILSON, STEFFEN P. (1997), Assistant Professor, Psychology. BS, Birmingham-Southern; MS, PhD, Georgia.

WINSLOW, MATTHEW P. (1998), Associate Professor, Psychology. BA, Macalester; MA, California at Santa Cruz; PHD, Minnesota.

WITTMAN, MARGARET (2006), Associate Professor, Occupational Therapy, OTR/L. BS, Eastern Michigan; MS, ScD, Boston University.

WOLF, JOYCE (1998), Associate Professor, Music. BM, MM, West Virginia; DMA, Kentucky.

WONG, KA-WING (1990), Chair, Professor, Computer Science. BS, MS, Middle Tennessee; PhD, Kansas State.

WOOD, BRADFORD J. (2000), Professor, History BA, Wake Forest; MA, Michigan State; MA, PhD, John Hopkins.

WRAY, LINDA (1983), Associate Professor, Nursing. BSN, Senior-Rhyne College; MSN, University of North Carolina; PhD, Kentucky.

WRIGHT, GENE C. (2001), Visiting Assistant Professor, Education Graduate Cohort Program. BA, Berea; MaEd, Eastern Kentucky; PhD, Columbia.

WYGANT, DUSTIN (2009), Assistant Professor, Psychology. BA, Miami (Ohio); MA, PhD., Kent State.

XU, BANGTENG (2005), Assistant Professor, Mathematics. PhD, Illinois.

XIAO, QIAN (2012), Assistant Professor, Management, Marketing and International Business. BS, Southwest Jiatong University; MS, Southwest Jiatong University; PhD, Alabama.

YODER, MARGARET A. (1995), Assistant Professor, Mathematics. BA, Goshen College (IN); Ma, PhD, South Florida.

YOW, DON (2003), Associate Professor, Geography & Geology. BS w/

Honors, University of Florida; MS, PhD, University of South Carolina.
ZEIGLER, SARA (1997), Acting Chair, Government; Associate Professor, Political Science. BA, Reed; MA, PhD, California-Los Angeles.

ZHANG, CUI (2012), Assistant Professor, English and Theatre. BA, Hebei Institute of Technology; MA, Winona State University; PhD, Northern Arizona.

ZHANG, SHUANGTENG Associate Professor, Computer Science. BS, MS, Chongqing University, China; PhD, University of Toledo.

ZHANG, ZHE (2008), Assistant Professor, Management. BA, Tianjin University; MS, MBA, Texas Tech; PhD, Florida.

ZURICK, DAVID (1987), Professor, Foundation Professor, Geography & Geology. BA, MS, Michigan State; PhD, Hawaii.

Accreditations and Memberships

ACCREDITATIONS

Eastern Kentucky University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters and Doctor of Education degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Eastern Kentucky University. The Commission on Colleges should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

AACSB International - The Association to Advance Collegiate Schools of Business
 Accreditation Council for Occupational Therapy Education (ACOTE)
 (Baccalaureate Degree and Masters Degree)
 American Council for Construction Education
 American Nurses Credentialing Center (ANCC)
 American Speech-Language-Hearing Association, Council on Academic Accreditation (Graduate Degree Program)
 Commission on Accreditation for Dietetics Education of the American Dietetics Association
 Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Joint Review Committee on Education Programs for the EMT Paramedic
 (Emergency Medical Technician/Paramedic)
 (Associate Degree and Certificate Curricula)
 Commission on Accreditation of Allied Health Education Programs on the recommendation of the Committee on Accreditation for Medical Assistant Education
 (Medical Assisting Technology)
 (Associate Degree Program)
 Commission on Accreditation of Athletic Training Education (CAATE)
 Commission on Collegiate Nursing Education
 (Baccalaureate and Masters Degree Programs)
 Commission on Health Informatics and Information Management Education (CAHIM)
 Computing Accreditation Commission of ABET
 (Baccalaureate Degree Program)
 Council for Accreditation of Counseling and Related Educational Programs
 Council on Education of the Deaf
 (Baccalaureate Degree Program)
 Council on Social Work Education
 (Baccalaureate Degree Program)
 International Council for Exceptional Children
 International Society of Fire Services Instructors Emergency
 Kentucky Vocational Agriculture Teachers Association
 Management Accreditation and Certification System
 (Professional Qualifications Council for Industry)
 (Baccalaureate Degree Program)
 Masters in Psychology Accreditation Council
 (Clinical Psychology M.S. Program)
 National Accrediting Agency for Clinical Laboratory Sciences
 (Associate and Baccalaureate Degree Programs)
 National Association for the Education of Young Children
 National Association of College Teachers of Agriculture
 National Association of Industrial Technology

National Association of School Psychologists
 National Association of Schools of Music
 National Association of Schools of Public Affairs and Administration
 (Master of Public Administration Degree Program)
 National Council for Accreditation of Teacher Education
 American Association for Health Education
 National Association for Sport and Physical Education
 National Environmental Health Science and Protection Accreditation Council
 (Baccalaureate Degree Program)
 National League for Nursing Accrediting Commission
 (Associate Degree Program)
 National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation
 (Baccalaureate Degree Program)
 North American Society for Sport Management
 (Master of Science with option in Sport Administration)

THE FOLLOWING PROGRAMS ARE APPROVED BY THESE AGENCIES.

Accreditation Council for Occupational Therapy Education (ACOTE)
 Occupational Therapy
 (Master of Science Degree Program)
 American Association for Health Education
 Health Education, School Health Option
 (Baccalaureate Degree Program)
 American Bar Association
 Paralegal
 (Associate and Baccalaureate Degree Programs)
 American Chemical Society
 (Bachelor of Science and Biochemistry Option)
 American Drive and Traffic Safety Education Association (ADTSEA/
 IUP National Teacher Credentialing Program)
 Association of Graduate Faculties in Public Health
 Community Nutrition
 (Master of Science Degree Program)
 Council of Applied Masters Programs in Psychology
 Clinical Psychology
 (Master of Science Degree Program)
 School Psychology
 (Specialist in Psychology Degree Program)
 Federal Aviation Administration (FAA)
 Aviation (Professional Flight)
 (Baccalaureate Degree Program)
 Kentucky Board of Nursing
 Nursing
 (Associate and Baccalaureate Degree Programs)
 Kentucky Department of Education
 School Psychology
 (Specialist in Psychology Degree Program)
 National Association for Sport and Physical Education
 Physical Education, P-12 Teaching Option
 (Baccalaureate Degree Program)
 Public Relations Society of America
 (Baccalaureate Degree Program; Public Relations Major)
 Society of Public Health Educators
 (Community Health Education Program)

MEMBERSHIPS

AACSB International - The Association to Advance Collegiate Schools of Business
Academy of Criminal Justice Sciences
Aircraft Owners and Pilots Association
American Alliance for Health, Physical Education, Recreation and Dance
American Association for Paralegal Education
American Association of Airport Executives
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admission Officers
American Association of Educational Service Agencies
American Association of Family and Consumer Sciences
American Association of State Colleges of Agriculture and Renewable Resources
American Association of State Colleges and Universities
American Association of University Women
American Association on the Teaching of Foreign Languages
American College Health Association
American Conference of Academic Deans
American Correctional Association
American Council for Construction Education
American Council on Education
American Council on the Teaching of Foreign Languages
The American Dietetics Association
 General Dietetics
American Driver and Traffic Safety Education Association
American Historical Association
American Hospital Association
American Health Information Management Association Assembly on Education
American Mathematical Society
American Occupational Therapy Association
American Political Science Association
American Society of Allied Health Professions
American Society of Human Genetics
American Society for Training and Development
American Statistical Association
American Technical Education Association
Associated Schools of Construction
Association for Career and Technical Education
Association for Computing Machinery
Association for Supervision and Curriculum Development
Association for General and Liberal Studies
Association for Gerontology in Higher Education
Association for School, College, and University Staffing, Inc.
Association of Departments of English
Association of Departments of Foreign Languages
Association of Education in Journalism and Mass Communications
Association of Environmental Health Academic Programs
Association of Governing Boards of Universities and Colleges
Association of Graduate Faculties in Public Health Nutrition
Association of Schools of Journalism and Mass Communication
Association of Departments of Foreign Languages
Aviation Information Resources, Inc.
Broadcast Education Association
Broadcast Promotion and Marketing Executives Association
College Art Association
College Language Association
College Placement Council, Inc.
Conference of Southern Graduate Schools
Council for Advancement and Support of Education
Council of Applied Masters Programs in Psychology
Council of Colleges of Arts and Sciences
Council of Graduate Departments of Psychology
Council of Graduate Schools
Council on Aviation Accreditation
Council on Social Work Education
Flexographic Technical Association
Graphic Arts Technical Foundation

Graphic Communications Council
International Graphic Arts Education Association
International Reading Association
International Technology Education Association
International Television Association
Kentucky Academy of Science
Kentucky Association for Health, Physical Education, Recreation and Dance
Kentucky Association of Department of English
Kentucky Broadcasters Association
Kentucky Council of Associate Degree Nursing
Kentucky Occupational Therapy Association
Kentucky Paramedic Association
Kentucky Press Association
Kentucky Recreation and Park Society
Kentucky Tourism Council
Mathematical Association of America
Mid-South Educational Research Association
Modern Language Association
National Athletic Trainers Association
National Association for Business Teacher Education
National Association for Foreign Student Affairs
National Association for the Education of Young Children
National Association for the Exchange of Industrial Resources
National Association of Advisors for the Health Professions
National Association of College Admission Counselors
National Association of College and University Attorneys
National Association of Colleges and Teachers of Agriculture
National Association of Industrial Technology
National Association of School Music Dealers, Inc.
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Collegiate Honors Council
National Commission for Cooperative Education
National Council of Arts Administrators
National Council of Teachers of English
National Environmental Health Association
National Faculty Exchange
National Fire Protection Association
National Intercollegiate Flying Association
National Intramural Recreational Sports Association
National Juvenile Detention Association
National League for Nursing
National Organization for Associate Degree Nursing
National Recreation and Park Association
National Safety Council
National Society for Experiential Education
National University Continuing Education Association
National Wellness Association
Newspaper Association of America
Screen Printing and Graphic Imaging Association
Southeastern Airport Managers Association
Southeastern Association of Advisors for the Health Professions
Southeastern College Art Conference
Southern Association of Colleges and Schools, Inc.
Southern Association of Collegiate Registrars and Admission Officers
Southern Association of Community, Junior, and Technical Colleges
Southern Council on Collegiate Education for Nursing
Southern District of American Alliance for Health, Physical Education, Recreation and Dance
Southern Regional Education Board
Southern Regional Honors Council
Teacher Education Council of State Colleges and Universities
Trainer of School Psychologists
Travel and Tourism Research Association
University Aviation Association