

Eastern Kentucky University

Graduate Catalog

2018-2019



PRESIDENT

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

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 Senior Vice President for Academics and Provost, 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 school of opportunity, Eastern Kentucky University fosters personal growth and prepares students to contribute to the success and vitality of their communities, the Commonwealth, and the world.

Eastern Kentucky University is committed to access, equal opportunity, dignity, respect, and inclusion for all people, as integral to a learning environment in which intellectual creativity and diversity thrives.

Core Values

Eastern Kentucky University's values shall permeate the mission and will be the fiber of the institution for it to achieve its vision.

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.

Intellectual Vitality, which is characterized by knowledge, scholarly inquiry, creativity, critical thinking, and curiosity, all with a global perspective;

Sense of Community, which is characterized by a supportive environment with strong relationships and a commitment to service, shared governance, collaboration, and unity of purpose;

Cultural Competency, which is characterized by equitable opportunities and treatment, mutual respect, and the inclusion and

celebration of diverse peoples and ideas;

Stewardship of Place, by which the University enhances the intellectual capacity, economic vitality, environmental sustainability, and quality of life of the communities it serves;

Accountability, which is characterized by fiscal responsibility, operational transparency, and responsiveness to the needs of internal and external stakeholders; and

Excellence, which is achieved through integrity, continuous quality improvement, and a focused emphasis on the personal and professional growth of students, faculty, and staff.

Vision

Eastern Kentucky University will be a premier university dedicated to innovative student engagement and success, advancing Kentucky, and impacting the world.

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

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.

- Academic Excellence
- Commitment to Student Success
- Institutional Distinction
- Financial Strength
- Campus Revitalization
- Service to Communities and Region

Strategic Directions

Make No Little Plans: A Vision for 2020

With input from the University communities and the Strategic Planning Steering Committee, this plan outlines the areas we need to add, emphasize, or grow in order to achieve our vision of being a premier university dedicated to innovative student engagement and success, advancing Kentucky, and impacting the world.

Strategic Goal 1: Academic Excellence

Strategic Direction 1.1: *Invest in Our Faculty*

Strategic Direction 1.2: *Promote Innovative Instruction and Programming.*

Strategic Direction 1.3: *Strengthen Academic Programs*

Strategic Goal 2: Commitment to Student Success

Strategic Direction 2.1: *Invest in Our Students*

Strategic Direction 2.2: *Focus on Strategic Enrollment*

Strategic Direction 2.3: *Increase Efforts to Retain and Graduate Students*

Strategic Goal 3: Institutional Distinction

Strategic Direction 3.1: *Invest in Our Staff*

Strategic Direction 3.2: *Advance the EKU Brand*

Strategic Direction 3.3: *Create a Dynamic, Diverse, and Inclusive University Culture*

Strategic Goal 4: Financial Strength

Strategic Direction 4.1: *Optimize Campus Resources*

Strategic Direction 4.2: *Increase External Support*

Strategic Direction 4.3:

Strategic Goal 5: Campus Revitalization

Strategic Direction 5.1: *Initiate and complete EKU Revitalization plan, which includes rehabilitation of existing facilities and construction of new ones with a focus on the EKU student experience.*

Strategic Goal 6: Service to Communities and Region

Strategic Direction 6.1: *Become the 1st-Choice Partner in Regional Educational, Economic, Cultural, and Social Development*

Strategic Direction 6.2: *Become Nationally Prominent in Fields with Regional Relevance*

Strategic Direction 6.3: *Bring EKU to Our Service Region*

Strategic Direction 6.4: *Bring Our Service Region to EKU*

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.

Any veteran of the Armed Forces of the United States or National Guard who is eligible for Post-9/11 GI Bill® benefits who enrolls as a student in the university as a non-Kentucky resident will be charged no more than the maximum tuition reimbursement provided under the Post-9/11 GI Bill® to public universities for eligible Kentucky residents. Veterans must submit a DD-214 or VA Certificate (Letter) of Eligibility for Post 9-11 (Chapter 33) GI Bill® benefits through the Office of Military and Veterans Affairs to the Office of Admissions to validate their eligibility for this provision.

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

RELATES TO: KRS 13B, 164.020, 164.030, 164A.330(6), 38 U.S.C. 3301-3325

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, such as 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 award at an institution;
 - (b) Baccalaureate degree or lower, including enrollment in a course by a nondegree-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) "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 for independence established in Section 5 of this administrative regulation.
- (5) "Determination of residency status" means the decision of a postsecondary education institution that results in the classification of a person as a Kentucky resident or as a nonresident for admission and tuition assessment purposes.
- (6) "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.
- (7) "Full-time employment" means continuous employment for at least forty-eight (48) weeks at an average of at least thirty (30) hours per week.
- (8) "Independent person" means a person who demonstrates financial independence from parents or persons other than a spouse and who meets the criteria for independence established in Section 5 of this administrative regulation.
- (9) "Institution" means an entity defined by KRS 164.001(12) 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.
- (10) "Kentucky resident" means a person determined by an institution for tuition purposes to be domiciled in, and a resident of, Kentucky as determined by this administrative regulation.
- (11) "Nonresident" means a person who:
 - (a) Is domiciled outside Kentucky;
 - (b) Currently maintains legal residence outside Kentucky; or
 - (c) Is not a Kentucky resident as determined by this administrative regulation.
- (12) "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.
- (13) "Preponderance of the evidence" means the greater weight of evidence or evidence that is more credible and convincing to the mind.
- (14) "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.
- (15) "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 an institution, and includes student employment by the institution or a graduate assistantship.
- (16) "Sustenance" means:
 - (a) Living expenses, such as room, board, maintenance, and transportation; and
 - (b) Educational expenses, such as 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 a qualified individual who is domiciled in Kentucky and who is a resident of Kentucky.

- (2) In accordance with the duties established in KRS 164.020, 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) Unless otherwise indicated, this administrative regulation shall apply to all student residency determinations, regardless of circumstances, including residency determinations made by:
 - (a) The state-supported institutions for prospective and currently-enrolled students;
 - (b) The Southern Regional Education Board for contract spaces;
 - (c) Reciprocity agreements, if appropriate;
 - (d) The Kentucky Virtual University;
 - (e) Academic common market programs;
 - (f) The Kentucky Educational Excellence Scholarship Program; and
 - (g) 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:
 1. During the admission process;
 2. Upon enrollment in an institution for a specific academic term; or
 3. For admission into a specific academic program;
 - (b) A reconsideration of a determination of residency status by an institution based upon a changed circumstance; or
 - (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) If applicable, other materials required by an institution and consistent with this administrative regulation; and
 - (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 or sanction 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 admissions records indicate the student's residence to be outside of Kentucky when the student applied 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;
 - (e) A person has a continuous absence of one (1) year from Kentucky; or
 - (f) A person attended an out-of-state higher education institution during the past 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 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 shall be 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 the requisite intent to establish domicile.

A determination that a student is independent shall be one (1) step in the overall determination of whether a student is or is not 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 when 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; and
 - (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) If the parent or parents of a dependent person are Kentucky residents and are domiciled in Kentucky, but subsequently move from the state:
 - (a) The dependent person shall be considered a resident of Kentucky while in continuous enrollment at the degree level in which currently enrolled; and
 - (b) The dependent person's residency status shall be reassessed if continuous enrollment is broken or the

current degree level is completed.

Section 7. Member or Former 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 when inducted 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 the member's 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 a 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 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. If a member of the Kentucky National Guard is on active duty status for a period of not less than thirty (30) days, the member shall be considered a Kentucky resident, as shall the spouse or a dependent child of the member.
- (4) A person eligible for benefits under the federal Post-9/11 Veterans Educational Assistance Act of 2008, 38 U.S.C. 3301-3325, or any other educational benefits provided under Title 38 of the United States Code shall be entitled to Kentucky resident status for purposes of tuition charged at state-supported institutions.
- (5) 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 the same as another person.
- (3)(a) An independent person holding a nonimmigrant visa with designation 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 as defined in Section 1(6) 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 granted 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) A determination of Kentucky domicile and residency shall be based upon verifiable circumstances or actions.

(b) A single fact shall not be paramount, and each situation shall be evaluated to identify those facts essential to the determination of domicile and residency.

(c) A person shall not be determined to be a Kentucky resident by the performance of an act that is incidental to fulfilling an educational purpose or by an act performed as a matter of convenience.

(d) Mere physical presence in Kentucky, including living with a relative or friend, shall not be sufficient evidence of domicile and residency.

(e) A student or prospective student shall respond to all requests for information regarding domicile or residency 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 a 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 the institution.

(2) Upon transfer to a Kentucky institution, a student's residency status shall be assessed 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 concerning residency classification;

- (b) Making application for change of residency classification 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 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) The formal hearing conducted by an institution and the final recommended order shall be 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 shall be a final administrative action.
- (5) A student shall not be entitled to appeal a determination of residency status if the determination made by an institution is 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 administrative 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 shall:
- (a) Be a person not involved in determinations of residency at an institution except for formal hearings; and
- (b) 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; and
- (c) A recommendation to be issued by the hearing officer.
- (4) 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 for 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.

Adopted effective April 5, 1991; Amended effective May 16, 1996; Amended effective June 16, 1997; Amended effective July 13, 1998; Amended effective June 7, 1999; Amended effective November 12, 2002; Amended effective April 2, 2010; Amended effective June 9, 2015.

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. This Regulation can be found in the current Undergraduate Catalog and the current Graduate Catalog and copies are available upon request from the Office of Admissions, located in the Whitlock Building, Room 112 or by calling (859) 622-21-6 or 1-800-465-9191.

2. INSTITUTIONAL ADMINISTRATION OF THE RESIDENCY POLICY

The Council on Postsecondary Education 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, Whitlock 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 Dean of Students Office **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 or the Dean of Students Office. 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 Executive Director 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 Executive Director for Enrollment Management, Whitlock Building, Room 436, CPO 69, Richmond, KY 40475-3163, in writing, within fourteen (14) calendar days after notification of the Residency Review Committee's determination. The Executive Director 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 SUPPORT AND SERVICES

DIVISION OF FINANCE & ADMINISTRATION & TREASURER

The Division of Finance and Administration coordinates the following areas of University operations: 1) Accounting and Financial Services, 2) Budgeting & Financial Planning, 3) Business Services, 4) ECU Center for the Arts, 5) Facilities Services & Capital Planning, 6) Human Resources, 7) Information Technology Services, 8) Parking & Transportation, 9) University Police & Public Safety, 10) Environmental Health & Safety, 11) Purchases and Stores, 12) Sustainability, 13) Student Accounting Services, and 14) University Card Services. Additionally, the following contractual departments report to the University through the Division of Finance and Administration: 1) ECU Dining Services, and 2) ECU Bookstore.

Students may view the mission statement of each of the above areas by visiting the Division of Finance and Administration web page at <http://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 or diploma 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.

Financial Appeals

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, gift items, greeting cards, diploma frames, nursing shop.
- Convenience items
- Adidas, Under Armour, Nike, Champion, Cutter & Buck, and much more.
- Computers and computer supplies
- Backpacks
- Online textbook reservations
- Barnes & Noble gift cards
- Book signings
- Graduation Cap and Gowns
- Faculty receptions

The Barnes & Noble at 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 faculty use the same textbook in the next session, students will receive up to 50% back on their textbooks. But only if the 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.

Card Services

Commonwealth Hall, 2nd Floor, Suite B
Phone: (859) 622-2179 Fax: (859) 622-8089

Card Services 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, and the EKU Bookstore. In addition, EKU has partnered with BankMobile for refund disbursements and to add optional banking solutions.

Card Services is responsible for issuing new and replacement identification cards. Card Services will assist with troubleshooting potential card issues experienced by students, faculty, and staff. 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.

EKU 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 Case Kitchen and Stratton Café offer freshly cooked foods in a comforting atmosphere. The Case Food Court houses famous national brands Chick-Fil-A, Panda Express, and Subway. Java City at the Crabbe library offer gourmet coffees, bakery items, as well as grab & go salads and sandwiches. We also have several new options coming to campus for the fall semester. Einstein Bros. Bagels will be re-opening in the newly renovated Weaver location, while Starbucks will be re-opening in its new home in the Powell Building this fall semester. We will also be re-opening the P.O.D. Market in the Powell Building and adding a brand new franchise partner in Steak N Shake. EKU Dining Services also operate multiple convenience stores throughout campus.

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.

DIVISION OF STUDENT SUCCESS

Dr. Eugene Palka
Vice President for Student Success
Whitlock Building 537, (859) 622-8835
www.studentsuccess.eku.edu

To ensure that students gain the most from their college experience, the Division of Student Success offers a wealth of academic support resources, student services and social enrichment opportunities to foster exploration, discovery, growth and achievement. By fully engaging in all aspects of your education, you'll receive an immeasurable return on your investment of time and dedication throughout your life.

The Division of Student Success includes the following departments: 1) Office of Admissions, 2) Bratzke Student-Athlete Academic Success Center, 3) Campus Recreation, 4) Counseling Center, 5) ECU Housing, 6) Financial Aid, 7) First Year Programs, 8) Meditation Chapel, 9) Military and Veterans' Affairs, 10) Diversity Initiative, 11) NOVA Student Support Services, 12) Services for Individuals with Disabilities, 13) Student Health Services, 14) Student Life, 15) Student Outreach and Transitions, 16) Student Rights and Responsibilities, and 17) University Advising.

Other departments include: (under Diversity, Equity, & Inclusions) Investigations, Title IX Administrative Policy, Compliance, Immigration, Legal Services, Dean of Students & Program Director of Operational Excellence, Dining Services, Creative Services, Digital Media, Marketing, Strategic Communications/University Relations, Green Dot, Student Support Services (GURUS), TRIO Programs: Nova, Upward Bound, Educational Talent Search, McNair Program, Upper-Class Retention, ELS, and International Advisement

Admissions

Whitlock 112
Phone: (859) 622-2106

The Office of Admissions is responsible for recruitment and admission of qualified undergraduate students to ECU. 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).

Bratzke Student-Athlete Academic Success Center

Ms. Monika Banbel, Director
Alumni Coliseum 103
(859) 622-1359
www.saasc.eku.edu

The Bratzke Student-Athlete Academic Success Center provides an academic support program and a multifaceted academic resource for all student-athletes competing on NCAA varsity teams on ECU's campus. The Center provides opportunities and services to enhance the student-athlete's academic performance, as well as monitoring progress to ensure all student-athletes meet their academic eligibility requirements as determined by the NCAA, OVC, and ECU.

Bratzke Center programs include academic advising, academic monitoring, mentoring, supervised study hall, tutoring,

and personal counseling, as well as referrals to other academic support programs on campus. Each student athlete's academic progress is monitored closely each semester to facilitate graduating with the highest grade point average possible, while maintaining NCAA eligibility throughout their collegiate athletic career.

The Bratzke Center also sponsors a Life Skills program designed to promote student-athlete growth in five commitment areas: academics, athletics, personal development, service, and career development. Throughout the year the Center plans and coordinates outreach activities for student-athletes in support of the local community and Eastern Kentucky.

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, and competitive sports.

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 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 yoga, pilates, group cycling, Zumba, 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 own adventures. Examples of outdoor rental equipment are tents, mountain bikes, kayaks, cook stoves, canoes and much more.

Competitive Sports have been a campus tradition at ECU 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.

Health Promotion is a peer education program geared towards empowering students with knowledge and facts concerning health issues. Health Promotion 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.

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 licensed psychologists and counselors who provide counseling both individually and in groups. Counseling is offered on a time-limited basis. Referral is provided when the need for counseling services is beyond the role and scope of the Counseling Center. Psychiatric services are available on a limited basis for students receiving counseling in the Counseling Center when medication is indicated. Counseling relationships are considered confidential as delineated by the American Psychological Association (APA) Code of Ethics and, to the extent permitted by law, federal and Kentucky state laws.

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.

Drop-In Services

The ECU Counseling Center offers many services that are available on a drop-in basis, including: workshops, biofeedback, guided meditation, and drop-in groups. Be sure to check out our website: counselingcenter.eku.edu for the semester schedule of services.

QPR Suicide Prevention Training

The ECU Counseling Center offers training in suicide prevention and only takes an hour! Participants learn: warning signs that someone might be considering suicide, how to have a caring conversation with someone about whom they are concerned, how to persuade that person to get help, and where to refer them for that assistance. Everyone can be a partner in suicide prevention.

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 staff member 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/>

EKU Housing

Whitlock Building 552

Phone: (859) 622-1515 Fax: (859) 622-8384

www.housing.eku.edu

EKU Housing fosters the development, engagement, and success of our residential community by providing an inclusive home that enhances the collegiate experience. Campus living offers opportunities that will help you excel academically, develop leadership skills and connect with life-long friends. You will meet students from all walks of life gathered together as part of a vibrant, close-knit community.

We offer Living Learning Communities (LLCs), which consist of students with similar majors and interests who live on the same floor/floors of a residence hall. Live and learn with others who share your goals, career interests and life passions!

All single, full-time undergraduate students under the age of 21 prior to the first day of classes, having fewer than 60 credit hours, or having lived in a residence hall less than four academic semesters (fall/spring) are required to live in University residence hall facilities. Exception is made for students residing with their parent(s) at their parent's principle residence within 50 miles of the Richmond campus. Students living with parents must submit a verification form which is available through the housing office or at www.housing.eku.edu. Students may request exemption to the residency requirement under specific circumstances to the Director.

Each residence hall is equipped with the following services that come as part of the basic room rental rate:

Cable Television

All major network and major cable stations are offered with any cable-ready television at no cost. Enhanced services and premium channels are available at an additional charge. For additional information, contact the College Cable Services, Inc. at 800-472-2054 ext. 222.

Phone Services

Basic phone service is provided for all residents. Each room is equipped with one phone line. Residents are asked to provide their own touch tone phone. In order to dial long distance, students may use any calling card. Enhanced phone features are available at an additional charge. For additional information on enhanced services or long distance, contact ECU Telecommunication Services at (859) 622-1903.

Laundry Rooms

Several washers and dryers are located in every residence hall. All the machines are operated by coin or Colonel Dollars. All laundry machines are FREE for on campus residents.

ResNet

All rooms come equipped with two high-speed internet connections. Wireless network access is also available. For more information about equipping your computer for Internet access, visit www.resnet.eku.edu.

Study Rooms

Within most residence halls are open, quiet rooms in which to study.

Vending

All residence halls are serviced with a variety of drink and snack vending machines. The machines are coin operated, and

many accept credit card processing as well.

Social, educational, and service-learning programs are offered and organized by University Housing staff in all of our residence halls. These programs range from movie nights on the residence hall floors to volunteering for Habitat for Humanity. Most often, the RAs on each floor host social programming so that the residents can get to know each other and enjoy their housing experience even more. Many of the University Housing programs are open to all campus residents.

EKU Housing has traditional residence halls, enhanced traditional halls (each room has built-in wardrobes and a sink), suite style halls and apartment style halls.

Features include:

Large recreation rooms	Kitchen and laundry areas
Indoor gas fireplaces	Indoor / Outdoor programming space
Study rooms	Large and small classrooms space
Computer labs	Leadership opportunities

Visit housing.eku.edu for rates, floor plans and more details.

Financial Aid

Mr. Bryan P. Erslan, Director
Whitlock Building 251

Phone: (859) 622-2361 Fax: (859) 622-2019

Email: finaid@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 Center For Student Accessibility 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 Diversity Scholarship

The Dr. Rodney Gross Diversity Scholarship provides financial assistance to high achieving students from all segments of society: Alaskan, Native, Asian, Native Hawaiian or other Pacific Islander, Hispanic, or Latino. Applications may be obtained by contacting the Scholarship Office by phone (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 UNSUBSIDIZED LOAN PROGRAM** is a program available to students who are enrolled at least half time. For Graduate students, half time is considered 4.5 credit hours or greater per semester. This loan is for degree seeking graduate students. Rank I students are not eligible. Graduate students may borrow up to \$20,500 per academic year. Keep in mind that the Federal Direct Unsubsidized Loan cannot exceed the student's cost of attendance minus all other student financial assistance. *Each annual loan limit is for one award year (12 month period; i.e. fall, spring, summer). To apply for a Federal Direct Unsubsidized Loan, all students must complete a Free Application for Federal Student Aid available at www.fafsa.gov. The Office of Student Financial Assistance will process the loan and electronically submit the information to the U.S. Department of Education. In order to receive a Federal Direct Unsubsidized Loan, all students must complete both entrance counseling and sign the master promissory note at www.studentloans.gov.

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

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 Human Resources for more information at the Jones Building, Room 2013, between 8:00 am – 4:30 pm (M-F) or by phone at 859-622-5094, option 1.

Libraries

Betina Gardner, Dean of Libraries and Chief Information Officer
Library 202A
(859) 622-1778

library.eku.edu [facebook.com/ekulibraries](https://www.facebook.com/ekulibraries) @ekulibraries

Eastern Kentucky University Libraries includes the John Grant Crabbe Main Library, centrally located on University Drive, and two branch locations: the Elizabeth K. Baker Music Library in the Foster Building and the Business Library and Academic Commons in the Business and Technology Complex. ECU Libraries provides help, study spaces, collections, and technology designed around the academic needs of ECU's students. ECU Libraries supports ECU regional campus and online students as well and provides a full range of services equivalent to those offered at the Main Library for these distance learners.

The Main Library offers a variety of study spaces, ranging from a large collaborative area on the first floor to the Silent Study Zone on the very top floor. Noise levels are also monitored on the Quiet fourth floor to ensure plenty of silent space for individual study. In addition to spaces designed for quiet and group study, an outdoor area is available on the Noel Reading Porch, adjacent to the Library Plaza. Refreshments are available in the Java City Library Café or the vending machines on the first floor. To learn more about ECU Libraries' spaces or to make a reservation, visit library.eku.edu/reserve-rooms. The Main Library is open late during the fall and spring semesters and offers 24 hour study space and extended hours at the end of fall and spring.

The Main Library also includes the Learning Resources Center in support of the College of Education; the Law Library; the Noel Studio for Academic Creativity; and Special Collections and Archives. ECU Libraries collects resources to best serve students, faculty, and staff. To search the online catalog and discover the collections of libraries worldwide, visit library.eku.edu; even if ECU Libraries does not own the item you need, library staff can get it for you when you need it.

Technology is available throughout the Main Library and branches. The Main Library includes a large computer lab and computers throughout the building, a color printer, a cloud printer, fax machine, and a 3D printer available for student use. Visit library.eku.edu/technology-showcase to explore the emerging technologies ECU Libraries faculty and staff are currently collecting.

There are many ways to get help from librarians. Virtual reference services are available online or in person and research assistance is available whether you are an online student, located at a regional campus, or taking classes at the Richmond campus. Students are invited to visit one of our Help Desks, call (859) 622-6594, text (859) 903-0848, e-mail reference.library@eku.edu, tweet @ekulibaskus, or chat with us and also check out our frequently asked questions at libanswers.eku.edu.

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 fit 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.

Office of Military and Veterans Affairs

317 Lancaster Avenue, Burnam House

Phone: (859) 622-2345 Fax: (859) 622-5076

www.va.eku.edu

The Office of Military and Veteran Affairs serves student veterans by assisting with admissions, obtaining VA benefits and credit for military training, and serving as an advocate for veterans' issues throughout the campus community.

To utilize VA education benefits and to obtain a Certificate of Eligibility, student veterans or eligible dependents will need to apply directly to the Veterans Administration online at www.vets.gov. Upon receipt of the certificate, please bring, mail, or fax (859-622-5076) a copy to the Veteran Affairs office on the main campus at 317 Lancaster Avenue. Additionally, a Course Enrollment Form must be submitted online each semester for which benefits will be used, at www.va.eku.edu/course.

Basic Allowance for Housing (BAH) is calculated based upon the location of the campus where a student attends the majority of their classes, based upon Section 107 (FGIB). A "campus" may include internships, externships, training, practicums, etc. Students enrolled in 100% online programs will receive a reduced BAH amount, based upon their enrollment status. Hybrid courses must be certified at the on-campus rate, per VA regulations. All veterans and dependents who are eligible for benefits under the federal Post-9/11 Veterans Educational Assistance Act of 2008 (38 U.S.C. Section 3301 et seq.), or any other federal law authorizing educational benefits for veterans or dependents, will receive in-state tuition and fees.

Veterans needing assistance in obtaining a copy of their Joint Service Transcript or CCAF transcript should email ekuveteransaffairs@eku.edu or call 859-622-2345.

VA Regulations for Aviation Courses

Students using GI Bill® benefits to fund an aviation course must complete each flight lab within 19 weeks of initiation of the first flight event; failure to do so will result in the student being assigned a grade of NC (No Credit). Students using GI Bill® benefits must repay to the VA the cost (including a portion of stipends for living expenses) related to any course in which a grade of NC is earned. Important - All student participants receiving Veterans Administration benefits have 19 calendar weeks from the date of the first flight event to complete an Aviation flight lab. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gbill>.

Aviation Flight Hours & Costs/Fees

A complete listing of aviation related fees for the current academic year is published on the EKV Aviation Flight Fees website (<http://aviation.eku.edu/aviation-flight-fees>), and are included in materials provided by the flight instructors. Additionally, all VA funded flight students receive this information from the EKV Office of Military and Veteran Affairs during their enrollment certification process. Students should verify through their regional Department of Veterans Affairs processing office if they have questions regarding their eligibility to use VA resources to complete the requirements of the EKV Aviation program.

Kentucky National Guard Tuition Award Program

Active members of the Kentucky National Guard can utilize the Kentucky National Guard Tuition Award Program if they meet all eligibility criteria with the National Guard. Members must maintain all minimum standards, be eligible for all positive personnel actions, and have completed basic training or its equivalent. Eligible members will be awarded up to in-state tuition for full or part-time study at any Kentucky public college while funds are available. Members must apply to utilize the Kentucky National Guard Tuition Award Program each semester. The deadline to apply for the Summer and Fall semesters is April 1, and the deadline to apply for the Winter and Spring semesters is October 1. The application is available online at <https://ky.ngb.army.mil/tuitionstudent>. For additional information, members can contact the Boone National Guard at (502) 607-1039.

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.vets.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 provisions of KRS 164.505, 164.507, 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 (502) 595-4447.

Office of Multicultural Student Affairs

110 Powell Building
 Phone: (859) 622-4373 Fax: (859) 622-6997
www.studentaffairs.eku.edu/multicultural/

The Office of Multicultural Student Affairs (OMSA) seeks to bring issues of cultural diversity to the forefront of campus conversation through educational programs and services. OMSA serves all students as they question personal and collective notions of race, gender, economic status, language, nationality, ethnicity, religion, sexual orientation, age, exceptionality and culture. OMSA encourages the utilization of campus resources, participation in campus life, understanding and respecting cultural differences, and encouraging tolerance and inclusiveness.

OMSA is actively engaged in collaborative efforts with other departments and academic areas on campus and provides co-curriculum learning experiences. OMSA also focuses on helping students from under-represented groups feel welcomed and supported so that cultural barriers are minimized and to help all students become more culturally competent to prepare them to enter an increasingly diverse workforce.

The center promotes life-long learning and global citizenship by providing programs, workshops, diversity trainings, study groups, panel discussions and events on cultural awareness, sensitivity and competence.

Located within the Powell Student Center, The Office of Multicultural Student Affairs is actively engaged in collaborative efforts with other departments and academic areas on campus including African/African-American Studies, Appalachian Studies, Campus Ministries, International Education, and Women and Gender Studies. The center also supports the efforts of various Eastern Kentucky University student organizations such as African /African American Studies Group, the Alphabet Lounge Student Group, B.S.U. (Black Student Union), Christian, ECU Capoeira Club, Eastern Kentucky University Gospel Ensemble, Feminists for Change, International Student Association, L.S.A. (Latino Student Association), M.A.R. (Men Against Rape), M.C.C. (Minority Collegiate Connection and Collegiate Black), Men of Color Mentorship Program, M.S.A. (Muslim Student Association), National Pan-Hellenic Council (N.P.H.C.), OWLS (Older, Wiser, Learners), Pride Alliance, Saudi Student Association, and S.I.S.T.A.

NOVA Program (TRiO Student Support Services)

Ms. Sierrah Anderson, Director
 Turley House 2
 Phone: (859) 622-1047 Fax: (859) 622-1074
www.nova.eku.edu

The NOVA Program is a Student Support Services project whose mission is to increase the retention and graduation rates of eligible first-generation and limited income students at ECU. NOVA's retention model is comprehensive, providing participants with targeted services designed to meet the individual needs of each and every student.

NOVA provides a multitude of student support services from Orientation to Graduation, including:

- Academic Advising
- Career Counseling
- Classroom Instruction
- Financial Aid and Financial Literacy Consulting
- Graduate School Preparation

- Personal Counseling
- Service Learning
- Living Learning Community
- Peer Mentoring
- Personal Counseling
- Registered Student Organization
- Service Learning Experience
- Scholarship Opportunities
- Supplemental Grant Aid Opportunities
- Tutoring Services

Students who are interested in NOVA may apply online at www.nova.eku.edu or stop by the Turley House 2nd Floor to obtain an application. For more information, please call (859) 622-1047 between the hours of 8:00-4:30, Monday-Friday.

Center for Student Accessibility

Dr. Joslyn Glover, Director
 Whitlock Building 361, CPO 66
 Phone: (859) 622-2933
www.accessibility.eku.edu

The Center for Student Accessibility (CSA) assists students by coordinating campus and program accessibility as well as providing support in the attainment of educational goals. CSA is located in the Whitlock Building, Room 361. Appointments are made by calling (859) 622-2933 or by email at accessibility@eku.edu.

Students requesting services, including deaf and hard of hearing students, are required to submit a completed application for services and current health-related documentation. Applications, documentation guidelines, and additional information is available at the CSA website. Services are individualized and may include accommodations, digital books, equipment loans, interpreters, note-taking assistance, testing accommodations and other services.

CSA offers **Project Success**, a comprehensive program for students diagnosed with specific learning disabilities, Attention Deficit Disorder and other health conditions to support their academic success at ECU. Project Success provides participating students with intensive academic coaching and tutoring support.

ADA/504 Coordinator

The ADA/504 Coordinator serves the University by hearing individual ADA cases including appeals for course substitutions, waivers and other accessibility-related cases and as a member of the ADA Appeals Committee. Appointments with the ADA/504 Coordinator are made by contacting Dr. Laurence Hayes, laurence.hayes@eku.edu.

Student Health Services

Rowlett 103
 Phone: (859) 622-1761 Fax: (859) 622-1767
www.healthservices.eku.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

To make an appointment to see a provider, please go to the SHS website and click on the icon at the bottom left corner of the home page: “Schedule Online Appointment.”

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 Life & First-Year Experience

Loni Yost, Director
Roark 104

Phone: (859) 622-3855 www.studentlife.eku.edu

The Office of Student Life & First-Year Experience (SL&FYE) at Eastern Kentucky University is dedicated to making sure every student has the opportunity to get involved and receive valuable experiences outside of the classroom. SL&FYE provides numerous services and programs for ECU students including Community Service, Colonel’s Cupboard, Fraternity & Sorority Life, Leadership, Registered Student Organizations (RSOs), and Student Activities. SL&FYE also provides educational opportunities to assist students in their holistic development.

The first step to getting involved is visiting our website: www.studentlife.eku.edu. Here you can learn about involvement opportunities by logging into OrgSync (www.eku.orgsync.com)! You can browse RSOs, check out upcoming events on the calendar, and complete other forms and applications.

First-Year Experience

First-Year Experience (FYE) serves to help you connect to ECU inside and outside the classroom, and empower you with experiences and resources to make your first year a powerful, engaging experience. We strive to build all FYE programming on these three pillars:

- **EXCITE** your Colonel spirit by embracing ECU traditions and embarking on your individual “Eastern Experience.”
- **EXCHANGE** dialogue, ideas and perspectives with faculty, staff and peers to connect with the greater ECU community.
- **EXCEL** inside and outside the classroom by establishing positive habits that will help make you a successful Colonel at ECU and beyond.

Our cornerstone FYE program, Big E Welcome, will allow you to build friendships and connections with other first-year students, equip yourself with skills to excel in the classroom, and truly welcome you into the ECU experience! Your Colonel Crew Leader (a current ECU student) will lead you through the festivities and share the weekend with you.

Community Service and Colonel’s Cupboard

From disaster relief to blood drives, ECU students are changing the world one project at a time. Whether serving out of state on an Alternative Break trip or right here on campus, our service projects offer you the opportunity to make new friends, build your network, and grow as an individual. Our projects fit perfectly into a wide variety of majors, minors, and concentrations to provide offerings that fit everyone’s interests.

The Colonel’s Cupboard is an on-campus food pantry that assists ECU students who may be experiencing food insecurity. We also offer toiletry items and clothing items through the Clothing Bank and Closet TransForm housed within the Colonel’s Cupboard.

Fraternity & Sorority Life

ECU is home to a vibrant fraternity and sorority community comprised of nearly 30 chapters and three governing councils: Interfraternity Council (IFC), National Pan-Hellenic Council (NPHC), and Panhellenic Council (NPC).

Visit greeklife.eku.edu to learn more about the recruitment process and these values-based organizations focusing on scholarship, service, leadership, and life.

- **Scholarship** – Each chapter has scholastic standards members are required to meet. Additionally, chapters implement academic success plans including study hours, incentives, and much more.
- **Service** – Greeks regularly dedicate their time, talent, and treasure to bettering the world in which we live. This is accomplished through philanthropy and community service efforts.
- **Leadership** –The fraternity and sorority community give members many opportunities to lead within the chapters and in the community.
- **Life** – Membership is a lifelong commitment. Fraternity and sorority members value brotherhood/sisterhood and being together for support and fellowship.

Leadership

SL&FYE is dedicated to providing leadership programs which cultivate your personal leadership talents to help you be successful during your time at ECU and beyond. Our leadership programs include workshops, retreats, our annual LEAD ECU conference, I AM ECU, certificates, and more!

Parent & Family Programs

The ECU Parent & Family Network serves to empower ECU parents, family, and friends with resources, timely and important information, and programs to support the success of their Colonel. The network assists in helping families stay connected and informed on the ECU community.

Student Activities

SL&FYE hosts dozens of events each semester aimed at educating, entertaining, and meeting the needs of ECU students. We also have many programs in which we collaborate with various

departments across campus to enhance the out-of-classroom experience. Check out upcoming events at studentlife.eku.edu.

Student Organizations

SL&FYE is home to over 270 Registered Student Organizations (RSO) that ECU students are welcome to get involved with at any time! RSOs at ECU include a group of 6 or more current ECU students who have formulated an organization for a common purpose. The list of current student organizations and detailed information regarding their purpose, leadership, and meeting information can be found visiting <http://eku.orgsync.com/>.

Student Conduct and Community Standards

1 Turley House
Phone: (859) 622-1500

The Office of Student Conduct and Community Standards believes Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Eastern Kentucky University are expected to adhere to the highest standards of academic integrity. When becoming a part of the University community, the student enjoys social, cultural, and educational opportunities. The student also assumes the role of a citizen of the community and agrees to abide by the regulations and standards of conduct of the University community. The Office of Student Conduct and Community Standards provides a fair and impartial student conduct system for students, faculty and staff of Eastern Kentucky University.

The Office of Conduct and Community Standards will:

- Provide information to all students relating to the General Regulations for Student Behavior,
- Adjudicate all reports of alleged violations of the General Regulations for Student Behavior and the Policy for Academic Integrity in a consistent manner,
- Facilitate due process rights set forth by the University Handbook for Students, and
- Ensure fair and impartial hearings.

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 ECU. 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 ECU 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.

The Center for Career Services

Ms. Gladys T. Miller, Director
Whitlock Building 468
Phone: (859) 622-1296
career@eku.edu
www.career.eku.edu

The Center for Career Services assists students in achieving their career-related goals. Services include career exploration, job-search planning, and the development of job search tools/resources for part-time jobs and full-time professional positions.

Career Exploration

Students who need major and career guidance are provided assistance with their decision making. The Center can provide information about opportunities, career paths, labor and market information, salaries, and potential employers. Career assessment tools and career counseling appointments are available to help students expand their self-awareness of "best fit" career options according to students' personality, strengths, interests and values.

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. The Center's C3 Express database is an easy-to-use and innovative system that gives students and alumni access to jobs and employers targeting ECU 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 EKU 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 camps 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 EKU 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 EKU students to diverse cultures and populations through community service activities.
- Provide a centralized location for EKU 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 EKU campus to publicize volunteer opportunities and recruit student leaders.

EKU Division of Public Safety

Police Department and 9-1-1 Center
701 Vickers Drive

Phone: (859) 622-1111 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
- Alcohol Awareness
- Drug and Alcohol Abuse Prevention
- Female Assault Prevention
- General Crime Prevention
- Hall Staff Training
- Harassing Communications Prevention
- Rape Aggression Defense (RAD)
- Residence Hall Security
- Student Orientation to Public Safety
- Others

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 county-wide law enforcement authority, although our primary jurisdiction encompasses all University property and 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 24 sworn police officers, 7 dispatchers, and several student Safety and Security officers. University Police maintain high visibility on campus through the use of police cruisers, bicycle patrol and foot patrol.

The campus police department also houses 2 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.

The EKU Police Department is open 24 hours a day. All Criminal Activity and Other Emergencies on the Richmond Campus should be reported immediately by dialing 911 from any campus telephone or, if by cell phone, (859) 622-1919 (we recommend programming this into speed dial). Non-emergency calls can be made by dialing (859) 622-1111 or (859) 624-2947. The hearing impaired may access the Department's TDD by calling (859) 622-6279. Be sure to specify where you are; whether you are on EKU's campuses, and your exact location. Also know that you can report tips at <http://police.eku.edu/eku-tip-reporting>.

<http://police.eku.edu/>

<http://police.eku.edu/eku-tip-reporting>

Emergency Management

It is important for everyone to have some basic emergency preparedness information. Knowing what to do in the event of a fire, tornado, hazardous materials release, or active shooter can be critical to your safety in an emergency situation. Below is some safety guidance and more can be found on the Emergency Management web page, the Emergency Guide Poster, and the Emergency Action Plan: <http://emergency.eku.edu/>

<http://emergency.eku.edu/emergency-action-quick-reference-andsheltering-place>

http://emergency.eku.edu/sites/emergency.eku.edu/files/eku_emergency_guide_-_version_7.pdf

http://emergency.eku.edu/sites/emergency.eku.edu/files/1_eku

[general_emergency_action_plan_-_template_-_09182017.pdf](#)

Emergency Management would like to remind the community that we are all empowered and responsible for our own safety. When emergencies occur, first responders will be summoned and will respond to the scene of the incident. Responder priorities will be to stabilize the event, protect human life and health, protect the environment, and protect property. Help will come, but it will take some time to get to the affected individuals. The EKU Emergency Action Plans were written to provide everyone with practical information, which can be used to make good decisions, and help individuals to be safe in times of crisis. The Emergency Action Plans inform you of what you can do, and the Emergency Notification System informs you that there is an emergency.

Rave Mobile Safety - Emergency Notifications

With Rave Mobile Safety, you can manage your own contact information. We encourage you to review your information on a regular basis, and make changes to it as your circumstances change. It is easy to maintain your information. You can use this link and follow the instructions to manage your contacts.

http://emergency.eku.edu/sites/emergency.eku.edu/files/emergency_notification_system_-_contact_information_management_0.pdf

Rave Mobile Safety is EKU's primary mass notification system. The University has implemented a multi-modal emergency notification system to inform the community about incidents and emergencies affecting campus. Realizing that message redundancy is a necessity, EKU has seven primary notification systems available for the community. Any one, or a combination, of these alert methods may be used depending on the nature and severity of the event.

Systems Include:

- Siren/Public Address System - Audible sirens and announcements can be broadcast over four loudspeakers strategically placed on campus. This system can be activated by the EKU Division of Public Safety as well as the Madison County Emergency Management Agency for weather and community emergency notifications.
- Text Messaging - An opt-out notification where a text message can be received on your mobile phone. EKU does not charge for this service; however, your carrier may have standard text messaging charges. (Important: Students should re-enroll their mobile phone numbers if and when their mobile phone numbers change)
- Voice Messaging - An opt-out notification where a voice message can be received on your mobile or home phone. (Important: Students should re-enroll their mobile phone numbers if and when their mobile phone numbers change)
- Email Messaging - This notification provides an email message about an event. Current students, faculty, and staff are automatically registered to receive notifications on their EKU email account and cannot opt-out of this type of notification. You can opt in to receive emails on other email accounts. Community members are encouraged to check their email frequently throughout the day to be sure they see any message sent by this alert method.
- RSS Feeds - A message can be posted on the Emergency Management, Police Department, or University web pages.

- Network Messaging - A visual notification can be made across computers connected to the EKU network. When an alert is sent out, a pop-up box appears on your screen. No personal information is gathered or transmitted with the use of this alerting system.
- Social Media - EKU can use Twitter and Facebook to send notifications to the community. These social systems require the user to check to receive any messages posted. Follow @EKUEmergency on Twitter and LIKE EKU Emergency Management on Facebook.

To Register:

Current Students, Faculty, and Staff:

- Log on to EKU Direct (https://web4s.eku.edu/pls/prod/twbkwbis.P_WWWLogin) with your EKU ID and PIN.
 - In the Main Menu, click the Rave Mobile Safety - Emergency Notifications link.
 - Register to receive text, voice, and/or email messaging.
- *Note: Email messages are automatically sent to all current EKU email addresses and you cannot opt-out of receiving messages on your EKU email account.
- To receive text and voice messages you may opt-in by entering your telephone number(s).

Other Community Members:

Live Safe Mobile App

We encourage all members of the campus community to download and use the LiveSafe mobile app. LiveSafe is a mobile-safety technology that allows EKU to connect to its community on safety and security-related issues via discreet and effective two-way communication.

- Share information – Submit reports to EKU Police for suspicious activity, a mental health issue, or potential violence with picture, video, or audio attachments.
- Get home safely with GoSafe – Students can invite others to “virtually escort” and monitor their location on a real-time map. They can also request a safety escort.
- Summon emergency help – Safety officials can leverage location-data in an emergency situation, allowing faster response times.
- Get directions to what’s around you – Find safety places, campus buildings, and other places.

Get the App:

- Download “LiveSafe” for free from Google Play or the App Store.
- Register, fill out your profile, and verify your account.
- Select “Eastern Kentucky University”.

More information about the LiveSafe App is available at <http://publicsafety.eku.edu/livesafe-mobile-safety-app>.



Parking and Transportation Services

Commonwealth Hall, 2nd Floor, Suite A
 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 transit services and motor pool/fleet services.

See the Parking and Transportation website (www.parking.eku.edu) for additional parking and transportation information including parking regulations, transit 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 all motor vehicles utilizing campus parking facilities. Vehicle registration information can be obtained by contacting Parking Services at (859) 622-1063 or by visiting 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.

After the commencement of classes, residential hall lots (Zone R), 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 Jones Lot is an exception to this rule and is 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 Services Office in Commonwealth Hall or at the Police Dispatch Center located at on Vickers Drive. Short-term temporary parking permits, not to exceed five (5) days, are available to individuals who have not registered a vehicle.

Speech-Language-Hearing Clinic

Wallace Building 245
 Phone: (859) 622-4444
www.slhclinic.eku.edu

The Communication Disorders Program in the Department of Educational Leadership, Counselor Education, and Communication Disorders offers free services to students, faculty, staff, and members of the community at the Speech-Language-Hearing Clinic in Wallace 245.

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. 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 245, or visit the Clinic website: www.slhclinic.eku.edu

Student Health Promotion and Education

Rowlett Building 103
 Phone: (859) 622-3621
 (859) 622-6221, Health Educator Information
www.healthservices.eku.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.eku.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!

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 6,000-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.

Student Success

Mr. Matt Schumacher, Senior Director
Whitlock Building 335
(859) 622-6778

Student Success offers services and resources to assist students in persisting and completing their undergraduate degrees. These services include:

- Coordinating recruit-back
- Executing Progress Reports
- Leading retention initiatives
- Providing assistance and support to first-generation students (First Colonels)

The offices under Student Success include:

- Diverse Student Retention
- Student Success Center

Diverse Student Retention coordinates the Freshman Academy. The Freshman Academy is an interactive learning experience that promotes retention of all students, with particular focus on minority students. It is designed to provide first-year students with the information, encouragement and direction they need in order to navigate college life and reach their academic, personal, and professional goals at Eastern Kentucky University. The Academy connects first-year students with their fellow classmates, and introduces them to ECU faculty, staff and student leaders who will provide on-going support throughout their college career at ECU and beyond. The Student Success Center is the one-stop resource for answers to any questions students may have during their college experience.

Student Success Center

Dr. Lara Vance, Director
Library 106D and Whitlock Building, First Floor
(859) 622-7861
SuccessCenter@eku.edu
www.successcenter.eku.edu

The Student Success Center is the one-stop resource for students who need answers to any questions they may have during their college experience. Our full-time staff members serve as resources for students as they navigate college, often proactively

reaching out to students who may need assistance. They also provide referrals to other ECU resources about which students may not be aware.

The ECU Gurus are trained tutors and mentors who work through Student Success Center programs to provide peer-to-peer service to ECU students. Each ECU Guru is trained to provide students with study skills, time management, critical reading strategies, test preparation approaches, and other skills necessary for college success. Additionally, Gurus provide content help in over 100 courses. For each course they cover, the Guru has earned a high grade in that class and has a faculty recommendation to tutor in that course. Additionally, staff members are trained to help students deal with life issues that may be impeding their success at college.

The workshops and other programs in the Chellgren Success Series are designed to help students with study skills, time management, choosing a major, and more. The Student Success Center also serves as a study area for students so that they can do homework and study with tutors nearby if they need assistance because asking for help is a habit that will help students be more successful.

All of our services are free and no appointment is necessary.

Technology and Related Resources

IT Help Desk Combs Building 208

Phone: (859) 622-3000

Website: it.eku.edu

Password & Accounts are sent by mail to all students when admitted to ECU.

- Students receive a student ID number: this is your ID for all official records and your login to ECU Direct. This ID starts with a “900” or “901”.
- Each student also receives an ECU username. The username is based on your first name _ last name (ie: John Smith=John _ Smith). Your username and password provides secure access to Blackboard, ECU myMail, campus computers, and various other electronic resources.
- View all articles related to passwords at it.eku.edu. Type “password” in the search bar.
- myMail (Student Email) All ECU students receive a web- based email account. The email account provides students with a 25GB mailbox and many more options. Students can keep their ECU myMail account after graduation.
- Microsoft Office 365 PRO is free for all registered students through their official myMail account. Find out more at myMail. eku.edu
- G Suite for Education and Office 365 for Education are available to all employees and students while employed by the university or a current student at the university. For more information: it.eku.edu/collaboration

The IT Website offers more than 150+ support articles about ECU technology. The IT Search is keyword specific. Visit it.eku.edu to view the support articles and find out more about IT at ECU.

EKUDirect provides access to a wide range of data for students (pending admit through graduation). Students register for classes, secure parking permits, check grades and more with ECU Direct. Directions for EKUDirect:

it.eku.edu/ekudirect

DegreeWorks helps students plan an academic roadmap to graduation. DegreeWorks, along with your advisor, will ensure you are on the right track to graduate. View DegreeWorks Video Tutorials at registrar.eku.edu/degreeworks-video-tutorials

Blackboard is ECU’s course management system. Students are automatically enrolled in Blackboard upon registration. Sites do not appear for students until the instructor opens them. Blackboard is used for all online courses and many on campus courses. Learn more about blackboard at learn.eku.edu

ResNet is the ECU residential network and provides high-speed internet access in all residence halls.

Wireless internet access is available at ECU. All ECU students and employees should use the secure Wi-Fi (EQU_SECURE). Wireless access is available to all on the ECU campus by connecting to eku_guest. To configure your PC for wireless access visit: it.eku.edu/support/wireless. View all articles related to wireless at it.eku.edu. Type “wireless” into the search bar.

Open Computer Labs are located in Crabbe Library and the Roark Building. Many other labs are available throughout campus when they are not being used for classes.

IT Geeks are ECU student’s first point of contact for all service issues, questions, troubleshooting and consultation. Call 859-622-GEEK (4335) for assistance or email them at geeks@eku.edu.

Login to ECU is located in the top right corner of the ECU homepage. Select Login to ECU for access to: Blackboard, EKUDirect, myMail, and My Colonel Corner.

Peer-to-Peer Software must be removed before accessing any IT services. Peer-to-peer software including LimeWire, Frostwire, BitTorrent and Vuze are not permitted on the ECU network. Downloading copyrighted materials and illegal downloading of music is prohibited.

Code of Ethics for Computing & Communications: it.eku.edu/codeofethics

Phishing and Spam: IT @ ECU will NEVER request passwords or other personal information via email. Messages requesting such information are fraudulent. Forward all suspicious messages to spam@eku.edu. In the unlikely event the message is legitimate, we will tell you.

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.

Any currently active 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.

Graduate Student Learning Outcomes

The Graduate School has adopted a core set of Graduate Student Learning Outcomes common to all graduate programs offered at EKU. While individual courses might not incorporate all of these, programs are expected to demonstrate that they are contained in a graduate student's program of study.

When students graduate from EKU Graduate Programs, they will be informed, critical and creative thinkers who communicate effectively.

Informed thinkers demonstrate mastery of the significant ideas of, and skills and abilities demanded by, their discipline.

- SLO 1: Graduate students are able to explain, discuss, and apply clearly and accurately the key concepts and central theories, and demonstrate expertise appropriate to the discipline.

Critical and creative thinkers raise vital questions and problems with a clear and appropriate methodology; gather and assess relevant information in ways that distill accurate and appropriate meaning from abstract ideas; analyze assumptions through alternative systems of thought; and generate new knowledge

or creative expressions through the self-reflective synthesis of problems, information, evaluation and analysis.

- SLO 2: Graduate students are able to formulate and express important/essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth.
- SLO 3: Graduate students are able to identify, collect, analyze, and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline.
- SLO 4: Graduate students are able to identify, analyze, and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories.
- SLO 5: Graduate students are able to generate new knowledge, application, or creative expressions through the self reflective synthesis of information, evaluation, and analysis of critical questions or issues/problems related to their discipline.

Effective communicators illustrate and successfully defend their point of view, information, analysis, and conclusions, using oral, visual, and written methods, in ways that demonstrate clearly and logically the appropriateness of their conclusions and the implications thereof.

- SLO 6: Graduate students are able to communicate clearly and logically using oral, written, and/or artistic forms.

Class Attendance

Students must be registered in a class in order to attend and participate. Individuals not registered are prohibited from doing so.

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 process is designed to ensure clear reinforcement of the message that class attendance at EKU is important. All faculty (undergraduate and graduate, online and all other modes of delivery) are expected by the University to drop a student for being absent (or not participating online) on the first day of class/first week of class (as scheduled by the Registrar's Office). 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. A student who never attends a class but remains enrolled will receive a failing grade in the course and is responsible for tuition and fees for that class.

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 as listed in DegreeWorks. Subsequent changes of the program plan are permissible, but must be approved on the appropriate exception 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 Coursework 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.

Students considering academic bankruptcy should make careful note of the following policy conditions:

- (a) The student must apply to 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 one year after attempting the work to be bankrupted.
- (c) The student must not have previously declared bankruptcy of EKU work. Bankruptcy can only be declared once.
- (d) Only semesters where the term GPA is below 2.0 will be considered for bankruptcy.
- (e) Within eligible terms (see d. above), only courses with grades of "C", "D", or "F," or the equivalent, may be bankrupted.
- (f) Before formally requesting consideration for bankruptcy, the student must confer with bankruptcy experts in the Graduate School to determine which semesters may qualify for bankruptcy and the impact bankruptcy will have on the student's GPA. The student must then complete the graduate academic bankruptcy form indicating his or her intention to declare bankruptcy to the Graduate School.

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

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.

Academic Probation and Dismissal

All graduate students 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.

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.

Grading System

1. Graduate Letter Grades

<u>Grade</u>	<u>Meaning</u>	<u>Grade Points Per Hour</u>
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
IP	In Progress	0.00
NC	No Credit	0.00
NR	Not Reported	0.00

**FN/UN: Students who stop attending/participation in online courses and do not resume participation have unofficially withdrawn from the class. This act may have significant financial aid repercussions. EKU is required by the U.S. Department of Education to provide a last date of attendance/participation for such students.*

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.

Incomplete Grade Agreement: When a student has extenuating circumstances that impede him/her from completing a course, an incomplete grade may be awarded as a temporary final grade. The incomplete grade cannot be used simply because a student has failed to complete the work in the course or as a means of raising the student's grade by doing additional work after the grade report time. Students must request an incomplete grade from the faculty member prior to the last day of class when a student wishes to pursue an incomplete grade. If the instructor agrees that the student has extenuating circumstances beyond his/her control and the instructor agrees to assign an incomplete grade, the instructor must complete an Incomplete Grade Agreement detailing all outstanding assignments and/or conditions needed to complete the course, and a due date for each assignment.

An incomplete grade may not be given as a midterm grade. Any student given an incomplete is expected to have satisfactorily completed at least 60% of the course.

The following procedure applies when an instructor has agreed to assign a grade of "I" for students who are unable to complete the course because of extenuating circumstances.

1. On the Incomplete Grade Agreement, the instructor will identify all outstanding assignments and/or other conditions needed to complete the course, and due dates for each assignment.
2. Faculty are strongly encouraged to give students the shortest reasonable time period in which to complete the work. The longest possible time period is the end of the next regular semester (fall/spring); however, typically it benefits students to complete work before they begin classes the next semester.
3. The Incomplete Grade Agreement must be signed by the faculty member, student, chair of the department offering the course, and dean of the college offering the course. Student approval of the terms of the Incomplete Agreement can be submitted electronically, and attached

to the form. Chairs should assure that the Agreement includes reasonable due dates for completing the work, and all signatures.

4. The Incomplete Grade Agreement must be received by the Registrar's Office no later than 15 university business days past the deadline for final grade submission. 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 Agreement within 15 university business days of the advertised final grade submission deadline will be converted to an "F."
5. Outstanding work must be completed by the student and a Grade Change form must be submitted by the instructor to the Registrar's Office by the deadline noted on the Incomplete Grade Agreement. If a grade change is not submitted by the established deadline, the incomplete will automatically default to a failing ("F") grade.
6. If, due to extenuating circumstances, a student is unable to complete the contracted course work to fulfill the incomplete course by the deadline on the Incomplete Grade Agreement, 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 original deadline. Approval of the 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 or non-recorded (NR) grades for 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. For repeated courses, the best grade earned will replace a lower grade in calculations of the student's term and cumulative GPA. The grade replacement occurs irrespective of whether the lower grade was earned in the original taking of the course or in a repeat enrollment.

The repeated course and grade will still appear on the transcript but with the notation indicating whether the grade is included or excluded from the student's GPA. If a student attempts to repeat a course and replace the grade but then withdraws from the course, that course attempt will not be counted among those for which grade replacement is available.

Students who repeat a course in which they earned a failing grade, and fail the course again, will have the most recent failing grade included in the GPA.

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. Transcript Notations

A student's academic standing (good standing, academic probation, academic suspension, or academic dismissal) is determined at the conclusion of each semester and is notated term by term on the student's transcript.

Expulsion is the permanent separation of a student from the institution. Expulsion at EKU is restricted to the most egregious academic or disciplinary offenses. Expulsion, due to its permanent nature, is notated on the official transcript with the comment, "Expelled – ineligible to return".

Details of due process that can lead to expulsion of a student can be found in the Eastern Kentucky University Handbook for Students. For process and sanction details refer to the Office of Student Conduct and Community Standards <http://studentrights.uku.edu/student-conduct>

7. 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 will verify the 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. 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.

8. Satisfactory-Unsatisfactory ("S" - "U") Grading System

Some courses are approved to be taught exclusively on a "Satisfactory" ("S") or "Unsatisfactory" ("U") basis. Each student enrolled in the class will receive either a grade of "S" or "U." Hours passed under the Satisfactory-Unsatisfactory option will not be used in the computation of GPAs; however, hours failed ("U") will be used. A few courses such as practicum, internship, and thesis, which have been specifically designated by the department for satisfactory-unsatisfactory grading only, may be used on any graduate program.

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, Whitlock 310, CPO 68, 521 Lancaster Avenue, Richmond, KY 40475-3168 within 30 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—Each student must submit a completed application with all requested information provided. Students may apply online at gradschool.eku.edu/apply. There is a nonrefundable \$40 application fee for each application. 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. If possible, submission of electronic transcripts through the National Student Clearinghouse is preferred. 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). Please refer to the program areas for specific information on required tests and target scores. The GRE is required for all applicants wishing to be considered for Probationary Admission. See the section on Probationary Admission for additional information. 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. GRE scores are valid for a period of 5 years following the date of test completion. 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 submitted to the Graduate School with your application materials. 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 Graduate School, 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 Graduate School 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 (4.0 = A) of the baccalaureate program
- C. Submission of acceptable official examination (GRE/MAT/GMAT) if required by the graduate program.

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 the minimum 2.5 cumulative GPA requirement may be considered for probationary admission. Applicants seeking probationary admission must submit valid GRE scores along with official transcripts at the time of application. 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 the Graduate School. 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. Special course requirements or other conditions may be imposed by the department, College 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 in the College of Education 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 and any required entrance examinations 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 the Graduate School. 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.

Concurrent Enrollment

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 enrollment to the Graduate School. To be eligible for undergraduate concurrent enrollment, the student must have an overall undergraduate grade point average of at least 3.0 at the time of review. 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 may earn a maximum of 9 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.

The concurrent enrollment form should be initiated by the student at least 30 days prior to requesting enrollment in any graduate classes. Undergraduate concurrent enrollment 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.

O'Donnell Scholarship

If you are at least 65 years old and hold a bachelor's degree from an accredited institution, you may be granted admission to a degree program with a waiver of tuition. Refer to the "Required Application Materials" section of the catalog.

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 submit a new application to the Graduate School and be accepted for reinstatement by the graduate program before being permitted to register for graduate coursework. Please note that programs within the College of Education may require readmission after 18 months.

International Student Admission

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.

Applications for admission of international students are not considered complete without:

1. Application for admission and \$35 application fee.
2. Official transcripts (if in the States) or course-by-course foreign credential evaluation showing applicable U.S. baccalaureate equivalency. You must have a minimum cumulative GPA of 2.5 to be eligible for admissions review.
3. English Language Proficiency Exam: TOEFL (Test of English as a Foreign Language) - 550 Paper Based, 79 for Internet-Based, or 213 by Computer or IELTS (International English Language Testing System) - A minimum score of 5 on each section- Listening, Reading, Writing and Speaking and a minimum score of 6.5 on the overall band score. TOEFL and IELTS scores are valid for a period of two years from the date of test completion. ELS (English Language Services) - The ELS program offers international students the opportunity to enhance their English Language skill while studying on EKU's campus. Students who receive conditional admission when applying to EKU Graduate School qualify to participate in the program. Students must obtain an ELS Level 112 Intensive English for Academic Purposes certificate in order to qualify for admission.
4. Official entrance exam (GRE, MAT, GMAT) scores. The target scores vary per program course of study.
5. Declaration and Certification of Finances. Must show financial support that covers cost of attendance for the academic year.

The completed application and all official admissions materials must be received by the Office of Graduate Education and Research within two weeks of the start date of any given

semester. Appropriate I-20 forms will be issued after all official credentials have been received and admission is granted. 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.

Conditional Admission - International Students

International students who meet all graduate admission requirements except the English Language Proficiency (TOEFL, IELTS, or baccalaureate degree from Institution where English is the native language) may be eligible for Conditional Admission. Conditionally Admitted international students will be referred to the University's English Language Services (ELS) program. Students must then enroll in the ELS program and begin their intensive English language study. Students are eligible to enroll in graduate courses for the program to which they have been conditionally admitted upon successful completion of the ELS program with an Exit Exam Competency Level 112 Intensive English for Academic Purposes.

For students who do not meet the exemption requirements for Entrance Exams (GRE/MAT/GMAT), Conditionally Admitted students must successfully complete the Entrance Exam requirement established by the program before they can be moved to Clear Admission status.

Applicants are advised that not all programs will offer Conditional Admission. Please review the information on the ELS website for specific questions about the intensive English language program.

Health Insurance Requirement

Health insurance coverage is mandatory for every international student on an F-1 or a J-1 visa enrolled at Eastern Kentucky University (EKU). All international students will be automatically enrolled in the Eastern Kentucky University's health insurance plan at the time of class registration. The charge for coverage will be automatically added to your bill each semester. For more information, contact international@eku.edu

University Housing

For complete information on housing, contact the Housing Office, Whitlock Building 552 or email: housing@eku.edu

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.

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 until the end of the twelfth week for full semester classes. Classes of shorter duration have proportional withdrawal periods. Refer to the Colonels Compass for dates. Students enrolled in full semester classes are not allowed to withdraw from a course or from the University after the twelfth 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 twelfth week of a regular term. Students who leave the University without an official withdrawal are subject to the grade of "F."

Compassionate Withdrawal

After the twelfth week, a student who is the victim of extraordinary circumstances which do not qualify him/her for a Medical Withdrawal may petition for a late withdrawal from the University. The student must appeal to the Compassionate Withdrawal Committee through the Registrar's Office. The deadline for filing a petition for withdrawal under extraordinary circumstances (Compassionate Withdrawal) is the last day of the full semester following the term from which the student is seeking withdrawal. The student must complete a Withdrawal Petition Form and should include justification and documentation for the withdrawal. If approved by the committee, the Registrar will assign grades of "W" and will notify the instructors of the class.

If the Committee denies the petition, the student has 30 calendar days to appeal the denial, in writing or in person. The decision of the Committee after consideration of the appeal is final.

For forms and more details, refer to the Registrar's website (www.registrar.eku.edu) or email registrar@eku.edu

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 full cost of commencement celebrations and 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/graduation-commencement.

Candidates for Ed.D doctoral degrees are required to schedule their dissertation defense before applying for graduation. Candidates who are unable to complete thesis, dissertation, or other requirements for graduation during the term for which they have applied for graduation may have their application deferred for up to one year. Candidates who fail to complete all requirements within the year must reapply 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.

Graduation Academic Regalia

Students order and pay for commencement regalia (cap, tassel, hood, and gown) through the EKU Barnes & Noble bookstore (<http://registrar.eku.edu/graduation>) Refer to the Graduation Information website for more details regarding graduation fees, Doctoral Participation and order form and/or commencement.

Degree Conferral Dates

The Board of Regents of Eastern Kentucky University approves the conferring of degrees four 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
Winter	January 31
Spring	May 31
Summer	August 31

Diploma and University Certificate Production

Diplomas and University Certificates are produced and mailed to students after all final grades are reviewed and it has been confirmed that all degree requirements have been met. The graduation confirmation process takes several weeks to complete. Therefore, students should expect to receive their diploma 6-8 weeks after the end of finals week. Students who are indebted to the University will not have their transcript or diploma released until the debt is paid. Any questions regarding student financial obligations should be directed to EKU Student Accounting Services.

Locking Academic History **(After Degree Has Been Awarded)**

Once a degree has been conferred the academic record of all work contributed to the awarded baccalaureate, master's, or doctoral degree is locked. No course grades may be repeated or replaced for any classes used toward the conferred degree.

The Office of the Registrar takes great care to ensure that

each student's academic record is accurate. Any student who believes an error has occurred should immediately bring this to the attention of the Office of the Registrar. Students have one calendar year after a degree is awarded to identify any item on their academic record believed to be in error. After that time the record is considered to be permanent. Please note that grade challenges have a different timetable and must always be directed to the chair of the department which offered the course in question. For details regarding the timetable and process for grade challenges please refer to the student handbook at <http://studentaffairs.eku.edu/studenthandbook>

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 2018 must complete the program in order to include this course work by the end of the Summer term 2025). 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 require a minimum of 30 semester hours. All specialist's degree programs require a minimum of 60 hours of approved graduate coursework beyond the baccalaureate degree. Some programs require additional hours that exceed this minimum.

At least half of the total course work, 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). The electronic copy of the thesis or dissertation in Microsoft Word document format must be submitted 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, tenure-track, or retired faculty members who hold 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, tenure-track, or retired faculty holding Graduate Faculty status. Comprehensive exam committees, and thesis/dissertation committees must be chaired by a Graduate Faculty member on tenure/tenure-track appointment.

Exit Competency Requirement

All candidates for graduate degrees shall perform satisfactorily on the appropriate exit competency for their selected program of study. Exit competencies may be in the form of a thesis

or dissertation, including an oral defense, a written or oral comprehensive examination, a capstone course, portfolio evaluation or other suitable project. Exit competencies are not to be given while the student's overall or program graduate grade point average is below 3.0.

Exit Competency requirements should be designed by the program in a manner that synthesizes central elements of the student's graduate program and should be aligned with the Graduate Student Learning Outcomes described elsewhere in the Graduate Catalog. Candidates for the exit competency must register for the appropriate section of GRD 8X7 or 8X8, a thesis or dissertation course, or a program capstone course in the term for which they wish to attempt the exit competency. Committee chairs shall certify the results of the completion of the exit competency by submitting a grade of S, U, or IP for GRD 8X7 or 8X8, or grades for thesis, dissertation and capstone courses.

The department's comprehensive exam appropriate graduate committee must develop a remediation plan for any student who fails the program's exit competency requirement. The remediation plan must address all academic deficiencies identified in the exam exit competency and must be submitted to (approved by) the Office of Graduate Education and Research before a second attempt at the exit competency 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 exit competency requirement 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.

Continuing Enrollment

Graduate students who have completed all course requirements but have grades of IP (In Progress) for theses, dissertations, practicum and/or internships will be automatically enrolled in GRD 899: Continuing Enrollment. Continuing Enrollment allows students to access EKU Libraries, use lab facilities, etc. for up to one year while In Progress work is being completed. A Continuing Enrollment Fee will be assessed for each term in which a student is enrolled in GRD 899. While a student is enrolled in GRD 899, the student will remain in Active status and will be considered as being enrolled as a half-time student.

Additional MBA 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. 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.

SECTION FIVE

ACADEMIC DIVISIONS

DEGREES AWARDED

Eastern Kentucky University confers the following degrees:

Associate:

Associate of Applied Science (AAS)
 Associate of Arts (AA)
 Associate of Arts in General Studies (AA)
 Associate of Science (AS)
 Associate of Science in Paramedicine (AS)

Baccalaureate:

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

Accelerated 3+2 Dual Degree Programs:

Bachelor of Arts (B.A.) and Master of Arts (M.A.) 3+2
 Bachelor of Arts (B.A.) and Master of Public Administration (M.P.A.) 3+2
 Bachelor of Arts (B.A.) and Master of Science (M.S.) 3+2
 Bachelor of Science (B.S.) and Master of Public Health (M.P.H.) 3+2
 Bachelor of Science (B.S.) and Master of Science (M.S.) 3+2

Accelerated 3+3 Degree Programs:

Bachelor of Arts (B.A.) and Juris Doctorate (J.D.) 3+3

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)

Specialist:

Specialist in Education (EdS)

Doctoral:

Doctor of Clinical Psychology (PsyD)
 Doctor of Education (EdD)
 Doctor of Nursing Practice (DNP)
 Occupational Therapy Doctorate (OTD)

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 this *Catalog*. Options at the graduate level are found in the *Graduate Catalog*.

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
Athletic Training.....	MS
Aviation.....	BS
Biology.....	BS, MS
Biomedical Sciences.....	BS
Broadcasting and Electronic Media.....	BA
Business Administration.....	MBA
Career and Technical Education.....	AAS, BS, MS
Chemistry.....	BS, MS
Child and Family Studies.....	BS
Clinical Psychology.....	MS, PsyD
Communication Disorders.....	BS, MAEd
Communication Studies.....	BA
Computer Information Systems.....	BBA
Computer Science.....	BS
Computer Science, Applied.....	MS
Construction Management.....	BS
Correctional and Juvenile Justice Studies.....	BS
Creative Writing.....	MFA
Criminal Justice.....	BS, MS
Dietetics, General.....	BS
Digital Forensics and Cybersecurity.....	BS
Education.....	Edd
Educational Leadership.....	MAEd
Elementary Education (P-5)/Teaching.....	BS, MAEd
Emergency Medical Care.....	AS, BS
Engineering Technology Management.....	BS, MS
English.....	BA, MA, MFA
English/Teaching.....	BA
Environmental Health Science.....	BS, MPH
Exercise and Sport Science.....	BS, MS
Finance.....	BBA
Fire, Arson, and Explosion Investigation.....	BS
Fire Protection Administration.....	BS
Fire, Protection, and Safety Engineering Technology.....	BS
Forensic Science.....	BS
General Business.....	BBA
General Psychology.....	MS
General Psychology with Concentration in Applied Behavior Analysis.....	MS
General Studies.....	AA, BA

Geographic Information Science.....	BS
Geology.....	BS
Globalization and International Affairs.....	BA
Health Promotion.....	MPH
Health Services Administration.....	BS
History.....	BA, MA
History/Teaching.....	BA
Homeland Security.....	BS
Human Services	MA
Industrial Hygiene.....	MPH
Industrial and Organizational Psychology.....	MS
Instructional Leadership.....	MAEd
Interpreter Training Program.....	BS
Justice Policy and Leadership.....	MA
Leadership and Policy Studies.....	EdD
Library Science.....	MAEd
Management.....	BBA
Marketing.....	BBA
Master of Arts in Teaching (Elementary, Middle Grade,Secondary).....	MAT
Master of Public Health.....	MPH
Mathematics.....	BS, MA
Medical Laboratory Science.....	BS
Mental Health Counseling.....	MA
Middle Grade Education (5-9)/Teaching.....	BS, MAEd
Military Science.....	Commission
Music.....	BM, MM
Network Security and Electronics.....	BS
Nursing.....	BSN, MSN, DNP
Occupational Safety.....	BS
Occupational Science.....	BS
Occupational Therapy.....	MS, OTD
Paralegal Studies/Science.....	AAS, BA
Paramedicine.....	AS
Philosophy.....	BA
Physics.....	BS
Police Studies.....	AA, BS
Political Science.....	BA
Psychology.....	BS, MS, PsyD
Public Administration.....	MPA
Public Health Nutrition.....	MPH
Public Health.....	BS
Public Relations.....	BA
Recreation and Park Administration.....	BS, MS
Risk Management and Insurance.....	BBA
Safety, Security & Emergency Management.....	MS
School Counseling.....	MAEd
Secondary Education.....	MAEd
Social Justice Studies.....	BA
Social Work.....	BSW
Sociology.....	BA
Spanish.....	BA
Spanish/Teaching.....	BA
Special Education.....	BS, MAEd
Sport Management.....	BS
Statistics.....	BS
Technical Agriculture.....	AAS
Technology.....	AAS

Wildlife Management..... BS

Pre-Professional Interest Areas

New Students may declare a career interest in one of the following preprofessional areas. Each student is expected to eventually declare a degree program as their first major.

These interest areas will be used to pair the student with the appropriate pre-professional advisor.

Pre-Dentistry
Pre-Engineering
Pre-Law
Pre-Medical Sciences
Pre-Optometry
Pre-Pharmacy
Pre-Physical Therapy
Pre-Physician Assistant
Pre-Veterinary Medicine

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.

- Adventure Recreation and Leadership
- African/African-American Studies
- Appalachian Studies
- Apparel Design and Merchandising
- Asian Studies
- Basic Emergency Medical Technician
- Coaching/Personal Training
- Communication Studies
- Corporate Communication
- Cyber Systems and Network Security
- Early Childhood Director
- Environmental Public Health
- Environmental Sustainability & Stewardship
- Fermentation
- Financial Literacy
- Foundations of Business Thought
- French Conversation and Culture
- German Conversation and Culture
- Global Supply Chain Management
- Health Services Administration
- Horses, Humans and Health
- Infant and Toddler Care and Education
- Informatics
- Japanese Conversation and Culture
- Labor and Employment
- Post-Graduate APRN-Psychiatric Mental Health Nurse Practitioner-Family
- Post-Masters Psychiatric Mental Health Nursing Practitioner-Family Certificate
- Professional and Technical Writing
- Public Administration
- Public Health
- Sales
- Spanish Conversation and Culture
- Technical Skills of Financial and People Management
- Transformation of Inputs to Outputs
- Tourism and Event Planning
- 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
- Communication Studies
- Corporate Security Operations
- Correctional Intervention Strategies
- Emergency Management and Disaster Resilience
- Fermentation Science
- Geographic Information Systems
- Homeland Security
- Industrial Fire Protection

- Industrial Hygiene
- Intelligence and Security Operations
- Intelligence Studies
- Land Surveying
- Post-Graduate APRN Certificate-Family Nurse Practitioner
- Post-Graduate APRN Certificate-Psychiatric Mental Health Nurse Practitioner
- Paralegal Science*
- Security Management
- Youth Services

3. Professional Certification and 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 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)
- Public Child Welfare Certification Program
- 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 department's 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.

ONLINE ACADEMIC PROGRAMS

E-CAMPUS LEARNING

Eastern Kentucky University offers students the opportunity to earn a variety of degrees and/or certificates through EKU Online. These are well established EKU academic programs provided through online interactions, discussion boards, and engaging interactive and multi-media learning methodologies.

While the EKU Online 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. More information can be found at www.ekuonline.edu

Online Endorsement Program

English as a Second Language P-12 (endorsement)

Online Associate Degree Programs

Associate of Arts in General Studies (For more details, see: www.ekuonline.edu/eku-online-general-studies)

Associate of Applied Science in Paralegal Studies (For more details, see: www.paralegalonline.edu/eku-online-paralegalstudies-aas)

Associate of Science in Paramedicine (For more details, see: <http://emergencymedicalcareonlinedegrees.eku.edu/eku-onlineassociate-science-paramedicine-asp>)

Associate of Arts in Police Studies (For more details, see: <http://plsonline.edu/online-police-studies-associate's-degree>)

Online Baccalaureate Degree Programs

Bachelor of Science in Child and Family Studies – Child Development Concentration. (For more details, see: <http://childandfamilystudiesonlinedegree.eku.edu/>)

Bachelor of Arts in Communication Studies

Bachelor of Science in Corrections and Juvenile Justice Studies (For more details, see: corrections.eku.edu)

Bachelor of Science in Criminal Justice (For more details, see: <http://ekuonline.edu/criminal-justice/>)

Bachelor of Science in Emergency Medical Care – Administration Option (For more details, see: <http://emergencymedicalcareonlinedegrees.eku.edu/>)

Bachelor of Science in Fire, Arson and Explosion Investigation (For more details, see: <http://firescience.eku.edu/fire-arson-andexplosion-investigation-bachelors-degree>)

Bachelor of Science in Fire Protection Administration (For more details, see: <http://firescience.eku.edu/online-fire-administrationbachelor's-degree-program>)

Bachelor of Science in Fire Protection and Safety Engineering Technology (For more details, see: <http://firescience.eku.edu/online-fire-protection-and-safety-engineering-technology-bachelor's-degree-program>)

Bachelor of Business Administration General Business (For more details, see: <http://ekuonline.edu/business/bba/bachelorsbusiness-administration>)

Bachelor of Arts in General Studies (For more details, see: www.ekuonline.edu/eku-online-general-studies)

Bachelor of Science in Homeland Security (For more details, see: <https://hlsonline.edu/>)

Bachelor of Science in Nursing – RN to BSN (For more details, see: <http://onlinenursingprograms.eku.edu/rn-bsn-online-degreeprogram>)

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

Bachelor of Arts in Paralegal Science (For more details, see: www.paralegalonline.edu/eku-online-paralegal-science-ba)

Bachelor of Science in Police Studies (For more details, see: plsonline.edu)

Bachelor of Arts in Political Science (For more details, see: onlinepoliticalsciencedegree.eku.edu)

Bachelor of Science in Psychology (For more details, see: <http://psychonline.edu/>)

Bachelor of Business Administration Public Accounting Concentration (For more details, see: <http://ekuonline.edu/business/publicaccounting>)

Bachelor of Business Administration Risk Management and Insurance (For more details, see: <http://ekuonline.edu/business/risk-management-insurance>)

Bachelor of Social Work (For more details, see: ekuonline.edu/socialwork)

Bachelor of Science in Sport Management (For more details, see: <http://ekuonline.edu/sport/>)

Online Post-Baccalaureate Certificate Program

Post-Baccalaureate Certificate in Public Accounting (For more details, see: <http://ekuonline.edu/business/publicaccounting/public-accounting-post-baccalaureate-certificate>)

Post-Baccalaureate Certificate in Paralegal Studies (For more details, see: <http://paralegalonline.edu/eku-online-paralegalscience-certificate-post-baccalaureate>)

Online Masters Degree Programs

Master of Arts in Education, Elementary Education (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Education, Gifted Education (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Education, School Media Librarian P-12 (For more details, see: : (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Education, Instructional Leadership (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Education, Literacy P-12 (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Education, Middle Grades Education (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Education, Special Education — Deaf and Hard of Hearing (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Education, Special Education — Interdisciplinary Early Childhood Education (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Education, Special Education — Learning and Behavior Disorders (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Teaching, Elementary Education (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Teaching, Interdisciplinary Early Childhood Education (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Teaching, Middle Grades Education (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Arts in Teaching, Secondary Education (For more details, see: <http://educationdegreeonline.eku.edu/>)

Master of Fine Arts in Creative Writing (For more details, see: www.creativewriting.eku.edu)

Master of Public Administration (For more details, see: <http://onlinempadegree.eku.edu/>)

Master of Science in Industrial/Organizational Psychology (For more details, see: <http://psychonline.eku.edu/industrialorganizational-psychology-masters-degree>)

Master of Science in Justice, Policy and Leadership (For more details, see: <http://ekuonline.eku.edu/jpl/>)

Master of Science in Nursing, Pyschiatric Mental Health Nurse Practitioner. For more details, see: <http://onlinenursingprograms.eku.edu/master-science-nursing-psychiatric-mental-health>.

Master of Science in Nursing, Rural Health Family Nurse Practitioner. For more details, see: <http://onlinenursingprograms.eku.edu/master-science-nursing-rural-health-family-nursepractitioner-msn>)

Master of Science in Psychology, Applied Behavior Analysis

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

For more details on EKU's online graduate programs visit ekuonline.eku.edu/earn-masters-degree-online

Online Post Graduate Certificate Programs

Post-Graduate APRN Certificate-Family Nurse Practitioner

Post-Graduate APRN Certificate-Psychiatric Mental Health Nurse Practitioner

Departmental Post-Masters Nursing Administration Certificate

Departmental Post-Graduate APRN-Psychiatric Mental Health Nurse Practitioner-Family

Online Doctoral Degree Program

Doctor of Nursing Practice (Post-MSN DNP). For more details, see: <http://onlinenursingprograms.eku.edu/doctor-nursingpractice-post-msn-dnp>.

Occupational Therapy Doctorate (OTD). For more details see: <http://onlineoccupationaltherapyprograms.eku.edu>)

STATE AUTHORIZATION RECIPROCITY AGREEMENT (SARA)

Kentucky is a SARA state.

Effective January 30, 2017 Eastern Kentucky University is a State Authorization Reciprocity Agreement (SARA) member. For more information on NC-SARA you may visit <http://nc-sara.org/>. Under the terms of SARA, ECU is operating in all other member states, also known as host states under the terms of SARA.

For more information on the individual states please visit <http://ekuonline.eku.edu/state-authorization-status>.

NOTICE FOR PROGRAMS LEADING TO LICENSURE

EKU cannot confirm whether the course or program meets requirements for professional licensure in the student's state. The student is advised to contact their applicable licensings board(s) to determine whether the program meets requirements for licensure in the state where the student lives.

A full list of all applicable state board contact information can be found at: <http://ekuonline.eku.edu/state-authorization-status>

Complaint Resolution Processes

a. Complaints against an institution operating under SARA go first through the institution's own procedures for resolution of grievances.

b. Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state.

c. If a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA portal entity in the home state of the institution against which the complaint has been lodged. That entity shall notify the SARA portal entity for the state in which the student is located of receipt of that appealed complaint. The resolution of the complaint by the institution's home state

SARA portal entity, through its SARA complaint resolution process, will be final, except for complaints that fall under the provisions of (g), below.

d. While the final resolution of the complaint rests with the SARA portal entity in the home state of the institution against which the complaint has been lodged, the portal entity in the complainant's location state may assist as needed. The final disposition of a complaint resolved by the Home State shall be communicated to the portal entity in the state where the student lived at the time of the incident leading to the complaint, if known to the institution's Home State.

e. While final resolution of complaints (for purposes of adjudication of the complaint and enforcement of any resultant remedies or redress) resides in certain cases with institutions (complaints about grades or student conduct violations), or more generally with the relevant institution's home state SARA portal entity (all other complaints), the regional compact(s) administering SARA may consider a disputed complaint as a "case file" if concerns are raised against a participating state with regard to whether that state is abiding by SARA Policies and Standards.

The regional compact may review such complaints in determining whether a state under its purview is abiding by the SARA standards. Similarly, a complaint "case file" may also be reviewed by NC-SARA in considering whether a regional compact is ensuring that its member states are abiding by the SARA standards required for their participation in the agreement.

f. SARA portal entities shall report quarterly to NC-SARA the number and disposition of complaints that are not resolved at the institutional level. Such data will create transparency and can be used in determining whether a regional compact is ensuring that its SARA member states and those states' institutions are abiding by the standards required for participation in the agreement.

g. Nothing in SARA Policies and Standards precludes a state from using its laws of general application to pursue action against an institution that violates those laws.

4.6 Oversight of complaint investigation. Complaints handled under SARA must comply with procedures established in federal rules. Investigation of a SARA-related complaint against an institution requires that a state board, agency or entity outside the institution's immediate management be available to handle complaints that are not resolved within the institution. A system board responsible for more than one separately accredited institution may serve this role under SARA provisions. A board responsible for only one accredited institution, or which lacks enforcement authority over an institution, cannot serve as the SARA external oversight agency for such an institution. In such circumstances, the institution's home-state SARA portal entity may serve that function.

ALABAMA

TEACHER EDUCATION PROGRAMS: Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). See www.alsde.edu

NURSING: State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs or the graduates may not be eligible to take the licensure examination required by the Alabama Board of Nursing to enter the practice. See www.abn.alabama.gov

OREGON

Online students residing in Oregon are eligible for refunds pursuant OAR 583-030-0035(18) (c): After classes begin for a term, a student who withdraws from a course is eligible for a partial refund through the middle week of the term. Refunds shall be based on unused instructional time and shall be prorated on a weekly basis for schools using a semester, quarter or nontraditional calendar.

*Terms that are 17 weeks in length require a refund through week 9.
Terms that are 10 weeks in length require a refund through week 5
Terms that are 8 weeks in length require a refund through week 4.
Terms that are 5 weeks in length require a refund through week 3.
Terms that are 2 weeks in length require a refund through week 1.*

Partial refunds will occur through the middle week of any given term, and prorated on a weekly basis as stipulated above.

College of Business and Technology

Dr. Thomas L. Erekson, Dean
Business and Technology Center 214
(859) 622-8111

School of Applied Sciences and Technology

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

School of Business

Dr. Patricia Isaacs, Interim Associate Dean
Business & 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 Science degree in Applied Engineering and Technology Management offers concentrations in (1) Agriculture Operations and Management; (2) Applied Engineering and Technology Management; (3) Construction Management; and (4) Network Security Management.

The Master of Science degree in Career and Technical Education offers concentrations in (1) Agriculture Education; (2) Technical Education Administration; (3) Engineering/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 SCIENCES AND TECHNOLOGY

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

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

DEPARTMENT OF AGRICULTURE

Dr. William E. Davis, Interim 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 three degree concentrations: a Master of Science in Applied Engineering and

Technology Management, a Master of Arts in Education with an Agriculture Education concentration or a Master of Science in Career and Technical Education with an Agriculture Education concentration.

The Master of Arts in Education with a concentration 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 Applied Engineering and Technology Management with a concentration in Agriculture Operations and Management 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*.

The Master of Science in Career and Technical Education with a concentration 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

Dr. Dennis Field, Graduate Director/Advisor

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 (M.S.) Career and Technical Education

CIP Code: 13.1309

Dr. Michael Walach, 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 concentrations:

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 concentration, 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 program.

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 concentration, 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 concentration, 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 concentration 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 Concentration

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 Concentration

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 Concentration

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 Concentration

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 (M.S.) Applied Engineering and Technology Management

CIP Code: 15.1501

Dr. Dennis Field, Graduate Director/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, agriculture operations, 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, industry, or agriculture sectors 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 concentrations, 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 Agriculture Operations and Management concentration, applicants should possess an undergraduate degree in an agriculturally-related field and have an understanding of and experience in agricultural production practices.

For the Network Security Management (NSM) concentration, 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.

To be considered for admission, applicants must meet the general admission requirements of the Graduate School. Applicants who do not meet the GPA requirement for admission must submit official GRE scores to be considered for Probationary Admission. Expected target scores on the GRE for Probationary Admission are 144 on the Verbal and Quantitative sections.

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 the following areas:

Core Courses15 hours

AEM 801, 804, TEC 830, and six-credits of synthesis experience: AEM 820; AEM 821, 822 or 839.

Agriculture Operations and Management**Concentration.....9 hours**

AGR 720, 850, and three credit hours from the following with advisor approval: AGR 701, 709, 770, or 807.

Applied Engineering and Technology Management**Concentration 9 hours**

AEM 706, 802, and 805.

Construction Management Concentration9 hours

CON 827, 828, and 829.

Network Security Management Concentration9 hours

NSM 815, 845, and 895.

Supporting Courses6 hours

Courses for one concentration may serve as supporting courses for the other three concentrations. For example, AEM 706, 802, and 805 are valid supporting courses for the Construction Management concentration and the Network Security Management concentration. NSM 815, 845, and 895 are valid supporting courses for the Applied Engineering and Technology Management concentration and the Construction Management concentration.

Students may also select from ACC 820; AEM 730, or STA 785; CIS 850, 860, CON 824, 825, 826, CSC 720, 730, 738, 744, 747, 748, 815, 825, 834, 860, GBU 850, HLS 830, MGT 850, MKT 850, NSM 865, PSY 844, 870, 872, 873, 874, 875, 880, QMB 850, 854, SSE 827, STA 700, 701, TEC 860, 867, UNP 700, and other courses by advisement.

Exit Requirement

GRD 867c or 868b

Total Requirements..... 30 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.

CERTIFICATE IN CONSTRUCTION MANAGEMENT

The Certificate in Construction Management is designed to introduce individuals to graduate work in the construction management field. Requirements include a bachelor's degree from a college or university of recognized standing in Construction Management or Civil Engineering, or another discipline with three years verifiable construction management experience.

Individuals who intend to complete the Certificate in Construction Management must meet Graduate School requirements for admission as a non-degree-seeking student. Students pursuing the Certificate in Construction Management must earn a "B" or better in all courses comprising the Certificate.

Requirements.....12 hours

Select four from the following six courses. AEM 804, CON 825, 826, 827, 828, or 829

SCHOOL OF BUSINESS

**Dr. Trish Isaacs, Interim Associate Dean
Business and Technology Center 214
(859) 622-1590**

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
(M.B.A.)**

CIP Code: 52.0101

**Dr. Trish Isaacs, MBA Director
Business and Technology Center 214
www.mba.eku.edu
(859) 622-7701**

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 five 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.

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.

Professionalism — Challenging coursework and peer interactions provide opportunities for enhancing communication, leadership, team, and networking skills.

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.

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 designed for any manager at any level in any organization. It is intended to prepare students for responsible careers in business enterprises, governmental organizations, and nonprofit institutions. It is designed to provide the knowledge, skills and abilities demanded in today's business environment. 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.

Upon written petition, subject to approval by the Dean of the Graduate School and the Director 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 — The required elective for the MBA program can be an approved 800-level course or an approved 700-level course. 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) or at least 145 verbal and 147 quantitative on the Graduate Record Examination (GRE). The GMAT/GRE requirement can be waived for applicants who (1) earned a business degree from an AACSB-accredited institution, and (2) graduated with an overall GPA of 3.25 or higher.

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 grounding in ethical behavior are 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, 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. In addition to the requirements listed above, applicants must meet the English Language Proficiency requirement by submitting acceptable test scores on the TOEFL or IELTS examinations. 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 or IELTS scores are required for all international students without a recent undergraduate degree from countries where English is the official language.

In addition to all the requirements specified by the Graduate School, applicants must submit the following items:

1. Cover letter or personal statement detailing the specific reason(s) why you are pursuing your MBA at EKU
2. Résumé
3. Three recommendation forms

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.

M.B.A.

The MBA Experience consists of a Bootcamp, 15 courses, and four seminars. Bootcamp is required of all students entering the MBA Experience prior to the start of coursework. This will be a time to review/develop foundational knowledge needed to begin coursework as well as to build cohesiveness among the entering cohort. It replaces prerequisites that are part of many MBA programs.

The MBA Experience is designed to take four terms to complete. It provides an interdisciplinary curriculum leading to the development of knowledge, skills, and abilities demanded of MBA graduates. The MBA Experience has been designed in such a way that courses required for a competency to be gained are grouped together by term. This allows for the first three terms of the program to each offer a Certificate (nine credit hours) upon completion of the courses included in that term. With stackable certificates students have the option of completing a single certificate, multiple certificates, or the entire MBA degree.

MBA courses are designed to be eight weeks intensive (during fall and spring terms) and two credit hours.

Degree Requirements.....36 hours
MBA 800, Bootcamp..... 0 hours

Certificate 1: Foundations of Business Thought

MBA 811, Managerial Communication.....2 hours
MBA 812, Data, Decisions, and Business2 hours
MBA 813, The Showing Tell: Empathetic Interactive Communication.....2 hours
MBA 814, Big Data Analytics2 hours
MBA 815, Introduction to Design Thinking.....1 hour

Certificate 2: Technical Skills of Financial and People Management

MBA 821, Survey of Accounting for Managers2 hours
MBA 822, Leading and Managing Human Capital ..2 hours
MBA 823, Financial Management and Decision Making2 hours
MBA 824, Authentic Leadership and Design of the Employee Experience.....2 hours
MBA 825, Design Thinking Applications.....1 hour

Certificate 3: Transformation of Inputs to Outputs

MBA 831, Corporate Entrepreneurial Ventures.....2 hours
MBA 832, Dynamic Marketing Management2 hours
MBA 833, Supply Chain as a Driver of Organizational Effectiveness2 hours
MBA 834, Enterprise Risk Management.....2 hours
MBA 825, Design Thinking Applications.....1 hour

Completion of MBA Degree

MBA 841, Driving Strategic Impact: Mastering Managerial Tools in Top Management Process2 hours
MBA 842, Impact Capstone.....3 hours
MBA 825, Design Thinking Applications.....1 hour
MBA Approved Elective.....3 hours

IV. EXIT REQUIREMENTS

The Exit Requirements for the program are fulfilled through successful completion of MBA 842, Impact Capstone.

Departmental Certificates

Departmental Certificate in Foundations of Business Thought

The Certificate in Foundations of Business Thought is designed to provide individuals who have a bachelor's degree with essential business management skills, including written and oral communication, persuasion, business etiquette, quantitative thinking, data analytics, and design thinking.

Certificate Requirements.....9 hours
MBA 800, 811, 812, 813, 814, AND 815

Departmental Certificate in Technical Skills of Financial and People Management

The Certificate in Technical Skills of Financial and People Management is designed to build upon the MBA Certificate in Foundations of Business Thought with additional essential

business management skills, including using accounting information for decision making, managing human resources, financial management, organizational behavior, and design thinking.

Certificate Requirements.....9 hours
MBA 821, 822, 823, 824, AND 825

Departmental Certificate in Transformation of Inputs to Outputs

The Certificate in Transformation of Inputs to Outputs builds upon MBA Certificates in Foundations of Business thought and Technical Skills of Financial and People Management with additional business management skills, including entrepreneurial thinking, marketing management, supply chain and logistics, enterprise risk management, and design thinking.

Certificate Requirements.....9 hours
MBA 825, 831, 832, 833, AND 834.

**DEPARTMENT OF
ACCOUNTING, FINANCE, AND
INFORMATION SYSTEMS**

Dr. Oliver Feltus, Chair
Dr. Trish Isaacs, Associate 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.

**DEPARTMENT OF
MANAGEMENT, MARKETING,
AND INTERNATIONAL BUSINESS**

Dr. Mike Roberson, Interim Chair
Business and Technology Center 011
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(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.

College of Education

Dr. Sherry Powers, Dean
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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, the Student Personnel Services in Higher Education, and the 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, Counselor Education, and

Communication Disorders 75

Concentration 1: Leadership & Policy Studies

Concentration 2: Counselor Education & Supervision

Specialist in Education (EdS)

EdS in Educational Administration and Supervision

Dept. of Educ. Leadership, Counselor Education, and

Communication Disorders 74

Master of Arts (MA)

MA in Student Personnel Services in Higher Education

Dept. of Educ. Leadership, Counselor Education, and

Communication Disorders 74

MA in Clinical Mental Health Counseling

Dept. of Educ. Leadership, Counselor Education, and

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Master of Arts in Teaching (MAT)

MAT Elementary Education

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MAT Middle Grades 5-9

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MAT Secondary Education

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MAT P-12 Programs

Dept. of Curriculum & Instruction..... 69

MAT Interdisciplinary Early Childhood Education (IECE)

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Master of Education (MAEd)

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MAEd in Communication Disorders	Dept. of Special Education	72
MAEd in Gifted Education	Dept. of Curriculum & Instruction.....	64
MAEd in Instructional Leadership	Dept. of Educ. Leadership, Counselor Education, and Communication Disorders	73
MAEd in School Media Librarian	Dept. of Curriculum & Instruction.....	65
MAEd in Middle Grade Education	Dept. of Curriculum & Instruction.....	64
MAEd in Literacy	Dept. of Curriculum & Instruction.....	65
MAEd in Secondary Education	Dept. of Curriculum & Instruction.....	66
MAEd in School Counseling	Dept. of Educ. Leadership, Counselor Education, and Communication Disorders	77
67MAEd in Special Education	Dept. of Curriculum and Instruction.....	67

Rank Preparation Programs

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Rank I – Secondary Education and P-12	Dept. of Curriculum & Instruction.....	70
Rank I – Library Science	Dept. of Curriculum & Instruction.....	70
Rank I – School Counseling	Dept. of Educ. Leadership, Counselor Education, and Communication Disorders	76

Certification Preparation Programs

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Interdisciplinary Early Childhood Education Certification	Dept. of Curriculum and Instruction.....	70
Learning and Behavior Disorders	Dept. of Curriculum and Instruction.....	71
Moderate and Severe Disabilities Certification	Dept. of Curriculum and Instruction.....	71
Standard Guidance Certification	Dept. of Educ. Leadership, Counselor Education, and Communication Disorders	77
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Environmental Education (Grades P-12) Endorsement	Dept. of Curriculum & Instruction.....	64
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Secondary School Counselor seeking Elementary Education Counseling Endorsement	Dept. of Educ. Leadership, Counselor Education, and Communication Disorders	77
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PRAXIS Examination

Students must register for and take the PRAXIS exam which correlates to their degree program, per College of Education requirements. Refer to DegreeWorks for exam details. Effective Spring 2018, the PRAXIS exam must be taken prior to student teaching.

Master of Arts in Education (M.A.Ed.) and Master of Arts in Teaching (MAT) 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 Licensure and Certification. 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 Licensure and Certification.
4. At least 15 semester hours shall be taken at Eastern Kentucky University. The remaining 15-semester hours credit may be taken at ECU 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.

The Center for Preparation of Educational Professionals 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, school counselors, school psychologists, and pupil personnel directors). Questions may be directed to a College of Education certification officer at coecert@eku.edu or (859) 622-1829.

Planned programs for degree and non-degree teacher certification programs are received and maintained in the Licensure and Certification Office.

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. Ginni Fair, Chair

Dr. April Blakely, Graduate Coordinator

Dr. Michelle Grempp, Graduate Coordinator

Graduate Advisors:

Dr. Delinda Dent, Elementary Education

Dr. April Blakely, Gifted Education

Drs. Ralph Turner and Kwan Yi, Library Science

Dr. Eileen Shanahan, Literacy (P-12)

Dr. Cynthia Resor, Middle and Secondary

Education & Rank I

Dr. Dusty Embury, LBD

Dr. Michelle Grempp, SED

Dr. James Dantic, MAT

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, special 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 programs in agriculture, art, biology, business education, English, family and consumer science, mathematics: mathematics education, music, physical education, physical science: chemistry, earth science, or 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 (M.A.Ed.)

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial elementary, middle grades, or secondary/P-12/5-12 Kentucky teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.25 in the last 60 hours completed.

MASTER OF ARTS IN ELEMENTARY EDUCATION (MAED)

CIP Code: 13.1202

I. GENERAL INFORMATION

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.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial elementary

teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.25 in the last 60 hours completed.

III. PROGRAM REQUIREMENTS

Professional Education Core..... **11 hours**
EDF 804(2); EMS 850 or ETL 803; ETL 800, 805.

Supporting Coursework..... **12 hours**
ELE 871 and EME 843.....6 hours
EME 870 or EMS 846..... 3 hours
EMS 855 or 777.....3 hours

Subject Area Specialization.....**6 hours**
Courses selected to strengthen candidate's knowledge of subjects taught. Candidates are encouraged to discuss endorsement options with their advisor as well.

Exit Requirement..... **1 hour**
ETL 806 (1)*, GRD 878a

Minimum Program Total.....**30 hours**

*ETL 806 is repeatable for candidates not completing their Capstone Research Project in one semester. Candidates may register for ETL 806 only in the last semester of study and after successful completion of the prerequisite course, ETL 805.

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 806; successful completion of GRD 878a.

MASTER OF ARTS IN MIDDLE GRADES EDUCATION (M.A.Ed.)

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.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial middle grades teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.25 in the last 60 hours completed.

III. PROGRAM REQUIREMENTS

Professional Education Core **8 hours**
ETL 800, 805; EDF 804(2).

Middle Grades Program Supporting Coursework **6 hours**
EMG 806; EMS 850 or ETL 803.

Concentrations **15 - 24 hours**

1. Certification Area Specialization **15 hours**
Subject matter or education courses selected in consultation

with advisor to strengthen candidate's knowledge in area(s) of certification.

2. **English as a Second Language Endorsement/Certification Area Specialization (Grades P-12)..... 15 hours**
EME 751, EMS 775, EMS 776; EMS 777; plus 3 hours of subject matter or education courses selected in consultation with advisor to strengthen candidate's knowledge in area(s) of certification.
3. **Environmental Education Endorsement/Certification Area Specialization (Grades P-12)..... 15 hours**
BIO 790; EMS 761; BIO 700, EMS 765S, EMS 764S, or approved international service learning; EMS 763, 764S, or 765; plus 3 hours of subject matter or education courses selected in consultation with advisor to strengthen candidate's knowledge in area(s) of certification.
4. **Gifted Education Endorsement/Certification Area Specialization (Grades P-12)..... 15 hours**
EMS 855, 856, 857, 858; plus 3 hours of subject matter or education courses selected in consultation with advisor to strengthen candidate's knowledge in area(s) of certification.
5. **Instructional Computer Technology Endorsement/Certification Area Specialization (Grades P-12) 12 hours**
EDC 810, 811, 812, 813; plus 3 hours of subject matter or education courses selected in consultation with advisor to strengthen candidate's knowledge in area(s) of certification.
6. **Literacy Specialist Endorsement/Certification Area Specialization (Grades P-12)..... 15 hours**
ELE 871; EMS 873; EMS 875; EMS 876; EME 877.
7. **Teacher Leader Endorsement..... 15 hours**
ETL 801, ETL 803; plus 9 -12 hours of subject matter or education courses selected in consultation with advisor to strengthen candidate's knowledge in area(s) of certification.
8. **Teacher Leader with Dual Credit Content Preparation 21 hours**
ETL 801, ETL 803; plus 18 graduate hours chosen in consultation with education advisor and content specialist after transcript evaluation of prior coursework.
9. **Teacher Leader with Dual Credit Instructional Computer Technology Teaching Preparation 21 hours**
ETL 801, ETL 803, EDC 810, 811, 812, 813, CIS 850, and INF 710 or LIB 801.

Exit Requirement..... 1 hour
ETL 806 (1)*, GRD 878c

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.
- ETL 806*: Research Requirement: An action research project which culminates in a technology enhanced presentation is required.
- GRD 878c

Minimum Hours to Complete Degree 30 hours

*ETL 806 is repeatable for candidates not completing their Capstone Research Project in one semester. Candidates may register for ETL 806 only in the last semester of study and after successful completion of the prerequisite course, ETL 805.

MASTER OF ARTS IN GIFTED EDUCATION (M.A.Ed.)

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. Completion of this program may lead to a Gifted/Talented P-12 endorsement. Candidates must pass appropriate PRAXIS II exam to earn the Gifted Endorsement.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial elementary, middle grades, or secondary/P-12/5-12 teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.25 in the last 60 hours completed.

III. PROGRAM REQUIREMENTS

Professional Core11 hours

ETL 800 and ETL 8056 hours
EMS 850 or ETL 803.....3 hours
EDF 8042 hours

Program Specific Coursework18 hours

EMS 855, 856, 857, and 858.....12 hours
ELE 871 or EMG 8063 hours
Course selected, with advisor approval, to include STEAM content and/or pedagogy3 hours

Exit Requirement.....1 hour

ETL 806(1)*, GRD878c

Minimum Program Total.....30 hours

*ETL 806 is repeatable for candidates not completing their Capstone Research Project in one semester. Candidates may register for ETL 806 only in the last semester of study and after successful completion of the prerequisite course, ETL 805.

Candidates may apply for the Gifted Education (P-12) certification (endorsement) after completing EMS 855, 856, 857, and 858.

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 Gifted 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 806; successful completion of GRD 878c.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)**Literacy P-12***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 literacy specialists, instructional leaders, teacher mentors, literacy coaches, and/or instructional facilitators. Candidates must pass appropriate PRAXIS II exam to earn the Literacy Endorsement.

Candidates will be eligible to apply for the Literacy (P-12) 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 elementary, middle, or secondary/P-12/5-12 education. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.25 in the last 60 hours completed.

III. PROGRAM REQUIREMENTS

Professional Education Core	9 hours
ETL 800 and 805.....	7 hours
EDF 804(2).....	2 hours
Supporting Coursework	6 hours
ELE 871.....	3 hours
EMG 806.....	3 hours
Program Specific Coursework	15 hours
EMG 807 or ENG 805 or EME 852.....	3 hours
EMS 873.....	3 hours
EMS 875.....	3 hours
EMS 876.....	3 hours
EME 877.....	3 hours
Exit Requirement	1 hour
ETL 806(1)*, GRD 878g	
Minimum Program Total	30 hours

*ETL 806 is repeatable for candidates not completing their Capstone Research Project in one semester. Candidates may register for ETL 806 only in the last semester of study and after successful completion of the prerequisite course, ETL 805.

Candidates may apply for the Literacy Specialist (P-12) certification (endorsement) after completing EMS 873; EMS 875; EMS 876; EME 877; and either ELE 871 or EMG 806. 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 the Literacy P-12 degree:

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 ETL 806; successful completion of GRD 878g is also required.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)**School Media Librarian***CIP Code: 13.1334*

(Programs Available Online)

I. GENERAL INFORMATION

The Master of Arts in Education School Media Librarian program prepares professionals for work in P-12 schools as School Media Librarians.

II. ADMISSION REQUIREMENTS**Admission to the Graduate School:**

- A bachelor's or master's degree with a cumulative grade point average of 2.75 on a 4.0 scale; or a grade point average of 3.0 on a 4.0 scale on the last 30 hours of credit completed, including undergraduate and graduate coursework.
- (i) Verbal Reasoning 150; b.(ii) Quantitative Reasoning 143; and (iii) Analytical Writing - 4.0.
 - May be exempt from exam if cumulative undergraduate GPA is 3.0 or higher; OR undergraduate GPA of 3.25 or higher in last 60 hours.

Admission to the Program:

- **Additional Certification:**
 - Provisional –Teaching Certificate in IECE, P-5, 5-9, or 8-12 for classroom teachers is required prior to enrollment.

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.

• Candidates Seeking Option 6 Alternative Route:

- Successfully complete the Praxis Core Academic Skills for Educators (CASE): Reading (156), Writing (162), Mathematics (150) exams OR Graduate Record Exam: Verbal Reasoning (150), Quantitative Reasoning (143), and Analytical Writing (4.0). Scores are good for five (5) years from the test date.
- In addition to meeting the above admission criteria, Option 6 candidates must provide a letter from their district indicating that they have been hired or will be hired pending processing of the TCTP. A mentoring plan will be developed once the candidate has been admitted and receipt of employment letter. Mentoring plan requires 10 hours of direct observation from a University Mentor and participation from the candidate's district through a district assigned mentor who will complete 5 hours of direct observation and support. Mentoring Plan is verified by candidate, University Mentor and District Mentor.

III. PROGRAM REQUIREMENTS**School Media Librarian (P-12) Core.....18 hours**

LIB 800, 801; LIB 802, 805; LIB 821, *EPY 869.

***Candidates selecting a teacher leader endorsement option**

will replace EPY 869 with ETL 805.

Program Specific Coursework – Concentrations:

Additional Certification Concentration – (Online).. 15 hours

ELE 871 or EMG 806; ETL 803, LIB 831, 841, and 870.

Endorsement Concentration – (Some are Online)..... 15-18 hours

LIB 870, Endorsement.

Candidates may select an approved EPSB licensure endorsement to fulfill the endorsement concentration. Refer to the Endorsement list at the beginning section for the College of Education. Access endorsement course requirements at the respective department website.

Exit Requirement.....0 hours

Portfolio Review: GRD 878y

Total Program Hours..... 33-36 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for School Media Librarian:

- o Program GPA: Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.
- o Signature Assessments: Candidates will have opportunities to demonstrate professional growth through signature assessments covering major program components.
- o A professional portfolio review and presentation (GRD 878y).
- o Initial Certification Concentration: Successful completion of The Professional Semester for the initial certification concentration.
- o Option 6 Route: Submission of completed, verified Mentoring Plan.

MASTER OF ARTS IN SECONDARY EDUCATION

(M.A.Ed.)

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.

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 3.25 in the last 60 hours completed.

III. PROGRAM REQUIREMENTS

Professional Education Core..... 8 hours

EDF 8042 hours

ETL 800 and 805..... 6 hours

Secondary Program Supporting Coursework..... 6 hours

EMG 806.....3 hours

EMS 850 or ETL 803.....3 hours

Concentration Area (see choices below)..... 15-21 hours

Exit Requirement..... 1 hour

ETL 806 (1)*, GRD 878i

Minimum Program Total 30-36 hours

Concentration Areas:

1. Certification Area Specialization 15 hours

Subject matter or education coursework selected in consultation with advisor: courses selected to strengthen candidate's knowledge in area(s) of certification.

Endorsement with Certification Area Specialization... 15 hours

Subject matter or education courses selected in consultation with advisor to strengthen candidate's knowledge in area(s) of certification 3-12 hours

One of the following endorsements:

2. English as a Second Language (Grades P-12)

Endorsement..... 12 hours

EME 751, EMS 775, EMS 776; EMS 777

3. Environmental Education (Grades P-12)

Endorsement..... 12 hours

BIO 790; EMS 761; BIO 700, EMS 765S, EMS 764S, or approved international service learning; EMS 763, 764S, or 765S

4. Gifted Education (Grades P-12) Endorsement 12 hours

EMS 855, 856, 857, 858

5. Instructional Computer Technology (Grades P-12)

Endorsement..... 12 hours

EDC 810, 811, 812, 813

6. Literacy Specialist (Grades P-12) Endorsement.. 15 hours

ELE 871; EMS 873, EMS 875; EMS 876; and EME 877

7. Teacher Leader Endorsement3-6 hours

ETL 801, ETL 803

C. Teacher Leader with Preparation to teach dual credit.....

..... 21-24 hours

ETL 801, ETL 803.....3-6 hours

Subject Area Concentration.....18 hours

8. Teacher Leader with Preparation to Teach Dual Credit

Music

ETL 801, ETL 803, MUS 755, 756, 872, 878, 887, and one advisor approved elective (3)

9. Teacher Leader with Preparation to Teach Instructional Computer Technology

ETL 801, ETL 803, EDC 810, 811, 812, 813, CIS 850, and INF 710 or LIB 801

10. Teacher Leader with Preparation to Teach Dual Credit - Other Subject Area concentrations

ETL 801, ETL 803, and other subjects chosen in consultation with education advisor and content specialist after transcript evaluation of prior coursework

*ETL 806 is repeatable for candidates not completing their Capstone Research Project in one semester. Candidates may register for ETL 806 only in the last semester of study and after successful completion of the prerequisite course, ETL 805.

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 ETL 806; GRD 878i is also required.

SPECIAL EDUCATION**Dr. Michelle Gremp, Graduate Coordinator**www.coe-specialed.eku.edu
Wallace 245, (859) 622-4442

The Department of Curriculum and Instruction also 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 Response to Intervention, 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 (M.A.Ed.)**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, Deaf and Hard of Hearing, or Interdisciplinary Early Childhood Education.

II. ADMISSION REQUIREMENTS

Graduate School Admissions:

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.

Program Admissions:

MAEd Option A: Advanced Study

- Response to Intervention: Valid teaching certificate
- Interdisciplinary Early Childhood Education Teaching: Valid teaching certificate in IECE
- Interdisciplinary Early Childhood Education Non-teaching: Prerequisites for entering the IECE non teaching 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

826; SED 260, CDS 360 or SED 825; SED 837; SED 352, 372 or 812; SED 808; SED 375 or 574/774 or documented successful work experience with pre-school children with disabilities approved by the academic advisor.

MAEd Option B: Adding Certification

- 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 or ELE 820; MAT 201 and 202 or ELE 822.
- 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, SED 826; SED 260 OR 825 OR CDS 360; and ASL 101 and 102.
- Interdisciplinary Early Childhood Education (IECE) Prerequisites: KY Provisional Teaching Certificate in P-5, 5-9 or Secondary for Classroom Teachers

III. PROGRAM REQUIREMENTS

A. Curriculum for students pursuing advanced special education study:

Required for all concentrations in Option A 15 hours
ETL 800, 801, 803, 805, 806(1) and EDF 804(2).

Advanced Study Areas:

- Response to Intervention..... 15 hours
SED 837, 813, 815, 820, and 822
- Interdisciplinary Early Childhood Education (IECE) (available as either teaching or non-teaching)
 - Teaching..... 15 hours
SED 801, 802, 805, 810, and one elective as approved by advisor
 - Non-teaching..... 15 hours
SED 801, 802, 805, 810, and elective as approved by advisor

Comprehensive Written Exam: GRD 877m 0 hours
Total Requirements..... 30 hours

B. Curriculum for students pursuing additional certification:
Required for all concentrations:

ETL 800, 805, 806 (1) and EDF 804 (2).....9 hours

Additional Certification Areas:**1. Learning and Behavior Disorders (LBD).....24 hours**

SED 812, 817, 825, 826, 837, 845, 856, 897

2. Deaf and Hard of Hearing (DHH).....30 hours

SED 710, 738, 780, 781, 808, 825, 830, 897; ASL 101 and 102.

3. Interdisciplinary Early Childhood Education (IECE)22 hours

SED 808, 811, 825, 837, SED 897; CDF 741; OTS 715

Total Requirements..... 31-39 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 806).

Comprehensive Examinations: Candidate enrolled in Option A programs must pass written comprehensive examination GRD 877m.

Graduate Practicum Requirement: For candidates in the MAED with Teacher Leader and Additional Certification (Option B), 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.

**ALTERNATIVE ROUTES TO INITIAL CERTIFICATION
MASTER OF ARTS IN TEACHING (M.A.T.)
in Teacher Education
CIP Code: 13.1206**

I. GENERAL INFORMATION

The Master of Arts in Teaching program is designed to allow degree candidates who have already completed an appropriate undergraduate major (determined by transcript review) to complete certification requirements while completing a master's degree.

II. ADMISSION REQUIREMENTS

Candidates seeking admission to the program must **meet all admission requirements for the Graduate School including:**

- A bachelor's or master's degree with a cumulative grade point average of 2.75 on a 4.0 scale OR a grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework. (EPSB regulation 16 KAR 5:020 requires a grade point average of 3.0 on a 4.0 scale in the last thirty (30) hours of credit completed, including undergraduate and graduate coursework.)

Admission to the Program:

- Must successfully complete the Praxis Core Academic Skills for Educators (CASE): Reading (156), Writing (162), Mathematics (150) exams OR Graduate Record Exam: Verbal Reasoning (150), Quantitative Reasoning (143), and Analytical Writing (4.0). Scores are good for five (5) years from the test date. Students who do not have a cumulative undergraduate GPA of 3.0 or 3.25 in the last 60 hours must complete the GRE to meet the Graduate School Entrance Exam requirement.
- Must successfully complete the Praxis II content exam in the desired certification area with the exception of IECE, elementary, and music concentrations. For middle grades concentration, must successfully complete one of two required Praxis II content exams.
- A professional resume
- An autobiography documenting relevant life/work/educational experience
- Three letters of reference
- Demonstrate communication, creativity, critical thinking, and collaboration in two writing assignments given by the School.
- An interview with the MAT Admission Committee
- Professional Code of Ethics, Character Fitness Declaration, and Professional Dispositions
 - Candidates must review the Professional Code of Ethics for Kentucky School Certified Personnel established in 16 KAR 1:020 and sign a COE Professional Code of Ethics for Kentucky Declaration form.

- Candidates must review the character and fitness questionnaire contained in Section III of the TC-1 (CA-1 Spring 2015) incorporated by reference in 16 KAR 2:010 and sign a COE Professional Character and Fitness Declaration form.
- ECU College of Education requires a state criminal history background check approved by the College of Education as a condition of admission. Under certain circumstances, a national criminal history background check may be required as a condition of admission.
- Candidates must demonstrate understanding of professional dispositions expected of professional educators.
NOTE: Based upon applicant disclosure, an interview by the Professional Education Admission Committee may be required.

• Candidates Seeking Option 6 Alternative Route:

- Candidates with clear admission to a traditional route MAT program may pursue an Option 6 route (Temporary Provisional Certification) with an offer of employment from a school district. Candidates seeking employment will be provided a 90 day eligibility letter to support their application for employment. The school district will initiate a CA-TP application as their intent to hire the candidate. A mentoring plan will be deployed that outlines responsibilities for direct observations from a university mentor with participation from a district assigned mentor.
- To seek and maintain a temporary provisional certification, candidates must be in good academic standing at the university and have concurrent enrollment each semester in the MAT program for the duration of the Option 6 placement. All program requirements and assessments must be completed during the initial and first renewal of the licensure prior to enrollment in practicum and the capstone course which will be completed during the KTIP year, the second renewal. Degree completion is recommended upon successful completion of KTIP and all program requirements.
- To begin the Option 6 route professional education admission process or to request a 90 day eligibility letter, please email the CPEP Office of Licensure and Certification at certification_alternative_routes@EKU.EDU or visit the Alternative Certification Specialist in Bert Combs, Room 425.

III. PROGRAM REQUIREMENTS

Professional Education Core.....22 hours

CED 810(.5), 820 (.5), 830 (1), 840 (1), and 897; EGC 820; EGC 830 (or SED 707 for IECE majors only); and EGC 847(1); EMS 810, EMS 874, and SED 800.

Program Specific Coursework – Concentrations:

1. Interdisciplinary Early Childhood Education..19 hours
ELE 719, SED 718, 722, 790, 811(4), and OTS 715.

2. Elementary Education P-5 Teaching..... 22 hours
ELE 820, 821, 822, 823, 824, 825, 826(2), and 827(2).

3. Middle Grades 5-9 Teaching9 hours
EGC 835; 6 hours of content with advisor approval.

4. Agriculture (Grades 5-12) 9 hours
ESE 752; 6 hours of content with advisor approval

5. Art (P-12) 9 hours
ESE 740; 6 hours of content with advisor approval

6. Biological science (8-12)..... 9 hours
ESE 761; 6 hours of content with advisor approval

7. Business and Marketing* (5-12) 9 hours
ESE 773; 6 hours of content with advisor approval

8. Chemistry (8-12)	9 hours
ESE 761; 6 hours of content with advisor approval	
9. Earth Science (8-12)	9 hours
ESE 761; 6 hours of content with advisor approval	
10. Engineering & Technology Education (5-12)	9 hours
ESE 752; 6 hours of content with advisor approval	
11. English (8-12)	9 hours
ESE 743; 6 hours of content with advisor approval	
12. Family and Consumer Sciences (5-12)	9 hours
ESE 753; 6 hours of content with advisor approval	
13. French (P-12)	9 hours
ESE 743; 6 hours of content with advisor approval	
14. Health Education (P-12)	9 hours
ESE 787; 6 hours of content with advisor approval	
15. Mathematics (8-12)	9 hours
ESE 750; 6 hours of content with advisor approval	
16. Music (P-12)	9 hours
ESE 779; 6 hours of content with advisor approval	
17. Physical Education (P-12)	9 hours
ESE 766; 6 hours of content with advisor approval	
18. Physical Education & Health Dual Certification (P-12)	9 hours
ESE 766; 6 hours of content with advisor approval	
19. Physics (8-12)	9 hours
ESE 761; 6 hours of content with advisor approval	
20. Social Science (8-12)	9 hours
ESE 749; 6 hours of content with advisor approval	
21. Spanish (P-12)	9 hours
ESE 743; 6 hours of content with advisor approval	
22. Theatre (P-12)	9 hours
ESE 743; 6 hours of content with advisor approval	
Exit Requirement	3 hours
Successful completion of ETL 806 (Capstone Action Research course)	
Total Program Hours	34 -47 hours
The selected concentration subject is that in which the candidate will then request certification by the Education Professional Standards Board	

IV. EXIT REQUIREMENTS

The following are the exit requirements for Master of Arts in Teaching:

- Program GPA: Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.
- Key Assessments: Candidates will have opportunities to demonstrate professional growth through key assessments covering major program components.
- A professional portfolio review by the candidate's advisor
- Oral presentation of Action Research in ETL 806.
- Initial Certification Concentration: Successful completion of The Practicum Semester for the initial certification concentration.

Option 6 Route: Submission of completed, verified Mentoring Plan.

V. LICENSURE

Candidates seeking licensure in Kentucky must complete the appropriate PRAXIS content exam(s) and Praxis II Principles of Learning and Teaching exam.

PRAXIS DISCLAIMER: Kentucky educator certification requirements are subject to change. Before registering for the

test(s), please check the Education Professional Standards Board website at www.epsb.ky.gov for current test requirements and current cut scores. You may also contact the Division of Professional Learning and Assessment at (502) 564-5778.

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 Education	6 hours
(As approved for Rank I Programs) Candidates who have not previously completed a graduate reading methods course must take	
ELE 871, EMG 806, or ESE 884.	
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.

ENDORSEMENTS PREPARATION PROGRAMS

These are programs of study which do not lead to a degree or to an EKU awarded recognition but instead prepare the candidate, upon recommendation from EKU, for professional endorsement by the Commonwealth of Kentucky Education Professional Standards Board. In some cases, the endorsement may be earned as part of a degree program.

For information on the following endorsement programs, go to the

Curriculum and Instruction website at www.education.eku.edu/curriculum/.

Endorsement Area Required Hours and Courses:

Math Specialist Endorsement (Grades P-5).....	15 hours
EME 843, 866, 874, 818, 878	
English as a Second Language (Grades P-12).....	12 hours
EME 751, EMS 775, EMS 776; EMS 777	
Environmental Education (Grades P-12).....	12 hours
BIO 790; EMS 761; BIO 700, EMS 765S, EMS 764S, or approved international service learning; EMS 763, 764S, or 765S.	
Gifted Education (Grades P-12).....	12 hours
EMS 855, 856, 857, 858	
Instructional Computer Technology (Grades P-12).....	12 hours
EDC 810, 811, 812, 813	
Literacy Specialist (Grades P-12).....	12 hours
ELE 871 or EMG 806; EMS 873, 875, 876; EME 877	
Teacher Leader.....	13 hours
ETL 800, 801, 803, 805, and 806(1)	

CERTIFICATION 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 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 under graduate 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 Courses12 hours
ELE 445 or EMG 445; ELE 446 or EMG 447 or EMG 806; ELE 820. MAT 201, 202 or ELE 822.

Required Courses33 hours
ASL 101, SED 710, 738, 745, 780, 781, 808, 825, 826, 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 specialty must be passed.

Interdisciplinary Early Childhood Education Certification (IECE)

The prerequisites are an undergraduate degree in early childhood or related field and a Kentucky Teaching Certificate or meet all requirements for admission to professional education.

Program Requirements31 hours
Core requirements25 hours
CDF 741; SED 808, 825, 821, 826, 837, 811(4) and 897 (3).
Supporting Courses6 hours
OTS 715, and SED 827.

Course Requirements for Admission to Professional Education TBD hours

Based upon individual transcript analysis.

Candidates entering the Graduate Certification Program in IECE without a prior Kentucky teaching certification must contact the College of Education Office of Licensure and Certification at 859-622-6852 for additional requirements.

Note: A Master's Degree is required for completion of Rank II.

Learning and Behavior Disorders Certification

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 Courses12 hours
ELE 445 or EMG 445; ELE 446 or ELE 820; EMG 447 or EMG 806; MAE 201, 202 or ELE 822.
Required Courses24-27 hours
SED 774*. 812, 817, 825, 826, 837, 845, 356 or 856, 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 students 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 Courses6 hours
ELE 445 or EMG 445; ELE 446 or EMG 447 or EMG 806; ELE 820. MAE 201, 202 or ELE 822.
Required Courses30-33 hours
SED 774*, 819, 821, 823, 825, 826, 837, 845, 897, OTS 715 or SED 808.
*SED 774 can be waived with one year of successful teaching of students with MSD.

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.

To be recommended for principal certification all candidates must meet the requirements for admission to professional education, complete the approved leadership curriculum, and pass the required Kentucky Instructional Leadership Principal exams. Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website at www.epsb.ky.gov for current test requirements and current cut scores. You may also contact the Division of Professional Learning and Assessment at (502) 564-5778.

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

*Equivalent courses at the undergraduate or graduate level:

An introductory course on disabilities, a Mild to Moderate special education methods course, a course in Applied Behavior Analysis, and SED 886.

Required Courses.....15 hours

SED 810, 814, 816 (six hours), EAD 849.

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 849, 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.

DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELOR EDUCATION, AND COMMUNICATION DISORDERS

Dr. A. William Place, Chair

www.education.eku.edu

Combs 406, (859) 622-1125

To teach, to learn, to help others teach and learn.

The Department of Educational Leadership, Counselor Education, and Communication Disorders offers degree and non-degree graduate programs. The Department offers a doctoral degree (Ed.D.) in Counselor Education and Supervision and a Master's Degree in Clinical Mental Health Counseling, Instructional Leadership, School Counseling, Student Personnel Services in Higher Education, and an Educational Specialist Degree in Educational Administration and Supervision. Certification programs include the Principalship, Supervisor, Superintendent, and Pupil Personnel Services. Through completion of the degree or certification programs, students may earn a change in their rank status.

The Department of Educational Leadership, Counselor Education, and Communication Disorders offers undergraduate coursework in Human Services (HSR courses).

The Counselor Education program offers graduate programs in school counseling and clinical mental health counseling. This program also provides graduate instruction in the common core areas required of many Master's degree programs in education and related fields, such as human development and learning, tests and measurement, and research. More complete information concerning the counseling programs can be reviewed by accessing the department website at www.counseling.eku.edu.

The Communication Disorders program offers a graduate program in communication disorders. 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. More complete information concerning the graduate program can be reviewed by accessing the Program website at www.cd.eku.edu.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)**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 and 5:040) must be met/followed.

II. ADMISSION REQUIREMENTS**Admission to the Graduate School:**

- Admission to the Graduate School
- A bachelor's or master's degree with a cumulative grade point average of 2.75 on a 4.0 scale; or a grade point average of 3.0 on a 4.0 scale on the last 30 hours of credit completed, including undergraduate and graduate coursework.

Admission to the Program:

To be eligible for consideration for admission into the MAEd. Program in Communication Disorders, applicants must have

1. A bachelor's degree in Communication Disorders with a minimum undergraduate GPA of 3.0 overall on the sent transcript which includes the fall semester prior to the application deadline of Feb. 15,
 2. documentation of 25 clinical observation by August 1 of the application year hours as required by the American Speech-Language-Hearing Association for national certification, and
 3. **either:**
 - a. 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,**
- b. A minimum overall GRE score of 285 plus passing scores for Core Academic Skills for Educators (CASE) test. Please check the Kentucky Education Professional Standards Board website for information concerning the required passing scores.
4. Applicants must have three references who complete a recommendation form describing their potential success at the graduate level of study. These recommendations are completed through the online application process.
 5. 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. The essay should be submitted in the online application to 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/apply>. Submit the completed application for admission with all required documents (application form, official transcripts, three recommendation forms, 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 seek Admission to Professional Education. The following are part of that process:

Professional Code of Ethics, Character Fitness Declaration, and Professional Dispositions

- Candidates must review the Professional Code of Ethics for Kentucky School Certified Personnel established in 16 KAR 1:020 and sign a COE Professional Code of Ethics for Kentucky Declaration form.
 - Candidates must review the character and fitness questionnaire contained in Section III of the TC-1 incorporated by reference in 16 KAR 2:010 and sign a COE Professional Character and Fitness Declaration form.
- EKU College of Education requires a state criminal history background check as a condition of admission. Under certain circumstances, a national criminal history background check may be required as a condition of admission.
- Candidates must demonstrate understanding of professional dispositions expected of professional educators. Candidates must review and sign a COE Professional Dispositions Declaration form.

NOTE: Based on your disclosure on any of these forms, 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 two "Cs", or one "D", or one "F" in courses taken after admission, will be dismissed from the program.

Communication Disorders Core.....39 hours
CDS 720, 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 870 and 898 or 897.

Professional Semester II6 hours
CDS 897 or 898 and approved elective if needed.

Exit Requirement0 hours
GRD 877n or 878w

Minimum Program Total.....63 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for the MAEd in Communication Disorders:

- Program GPA: Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.
- Signature Assessments: Candidates will have opportunities to demonstrate professional growth through signature assessments covering major program components.
- 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).
- Initial Certification Concentration: Successful completion of The Professional Semester for the initial certification concentration.

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.

V. LICENSURE

Candidates seeking licensure in Kentucky must complete the appropriate PRAXIS exams.

PRAXIS DISCLAIMER: Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website at www.epsb.ky.gov for current test requirements and current cut scores. You may also contact the Division of Professional Learning and Assessment at (502) 564-5778.

**MASTER OF ARTS IN EDUCATION (M.A.Ed.)
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. 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. 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 3.25 in the last 60 hours

completed and a Verbal score of 150, a Quantitative score of 143, an Analytical Writing score of 4.0 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

Curriculum Requirements

Teacher Leader Core 12 hours
ETL 800, 801, 803, 805.

Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of these 15 hours.

Teacher Leadership for Student Learning15 hours
EAD 811, 8126 hours
EME 866, EME 843, or EMS 878 (Course selection with advisor approval).....3 hours
ELE 871, EMG 806, or ESE 884 (Course selection with advisor approval).3 hours
SED 775, 800, or 810 (Course selection with advisor approval)
..3 hours

Exit Requirement3 hours
ETL 806

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, ETL 806.

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 Instruction15 hours
EAD 849, 851, 856, 859, and EMS 850.
(Level I principal courses required.)

The **Director of Pupil Personnel** 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 I principal certification, and three years of teaching experience.

Director of Pupil Personnel Services15 hours
EAD 808, 821, 849, 851 and 856.
(Level I 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 (M.A.)
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 3.25 or higher in their last 60 hours of undergraduate work and/or an earned master's degree are exempt from the GRE/MAT requirement.

Core33 hours
 EAD 803, 816, 844, 845, 860, 861, 862, 863; EPY 839, 869;
 POL 847.

Electives.....3 hours
 To be selected with advisor approval.

Exit Requirement.....0 hours
 GRD877k or 878t

Total Program Requirements.....36 hours

SPECIALIST IN EDUCATION (Ed.S.)
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 that 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 written statement of support from a district representative.
3. Provision of a written statement indicating ability to improve student achievement, to lead, and to possess advanced knowledge of curriculum, instruction, and assessment.
4. Completion of an interview and assessment process.

III. PROGRAM REQUIREMENTS

Core*21 hours
 EAD 827, 828, 851, 852, 853, 856, and SSE 870.

Electives_6 hours
 Choose 2 elective courses (6 hours) from the following:
 EAD 807, 808, 821, 849, 857, 858, 859, 896, or EMS 850

IV. EXIT REQUIREMENT

EAD 8543 hours
Capstone Project – Candidates must successfully complete and defend a field-based project.

Total Program Requirements.....30 hours

***CERTIFICATION REQUIREMENTS:**

To be recommended for principal certification all candidates must meet the requirements for admission to professional education, complete the approved leadership curriculum, and pass the required Kentucky Instructional Leadership Principal exams. Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website at www.epsb.ky.gov for current test requirements and current cut scores. You may also contact the Division of Professional Learning and Assessment at (502) 564-5778.

Level I certification requires completion of the core and SSE 870, and Level II requires the completion of Level I requirements and EAD 857 and EAD 858.

DOCTOR OF EDUCATION (Ed.D.)

CIP Code: 13.0401

I. GENERAL INFORMATION

The Doctor of Education (Ed.D.) includes a common core of coursework and two areas of concentration including (1) Leadership and Policy Studies and (2) Counselor Education and Supervision. Students in either concentration complete common core coursework that provides foundational training in three areas including research, leadership, and social justice advocacy. Basic general information about each concentration appears below.

CONCENTRATION 1: Leadership and Policy Studies.

P-12 and Postsecondary Leaders are charged to direct broad educational programs that increase excellence and equity as measured by outcomes. Educational entities and organizations need professionals who use current knowledge and possess strong leadership skills to design and administer programs that can improve teaching and learning. 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 in this concentration at Eastern Kentucky University will play a significant role in developing such leaders. Participation in this doctoral program will lead to enhanced practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental 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. Doctoral faculty will serve as mentors.

CONCENTRATION 2: Counselor Education and Supervision. Counselor Education and Supervision is a unique area of training that provides doctoral level educational and

experiential preparation for advanced clinical practitioners; clinical supervisors; mental health agency administrators and school counseling administrators; as well as counselor educators. The need for trained professionals in these areas is expected to grow faster than the national average. Attaining success in these fields will be related to obtaining an educational background in Counselor Education and Supervision that is based on the best standards of practice as set forth by the Council for Accreditation of Counseling and Related Programs or CACREP. The Doctor of Education (Ed.D.) with a concentration in Counselor Education and Supervision at Eastern Kentucky University has been designed to align with these standards which stipulate training in five specific areas including Counseling; Supervision; Teaching Research and Scholarship; and Leadership and Advocacy. Each student and his or her advisor will create a specialized 600-hour internship designed to meet the student's interests and future career path. Students will receive individual attention and mentoring to help them make the most of their doctoral training experience.

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 applications are due by March 1 for admission in the following fall semester. Applications received after March 1 may be considered for Spring admission pending availability of openings in the programs.

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. Students applying for the concentration in Counselor Education and Supervision must have a 60 hour master's degree from a CACREP accredited program or its equivalent.
2. Must have professional experience (preference will be given to those with leadership, school counseling, or clinical mental health counseling experience)

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 applicant's success in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting the minimal criteria.

A completed application packet will include:

1. Completed graduate school and concentration applications
2. Transcripts of all undergraduate and graduate work
3. Resumé of professional experience
4. Score reports from the Graduate Record Examination (GRE) or Miller Analogies Test if the graduate GPA is less than 3.5
5. At least three letters of recommendation—including at least one each from a peer, a supervisor, and a college/university faculty member.

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed. Note: If selected for an admission interview, applicants will be asked to complete a writing sample. A dispositions evaluation (an assessment of attitudes and behaviors practiced in the areas

of personal responsibility, ethics, emotional management, communication, and work ethic) of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol.

Students will be required to complete a criminal background check during their first semester, but may complete coursework on a provisional status pending completion of the criminal background check.

III. PROGRAM REQUIREMENTS

Candidates in both concentrations complete the following core coursework. Thereafter, each candidate's program of study will be individually planned within the following curriculum framework as defined by the concentration area:

DOCTOR OF EDUCATION (Ed.D.)

Ed.D. Core *30 hours minimum
 EDD 901, 902, 903, 904, 905, 90618 hours
 EDD 999 (Dissertation).....12 hours minimum
 Additional dissertation hours may be required.
 No other course may be substituted for a core course.

Concentration 1: Leadership and Policy Studies.....30 hours
Discipline Specific Concentration.....18 hours
 EDL 940, 941, 942, 943, 944, 945

Electives * 12 hours
 Select from EDL 950, 951, 952, 953, 954, or 955

***Candidates adding Superintendent licensure will take the following discipline specific and elective courses:** EAD 839 (instead of EDL 940), 849, 859, and 879 (instead of EDL 943), and six hours from the electives list.

Exit Requirements.....0 hours
 GRD 878P (Qualifying/Preliminary Exam) and GRD 878Z (Dissertation Defense)

Minimum Program Total.....60 hours

Concentration 2: Counselor Education and Supervision.....30 hours minimum

Discipline Specific Concentration
 COU 901, 902, 909, 910, 912, 986, 987, 980, COU 981
 Internship (minimum of 6 hours)

Exit Requirements.....0 hours
 GRD 878P (Qualifying/Preliminary Exam) and GRD 878Z (Dissertation Defense)

Minimum Program Total..... 60-63 hours

IV. EXIT REQUIREMENTS

Qualifying/Preliminary Examination – The Student's Doctoral Committee prepares and scores the Qualifying/Preliminary examination. This examination consists of two (2) options, which include (1) written responses by the student to the prepared questions written by the Student Doctoral Committee and/or (2) a written methodology paper and oral defense by the student that is evaluated by the student doctoral committee. The Student Doctoral 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 a minimum of twelve (12) credit hours, includes three (3) stages. First, there is the development of a proposal that the Student Doctoral Committee reviews and approves. Second,

students prepare the dissertation document. Finally, students submit and defend the dissertation to the Student Doctoral Committee.

For additional information, consult the Doctoral Program Director for Educational Leadership and Policy Studies or for Counselor Education and Supervision.

COUNSELOR EDUCATION

I. GENERAL INFORMATION

The Counselor Education Program offers degree and non-degree graduate programs in School and Clinical Mental Health Counseling and in Human Services: Student Personnel Services in Higher Education.

This unit also provides graduate instruction in the common core areas required of many Master's degree programs in education and related fields, such as human development and learning, tests and measurement, and research. More complete information concerning the counseling programs can be reviewed by accessing the Counselor Education website at coecounseling.eku.edu/

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

Counselor Education

The Counselor Education 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 Counseling 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 Counseling program meets the standards of the Kentucky Board for Licensed Professional Counselors.

Counselor Education Program Descriptions

The **Clinical Mental Health Counseling** program prepares 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 prepares 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 Certification 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 certification.

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 coecounseling.eku.edu. 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 3.25 on a 4.0 scale on the last 60 hours **or**
3. a minimum of 146 (400 on old version) on the verbal section of the Graduate Record Exam (GRE) **or**
4. a minimum of 140 (400 on old version) 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 (M.A.)

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.

Course Sequence: COU 813, 840, and 846 must be taken in semester sequence or as a corequisite.

Electives9 hours

Select From: COU 807, 814, 825, 826, 827, 849, 851, 852, 853, 856, 870, 871, 872, 885, 881* and 891. (*any COU 881 hours taken in excess of the 3 required Core credit hours will be applied as electives. A maximum of 6 credit hours of COU 881 may be used as electives.) Additional electives may be selected with advisor approval.

Exit Requirement.....0 hours

GRD 877j or 878s

**A grade of B or higher is required in every course for degree completion for the M.A. in Clinical Mental Health Counseling program.*

MASTER OF ARTS IN EDUCATION (M.A.Ed.)

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

**A grade of B or higher is required in every course for degree completion for M.A.Ed. in School Counseling.*

Provisional Counseling Certification 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 ECU awarded recognition but instead prepare the student, upon recommendation from ECU, 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 certification 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 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 ECU awarded recognition but instead prepare the student, upon recommendation from ECU, 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.

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 Counselor Preparation Comprehensive Examination (CPCE), a national examination.

College of Health Sciences

Dr. Sheila Pressley, Dean
Rowlett 203
(859) 622-1523

Dr. Michael Ballard, Part-Time Associate Dean
Dizney 117
(859) 622-1916

Dr. Colleen Schneck, Part-Time Associate Dean
Dizney 103
(859) 622-6301

Dr. Mary Clements, Part-Time Associate Dean
Rowlett 225 (859) 622-1956
Departments

Baccalaureate and Graduate Nursing

Dr. Mary Clements, Chair	(859) 622-1956	mary.clements@eku.edu	Rowlett 225
Dr. Brooke Bentley, Associate Chair	(859) 622-1969	brooke.bentley@eku.edu	Rowlett 235
Dr. Melanie Adams-Johnson, Nursing Admin. Coordinator	(859) 622-6335	melanie.johnson@eku.edu	Rowlett 301C
Dr. Rachel Hovermale, PMNHP Coordinator	(859) 622-2595	rachel.hovermale@eku.edu	Rowlett 321

Environmental Health Science

Dr. Vonia Grabeel, Chair	(859) 622-6359	vonia.grabeel@eku.edu	Dizney 221
Dr. Gary Brown, Graduate Coordinator	(859) 622-1992	gary.brown@eku.edu	Dizney 239

Exercise and Sport Science

Dr. Eric Fuchs, Chair	(859) 622-1889	eric.fuchs@eku.edu	Moberly 109
Dr. Heather Adams, MS, ESS Graduate Coordinator	(859) 622-1898	heather.adams-blair@eku.edu	Moberly 224
Dr. Matthew Sabin, ATC Director, Athletic Training Program	(859) 622-8149	matthew.sabin@eku.edu	Moberly 231

Family and Consumer Sciences

Dr. Dana Keller Bush, Chair	(859) 622-3445	dana.bush@eku.edu	Burrier 102
Dr. Karina Christopher, Graduate Coordinator	(859) 622-1165	karina.christopher@eku.edu	Burrier 102

Health Promotion and Administration

Dr. Michael Ballard, Chair	(859) 622-1916	michael.ballard@eku.edu	Begley 421
Dr. Phyllis Bryden, Graduate Coordinator	(859) 622-1147	Phyllis.bryden@eku.edu	Begley 428

Health Sciences Learning Resource Center

Mrs. Raglena Salmans	(859) 622-2091	raglena.salmans@eku.edu	Rowlett 311
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Master of Public Health

Dr. Karina Christopher, Director	(859) 622-7566	karina.christopher@eku.edu	Dizney 132
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Occupational Science and Occupational Therapy

Dr. Colleen Schneck, Chair	(859) 622-3300	colleen.schneck@eku.edu	Dizney 103
Dr. MaryEllen Thompson, Graduate Coordinator	(859) 622-6347	maryellen.thompson@eku.edu	Dizney 105
Dr. Dana Howell PhD, OTD Coordinator	(859) 622-6256	dana.howell@eku.edu	Dizney 119

Recreation and Park Administration

Dr. Jon McChesney, Chair	(859) 622-1833	jon.mcchesney@eku.edu	Begley 405
Dr. Michael Bradley, Graduate Coordinator	(859) 622-1834	michael.bradley@eku.edu	Begley 405

MISSION

The mission of the College of Health Sciences is to prepare outstanding health and human service professionals and leaders who contribute to the success and vitality of their communities, the Commonwealth, and the world.

VISION

The College of Health Sciences will be the premier college that shapes and improves health and well-being, advancing Kentucky and impacting the world!

VALUES

- Intellectual vitality: rigor and academic excellence among faculty and students
- Cultural competency: dignity, diversity, and inclusion through culturally sensitive human services and care
- Civic responsibility: stewardship through community, professional service and engagement to enhance quality of life
- Collaboration: inter-professional and cooperative efforts among faculty, staff, students and other stakeholders
- Accountability: characterized by ethical and professional responsibility

GOALS**EKU Goal 1: Academic Excellence****EKU Strategic Direction 1.1 Invest in our Faculty**

CHS SD 1.1.1 The College of Health Sciences (CHS) will support faculty scholarly research and creative endeavors.

EKU Strategic Direction 1.2 Promote Innovative Instruction and Programming

CHS SD 1.2.1 The CHS will assess teaching effectiveness and use the results to enhance instruction.

EKU Strategic Direction 1.3 Strengthen Academic Programs

CHS SD 1.3.1 The CHS will continually assess and strengthen academic programs.

CHS SD 1.3.2 The CHS will provide nationally recognized, high quality, accredited and approved programs.

EKU Goal 2: Commitment to Student Success**EKU Strategic Direction 2.1 Invest in our Students**

CHS SD 2.1.1 The CHS graduates will meet or exceed national pass rates on licensure certifications and standardized exam results.

CHS SD 2.1.2 The CHS will support students' scholarly research and creative endeavors.

EKU Strategic Direction 2.2 Focus on Strategic Enrollment

CHS SD 2.2.1 The CHS will demonstrate a commitment to diversity.

EKU Strategic Direction 2.3 Increase Efforts to Retain and Graduate Students

CHS SD 2.3.1 The CHS will assess advising effectiveness and use the results to strengthen advising.

EKU Goal 3: Institutional Distinction**EKU Strategic Direction 3.1 Invest in our Staff**

CHS SD 3.1.1 The CHS will support staff professional development opportunities.

EKU Strategic Direction 3.2 Advance the EKU Brand

CHS SD 3.2.1 The CHS will have a brand and communication strategy.

EKU Strategic Direction 3.3 Create a Diverse, and Inclusive University Culture

CHS SD 3.3.1 The CHS will celebrate faculty, staff and student scholarly research and creative endeavors.

EKU Goal 4: Financial Strength**EKU Strategic Direction 4.1 Optimize Campus Resources**

CHS SD 4.1.1 The Administrative Council for CHS will annually examine measures related to our financial effectiveness to include: workload, class size, and faculty and staff issues to strengthen programs.

EKU Strategic Direction 4.2 Increase External Support

CHS SD 4.2.1 The CHS will engage alumni, friends and other stakeholders.

EKU Goal 5: Campus Revitalization

EKU Strategic Direction 5.1 Initiate and complete EKU Revitalization plan, which includes rehabilitation of existing facilities and construction of new ones with a focus on the EKU student experience.

CHS SD 5.1.1 The CHS will assess classrooms, labs, offices, technology, and student-centered facilities required to support program growth.

EKU Goal 6: Service to Communities and Region

EKU Strategic Direction 6.1 Become the 1st Choice Partner in Regional Educational, Economic, Cultural, and Social Development

CHS SD 6.1.1 Collaborate with the University's regional community partners to promote academic achievement, economic development, and quality of life.

EKU Strategic Direction 6.2 Become Nationally Prominent in Fields and Regional Relevance

CHS SD 6.2.1 The CHS will continue to strengthen quality community and regional partnerships.

CHS SD 6.2.2 The CHS will continue to bring distinction to our region with nationally recognized, accessible programs to promote engagement and improve health and quality of life.

EKU Strategic Direction 6.3 Bring EKU to Our Service Region

CHS SD 6.3.1 Collaborate with the University's regional community partners to promote academic achievement, economic development, and quality of life. (Same as 6.1.1)

EKU Strategic Direction 6.4 Bring Our Service Region to EKU

CHS SD 6.4.1 CHS will offer college programs, activities, and events to encourage travel to EKU campus that improve health and quality of life.

DEGREES OFFERED

The College of Health Sciences, in association with the Office of Graduate Education and Research, offers the following degrees:

Master of Public Health degree with concentrations in Health

Promotion, Public Health Nutrition, Environmental Health Science, and Industrial Hygiene.

Master of Science in Nursing degree with concentrations in Rural Health Family Nurse Practitioner and Rural Psychiatric Mental Health Nurse Practitioner.

Master of Science in Occupational Therapy, professional and post professional degrees; multidisciplinary doctoral program in rehabilitation sciences (in collaboration with the University of Kentucky).

Doctor of Nursing Practice

Occupational Therapy Doctorate

Accelerated pathway to Occupational Therapy Master's Degree and Doctorate

Master of Science degree in Physical Education with three concentrations: Exercise and Sport Science, Exercise and Wellness, and Sport Administration.

Master of Science degree in Athletic Training

Master of Science degree in Recreation and Park Administration.

Clinical Agency Placement Requirements - Placement in clinical sites for certain programs in the College of Health Sciences requires students to meet specific clinical agency placement requirements. Clinical agency placement requirements for certain programs (particularly those involving direct patient contact and/or practice with children) require a criminal background check and/or a urine drug screen. Students whose results from these screenings do not meet clinical agency placement requirements will be unable to participate in clinical experiences which are required for satisfactory progression and completion of the program. Most clinical agencies and programs where students may be potentially exposed to blood borne pathogens mandate that students comply with the Hepatitis B vaccination requirement. [see Blood Borne Pathogens and Hepatitis B Statement]. Other requirements may include documentation of tuberculosis screenings indicating student is free of disease, specific immunizations, certifications, licensures, student professional liability insurance purchased through the University [see Student Liability (Malpractice) Insurance], and individual health insurance. Students who have not met clinical agency placement requirements will not be permitted to participate in clinical and laboratory learning experiences mandated for satisfactory progression and completion of the program. Specific requirements for individual programs may be obtained by contacting the departmental office for the program.

Student Agreement Statement - Programs in the College of Health Sciences may require a student to sign an agreement statement that encompasses professional expectations related to the program. This statement is to be signed when the student enters courses in the major.

Student Liability (Malpractice) Insurance - All students whose programs require participation in clinical learning experiences must purchase and maintain liability insurance through the University during the entire clinical experience. Proof of such insurance coverage must be furnished to the department before

the clinical experience is scheduled to begin. The University has arranged for appropriate insurance coverage at a modest cost to the student. Further information may be obtained at the student's major departmental office.

Clinical Facilities — The University maintains formal contracts with many health care Human Services and Educational agencies located throughout Kentucky and the United States. Almost every specialty within the entire health care spectrum is available for use in providing high quality experiences for students enrolled in the programs. A list of cooperating agencies is available through the Office of the Dean.

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 placements, etc.

Bloodborne Pathogens and Hepatitis B Statement - The College of Health Sciences attempts to minimize the risk of exposure to blood borne pathogens for students who will be involved in clinical and laboratory learning experiences where the risk of exposure could occur. To this end, students majoring in clinical programs within the College of Health Sciences where a potential risk of exposure could occur are required to receive education in universal precautions and the Occupational Safety and Health Administration's (OSHA) Bloodborne Pathogens Standard Regulations. Students will be responsible for complying with the Hepatitis B vaccination when indicated before participation in the clinical training phase of their respective programs [see Clinical Agency Placement Requirements]. The Blood Borne Pathogens Exposure Control Plan is posted on the College of Health Sciences website and should be carefully reviewed. More information regarding specific program requirements may be obtained through the departmental offices, program student handbooks, and other program informational sources.

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

Mrs. Raglena Salmans, Director
www.hslrc.eku.edu
(859) 622-2091
Rowlett 312

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 312.

DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING

Dr. Mary Clements, Chair
www.bsn-gn.eku.edu
 (859) 622-1827

Mission Statement:

To prepare professional nurses at all levels who work in interprofessional environments to promote health and well-being for diverse populations across the Commonwealth, country and world.

DOCTOR OF NURSING PRACTICE (D.N.P.)

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) RN license from an approved state that is free and unrestricted, meaning that is has not been subject to reprimand, revocation, probation, suspension, restriction, limitations, disciplinary action, discretionary review/hearing or encumbrance nor had any type of complaint filed against it 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.

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) 622-7927 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

DOCTOR OF NURSING PRACTICE (DNP) DEGREE PROGRAM

DNP Core Courses	25 hours
NSC 905, 940, 942, 950, 954, 960(4), 990, 992	
Organizational Leadership	11-14 hours
NSC 900(1-3), 901(1-2), 994(9)	

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

DNP Project (NSC 994) – Candidates are required to satisfactorily complete and present a DNP project before they are eligible to graduate from the program. Hours are incorporated into the

student's area of concentration.

MASTER OF SCIENCE IN NURSING (M.S.N.)

CIP Code: 51.3801

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 concentrations available include Rural Health Family Nurse Practitioner and Rural Psychiatric Mental Health Nurse Practitioner 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 or as a Rural Psychiatric Mental Health Nurse Practitioner. Advanced Nursing Practice Outcomes include:

1. Demonstrate the synthesis of expert knowledge for advanced nursing practice in diverse populations.
2. Evaluate nursing and interprofessional theory and evidence-based practice for their contributions to advanced nursing practice and professional role development.
3. Provide leadership in the appraisal and improvement of healthcare and healthcare delivery.
4. Use systematic methods to design, implement, and evaluate evidence-based advanced nursing practice.
5. Participate in organizational and political systems to influence healthcare and healthcare delivery.
6. Communicate, collaborate, and consult with clients, nurses, and other professionals to meet healthcare needs of individuals and populations.
7. Actively demonstrate the advanced nursing practice role.
8. Integrate ethical and legal principles in advanced nursing practice.

II. ADMISSION REQUIREMENTS

In addition to meeting the requirements of the Graduate School, the minimum requirements for admission to the program include 1) a baccalaureate degree in nursing from a nationally accredited program, 2) RN license from an approved state that is free and unrestricted, meaning that it has not been subject to reprimand, revocation, probation, suspension, restriction, limitation, disciplinary action, discretionary review/hearing or encumbrance nor had any type of complaint filed against it, 3) an undergraduate GPA of at least 3.0 (4.0 scale) cumulative, 4) a three hour graduate or undergraduate course in statistics with a grade of "C" or higher. 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 goal statement, and the three required professional references submitted with the Graduate School application.

Please refer to the Department of Baccalaureate and Graduate Nursing website at <http://www.onlinenursingprograms.eku.edu> for specific information on the application process for admission and progression plans for study. For the Rural Health Family Nurse Practitioner Concentration contact 859-622-2517. For the Rural Psychiatric Mental Health Nurse Practitioner Concentration contact 859-622-7927.

Progression Policy — To progress, students must complete all

required course work with a grade of "B" or higher and must complete any prerequisite courses before advancing to the next course. 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 co-requisite hours of NSC 800 or 802, whichever is applicable.

III. MSN PROGRAM REQUIREMENTS

MSN Core Courses.....15 hours
NSC 840, 842, 890, 892, and MPH 855.

Concentrations (select one):

A. Rural Health Family Nurse Practitioner32 hours

- Advanced Practice Core Courses.....9 hours
NSC 830, 832, 834
- Practicum Courses 14 hours
NSC 870, 872, 874, 876
- Clinical Requirement.....9 hours
NSC 800

B. Rural Psychiatric Mental Health Nurse

Practitioner31 hours

- Advanced Practice Core Courses.....9 hours
NSC 830, 832, 834
- Practicum Courses 15 hours
NSC 880, 881, 882, 884, 886.
- Clinical Requirement.....7 hours
NSC 800

MSN Exit Requirement0 hours
GRD 888b

Comprehensive Examination — Candidates are required to pass an oral comprehensive examination (GRD 888b) of their program of study.

MSN Degree with Concentration Total Requirements

..... 46-47 hours*

CERTIFICATES

Post-MSN/Post-Graduate APRN

I. GENERAL INFORMATION

The College of Health Sciences offers Post-Master Certificates in Nursing Administration for nurses who have completed a Master of Science in Nursing degree. The College of Health Sciences also offers Post-Graduate APRN Certificates in Rural Family Nurse Practitioner and Rural Psychiatric Mental Health Nurse Practitioner, for APRN's who wish to obtain a second nursing specialty. The number of credit hours required for completion varies by specialty. All MSN/DNP policies apply to the Post-MSN/Post-Graduate APRN 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 for Nursing Administration, or an MSN or DNP degree from a nationally accredited program for the Post-Graduate APRN certificates.
3. RN license from an approved state that is free and unrestricted, meaning that it has not been subject to reprimand, revocation, probation, suspension, restriction,

limitation, disciplinary action, discretionary review/hearing or encumbrance nor had any type of complaint filed against it, 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.onlinenursingprograms.eku.edu> for specific information on the application process for admission and progression plans for study, or contact the department at (859) 622-7927 for information on the application process for admission.

III. PROGRAM REQUIREMENTS

University Certificates

Nurse Practitioner Concentration Prerequisites:

Prerequisite for both Nurse Practitioner Concentrations:

NSC 830 Advanced Pharmacology.....	3 hours
NSC 832 Advanced Health Assessment	3 hours
NSC 834 Advanced Pathophysiology.....	3 hours

Post-Graduate APRN Certificate – Family Nurse Practitioner

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 Internship	5 hours
NSC 800 Concurrent enrollment with 870, 872, 874 for a total of	8 hours
Total.....	22 hours

Post-Graduate APRN Certificate - Psychiatric Mental Health Nurse Practitioner

CIP Code: 51.3810

NSC 880 PMHNP I.....	2 hours
NSC 881 Psychopharmacology	2 hours
NSC 882 PMHNP II	2 hours
NSC 884 PMHNP III	3 hours
NSC 886 PMHNP Internship.....	6 hours
NSC 800 Concurrent enrollment with 880, 882, 884 for a total of	7 hours
Total.....	22 hours

Departmental Certificates

Departmental Post-Masters Nursing Administration Certificate:

NSC 854 Management of Health Care	3 hours
NSC 856 Nursing Resource Management	3 hours
NSC 858 Nursing System Quality Management	3 hours
NSC 860 Nursing Administration Practicum.....	3 hours
Total.....	12 hours

Departmental Post-Graduate APRN Certificate - 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 Psychopharmacology	2 hours
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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 I	2 hours
NSC 800 Advanced Practice	4 hours
NSC 882 Rural PMHNP II	2 hours
Total.....	8 -10 hours

DEPARTMENT OF EXERCISE AND SPORT SCIENCE

Dr. Eric Fuchs, Chair

www.ess.eku.edu

(859) 622-1889

Mission:

The mission of the Department of Exercise and Sport Science is to prepare outstanding exercise and sport science professionals and leaders who contribute to the success and vitality of their communities, the Commonwealth, and the world.

MASTER OF SCIENCE (M.S.)

Athletic Training

CIP Code: 51.0913

Dr. Matthew Sabin, Director

www.athletictraining.eku.edu

(859) 622-8149

I. GENERAL INFORMATION

MS in Athletic Training Description

Eastern Kentucky University (EKU) offers the Professional Master's Degree in Athletic Training (MS in AT). Any student who has completed a bachelor's degree from EKU or a regionally accredited four-year institution, and has completed the prerequisite courses and admission requirements listed below is eligible for consideration for admission to the EKU MS in AT. Currently, we do not require a specific undergraduate degree for program admission, but a strong background in basic sciences is desirable.

The MS in AT is a full-time, 2-year program including summers, that provides athletic training students with an effective blend of evidence-based didactic information, clinical experiences for skill and theory integration, and exposure to a variety of practice settings for athletic trainers. The EKU AT program is accredited by the Commission on Accreditation of Athletic Training Education

(CAATE) and therefore may lead to certification as an Athletic Trainer through the Board of Certification (BOC). Please check the AT Program website and the Centralized Athletic Training Application Services (ATCAS) website for the most current and up-to-date information for any programmatic or curriculum changes.

Mission Statement

The primary mission of the Eastern Kentucky University Masters in Athletic Training is to educate each student about the theoretical and clinical skills necessary to work effectively with the physiological and biomechanical aspects of injury and illness with regard to patients. Depending on the student's personal and professional goals, they are presented with didactic and clinical experiences that will allow them to be able to exercise sound ethical judgment, achieve satisfying careers, and make positive contributions to their communities and the athletic training profession. In addition, the AT program guides the student on the journey to become a lifelong learner through obligatory professional continuing education.

Program Objectives and Goals

As a graduate-level academic program, the integration of research evidence into didactic and clinical instruction is a defining characteristic of the ECU AT Program. Rather than simply teaching students how to perform clinical procedures, the curriculum is designed to facilitate development of the critical thinking and clinical decision-making skills that characterize high-quality healthcare.

All aspects of the ECU AT program are designed to conform to the accreditation guidelines of the Commission on Accreditation of Athletic Training Education which the program is currently seeking accreditation from. The development of foundational professional knowledge and clinical skills over a two-year period which includes the summer sessions prepares the student for successful completion of the Board of Certification (BOC) examination.

The program provides exposure to advanced clinical concepts and professional issues that facilitate further professional development into the future. A primary objective of the ECU AT program is to prepare athletic training students to ultimately become master clinicians and professional leaders, which is why the current program includes multiple immersive 40 to 60 hour a week semester long clinical experiences including the last two semester culminating in a semester long Field Experiences and the Field Experience II in AT capstone experience where the student integrates all their knowledge, skills and abilities in an immersion real work semester experience.

Specific Student learning outcomes for the ECU MS in AT Program include the following:

- Development of critical thinking skills that will guide future clinical practice and foster commitment to lifelong continuing education.
- Provision of classroom instruction that emphasizes scientific foundations for clinical theories and evidence-based clinical decision making as they relate to entry level competencies.
- Provision of clinical education experiences that develop entry level clinical Knowledge, Skills and Abilities (KSA's) in AT. Cultivation of a strong commitment to a high standard of ethical conduct and professional excellence.
- Promotion of student professionalism in appearance, demeanor and clinical practice.

- Development of the ability to effectively communicate with both written and oral presentations.
- Development of the ability to effectively utilize technology in athletic training for injury surveillance.
- Facilitation of student understanding of the athletic trainer's evolving role within the U.S. health care delivery system.
- Empowerment of students to assume leadership roles while in the program to develop future athletic training professionals who are involved professional in the leadership of the profession.

II. ADMISSION REQUIREMENTS

Application to ECU's MS in AT Program will occur through a centralized application portal, ATCAS (www.caate.net/apply-now/), provided by the CAATE. The deadlines for application submission are outlined on the program website (www.athletictraining.eku.edu). Admissions decisions will be made based on the ATCAS application, though students accepting admission will need to apply to ECU's Graduate School and complete specific post-acceptance requirements which are outlined below.

In addition to these application requirements and post-acceptance requirements, students admitted into the program that enroll will be required to purchase clinical uniform(s) and supplies prior to starting the first clinical (see website for cost and details).

Though not required, it is recommended that students applying for the program visit campus and attend 1 of 2 scheduled Open Houses. Dates of these Open Houses will be listed on the website and students that have started application to the program will be sent invitations directly though any interested students are welcome to attend.

ADMISSION PREREQUISITES

To be considered for admission, applicants must meet the general admission requirements of the Graduate School. Additional requirements established by the program are as follows:

1. **Program Prerequisite Courses:**
 - Basic Anatomy (3) and Human Physiology (3) or A & P I (3hrs) and A & P II (3hrs)
 - Exercise Physiology (3hrs)
 - Biomechanics or Kinesiology (3hrs)
 - Statistics (3hrs)
 - Strength & Conditioning (3hrs)
 - Medical Terminology (3hrs)
 - Intro to Psychology (3hrs)
 - Intro to Athletic Training or Care & Prevention of Athletic Injuries (2 to 3 hrs)
2. Undergraduate 3.0 GPA in prerequisite courses
3. 50 Hours of documented clinical observation/experience under an ATC obtained within 2 years prior to program application. Hours must have been obtained under an ATC. Hours under the supervision of a physical therapist DO NOT count unless the individual is dual credentialed as an ATC and the hours were obtained in a traditional athletic training facility or field setting, not in an outpatient physical therapy clinic. Verification is submitted on ECU's MS in AT Directed Observation Verification Form.

Applicants who do not meet the Graduate School's GPA requirement for admission must submit official GRE scores to be considered for Probationary Admission. Expected target scores on the GRE for Probationary Admission are 144 on the Verbal and Quantitative sections.

MS in AT ADMISSION APPLICATION

Proof of the prerequisites listed above and additional application materials will all be submitted via ATCAS (www.caate.net/apply-now/). Detailed submission instructions for the process, requirements and documents are outlined on the athletic training program website, in the MS in AT program handbook (found online at <http://athletictraining.eku.edu/>) and within ATCAS.

III. PROGRAM REQUIREMENTS

A description of post-acceptance requirements as well as the MS in AT Program's policies and procedures can be found in the MS in AT Program Handbook and website, which is posted at www.athletictraining.eku.edu.

MS in AT Program Requirements**ATR Core Courses41 hours**

ATR 800, 801(1), 802, 803, 804(1), 808, 810 (2), 811, 812, 812L(1) 813, 813L(1) 822(2), 822L(1), 825(1), 832(2), 832L(1), 833, 842, 843(1).

Field Experience – Internship – Capstone Course.....18 hours

ATR 805 (9), and ATR 806 (9).

TOTAL PROGRAM HOURS.....59 hours**IV. EXIT REQUIREMENTS**

Completion of Field Experience Report & Presentation and registering for and attempting the Board of Certification Exam

MASTER OF SCIENCE (M.S.)**Exercise & Sport Science**

CIP Code: 31.0505

Dr. Heather Adams, Graduate Coordinator/Advisor

www.ess.eku.edu

(859) 622- 1898

I. GENERAL INFORMATION

The Department of Exercise and Sport Science offers the Master of Science degree in Exercise and Sport Science with two concentrations: Exercise and Wellness, and Sports Administration. The concentration in Exercise and Wellness is 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

To be considered for admission, applicants must meet the general admission requirements of the Graduate School. Additional

requirements established by the program are as follows:

1. Bachelor's degree in a related field
2. Minimum 2.75 undergraduate GPA
3. Two letters of reference uploaded directly to the EKU Graduate School application.

Applicants who do not meet the Graduate School's GPA requirement for admission must submit official GRE scores to be considered for Probationary Admission. Expected target scores on the GRE for Probationary Admission are 147 on the Verbal and Quantitative sections and an Analytical Writing score of 3.5.

Admission into the Master of Science degree program in Exercise and Sport Science requires demonstration of adequate undergraduate preparation in a field related to graduate study in Exercise and Sport Science. 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.

Core Course Requirements.....15 hours

ESS 800, 823, 835, 869; 875

Concentrations (select one)

a) Exercise and Wellness.....15-18 hours

Required Courses.....9 hours

ESS 717, 812, 821

Supporting Courses.....0-3 hours

Select zero to three hours from: ESS 762, 775, 790, 822, 700 and/or 800 Level course with prior departmental approval

from non-ESS graduate departments

(non-thesis students must take 3 hrs)

Exit Requirement:.....3-6 hours

ESS 871 (3) or ESS 897 (6)

GRD 888d (non-thesis) OR GRD 887b (thesis students)

b) Sports Administration.....15 hours

Required Courses.....6 hours

ESS 814, 896

Supporting Courses.....6 hours

Select six hours from: 730, 810, 822, 825, 850, 700 and/or 800 Level course with prior departmental approval from non-ESS graduate departments.

Exit Requirement:.....3 hours

ESS 870 (3)

*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.

Total Requirements.....30-33 hours

Comprehensive Examination (GRD 887b or GRD 888d)

Candidates in Exercise and Wellness will be required to successfully complete a project, with a summary and oral presentation for fulfillment of exit requirements.

NOTE: The comprehensive exam exit requirement for students who successfully complete ESS 897 (Thesis) the written comprehensive exam is waived. However, the student must enroll in GRD 887b for exit requirement. The score of Satisfactory or Unsatisfactory will be assigned according to the thesis defense outcome.

Sports Administration Capstone Course – Candidates in Sports Administration Concentration shall perform satisfactorily (B or higher grade) in ESS 896.

DEPARTMENT OF ENVIRONMENTAL HEALTH SCIENCE

Dr. Vonja Grabeel, Chair

Dr. Gary Brown, Graduate Coordinator/Advisor

www.health.eku.edu/ehs/

(www.mph.eku.edu)

(859) 622-3078

The Department of Environmental Health Science is one of three departments that participate in the Master of Public Health (MPH) program. The department houses the MPH: Environmental Health Science concentration and the Industrial Hygiene Concentration. The program is tailored to meet the needs of the individuals working in or planning to work in a public health profession. Information and requirements for the MPH concentrations in Environmental Health Science and in Industrial Hygiene can be found in the Master of Public Health section of this Catalog.

Mission:

The mission for the Department of Environmental Health Science is to provide national leadership and high quality graduates --both undergraduate and graduate-- in Environmental Health for the identification and control of biological, chemical, nuclear, and physical threats to the health of individuals, communities, and industry.

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, Environmental Health or Industrial Hygiene Concentrations.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission include:

1. Admission to the Graduate School. A Bachelor of Science degree from a nationally-accredited program
2. A minimum of 12 hours of biology and/or chemistry

III. PROGRAM REQUIREMENTS

Total Requirements18 hours

EHS 710, 840, 841, 865, 875, and 885

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Dr. Dana Bush, Chair

Dr. Karina Christopher, Graduate Coordinator/Advisor

www.fcs.eku.edu

(859) 622-3445

The Department of Family and Consumer Sciences is one of three departments that participate in the Master of Public Health (MPH) program. The department houses the MPH: Public Health Nutrition concentration. The program is tailored to meet the needs of the individuals working in or planning to work in a public health profession. Information and requirements for the MPH concentration in Public Health Nutrition can be found in the Master of Public Health Section of this Catalog.

The Department of Family and Consumer Sciences also offers two degrees in cooperation with the College of Education: the Master of Arts in Education (MAEd) degree with a concentration in Family and Consumer Sciences Education and the Master of Arts in Teaching (M.A.T.) degree with a concentration 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.

Mission Statement

The mission of the Department of Family and Consumer Sciences is to prepare professionals and leaders to improve the quality of individual, family and community life.

DEPARTMENT OF HEALTH PROMOTION AND ADMINISTRATION

Dr. Michael D. Ballard, Chair

(859) 622-1916

Dizney 117

Dr. Phyllis Bryden, Graduate Coordinator/Advisor

www.healthed.eku.edu

(see link to www.mph.eku.edu)

(859) 622-1915

The Department of Health Promotion and Administration is one of three departments that participate in the Master of Public Health (MPH) program. The department houses the MPH: Health

Promotion concentration. The program is tailored to meet the needs of individuals working in or planning to work in a public health profession. Information and requirements for the MPH concentration in Health Promotion can be found in the Master of Public Health Section of this Catalog.

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. Rank II and Rank I certifications are also supported by departmental curricular offerings.

Mission Statement

The mission of the Department of Health Promotion and Administration is to prepare individuals to serve the global community through successful careers in health care and public health.

MASTER OF PUBLIC HEALTH (M.P.H.) PUBLIC HEALTH

CIP Code: 51.2201

Dr. Karina Christopher, MPH Director
www.mph.eku.edu
859-622-7566

I. GENERAL INFORMATION

The College of Health Sciences at Eastern Kentucky University offers a Master of Public Health (MPH) degree with concentrations in Health Promotion, Public Health Nutrition, Environmental Health Science, and Industrial Hygiene. The three participating departments include the Department of Environmental Health Science, the Department of Family and Consumer Sciences, and the Department of Health Promotion and Administration. The program is tailored to meet the needs of individuals working in or planning to work in a public health profession.

Mission — The mission of the EKU 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, grounded in foundational public health knowledge and foundational competencies with specialized knowledge, 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 inclusiveness, communication and collaboration.

3. Participate in professional development, scholarship, service, and interdisciplinary educational activities that contribute to public health.
4. Integrate and apply knowledge and skills (competencies) within the traditional core public health areas of knowledge (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration) as well as crosscutting and emerging public health areas.
5. Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to health promotion, environmental health science, industrial hygiene, and public health nutrition.

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 a combined score of 291 with a minimum 143 on each area 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 all application materials online to the Graduate School at www.gradschool.eku.edu/apply:

- 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); and
- 3 letters of recommendation from employers and/or previous professors.

For application deadlines visit: <https://gradschool.eku.edu/graduate-application-deadlines>

III. Academic background expectations for MPH

concentrations: So that timely progress toward the degree can be achieved, the following undergraduate pre-requisite courses are expected to be completed prior to active participation in the program.

- Environmental Health Science: At least 1 physical science, 2 chemistry with lab, 2 biology with lab, college algebra, and 1 microbiology course at the undergraduate level.
- Industrial Hygiene: At least 1 physical science plus a physics course; 2 chemistry with lab; 2 biology with lab; college algebra; and 1 microbiology course at the undergraduate level.
- Public Health Nutrition: An undergraduate basic nutrition course, which may also be completed during the student's first semester of program enrollment.
-

IV. PROGRAM REQUIREMENTS

MASTER OF PUBLIC HEALTH (M.P.H.) DEGREE PROGRAM

Core Courses**24 hours**
MPH 810, 816, 825, 830, 835, 840, 850, and 855.

Concentrations (select one of the following concentrations):

Health Promotion Concentration (*offered by the Department of Health Promotion & Administration*)

Required Courses	12 hours
HEA 805, 820, 826, and 856.	
Applied Practice Experience	3 hours
HEA 890	
Integrative Learning Experience	3 hours
HEA 880	

Environmental Health Science Concentration (*offered by the Department of Environmental Health Science*)

Required Courses	12 hours
EHS 730, 855, 865, and 880.	
Applied Practice Experience	3 hours
EHS 839 or 863.	
Integrative Learning Experience	3 hours
EHS 890	

Industrial Hygiene Concentration (*offered by the Department of Environmental Health Science*)

Required Courses	12 hours
EHS 840, 841, 860 and 865	
Applied Practice Experience	3 hours
EHS 839 or 863.	
Integrative Learning Experience	3 hours
EHS 890	

Public Health Nutrition Concentration (*offered by the Department of Family and Consumer Sciences*)

Required Courses	12 hours
NFA 805, 812, 817, and 826	
Applied Practice Experience	3 hours
NFA 840	
Integrative Learning Experience	3 hours
EHS 890 or HEA 880	

Exit Requirements

MPH Capstone	1 hour
MPH 895	

TOTAL PROGRAM HOURS**43 hours****DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY****Dr. Colleen Schneck, Chair****Dr. MaryEllen Thompson, Graduate Coordinator/Advisor****Dr. Dana Howell, PhD, OTD Coordinator****www.ot.eku.edu****(859) 622-3300****Mission:**

The mission of the Department of Occupational Science and Occupational Therapy is to prepare future professionals who are leaders in occupational science and occupational therapy reaching the community, the Commonwealth and the world, through education, research, and service.

OCCUPATIONAL THERAPY DOCTORATE (O.T.D.)*CIP Code: 51.2306***I. GENERAL INFORMATION**

The Occupational Science and Occupational Therapy Department offers a post-professional Occupational Therapy Doctorate (OTD) 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 is offered online and is tailored to meet the advanced practice needs of occupational therapists in the Commonwealth as well as other 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, policy and legislation.
3. Serve as leaders of change at local, state, and national levels using tools such as program development, research, client education, and evidence based practice
4. Use advanced critical reasoning skills to provide ethical occupational therapy services.

II. ADMISSION REQUIREMENTS

To be considered for admission, applicants must meet the general admission requirements of the Graduate School. Additional requirements established by the OTD Program are as follows:

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 graduate research methods course for applicants with a master's degree.
4. Three letters of recommendation for applicants who do not have a master's in Occupational Therapy from EKU.
5. A one-to-two page statement of professional goals.
6. A resume and/or professional portfolio.
7. Transcripts of undergraduate and graduate coursework.
8. An online graduate application.

Specific Criteria

Applicants may enter the OTD program with any of the following degrees:

A master's degree from an entry-level occupational therapist program that is accredited by ACOTE or is a WFOT-approved occupational therapist program. Students who enter the OTD program with a master's degree must have taken a graduate level research course.

A bachelor's degree or post-baccalaureate certificate from an

entry-level occupational therapist program that is accredited by ACOTE or is a WFOT-approved occupational therapist program. Students who enter the OTD program with a bachelor's degree or post-baccalaureate certificate will earn both the master's and the OTD degrees. This coordinated curriculum allows some OTD courses to count toward both degrees, resulting in an accelerated and more cost effective pathway to both degrees.

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. PROGRAM REQUIREMENTS

MS Entrance

For students entering the OTD program with a master's degree. All classes meet online.

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 may be taken twice for a total of 6 hours

TOTAL CREDIT HOURS40 hours

BA/BS or Post-Baccalaureate Certificate Entrance

For students entering the OTD program with a bachelor's degree or post-baccalaureate certificate. All classes meet online.

MS Core	9 hrs
OTS 850, 885, and 880 or 884	
MS Elective /Cognate	6 hrs
Select from: 862, 863, 864, 865, 885, 890; or an online cognate from another program (e.g. Education, Nursing, Public Administration, etc.)	
MS/OTD Electives	12 hrs
OTS 853, 882, 886, 910	
MS Research	
Research Contribution	3 hrs
OTS 896	

Comprehensive Examination — A comprehensive examination will be required of all post-professional Master of Science students (GRD 887d).

Students will have the MS degree awarded after completing 30 credit hours and all MS OT degree requirements; they are then expected to progress forward with coursework to complete the doctorate requirements.

OTD Core	21 hrs
OTS 901, 902, 903, 904, 911, 912, 913.	
Exit Requirements	7 hrs
OTS 905(6), 906(1)	

*OTS 905 may be taken for 3 hrs over 2 semesters or 6 hrs in one term.

TOTAL HOURS (for earning both the MS and OTD degrees)..... 58 credit 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 Science and 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 Master's Degree and be eligible for a current license to practice in Kentucky.

III. PROGRAM REQUIREMENTS

Program requirements can be obtained from <https://www.uky.edu/chs/academic-programs/rehabilitation-sciences-phd-program>.

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 (M.S.)

Occupational Therapy

CIP Code 51.2306

I. GENERAL INFORMATION

The Department of Occupational Science and Occupational Therapy offers the Master of Science degree in Occupational Therapy. There are two admission concentrations in the program (Professional Concentration, and Post-Professional Concentration). The Professional Concentration 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 Concentration, through 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 Concentration 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

A. PROFESSIONAL PATHWAY

To be considered for admission, applicants must meet the general admission requirements of the Graduate School. Additional requirements established by the program are as follows:

BS OS Entrance

1. Bachelor's 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 prerequisites 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. Health Science Reasoning Test (HSRT) Overall Target Score of 15.
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.

B. MS TRANSITION ENTRANCE PATHWAY

To be considered for admission, applicants must meet the general admission requirements of the Graduate School. Additional requirements established by the program are as follows:

1. Bachelor's 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. Health Science Reasoning Test (HSRT) Overall Target Score of 15.

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, Abnormal 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. It is a one year post-baccalaureate program leading to a second Bachelor of Science degree in Occupational Therapy. 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 will 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 311, 312, 362, 401, 402S, 422, 430, and 478W.

C. POST-PROFESSIONAL PATHWAY

(For Licensed, Registered, Practicing Occupational Therapists)

- 1.) Bachelors degree or post-baccalaureate certificate from an occupational therapy 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.) GRE target scores of 147 on the verbal reasoning, 147 on the quantitative reasoning and 3.5 on the analytical writing score.
- 3.) Three letters of recommendation
- 4.) An online graduate application

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.

*If students are interested in pursuing a Master's in route to an OTD, please check the OTD program in the catalog.

III. PROGRESSION REQUIREMENTS

In addition to the Graduate School progression policy, the MS OT students must achieve a grade of 'B' or higher in all OTS courses to progress in the program. If a student receives a "C" or lower or an Unsatisfactory grade in an OTS course twice or receives a "C" or lower or an Unsatisfactory grade in two separate courses, they will be dismissed from the program. Refer to the Occupational Therapy Graduate Student Handbook for further information on progression and retention.

IV. PROGRAM REQUIREMENTS**Professional Pathway (for B.S. OS Entrants and Transition Students)**

Core Courses29 hours
 OTS 820(4), 822(4), 824(4), 830(4), 832(4), 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 790.

Research.....6 hours
Non-thesis
 OTS 896 and an elective.
 OR
Thesis
 OTS 898 or 884, 899, GRD 888c (Oral Defense of Thesis)

Field Work Experiences.....18 hours
 1. Practice Seminars.....6 hours
 OTS 821(2), 831(2), 871(2)
 2. Capstone Courses.....12 hours
 OTS 845(6), 846, 847(1).

Total Minimum Requirements.....56 hours

Post-Professional Pathway (for Practicing Occupational Therapist)

MS Core Courses9 hours
 OTS 850, 885, and 880 or 884.

A course which counts as core will not also count as an elective or research credit.

MS Electives/Cognates.....9 hours
 OTS 862, 863, 864, 865, 880, 884, 890.

Or an online cognate may be selected from related areas such as Business, Special Education, Therapeutic Recreation, Education, Nutrition, Child Development, Psychology, Sociology, etc.

OR

BS/OTD Electives/Cognates.....9 hours
 OTS 853, 882, 886

Research.....3 hours
Non-thesis
 OTS 896

Comprehensive examination required (GRD 887d).

Total Minimum Requirements.....30 hours

V. 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 post-professional Master of Science students who are non-thesis candidates (GRD 887d).

Capstone Courses

All entry-level Master of Science students must successfully complete the following capstone classes with a “Satisfactory” grade, OTS 845, 846 and 847.

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, Suite 200, Bethesda, MD 20814-3449, (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, One Bank Street, Suite 300, Gaithersburg, MD 20878, www.nbcot.org.

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, Suite 200, Bethesda, Maryland, 20814-3449, 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. Michael Bradley, 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 tourism 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).

Mission Statement

The mission of the Department of Recreation and Park Administration is to prepare outstanding recreation, parks and tourism industry professionals and leaders who contribute to the success and vitality of their communities, the Commonwealth, and the world.

MASTER OF SCIENCE (M.S.)**Recreation and Park Administration**

CIP Code: 31.0301

I. GENERAL INFORMATION

The Master of Science program provides a generalized study in recreation, parks, and tourism services management. The program

prepares students for supervisory and management careers in therapeutic recreation, commercial recreation and tourism, natural resource management, 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

To be considered for admission, applicants must meet the general admission requirements of the Graduate School. Applicants who do not meet the Graduate School's GPA requirement for admission must submit official GRE scores to be considered for Probationary Admission. Expected target scores on the GRE for Probationary Admission are 143 on the Verbal and Quantitative sections.

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, 850.....	9 hours
C. Research. REC 801.....	3 hours
D. Advanced Study. REC 809.....	3 hours
Supporting Courses.....	9 hours
Select from the following courses: REC 711*, 712*, 716, 720*, 730, 790, 815, 870*, 871*, 890, and 897.	
Elective Courses.....	3 hours
Exit Requirement	
GRD 887e	
Total Requirements.....	30 hours

* Specific therapeutic recreation courses which are required for students wishing to sit for the National Therapeutic Recreation Certification Exam.

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. Victor E. Kappeler, Dean
Stratton 354-A

Dr. Gary W. Potter, Associate Dean
Stratton 348-B
(859) 622-7884

School of Justice Studies
Dr. Dawn L. Rothe, Chair,
Dr. Scott Hunt, Graduate Program Director

**School of Safety, Security and Emergency
Management**
**Dr. Thomas Schneid, Chair, Interim Graduate Program
Director**

www.justice.eku.edu

The College of Justice and Safety offers three master's degrees: (1) the Master of Science degree in Justice Policy and Leadership, (2) the Master of Science degree in Criminology and Criminal Justice, and (3) the Master of Science degree in Safety, Security and Emergency Management.

SCHOOL OF JUSTICE STUDIES

Dr. Gary W. Potter, Associate Dean
(859) 622-7884
Stratton Building, Room 348-B

The School of Justice Studies offers Master of Science degrees in Justice Policy and Leadership and Criminology and Criminal Justice.

MASTER OF SCIENCE (M.S.)
Justice Policy and Leadership
CIP Code: 43.0104

Dr. Peter Kraska
Graduate Program Coordinator

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 corrections, juvenile justice, and policing 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 corrections, juvenile justice, and policing 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 3.25 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). Students who have previously earned advanced degrees including, but not limited to M.S., M.A., M.B.A., J.D. or other recognized graduate degrees from an accredited university will be exempt from the GRE requirement. 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 Justice, Policy, and 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
JPL 809, 810, 812, 818, and 835.	
Concentration	12 hours
Concentration in Corrections Policy and Leadership	
JPL 840 (3); Select 9 hours from the following: JPL 823, 825, 826, 828, 830, 839, 850, 856, 897, or approved electives	
Concentration in Juvenile Justice Policy and Leadership	
JPL 820 (3); Select 9 hours from the following: JPL 823, 825, 826, 828, 830, 839, 850, 856, 897, or approved electives	
Concentration in Police Policy and Leadership	
CRJ 814 (3); Select 9 hours from the following: CRJ 802, 860, 862, 864, 875, JPL 823, 839, 897, or approved electives	
Exit Requirements Capstone Applied Research Project	3 hours
JPL 878.	
Total Curriculum Requirements	30 hours

Note: No more than 6 hours total may be applied to a degree from JPL 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) before they are eligible to graduate from the program.

**MASTER OF SCIENCE (M.S.)
Criminology and Criminal Justice
CIP Code: 43.0103**

Dr. Scott Hunt, Graduate Coordinator

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 criminology and 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 criminology and 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 3.25 in the last 60 hours of undergraduate course work and acquire a target score in three categories of the Graduate Record Examination (GRE): Verbal 146, Quantitative 140 and Analytical Writing 4.0. Students who have previously earned advanced degrees including, but not limited to M.S., M.A., M.B.A., J.D. or other recognized graduate degrees from an accredited university will be exempt from the GRE requirement.

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 Criminology and 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 Courses12 hours
CRJ 800, 870, and 888; CRJ 808 or 875.

Eight Electives or Six Electives plus Thesis24 hours
CRJ 801, 802, 810, 813, 814, 815, 840, 842, 843, 844, 846, 871, 872, 873, 874, 876, 877, 878, 879, 889, 890, or 897.

Exit Requirements
GRD 897b - (Non-Thesis)
GRD 898c - (Thesis)

Total Requirements36 hours

**Course work for CRJ 897 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).

SCHOOL OF SAFETY, SECURITY, AND EMERGENCY MANAGEMENT

**Dr. Gary W. Potter, Associate Dean
(859) 622-7884
Stratton Building, Room 354-B**

**Dr. Tom Schneid, DSS Chair and Interim Graduate Program
Coordinator
Stratton Building, Room 253
(859) 622-2382**

**MASTER OF SCIENCE (M.S.)
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 emergency management, in addition to the option for more in-depth knowledge of at least one area of Occupational Safety, Corporate Security Operations, and Emergency Management and Disaster Resilience. 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 safety, security, and emergency management administration/professionals.

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 in the Safety, Security and Emergency Management discipline.
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 2.5 grade point average overall. Students with an undergraduate grade point below 2.5 may be considered for Probationary Admission but are required to sit for the Graduate Record Examination (GRE) and acquire a target score in three categories: Verbal 149, Quantitative 141 and Analytical Writing 3.0. Students who have previously earned advanced degrees including, but not limited to M.S., M.A., M.B.A., J.D. or other recognized graduate degrees from an accredited university will be exempt from the GRE requirement.

Applicants without an academic and/or experiential background in a related discipline or field of study including, but not limited to: occupational safety, security, fire, homeland security, emergency management, emergency medical, insurance, and risk management may be accepted into the program with departmental approval. When deficiencies are deemed to exist, applicants may be required to satisfy all designated deficiencies prior to admission to candidacy. Students must also meet general requirements of the ECU 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 Corporate Security Operations, Emergency Management and Disaster Resilience, and Occupational Safety.

III. PROGRAM REQUIREMENTS

Safety, Security, and Emergency Management**

Core Requirements 18 hours
SSE 815, 826, 827, 833, 865, and 880.
Concentrations (choose one from the options below)
General Concentration 12 hours

Twelve hours selected from the following:
HLS 800, 810, 820, 830, 831, 835, SSE 820, 822, 824, 825, 828, 829, 830, 832, 834, 839, 841, 845, 860, 880, 890, 897.

Concentration in Emergency Management and Disaster Resilience 12 hours
HLS 810, 830, 831, and 835.
Concentration in Corporate Security Operations 12 hours
HLS 810, 820, 850, and SSE 827.
Concentration in Occupational Safety 12 hours
SSE 828, 832, 834, and 845.
Exit Requirements..... 3-6 hours
Choose one of the options listed in Section IV
Total Curriculum Requirements 33-36 hours

IV. EXIT REQUIREMENTS

(select one of the three options below):

Comprehensive Examination – Prerequisites: Candidate must have completed all core classes before scheduling to sit for the comprehensive examination. Candidate shall perform satisfactorily on the written comprehensive examination on their program of study and primarily focused on the core program requirements.

SSE/HLS 800-level electives.....6 hours

GRD 897C.....0 hours

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 (SSE 896) before they are eligible to graduate from the program. Candidates not able to complete all required research within the academic term must register for SSE 896-a (1 hour) for each term until the applied research is completed and approved.

SSE 896.....3 hours

CERTIFICATES

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in Emergency Management and Disaster Resilience, Corporate Security Operations, or Occupational 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. Students must have a minimum GPA of 3.0 to earn the certificate. The certificate will consist of four courses for each option. Certificate courses may be applied to the M.S. degree program if the person later applies for M.S. admission.

Certificate in Emergency Management and Disaster Resilience Certificate Requirements..... 12 hours
HLS 810, 830, 831, and 835.

Total Curriculum Requirements 12 hours

Certificate in Corporate Security Operations Certificate Requirements..... 12 hours
HLS 810, 820, 850, and SSE 827.

Total Curriculum Requirements 12 hours

Certificate in Occupational Safety Certificate Requirements..... 12 hours
SSE 828, 832, 834, and 835.

Total Curriculum Requirements 12 hours

College of Letters, Arts, and Social Sciences (CLASS)

Dr. Sara Zeigler, Dean

Keen Johnson 201

(859) 622-2222

Dr. Rose Perrine, Associate Dean

Miller 105

(859) 622-6765

www.class.eku.edu

Departments within the College of Letters, Arts and Social Sciences offer programs leading to the following degrees: Master of Arts; Master of Fine Arts; Master of Music; Master of Public Administration; and Master of Science.

The Master of Arts is offered by the departments of English, and History, Philosophy, and Religious Studies. The Master of Fine Arts is offered by the department of English. The Master of Science is offered by the department of Psychology. The Master of Science offered by Psychology are in Applied Behavior Analysis, 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 Curriculum and Instruction. 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 Letters, Arts, and Social Sciences. The program requirements for these may be found in the College of Education section of this *Catalog*.

DEPARTMENT OF ART AND DESIGN

Ida Kumoji-Ankrah, 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 COMMUNICATION

Dr. Deborah T. Givens, Chair

(859) 622-6564 or 622-1871

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.

DEPARTMENT OF ENGLISH

Dr. James Keller, Chair

Dr. Gerald Nachtwey, MA Program Coordinator/Advisor

Prof. Robert Dean Johnson, MFA Program Director/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.

Accelerated Dual Degree Program (3+2)

Students accepted to the 3+2 Accelerated Dual Degree Program 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 Concentrations; completion of ENG 301 and ENG 302; and overall grade point average (GPA) of at least 3.0 at the time of admission to the 3+2 option.

MASTER OF ARTS (M.A.)

English

CIP Code: 23.0101

II. ADMISSION REQUIREMENTS

Applicants must meet the general requirements of the Graduate School. Applicants with a cumulative undergraduate GPA of less than 2.5 are required to complete the GRE and achieve satisfactory scores of 150 or higher on the Verbal and 4.0 or higher on the Analytical Writing sections of the exam. 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 12 hours of the core curriculum as outlined below. Students choose one of three concentrations within the program: rhetoric and composition, literature, or generalist. Students in any concentration may elect thesis or non-thesis exit requirements to complete the program. 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., 15 credit hours must be in courses open only to graduate students (800 level).

Core Courses 12 hours
ENG 801.

One course in rhetoric and composition 3 hours
Choose from ENG 700, 800, 806, 808, 812, 827.

One literature course 3 hours
Choose from: ENG 730, 750, 825, 830, 833, 850, 853, 854, 870, 873, 876, 878, 880.

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

Rhetoric and Composition Concentration

Concentration in rhetoric and composition 12 hours
(in addition to core requirement)

Choose from ENG 700, 800, 806, 808, 812, 827

Must include ENG 808 (if not completed as part of the core)

Electives in English 6 hours

Thesis option: ENG 898 (3 hours) + 3 hours

ENG electives

Exit Requirements 0 hours

GRD 857e, 858e

Total Requirements 30 hours

Literature Concentration

Concentration in literature 12 hours
(in addition to core requirement)

Three hours from ENG 850, 853, 854

Three hours from ENG 870, 873, 876, 878, 880

Six hours from ENG 730, 750, 825, 830, 833, 850,

853, 854, 870, 873, 876, 878, 880

Must include ENG 833 (if not completed as part of the core)

Electives in English 6 hours

Thesis option: ENG 898 (3 hours) + 3 hours ENG electives

Exit Requirements 0 hours

GRD 857e, 858e

Total Requirements 30 hours

Generalist Concentration

One additional literature course 3 hours

Choose from ENG 730, 750, 825, 830, 833, 850,

853, 854, 870, 873, 876, 878, 880

One additional rhetoric/composition course 3 hours

Choose from ENG 700, 800, 806, 808, 812, 827

Two pedagogy courses 6 hours

Choose from ENG 800, 805, 860, 861, 862, 863, 864

Electives in English 6 hours

Thesis option: ENG 898 + 3 hours ENG electives

Exit Requirements 0 hours

GRD 857e, 858e

Total Requirements 30 hours

IV. EXIT REQUIREMENTS

Comprehensive Examination — 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. Non-thesis students will take a two-part examination: 1) a breadth-of-knowledge assessment (common to all students in a given concentration) and 2) a depth-of-knowledge assessment (tailored to the individual student's scholarly interests). Thesis students will take only the breadth-of-knowledge assessment for their concentration.

Thesis — The thesis is optional in this program. Students electing the thesis option must register for ENG 898 as one 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. Students seeking to complete a thesis are required to pass an oral defense of their thesis (GRD 858e). 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.

Bluegrass Writers Studio**MASTER OF FINE ARTS (M.F.A.)
CREATIVE WRITING***CIP Code: 23.1302***I. GENERAL INFORMATION**

This graduate program in Creative Writing 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 MFA Creative Writing program 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 also meet the general requirements of the Graduate School. Applicants with a cumulative undergraduate GPA of less than 2.5 are required to complete the GRE and achieve satisfactory scores of 150 or higher on the Verbal and 4.0 or higher on the Analytical Writing sections of the exam. 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
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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 GOVERNMENT

Prof. Lynnette Noblitt, Chair
Dr. LeAnn Beaty, MPA Graduate Coordinator
www.government.eku.edu
Beckham 100
(859) 622-5931

The Department of Government offers work leading toward a Master of Public Administration and provides graduate level courses as support for graduate programs in related disciplines.

**MASTER OF PUBLIC ADMINISTRATION
(M.P.A.)
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. Applicants to 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.

Applicants who meet the criteria listed below may qualify for "Clear Admission" to the MPA program:

1. A complete application;
2. Meets the general requirements of both the Graduate School and MPA program;
3. Achieves a cumulative grade point average (GPA) of 2.75 (on a 4.0 scale). In addition, applicants are expected to have verbal and quantitative scores of 145 or above on the Graduate Record Exam (GRE). Applicants with a cumulative undergraduate GPA of 3.0 or higher are exempt from the GRE requirement.
4. Evaluation of academic potential based on two (2) letters of recommendation from persons familiar with the applicant's academic or employment experience;
5. Evaluation of academic potential and appropriate interests based on a statement of career goals and objectives.

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
Organizational Theory
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:

M.P.A. PUBLIC ADMINISTRATION PROGRAM REQUIREMENTS

MPA Core.....24 hours
POL 765, 800, 801, 874, 875, 876, 877, and 879.
Electives12 hours
Must have approval of advisor to count for degree.

Exit Requirements

Internship or Applied Analysis in

Public Administration3 hours
POL 870 or 871.

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: POL 846, 847, and HEA 700 or 800-level courses.

Exit Requirements, Internship or Applied Analysis in Public Administration3 hours
POL 870 or 871.

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, 846, 847, LAS 735, GEO 701, and ECO 700 or 800-level courses.

Exit Requirements Internship or Applied Analysis in Public Administration3 hours
POL 870 or 871.

Total Requirements.....39 hours

Environmental Health Concentration

MPA Core.....24 hours
POL 765, 800, 801, 874, 875, 876, 877, and 879.

Environmental Health Core12 hours
All students in this concentration will take MPH 850, and with their advisor's prior approval select nine hours from the following: POL 846, 847, and EHS 700 or 800-level courses.

Exit Requirements Internship or Applied Analysis in Public Administration3 hours
POL 870 or 871.

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

Applied Field Study – All students will satisfactorily complete 3 hours of POL 870 (or) POL 871 near or after the completion of all core MPA course requirements in a manner that synthesizes central elements of the student's graduate program and aligns with the ECU Graduate Student Learning Outcomes and NASPAA accreditation standards for professional master's degree programs in public affairs, policy and administration

DEPARTMENT OF HISTORY, PHILOSOPHY, AND RELIGIOUS STUDIES

Dr. John Bowes, Chair
Dr. Bradford Wood, Graduate Coordinator
www.history.eku.edu
(859) 622-1289

The Department of History, Philosophy, and Religious Studies 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 (M.A.) History

CIP Code: 54.0101

I. GENERAL INFORMATION

The department strongly recommends that students who plan to seek a doctoral degree choose the 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, Philosophy, and Religious Studies in cooperation with the Office of Graduate Education and Research. To be considered for admission, applicants must meet the general admission requirements of the Graduate School. In addition, the following is required of each candidate:

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.

Applicants who do not meet the GPA requirement for admission must submit official GRE scores to be considered for Probationary Admission. Expected target scores on the GRE for Probationary Admission are 153 on the Verbal and 4.0 on the Analytical Writing sections of the exam.

III. PROGRAM REQUIREMENTS

Thesis Plan

Foundation Course	3 hours
HIS 800: Historiography and Criticism.	
American History	9 hours*
Choose from HIS 802A‡, 860, and/or, if topic is appropriate, 849, 864, or 865.	
European History	6 hours*
Choose from HIS 802B‡, 861, and/or, if topic is appropriate, 849, 864, or 865.	
Asian, African or Latin American History	3 hours*
Choose from HIS 802C‡, 862, 863, or, if topic is appropriate, 849, 864, or 865.	
Thesis	6 hours

HIS 899.

History Electives**3 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 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.

‡ The department requires successful completion of at least one of the following research seminars: HIS 802A, 802B, or 802C.

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 History

9 hours*

Choose from HIS 802A‡, 860, and/or, if topic is appropriate, 849, 864, or 865.

European History

6 hours*

Choose from HIS 802B‡, 861, and/or, if topic is appropriate, 849, 864, or 865.

Asian, African or Latin American History

6 hours*

Choose from HIS 802C‡, 862, 863, and/or, if topic is appropriate, 849, 864, or 865.

History Electives

6 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.

‡ The department requires successful completion of at least one of the following research seminars: HIS 802A, 802B, or 802C.

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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.

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 LANGUAGES, CULTURES, AND HUMANITIES

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

The Department of Languages, Cultures 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*.

EKU SCHOOL OF MUSIC

Prof. Jeremy Mulholland, Director
Dr. Christine Carucci, Coordinator
www.music.eku.edu
(859) 622-3266

I. GENERAL INFORMATION

The EKU School of Music offers the Master of Music degree with concentrations in Performance, Pedagogy/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. All pedagogy and performance majors will demonstrate the ability to analyze student performances and engage in effective teaching practices for the improvement of student performance as well as prepare and present their own performance recital with repertoire that has been thoroughly researched and presented with correct performance practice.

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 (M.M.)

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 2.5 overall undergraduate GPA;
4. Submit 2 letters of recommendation;
5. Demonstrate competent applied music skills through a performance audition for either applied study or for admission to music ensembles.
6. Complete departmental diagnostic exams in music theory and music history within first semester, as determined by the department

Applicants who do not meet the GPA requirement for admission must submit official GRE scores to be considered for Probationary Admission. Expected target scores on the GRE for Probationary Admission are 144 on the Verbal and 3.0 on the Analytical Writing sections of the exam.

Admission Requirements for Individual Concentrations

Performance Concentration

Candidates must audition before a committee of music faculty (recorded 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.

Pedagogy & Performance Concentration

The pedagogy/performance concentration is offered in piano and voice. Candidates must audition before a committee of music faculty (recorded auditions may be allowed); and must possess an undergraduate degree in music from an accredited institution.

Note: 1) Voice candidates must include works in French, Italian, and German in their audition, and must have either a demonstrated competency or at least two semesters of diction study and a minimum of one semester of vocal pedagogy 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.

2) Piano candidates must include works representative of Baroque, Classical and Romantic style periods in their audition. Those who have not completed a minimum of one semester of piano pedagogy at the undergraduate level must complete MUS 550 (1 credit) in their first semester.

Choral Conducting Concentration

Candidates who pass a pre-screening video audition will be invited to campus for a live audition with a university ensemble before a committee of music faculty, 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. 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: 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 who pass a pre-screening video audition will be invited to campus for a live audition with a university ensemble before a committee of music faculty, and must possess either an undergraduate degree in music from an accredited institution or equivalent course work.

Note: Students must earn an "A" in Instrumental Conducting.

Music Education Concentration

Candidates must submit either passing Praxis II specialty area exam in music, 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 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, pedagogy/ 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 Courses	12 hours
Performance Concentration will elect MUS 897.	
Concentration Courses	10 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 Pedagogy/Performance

Concentration in Vocal Pedagogy/Performance	
Core Courses	12 hours
Will elect MUS 897 Recital	
Concentration Courses	20 hours
MUS 822 (Applied).....	10 hours
MUS 811 (Vocal Pedagogy).....	2 hours
(repeatable 1 credit at a time)	
MUS 815 (Vocal Teaching Repertoire).....	2 hours
(repeatable 1 credit at a time)	
MUS 816 (Studio Management).....	1 hour
MUS 821 (Advanced Vocal Pedagogy).....	2 hours
(repeatable 1 credit at a time)	
MUS 896 (Special Project in Pedagogy).....	3 hours
Exit Requirement	
GRD 857i or 858i	
Total Requirements	32 hours

Concentration in Piano Pedagogy/Performance	
Core Courses	12 hours
Will elect MUS 897 Recital	
Concentration Courses	20 hours
MUS 812 (Applied).....	10 hours
MUS 810 (Piano Pedagogy).....	2 hours

(repeatable 1 credit at a time)
 MUS 814 (Piano Teaching Repertoire).....2 hours
 (repeatable 1 credit at a time)
 MUS 816 (Studio Management).....1 hour
 MUS 820 (Advanced Piano Pedagogy).....2 hours
 (repeatable 1 credit at a time)
 MUS 896 (Special Project in Pedagogy).....3 hours

Exit Requirements

GRD 857i or 858i

Total Requirements32 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)3 hours
 MUS 888 (Analytical Techniques II)3 hours
 MUS 889 (Advanced Composition)2 hours
 MUS 788 (Pedagogy of Theory).....2 hours
 MUS 710 (Special Topics in Music).....3 hours

Concentration with an Emphasis in Composition.....12 hours

MUS 889 (Advanced Composition I).....2 hours
 MUS 890 (Advanced Composition II).....4 hours
 MUS 886 (Counterpoint)3 hours
 MUS 888 (Analytical Techniques II)3 hours

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 and MUS 896.

Concentration Courses11 hours

MUS 765 (Advanced Choral Conducting).....2 hours
 MUS 880 (Advanced Choral Procedures).....2 hours
 MUS 883 (Seminar in Choral /Instrumental
 Conducting).....2 hours
 MUS 825 or 826 (Choir or University Singers) 1 hour
 MUS 898 (Research in Music and Music
 Education)3 hours
 Applied Music 1 hour

Electives9 hours**Exit Requirement**

GRD 857i or 858i

Total Requirements.....32 hours**Concentration in Instrumental Conducting****Core Courses12 hours**

Instrumental Conducting concentration must elect MUS 755 and MUS 896.

Concentration Courses11 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

Electives9 hours**Exit Requirement**

GRD 857i or 858i

Total Requirements.....32 hours**Concentration in Music Education****Core Courses12 hours**

Music Ed concentration will elect MUS 896 or 899.

Concentration Courses10 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 or Pedagogy/ 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 PSYCHOLOGY**Dr. Robert Brubaker, Chair****Dr. Dustin Wygant, Coordinator, Clinical 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, Industrial and Organizational Psychology, General Psychology, and the Doctor of Psychology (Psy.D) degree in Clinical Psychology. Clinical 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.

**MASTER OF SCIENCE (M.S.)
Clinical Psychology Program**

*CIP Code: 42.2801***I. 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. Satisfactory performance on the general sections of the Graduate Record Examination is required prior to admission. 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.

II. PROGRAM REQUIREMENTS

Requirements for the degree are a minimum of 55 graduate hours in order to complete the degree program, students must earn a grade of B or better in the following core courses: PSY 803, 824, 825, 826, 841, 850, 857, 860, 838, and 881.

Research Courses6 hours
PSY 820, and 862.

Theory Courses27 hours
PSY 802, 803, 826, 837, 841, 849, 853, 859, and 863.

Techniques Courses.....15 hours
PSY 824, 825, 850, 860, and 881.

Experiential Course7 hours
PSY 838 (7 hours).

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

Total Requirements.....55 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

**MASTER OF SCIENCE (M.S.)
General Psychology**

*CIP Code: 42.0101***I. 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.

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. 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 for the on-campus program 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.

II. PROGRAM REQUIREMENTS

A total of 33 credit hours is required for candidates for the Master of Science in general Psychology. In addition to 15 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.

Psychological Foundations15 hours

PSY 820S, 837, 849, 853, 859.

General Concentration18 hours

PSY 8623 hours

Electives9 hours

Thesis6 hours

PSY 898

Exit Requirements*

GRD 857j, 858j0 hours

Total Requirements.....33 hours

***Exit Requirements:** Students in the MS general Psychology

Program General Concentration 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.

(Online Only) Applied Behavior Analysis Concentration

.....18 hours

PSY 813, 817, 833, 855, 89515 hours

Capstone Requirement: PSY 8663 hours

MASTER OF SCIENCE (M.S.) Industrial and Organizational Psychology

CIP Code: 42.2804

I. ADMISSION REQUIREMENTS

Candidates must satisfy the following requirements:

A minimum of two undergraduate psychology courses including statistics and one upper division psychology course are required [comparable courses in relevant disciplines (e.g., Business) will be considered]. Applicants are required to submit academic transcripts for any undergraduate and graduate work. An undergraduate grade point average of 3.0 is required. Applicants with a cumulative undergraduate GPA of 3.0 or higher are exempt from the GRE requirement. Target scores for the Industrial and Organizational Psychology program are 149 or above on the Verbal section and 144 or above on the Quantitative section of the GRE.

Applicants must submit a personal statement addressing academic experiences, professional goals, and an explanation of why the field of I-O psychology, and specifically the ECU I-O Psychology Online Program, is a good fit. Below are some additional questions to consider as you construct your response. A) What personal characteristics do you possess that you believe are important to the practice of I-O psychology? B) Do you possess any particular strengths that you feel will be an asset to you in graduate school? C) What are your professional goals and how do they match the mission of our program? D) Describe any experiences that have particularly prepared you for graduate study in I-O psychology (e.g., work experience, research experience, particular coursework, etc.). E) If you feel that any portion of your application does not accurately reflect your academic skills or preparation for graduate school in psychology (e.g., GRE, GPA, etc.), please explain in your personal statement. Applicants must arrange for submission of three letters of recommendation providing evidence of academic potential from persons familiar with the applicant's academic or employment experience. Applicants must also submit a curriculum vitae/Resume.

Applications are completed online. Applicant deadlines are August 5th, October 5th, January 5th, and April 5th.

II. PROGRAM REQUIREMENTS

The successful completion of 36 credit hours is required of candidates for the Master of Science in Industrial and Organizational Psychology. In addition to 33 hours of required courses, 3 credit hours of practicum are required.

Industrial and Organizational Psychology Core.....	21 hours
PSY 804, 807, 808, 809, 873, 874, 875.	
Research Methods.....	6 hours
PSY 805, 806.	
Consulting and Professional Skills.....	6 hours
PSY 810, 811.	
Practicum	3 hours
PSY 812.	
Total Requirements	36 hours

DOCTOR IN PSYCHOLOGY (Psy. D.) Clinical Psychology

CIP code: 42.2801

I. ADMISSION 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. Applicants are required to submit academic transcripts for any undergraduate and graduate work, and the GRE score report. Candidates are encouraged to complete the GRE Psychology Subject Test if Psychology was not their major as an undergraduate. Candidates with a GPA of 3.0 or higher and GRE scores at the 50th percentile or higher will be competitive. Admission is limited to available space. Meeting the minimum requirements, therefore, does not guarantee admission.

Applicants must submit a personal statement (2-3 typewritten, double spaced pages). In completing the personal statement, consider reflecting on the following areas: A) What personal characteristics do you possess that you believe are important to the practice of psychology? Do you possess any particular strengths that you feel will be an asset to you in graduate school? What about any personal challenges that you might hinder your progress? B) What are your professional goals and how do they match the mission of our program, particularly our focus on rural and underserved areas? C) Describe any experiences that have particularly prepared you for graduate study in clinical psychology (e.g., clinical co-op/internships, research experiences, particular coursework, etc.). D) If you feel that any portion of your application does not accurately reflect your academic skills or preparation for graduate school in psychology (e.g., GRE, GPA, etc.), please explain. Applicants must arrange for submission of three letters of recommendation from individuals familiar with your abilities relevant to graduate-level study in psychology, with at least one from psychology faculty. Applicants must also submit a curriculum vitae.

Applications are completed online and must be received by January 15. Top applicants will be invited for an on-campus interview. Notification regarding admission normally will be made in March.

II. PROGRAM REQUIREMENTS

Requirements for the degree are a minimum of 120 graduate hours including 12 credit hours for a year-long internship, 27 credit hours for clinical practica, 72 credit hours of required courses, 6 credit hours for the doctoral research project, and 3 hours of elective graduate courses approved by the student's graduate advisor.

Core Courses	72 hours
PSY 766, 779, 802, 803, 818, 820, 824, 825, 826, 837, 841, 849, 850, 853, 857S, 859, 860, 862, 863, 868, 869, 871, 881, and 950.	
Experiential Courses.....	39 hours
PSY 838(9), 999(12), and 938(18).	
Electives	3 hours
Research.....	6 hours
PSY 990.	
Exit Requirements.....	0 hours
GRD 857r, 858r.	

Students in the Doctor of Psychology Program must register for

written and oral comprehensive examinations in their area of study (GRD 857r & GRD 858r) (0 credit hours), and must pass both of these examinations.

Total Requirements.....120 hours

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 or CDS 878 or CDS 720.....	3 hours
SED 821 or 837 (for students who have previously taken SED 590)	3 hours
OTS 831 (2 hours)* or PSY 843 or PSY 838 or CDS 874 or SED 897	3 hours
OTS 846 (4 hours)* or CDS 899 or PSY 887 or CDS 898 or CDS 897 or SED 898 or PSY 896 or PSY 899A or PSY 898	3 hours
GRD 858n	0 hours

Total Course Requirements.....18 hours

Comprehensive Examination: In addition to the exit requirements for their degree, candidates for the certificate will be required to successfully complete an oral examination on Autism Spectrum Disorders and register for GRD 858n.

*OTS 831 must be paired with OTS 846 to equal 6 hours.

College of Science

Dr. Tom Otieno, Dean
Science Building 1228
(859) 622-1405

Dr. Karin Sehmman, Associate Dean
Science Building 1228
(859) 622-1405
www.science.eku.edu

Departments within the College of Science offer programs leading to the following degrees: Master of Science and Master of Arts.

The Master of Science is offered by the departments of Biological Sciences; Computer Science; and Chemistry. The Master of Science offered by Computer Science is in Computer Science and Applied Computing. The Master of Arts offered by Mathematics and Statistics is in Applied Mathematics.

DEPARTMENT OF BIOLOGICAL SCIENCES

Dr. Malcolm Frishie, Chair
Dr. Oliver Oakley, 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 Teaching Secondary 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 Science and the College of Education in offering the Master of Arts in Education with Teacher Leader Endorsement Preparation, Secondary 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 (M.S.) **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) Completed application for admission, including a statement of personal and professional objectives 2) Application Fee 3) Scores on the verbal, quantitative, and analytical portions of the Graduate Record Examination [GRE] 4) Grade point average (GPA) & official transcript(s) 5) Three letters of recommendation 6) The departmental experience & essay form (MSWord document) 7) The Graduate Studies Advisor Agreement Form.

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 have a faculty member from the Department of Biological Sciences agree to serve as their advisor should they be accepted to the program. 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 without the Graduate Studies Advisor Agreement Form.

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. Should a student change from the Biology Thesis Program to the Non-Thesis Program, no more than 27 hours taken as part of the Thesis Program may be counted toward the Non-Thesis Program.

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

Biology Thesis Program

Biology Core6 hours
BIO 800(1), BIO 801(2), BIO 810 or STA 700.

General Concentration: (select Thesis or Non-Thesis Track):

Thesis Track

BIO 8916 hours
Approved elective courses18 hours
Program Total30 hours

Non-Thesis Track

BIO 880, two courses from BIO 727, 728, 731(4), 821, 831, 848, or 8499-10 hours
Approved electives20-21 hours
Program Total35-37 hours

Applied Ecology Concentration:

BIO 848, 849, 850(2); and one course from BIO 714, 721, 722, 725, 732, 736, 742, 753, 754, 756, 757, 758, 761, 802, 806, 816, 845, or 84611 hours
Approved electives7 hours
Thesis: BIO 8916 hours
Program Total30 hours

Exit Requirements

GRD 857a, 858a

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

IV. 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 BIO 880 (Current Review of Biology) paper) in an oral examination (GRD 858a). The committee for a student pursuing the non-thesis program shall consist of the faculty member who has agreed to serve as the student's advisor and the members of the department's Graduate Affairs Committee.

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. Twenty-four hours of additional coursework 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 the thesis program.

Non-Thesis program — Three semester hours of BIO 880 (Current Review of Biology) are required in the 36-hour non-thesis

program. Thirty hours of additional coursework will complete the requirements for the degree. The Applied Ecology Concentration cannot be completed under this program. Credit will not be given for BIO 891 (Thesis Research) in this program.

DEPARTMENT OF CHEMISTRY

Dr. Tanea Reed
(859) 622-1456

Science Building 4126

Dr. Margaret Ndinguri, Graduate Coordinator/Advisor
www.chemistry.eku.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 Teacher Leader Endorsement Preparation, Secondary 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.S.) or Forensic Science (B.S.) with the requirements for the M.S. Chemistry degree. Therefore, EKU 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 (M.S.) 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 EKU 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 Requirements** 12 hours
- a. CHE 715(5) and one of the following: CHE 770(4) or 774/774L(4) or 775/775L(4) 9 hours
- b. Additional course in chemical/biological science or mathematics 3 hours
- II. 800-level Requirements** 15 hours

- a. CHE 810(2), 811(2), 880(1), and 1 additional hour from either CHE 811 or 881 6 hours
- b. Pick three courses from the following: CHE 822, 830, 850,860..... 9 hours

B. Program Tracks:

Students will pick one of the following tracks

Thesis Track: Graduate Research – Written Thesis Required
6 hours

CHE 899(6).

Internship Track: Applied Learning in Chemistry – Written Report Required.....6 hours

CHE 839(6), or CHE 839(3) and 3 hours of CHE 700/800 level courses.

Coursework Track6 hours

Three (3) hours of CHE 800 level courses and 3 additional hours from CHE 700/800 level courses.

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 (M.S.) 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 Intelligence, Industrial Computing, and Computational Data Science.

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 score is 149 or higher on Quantitative portion of the GRE or 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 Intelligence, Industrial Computing, and Computational Data Science, 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 15 hours
CSC 730, 745, 815, 834, 895.

Concentration in Software Engineering and Computer Security.....12 hours
CSC 825, 831, 835; one of CSC 720, 742, 744, 747, 748 or 749.

Concentration in Business Intelligence 12 hours
Select 12 credits of 800-level MBA courses. Recommend the MBA Level 1 certificate courses.

Concentration in Industrial Computing12 hours
AEM 706, 801, 804, 805.

Concentration in Computational Data Science.....12 hours
Two courses selected from CSC 746, 781, 782, 783, 831; two courses selected from STA 700, 775, 780, 785, 840. (Must select at least 6 credits of 800 level courses in concentration and/or electives.)

Electives3 hours
Select 3 hours of electives from 700 or 800 level AEM, CSC, MAT, MBA, or STA courses. Credit in a student's declared concentration does not apply toward the elective requirements.

Exit Requirement

GRD 857d

Total Curriculum Requirements30 hours

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 MATHEMATICS AND STATISTICS

Dr. Daniel Mundfrom, Chair

Dr. Lisa Kay, Coordinator

www.math.eku.edu

(859) 622-5942

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

MASTER OF ARTS (M.A.)

Applied Mathematics

CIP Code: 27.0503

I. GENERAL INFORMATION

Program Objectives

The objectives of the graduate mathematics program are the following:

1. To provide a graduate program in mathematics and statistics leading to a degree which prepares students for careers in government or industry.
2. 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.
3. To provide the necessary mathematical content for certified teachers to teach dual-credit courses at the secondary level or courses at a community college, two-year college, or four-year college.
4. To include in this program courses in the areas of mathematics, statistics, statistical analysis, mathematics applications, and courses demonstrating the relationships among these fields.
5. 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. Scores of 144 or higher on the Verbal Reasoning portion and 147 or higher on the Quantitative Reasoning portion of the Graduate Record Exam. Applicants with cumulative undergraduate GPA's of 3.0 or higher are exempt from the GRE requirement.
2. An undergraduate grade point average of 2.5 or higher.
3. Prerequisites for the core courses. (For example, six hours of calculus and courses in linear algebra and statistics would

be sufficient.) 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 Kentucky Teacher rank must have initial certification in secondary mathematics.

III. PROGRAM REQUIREMENTS

Applied Mathematics Program

Core Requirements 12 hours

MAT 720 or STA 720; MAT 865 and 866; MAE 704 or STA 775. No course may be counted under both core requirements and concentration requirements.

Concentration in Secondary Mathematics

Concentration Requirements 9 hours

MAT 735; six hours from MAE 750, 843, 850, or 872.

Electives 6 hours

Six hours of advisor-approved electives selected from 700- or 800-level courses with MAE, MAT, STA, or CSC prefixes.

Exit Requirement

Capstone 3 hours

MAT 898

Total Curriculum Requirements 30 hours

Concentration in Applied Mathematics and Statistics

Concentration Requirements 9 hours

Nine hours from MAT 727, 740, 750, 765, 777, 853, 856, 871, 880, STA 770, 775, 780, 785, 835, 840, or 880.

Electives 6 hours

Six hours of advisor-approved electives selected from 700- or 800-level courses with MAE, MAT, STA, or CSC prefixes.

Capstone 3 hours

MAT 898

Total Curriculum Requirements 30 hours

IV. EXIT REQUIREMENTS

Capstone — Students are required to complete 3 hours of MAT 898 (Capstone).

Each student must apply 15 or more hours from 800-level courses toward the M.A. degree.

DEPARTMENT OF PHYSICS AND ASTRONOMY

Dr. Anthony Blose, 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 Teacher Leader Endorsement Preparation, Secondary 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*.

SECTION SIX

COURSE DESCRIPTIONS

Course Prefixes

ACC	Accounting
ADM	Apparel Design and Merchandising
AED	Art Education
AEM	Applied Engineering Management
AFA	African/African-American Studies
AFS	Aerospace Studies (Air Force ROTC)
AGR	Agriculture
ANT	Anthropology
APP	Appalachian Studies
APS	Assets Protection and Security
ARH	Art History
ART	Art
ASL	American Sign Language
AST	Astronomy
ATR	Athletic Training
AVN	Aviation
BEM	Broadcasting and Electronic Media
BIO	Biology
BTS	Business and Technology Seminar
CCT	Corporate Communication and Technology
CDF	Child and Family Studies
CDS	Communication Disorders and Sciences
CHE	Chemistry
CHN	Chinese
CHS	College of Health Sciences Interdisciplinary
CIS	Computer Information Systems
CMS	Communication Studies
COM	Communication
CON	Construction Management
COR	Correctional and Juvenile Justice Studies
COU	Counselor Education
CRE	Applied Creative Thinking
CRJ	Criminal Justice
CSC	Computer Science
CTE	Career and Technical Education
DES	Design
ECO	Economics
EDC	Educational Core
EDF	Educational Foundations
EES	Essential Elements of Success
EET	Electricity and Electronics Technology
EHS	Environmental Health Science
ELE	Elementary Education
EMC	Emergency Medical Care
EME	Elementary and Middle Grade
EMG	Middle Grade Education
EMS	Elementary, Middle Grade, and Secondary Education
ENG	English
ENR	Learning Skills
ENV	Environmental Sustainability and Stewardship
EPY	Educational Psychology
ESE	Secondary Education
ESS	Exercise and Sport Science
ETL	Education Teacher Leader
FCC	Foreign Culture and Civilization
FCS	Family and Consumer Sciences
FIN	Finance
FLS	Foreign Language Studies
FMT	Fermentation Science
FOR	Forensic Science
FRE	French
FRM	Family Resource Management
FSE	Fire and Safety Engineering Technology
GBU	General Business
GCM	Graphic Communications Management
GCS	Interpersonal Skills and Career Counseling
GEO	Geography
GER	German
GLO	Globalization and International Affairs
GLY	Geology
GSD	Student Development
GST	General Studies Tutoring
HEA	Health Education

HIS	History
HLS	Homeland Security
HON	Honors Program
HSA	Health Services Administration
HSR	Human Services
HUM	Humanities
IES	Foreign Exchange Studies
INF	Informatics
INS	Insurance
ITP	Interpreter Training
JPL	Justice, Policy & Leadership
JPN	Japanese
LAS	Paralegal
LAT	Latin
LGS	Legal Studies
LIB	Library Science
MAE	Mathematics Education
MAT	Mathematics
MGT	Management
MKT	Marketing
MLS	Medical Laboratory Scientist
MLT	Medical Laboratory Technician
MPM	Medical Practice Management
MSL	Military Science and Leadership
MUE	Music Education
MUH	Music History
MUS	Music
NET	Network Security and Electronics
NFA	Nutrition, Foods, and Food Administration
NSC	Nursing (Baccalaureate)
NSM	Network Security Management
NUR	Nursing (Associate)
OHO	Ornamental Horticulture
OSH	Occupational Safety
OTS	Occupational Therapy
PHI	Philosophy
PHY	Physics
PLS	Police Studies
POL	Political Science
PSY	Psychology
PUB	Public Relations
QMB	Quantitative Methods
REC	Recreation and Park Administration
REL	Religion
RMI	Risk Management and Insurance
RST	Real Estate
SEC	Security Management
SED	Special Education
SJS	Social Justice Studies
SOC	Sociology
SPA	Spanish
STA	Statistics
SWK	Social Work
TEC	Technology, General
THE	Theatre Arts
TRS	Traffic Safety
VTS	Veterans Studies
WGS	Women and Gender Studies
WLD	Wildlife Management

Course Numbering

Courses are numbered according to the following plan:

700-799	primarily for masters students
800-899	for masters and doctoral students
900-999	exclusively for doctoral programs

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****Dr. Trish Isaacs, Associate 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 723 Taxation of Corporations. (3) A. Prerequisite: ACC 251 with a grade of “C” or better. 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. Cross-listed as ACC 527. 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. Credit will not be awarded for both ACC 727 and ACC 527.

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 790 Special Topics in Accounting: _____, (1-3) A. Prerequisites: Departmental approval. For special topics related to the field of Accounting beyond the scope of regularly offered courses. May be taken to a maximum of 6 hours provided subtitle/topics vary.

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 890 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 cumulative maximum of six hours.

ADM—Apparel Design and Merchandising
Dr. Dana Bush, 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 Teaching Art in the Schools. (3) I. Cross-listed as ESE 740. Prerequisite: Admission to the Master of Arts in Teaching Program. Corequisite: CED 840. Developmentally appropriate materials and methods for teaching art in the schools. 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, Director

AEM 706 Six Sigma Quality. (3) A. 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 801 Economics for Lean Operations. (3) A. 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.

AEM 802 Productivity Assessment and Analysis. (6) A. A study of industrial productivity; its assessment, measurement, analysis and improvements with emphasis upon human productivity, and machine, material, and process productivity.

AEM 804 Project Management. (3) A. Elements of managing projects including the use of modern project management software.

AEM 805 Industrial Operations Research. (3) A. Concepts and applications of analytical models in decision-making. Includes general concepts of models and simulation, linear programming, transportation and assignment problems, forecasting and network flow in determining optimal industrial strategies.

AEM 820 Industrial Technology Proposal. (3) A. 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. 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. 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. Lisa Day, 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. William E. Davis, Interim 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 720 Global Food Systems (3) A. A wide-ranging examination of various domestic and international food systems. The supply chain will be analyzed from field to farm gate through marketing and transportation to the consumer. Emphasis on the economics of the food supply chain.

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.

AGR 850 Agricultural Policy (3) A. An examination of agricultural policy in the U.S. and its effects on production, food and nutrition, conservation and rural communities. Special attention is paid to the current Farm Bill.

ART—Art
Dr. Ida Kumoji-Ankrah, 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 392 or 392W or 393 or 393W or departmental approval. 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. Prerequisite: 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.

ART 810* Painting. (3) A. Prerequisite: 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.

ART 820* Sculpture. (3) A. Prerequisite: 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.

ART 830* Printmaking. (3) A. Prerequisite: 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.

ART 840* Jewelry and Metals. (3) A. Prerequisite: 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.

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. Prerequisite: 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.

ART 880* Photography. (3) A. Prerequisite: 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.

ASL—American Sign Language Dr. Laurence Hayes, Chair

ASL 800 Linguistics and ASL Studies (3) I. Overview of phonology, morphology, syntax, semantics and the use of depiction in ASL. This class uses a cross-linguistic approach, which looks at similarities and differences of spoken language, other signed languages, and ASL.

ASL 810 Research Methods (3) I. Provides students with an overview of research approaches in their chosen field, and the opportunity to conceptualize and plan a guided research project of their own related to their field and interests.

ASL 815 ASL Topical Seminar (1-3) A. Topics vary with offering. May be retaken to a maximum of 9 hours provided subtitle/topics vary.

ASL 820 Sociolinguistics and ASL Studies (3) I. An overview and evaluation of sociolinguistics in Deaf communities including: bilingualism, language contact, variation, discourse analysis, language planning and policy, and language attitudes—synthesizing the significance and implication of sociolinguistics for language professionals.

ASL 822 Curriculum Design and Learning Outcomes for Teaching ASL (3) I. This course follows a “backward design” curricular approach. It will guide ASL teachers through the practice of identifying essential questions, exploring standards and expected outcomes, and developing assessments for those outcomes.

ASL 824 Bimodal Second Language Acquisition and Human Learning (3) II. Introduction to the theories and principles of language learning, with a special emphasis in learners of second languages and a particular focus on bimodal language development.

ASL 825 Independent Study in ASL (1-3) A. Students must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment.

ASL 826 Assessment, Methods, and Outcomes for Teaching ASL (3) II. Students explore assessment approaches that align with outcomes, and effective strategies for helping students achieve outcomes. Students will create a course, workshop, or other product that incorporates design principles with effective ASL teaching strategies and technologies.

ASL 831 Advanced Discourse Analysis (3) I. Prerequisite: admission into the program. Students

will learn current tools and techniques of discourse analysis to explore ASL discourse topics and to analyze authentic ASL texts. This course emphasizes the analysis of broader context that contributes to the construction meaning in situated discourse events.

ASL 833 Comparative Discourse Studies (3) II. Students apply discourse analysis tools and techniques to effectively analyze parallel texts for comparable linguistic aspects and meaning. Findings will be applied to the interpreting field.

ASL 837 Advanced Translation Studies (3) II. Students will prepare and assess translations of various source texts, demonstrating the ability to analyze the source meaning and context, structures and functions; prepare a quality translation; and justify the choices made for effective translation.

ASL 840 Learning-Centered Assessment and Feedback (3) I. Builds on previous discourse courses and is designed to provide practical experience in the discipline and to prepare and apply effective, learning-centered feedback.

ASL 850 Research in ASL studies I (3) I. Provides students with an opportunity to develop a research study proposal based on standard ethical principles specifically addressing working with linguistic minorities.

ASL 862 Practicum and Professional Aspects of Teaching ASL (3) I. Explores the culture of academic environments and current trends in teaching and teaching ASL, including challenges faced by ASL educators in a variety of settings. Emphasizes development of viable approaches and solutions.

ASL 871 Peer Mentoring in Practicum (3) I. Expands the exploration and application of interpretation and mentoring practices in the field of interpretation by reviewing research about mentoring and supervision.

ASL 880 Research in ASL studies II (3) I. In this course students will implement their research proposal developed in Research in ASL Studies I, including data collection and analysis.

ASL 890 Proseminar (6) II. This course is designed to provide students with the opportunity to synthesize their experiences, complete their research projects, prepare and present their exit portfolios, and develop professional growth and development plans in their fields.

ATR—Athletic Training Dr. Eric Fuchs, Chair

ATR 800 Practical Aspects AT Lab. (3) A. Prerequisite: Adm. to MS in AT. Course instructs clinical AT skills. Students provided clinical skill lab opportunities to master required KSA's needed for practicum where skill mastery develops.

ATR 801 Practicum I. (1) A. Prerequisite: Admission into MS in AT Program. Provides students with the opportunity to apply basic clinical skills. KSA's are practiced and assessed. Students complete a 30-60 hour/week clinical experience, as assigned by preceptor, from August 1 until the day before fall semester begins.

ATR 802 Practicum II. (3) A. Prerequisite: Admission into MS in AT Program. Provides students with the opportunity to apply clinical skills, especially related to orthopedic assessment and diagnosis. KSA's are practiced and assessed. Students complete a 15-25 hour/week clinical experience, as assigned by preceptor.

ATR 803 Practicum III. (3) A. Prerequisite: ATR 802. Provides students with the opportunity to apply basic clinical skills, especially related to treatment and therapy of injuries/pathologies. KSA's are practiced and assessed. Students complete a 15-25 hour/week clinical experience, as assigned by preceptor.

ATR 804 Practicum IV. (1) A. Prerequisite: ATR 803. Provides students with the opportunity to apply advanced clinical skills. KSA's are practiced and assessed. Students complete a 30-60 hour/week clinical experience, as assigned by preceptor, from August 1 until the day before fall semester begins.

ATR 805 Field Experience I in Athletic

Training. (9) A. Prerequisite: ATR 803. Provides students with the opportunity to apply advanced clinical skills in a full immersion clinical experience. KSA's are practiced and assessed. Students complete a 30-60 hour/week clinical experience, as assigned by preceptor. Students are responsible for all costs associated with the field experience (i.e. transportation, housing, etc.).

ATR 806 Field Experience in Athletic Training II. (9) A. Prerequisite: ATR 805. Provides students with the opportunity to apply advanced clinical skills in a full immersion clinical experience. KSA's are practiced and assessed. Students complete a 30-60 hour/week clinical experience, as assigned by preceptor. Students are responsible for all costs associated with the field experience (i.e. transportation, housing, etc.).

ATR 808 Applied Palpation Anatomy Lab. (3) A. Prerequisite: admission MS in AT program. Provides hands-on opportunity to locate, explore, and compare anatomical structures through applied palpation in clinical lab. The course focuses on musculoskeletal, nerve and vascular structures.

ATR 810 Practical Aspects in Athletic Training II. (2) A. Prerequisite: ATR 800: Instructs students in advanced practical skills i.e. casting, bracing, and splinting. Classroom/lab sessions designed to provide introduction to specific KSA's as defined by accrediting body.

ATR 811 Assessment & Diagnosis of Medical Conditions. (3) A. Prerequisite: Admission into MS in AT Program. Study of general medical conditions, evaluation, treatment and differential diagnosis.

ATR 812 Lower Extremity Evaluation (3) A. Prerequisite: Adm to MS in AT Co-Requirement: ATR 812L. Assessment lower extremity/lumbar spine pathologies. Teaches proper differential diagnosis of LE/Lumbar spine pathologies. Students synthesize information from evaluations into differential diagnosis.

ATR 812L Orthopedic Assessment LE - Lab (1) A. Co-requisite: ATR 812. Students evaluate common injuries of the lower extremity/ lumbar spine. Emphasis on practicing and demonstrating skills utilized during the evaluation process.

ATR 813 Upper Extremity Evaluation. (3) A. Prerequisite: Adm in MS in AT program. Co-requisite: ATR 813L. Evaluation/differential diagnosis of injuries to the head, face, and upper extremity. Classroom/labs provide opportunities to master upper extremity differential diagnosis.

ATR 813L Orthopedic Assessment UE - Lab (1) A. Co-requisite: ATR 813. Properly evaluate common injuries of the upper extremity/cervical spine. Emphasis on practicing and demonstrating skills utilized during the evaluation process.

ATR 822 Therapeutic Modalities. (2) A. Prerequisite: Admission into the MS in AT program. Co-requisite: 822L. Study physiological responses related to physical effects, indications, and contraindications of contemporary therapeutic modalities and therapy techniques.

ATR 822L Therapeutic Modalities. (1) A. Co-Requirement: ATR 822. Practical and clinical contemporary modality application/integration into a patients rehab and/or treatment plan. Allows students to utilize labs to understand modalities effects on patients through application in labs.

ATR 825 Rehabilitation Integration Lab (1) A. Prerequisite: Adm to MS AT program. Co-requisite: ATR 822 and 832. Instructs application and integration of modalities/therapeutic exercise knowledge to develop rehab protocols for patients. Laboratory opportunities for integrating CIP's/KSA's into contemporary rehab protocols.

ATR 832 Therapeutic Exercise (2) A. Prerequisite: Adm in MS in AT program. Co-requisite: ATR 832L. Therapeutic exercise programs are developed to demonstrate an understanding of the application, theories and principles used in effective treatment for a patient's pathology.

ATR 832L Therapeutic Exercise Lab (1) A. Co-Requirement ATR 832. Course emphasizes practical/contemporary rehabilitation techniques used to return

patients to desired function. Students demonstrate and organize KSA's, while developing rehabilitation programs for orthopedic and medical pathologies.

ATR 833 Pharmacology for Athletic Trainers (3) A. Prerequisite: ATR 800. Studies the pharmacological principles and psychosocial intervention with respect to injury and rehabilitation. Instructs pharmacokinetics/pharmacodynamics and their impact on drugs therapeutic effects /side-effects. Dosages, indications, and contraindications, are discussed.

ATR 842 Organization and Administration of Athletic Training (3) A. Pre-Requisite ATR 800. The course covers billing practices, legal liability, fiscal management, facilities operations and design, personnel supervision and hiring, public relations and organizational structures in health care organizations and systems.

ATR 843 Seminar in AT (1) A. Prerequisite ATR 800: Integration and applied life skills needed as a professional AT. Students develop comprehensive review strategy for BOC Exam, explore contemporary issues and changing practice paradigms in AT.

BIO—Biological Sciences

Dr. Malcolm Frisbie, Chair

BIO 700 Environmental Issues (3) II.

Cross-listed as ENV 700. Students will learn to identify, investigate and evaluate environmental issues as well as plan appropriate action based on their analysis. Credit will not be awarded to students who have credit for BIO 500 or ENV 500 or 700.

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 720 Invasive Species Management.

(3) A. Examination of the circumstances that allow introduced species to become invasive. Reviews the current approaches used to reduce the incidence and impact of invasive species. Credit will not be awarded to students who have credit for BIO 599/799 Special Topics: Invasive Species Management.

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 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 731 Principles of Molecular Biology I

(4) A. An in-depth study of the structure, function, and technological applications of nucleic acids and proteins. Laboratory experiences will involve the manipulation of DNA and RNA molecules for the purpose of isolation, genetic engineering, forensics, and gene expression analysis. Credit will not be awarded for both BIO 731 and 731S. 2 Lec/4 Lab.

BIO 731S Principles of Molecular Biology I

(4) A. An in-depth study of the structure, function, and technological applications of nucleic acids and proteins enhanced with a service-learning component. Laboratory

experiences will involve manipulation of DNA and RNA molecules for the purpose of isolation, genetic engineering, forensics, and gene expression. Credit will not be awarded for both BIO 731S and 731. 2 Lec/4 Lab.

BIO 732 Conservation Biology. (3) I.

Examination of principles and practices of conserving global biological diversity. Emphasis on causes, consequences and rates of extinction, as well as the natural resource planning and policies used to mitigate the loss of biodiversity. Focus will be given to the application of philosophical, biological, sociological, legal, and on-the-ground management principles for 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. This course will provide students with an essential understanding of functional morphology in vertebrate tissues and organs. Pathology examples will be used to explain the cellular and molecular basis of normal function related to structure. 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 749 Neurobiology (3) A. A discussion of the cellular architecture of the nervous system, with emphasis on the biochemical and electrophysiological properties of neurons and glia that control cognition, learning and memory, emotion, sensation and perception, endocrine regulation, and neurological illness. An overview of molecular research methods used to investigate neural function.

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. Requires participation in an extended field trip outside of normal class hours. 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 an 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 790 Ecology for Teachers (3) I. Cross-listed as ENV 790. This course introduces ecology and the environment through an interdisciplinary approach beginning with the physical environment progressing to whole ecosystems and onto analyses of ecological sustainability. Classroom strategies and techniques will be modeled. Credit will not be awarded to students who have credit for BIO 590 or ENV 590 or 790.

BIO 795 Topics in Field Biology: _____

(3). Prerequisite: Departmental approval. Concepts, methods, analyses, and organismal identification used to study _____. Material will be taught using a combination of lecture, discussion, and experiential learning via hands-on field activities. May be repeated up to a maximum of 12 hours provided subject matter is different each time. 1 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: departmental approval. Special topics in the biological sciences of current interest to faculty and students may be presented through lecture, discussion, lab and field experiences, and reports. May be retaken to a maximum of nine hours, provided subject matter differs each time.

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 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 820 Principles of Pharmacology: Molecular Drug Targets and Therapeutics. (3) A. An in-depth study of how drugs interact and alter biological systems in the body. The concepts of drug metabolism, physiological response, and therapy will be emphasized. 3 Lec.

BIO 821 Applications in Flow Cytometry. (3) A. This course focuses on principles, applications and quality assurance of flow cytometry in research and clinical use in immunology, hematology and transplantation. Emphasis is placed on the biological and physical principles underlying flow cytometry. 2 Lec/2 Lab.

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. Introduction to ecosystem models and modeling.

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. (1-4) 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.

**CCT—Corporate Communication and Technology
Dr. Mike Roberson, Interim 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 multimedia resources. Geared for education, small offices or businesses, personal use, and not-for-profit organizations.

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. Dana Bush, 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. Minimum of 27 field/clinical experiences required.

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. A. William Place, 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. Minimum of eight hours field/clinical experiences required.

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. Minimum of three hours field/clinical experiences required.

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. Minimum of 145 field/clinical experience hours required across three semesters.

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. Minimum of three hours field/clinical experiences required.

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. Minimum of two hours field/clinical experiences required.

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. Minimum of ten hours field/clinical experiences required.

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. Minimum of five hours field/clinical experiences required.

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 full-time clinical practice with a variety of communication disorders in selected school settings for a minimum of 70 school days. 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.

CED — Clinical Experiences **Dr. Diana Porter, Director**

CED 810 Clinical VII: Learners, Teachers, School and Society. (.5) Corequisite: EGC 820. Guided laboratory-based experiences emphasizing the developmental levels of learners and the roles and responsibilities of teachers and other education professionals within an education system (laboratory-based clinical experience – a minimum of 20 hours is required; additional hours may be required based upon candidate performance).

CED 820 Clinical VIII: Designing Instruction. (.5). Prerequisites: CED 810 (B) Corequisite: EGC 830. Guided school-embedded experiences that emphasize impacting student growth through well-planned and aligned instructional units and lessons. (school-embedded clinical experience – a minimum of 40 hours is required; additional hours may be required based upon candidate performance).

CED 830 Clinical IX: Diagnosis and Prescription. (1) Prerequisites: CED 820(B). Corequisites: EMS 874 and SED 800. Guided school-embedded experiences emphasizing the development, implementation, interpretation and reporting of a variety of assessment tools for learners, the classroom and school environment and the subsequent design of instruction. (school-embedded clinical experience – a minimum of 80 hours is required; additional hours may be required based upon candidate performance).

CED 840 Clinical X: Practicing Teaching. (.5-1) Prerequisite: CED 830 with a grade of B or higher. Corequisite: EGC 847 and one of the following: AED 740, EGC 835, ELE 719, 821, 823, 824, 825, ESE 740, 743, 749, 750, 752, 753, 761, 766, 773, 779, MAE 750, or MUE 779. Supervised, sustained practice teaching experiences in an assigned instructional setting. Experiences include individual, small group and whole class teaching opportunities. (School-embedded clinical experience – a minimum of 40-80 hours is required; additional hours may be required based upon candidate performance). May be retaken to a maximum of 2 hours.

CED 855 Clinical Teaching for Option 6. (.5-3) A. Prerequisite: 3.0 or higher cumulative GPA. Corequisite: Enrollment in Option 6 program with College of Education. Supervised, sustained practice teaching experiences in an assigned instructional setting while enrolled in the Option 6 program. Repeatable to a

maximum of 9 hours.

CED 897 Clinical XI: Graduate Practicum. (3-6) Prerequisites: CED 840 and EGC 847. Graduate practicum in an accredited school to observe, participate, and teach in classroom settings with special emphasis on the impact of instruction on student learning. (school-embedded clinical experience). Repeatable for up to 6 hours.

CHE—Chemistry **Dr. Tanea Reed, 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: Departmental approval. 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 234 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 244 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 254 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 (2) A.

Prerequisite: departmental approval. Course demonstrates professional tools and establishes skills including chemical literature searching, independent project planning, methods for disseminating chemical data, chemical safety, as well as professional ethical conduct.

CHE 811 Chemistry Practicum (1-3) A.

Methodologies of chemistry teaching achieved through guided mentoring. Formal project assigned by faculty mentor is required for each student. Examples include developing novel assignments or lab experiences, designing new education demonstrations, or investigating lecturing/tutoring techniques. May be retaken for a maximum of three hours. 3-9 Lab

CHE 822 Advanced Analytical Chemistry. (3)

A. 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.

(.5-6) A. Prerequisite: departmental approval. Work under faculty and professional supervisors in an accepted chemistry or chemistry-related internship. One half (.5) to six hours per semester or summer. May be retaken to a maximum of six hours. A minimum of 80 hours work for each credit.

CHE 839 A-F Cooperative Study: Chemistry.

(.5-6) A. Prerequisite: departmental approval. Work under faculty and field supervisors in cooperative experience. One half (.5) to six hours per semester or summer. May be retaken to a maximum of six 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

Dr. Trish Isaacs, Associate 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.

CMS—Communication Studies

Dr. Deborah T. Givens, 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. May be retaken to a maximum of six hours. Individual research and reading on a specific speech communication subject. Regular consultation and final paper required.

COM—Communication

Dr. Deborah T. Givens, Chair

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

Dr. Dennis Field, Director, Coordinator

CON 824 Engineering and Construction

Forensics (3). A. Prerequisite: Departmental approval. Design, material, and ethical failures and their impacts on engineering and construction practice. Case studies will present facts including design and construction, the failure, subsequent investigation and analysis and additional issues such as technical concerns and ethical considerations.

CON 825 Airport Planning and Construction

(3). A. Prerequisite: Departmental approval. Basic airport planning and design topics including system and master planning, capacity, airside and passenger side planning, drainage and pavement design. Regulations in water and air pollution, carbon footprint, renewable energy, security, and sustainable development.

CON 826 Practical Construction Law (3). A.

Construction law from the perspectives of the owner, project designers, and contractor. Analysis of "real world" practical cases. Introduction to topics including contract clauses, licensure, contractor liability, dispute resolution, lien laws, and the Miller Act.

CON 827 New Construction Entity (3) A.

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. 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: Departmental approval. 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.

COU—Counseling

Dr. Will Place, 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

Counseling Services (3) I. Prerequisites: COU 813, 840, 846. Consideration of theory, organization, consultation and personnel practices involved in organizing and administering counseling programs.

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 Counseling With

School Age Children (3) I, II. Prerequisites: COU 813, 840, 846. Student will learn how to design and implement a systemic developmental counseling 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 workaholicism 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 863 Crisis and Grief Counseling (3) A. Prerequisite: COU 813, 840, 846. An advanced counseling techniques class focusing on the process and skills need in crisis and grief counseling.

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 875 Adventure-Based Counseling. (3) A. Prerequisite: Admission to the Doctoral program. Recommended prerequisite: completion of COU 820 – Group Counseling. Course includes study, experience, and practice of adventure-based counseling to prepare participants to facilitate adventure-based activities.

COU 880 Counseling Practicum: Elementary, Secondary, or Mental Health. (.5-3) A. 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. (.5-6) A. Prerequisite: COU 880. Practice in a counseling setting which allows for the transition from student to professional. May be taken for up to 15 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 901 Advanced Counseling Theories (3) A. Prerequisite: Admission to the doctoral program. An examination of the philosophical foundations of counseling theory construction.

COU 902 Advanced Group Counseling (3) A. Prerequisite: Admission to the doctoral program. (3 hours) Theoretical foundations of advanced group counseling (includes supervised experiential component via facilitation of master's level groups for in COU 820 course).

COU 909 Leadership and Social Justice Advocacy (3) A. Orientation to leadership styles and issues relevant to counselor education and advanced application of social justice advocacy in counselor education.

COU 910 Teaching, Research, and Scholarship in Counselor Education (3) A. Prerequisite: Admission to the doctoral program. Pedagogical foundations of teaching and conducting scholarly activity as counselor education faculty.

COU 912 Research Issues in Counselor Education (3) A. This course deals with advanced quantitative and qualitative research methodology in the social sciences, specifically methodology to be used in advanced research in counselor education.

COU 980 Doctoral Practicum (3) A. Prerequisite: Admission to the doctoral program. A supervised doctoral-level practicum experience in individual, group, and/or career counseling. (variable credit 1 - 3 hours)

COU 981 Doctoral Internship (3) A. Prerequisite: Admission to the doctoral program. A 600 hour internship to include professional work specified by CACREP standards such as Counseling; Teaching; Supervision, Research and Scholarship; and Leadership and Advocacy. (May be taken for variable credit from 1 – 6 hours)

COU 986 Advanced Clinical Supervision (3) A. Prerequisite: Admission to the doctoral program. Advanced, integrative study of theories, models, and current issues in clinical supervision.

COU 987 Supervision of Counseling Practicum (3) A. Prerequisite: Admission to the doctoral program. Supervised practice of supervision of doctoral level counseling practicum students.

CRJ—Criminal Justice
Dr. Dawn L. Rothe, Chair
Dr. Scott Hunt, 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 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 821 Class, Race, Gender, and Justice.

(3) A. Course will examine issues of justice related to race, gender, class and intersections inherent between multiple identities. Significant attention to marginalized populations/ disparate outcomes within particular institutions.

CRJ 829 Juvenile Justice (3) A. This course presents a critical analysis of juvenile justice operations with particular emphasis placed on history and the role and effectiveness of police, court, and correctional responses to juvenile offenders.

CRJ 833 Human Trafficking. (3) A. Critically examines the global problem of human trafficking and international legal frameworks, including obligations for prevention, protection, prosecution and partnership as it relates to addressing human trafficking.

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 860 Advanced Organizational Theory. (3) A. Analysis of theories/metaphors of organizations and management, including modernist, neo-modernist and post-modernist with respect to political, technological, environmental, historical contexts, with implications for organization design, structure, culture, leadership, strategy.

CRJ 862 Race, Identity & Policing. (3) A. Examines why racial injustices exist in criminal justice and policing, using historical and contemporary studies of connections between race, poverty, and the criminal justice system/policing.

CRJ 864 Comparative & International Policing. (3) A. Examination of comparative and international policing focusing on the structure and processes of systems in other nations, their relative successes, failures, and effects on the world environment.

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 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 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 Special Topics: _____. (1-3) A. Prerequisite: departmental approval. Topics vary with offering. May be retaken to a maximum of six hours with advisor approval, provided the topics are different.

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 736 Incident Response I. (3) A. Prerequisite: Departmental approval. This course discusses the details of various aspects of cybersecurity incident response. Topics include pre-incident preparation, incident detection and characterization, data collection and analysis, and remediation.

CSC 737 Incident Response II. (3) A. Prerequisite: CSC 736 with a minimum grade of "C". This course discusses cybersecurity incident response in the context of various computing platforms. Topics include dead-box analysis, memory analysis, log analysis, and malware analysis in Windows, Linux and MacOS Systems.

CSC 739 MAC Forensics. (3) A. Prerequisite: departmental approval. This course covers the basic knowledge and skills necessary to analyze MAC operating system artifacts for digital evidence recovery. The topics include: MAC OS overview, GPT partitioning system, MAC system acquisition, MAC directory structure and evidence, Property lists, User logon password recovery, Safari and Firefox artifacts, iChat artifacts, Apple mail analysis, and other related topics.

CSC 741 Software Testing. (3) A. Prerequisite:

CSC 730. The purpose of this course is to study software testing process, methods, techniques and tools. Topics include black box testing, white box testing, integration testing, acceptance testing, regression testing, performance testing, stress testing, and testing of object-oriented software.

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 743 Windows Forensics. (3) A. Prerequisite: departmental approval. This course covers the basic knowledge and skills necessary to analyze MS Windows operating system artifacts for digital evidence recovery. The topics include: Windows OS overview, System bitlocker, GPT file system, Windows Security Model, Windows registry, USB devices, Windows event logs, Windows recycle bin, and other related topics.

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 781 Machine Learning. (3) A. Prerequisites: CSC 730 and STA 700. Introduction to Machine Learning and its core models and algorithms. Hands-on R programming experiences of using machine learning/deep learning algorithms to analyze real-world data sets.

CSC 782 Big Data. (3) A. Prerequisites: CSC 730 and STA 700. Advanced cutting edge and state-of-the-arts knowledge and implementation in big data. Modern deep learning tools for analyzing real-world data sets.

CSC 783 Data Visualization. (3) A.

Prerequisite: CSC 730. Principles and techniques for data visualization, including visual representation methods and techniques for increasing the understanding of complex data and models. Hands-on visual programming experiences in data collection and demonstration.

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 834 Software Engineering and Project Management I. (3) A. Prerequisite: CSC 730 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.

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.

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 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.

CTE—Career and Technical Education Dr. Dennis Field, Director and Dr. Michael Walach, 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.

EAD—Educational Administration Dr. Will Place, 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 803 Leadership in Higher Education. (3) A. Candidates will examine various rural leadership activities and theories, then use them to evaluate the leadership of their own organization. They will learn about the process of change and use this theory to develop a plan for a needed change in their organization. They will identify their own strengths and weaknesses and use those data to develop a leadership rubric.

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 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 816 Data Analytics in Higher Education. (3) A. Designed to enable candidates to apply various data-analytic strategies and software tools to address important issues and topics within a higher-education framework, this course is intended specifically for candidates enrolled in the M.A. in Student Personnel Services in Higher Education program within the College of Education. The course will focus on using data analytics to inform decision-making within the context of one's administrative role in a college or university. Credit will not be awarded to students who have credit for EPY 816.

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 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 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 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 Instructional Planning for Student Learning (3) A. AAN examination of planning processes used by leaders to direct and focus educational change and improvement in student learning.

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 879 Systems for Change. (3) A. Analysis of the school district superintendent's role in practice with emphasis on understanding district-wide complex systems change and how change impacts student learning.

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. May be retaken to a maximum of six hours. Designed for advanced graduate students who desire to investigate special problems relating to educational administration and/or supervision.

ECO—Economics Dr. Oliver Feltus, 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 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.

EDC—Educational Core
Dr. Ginni Fair, Chair

EDC 810 P-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 P-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 P-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 P-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.

EDD—Doctor of Education—Educational Leadership and Counselor Education, Shared Core Courses
Dr. Will Place, Chair

EDD 901 Orientation to Doctoral Studies (3) A. A required orientation course that introduces students to programs, faculty, resources, and expectations for individual and group scholarship.

EDD 902 Introduction to Quantitative Research Methods (3) A. This course is an 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.

EDD 903 Qualitative Research (3) A. Orientation to philosophical foundations, major theoretical approaches, methodology, and analysis in

qualitative research.

EDD 904 Applied Research: Program Evaluation, Surveys, and Grant Writing (3) A. Applications of research methods to include elements of program evaluation, survey design, and grant writing approaches. The course emphasizes the development of specific program planning and evaluation concepts, research design, survey development and grant writing as related to the program planning process.

EDD 905 Analysis of Research Literature (3) A. A core doctoral course designed to instruct students on writing well-structured, critical literature reviews. The course covers topic selection, searching and managing literature data, note-taking techniques, assessing and synthesizing extant literature, and writing, editing, and proofreading strategies.

EDD 906 Dissertation Practicum (3) A. Prerequisite: Admission to the doctoral program in educational leadership or counselor education, EDD 901, 902, 903, 904, and 905; or department approval. Intended for advanced educational leadership and counselor education students, this course focuses on applying research methods and critiquing relevant literature for designing the doctoral dissertation proposal.

EDD 999 Dissertation (1-3) A. Prerequisite: Departmental approval. Completion and defense of a research dissertation appropriate to concentration. Course is repeatable for a maximum of 24 hours. A minimum of 12 hours is required for degree completion.

EDF—Educational Foundations
Dr. Ginni Fair, Chair

EDF 804 Teaching and Leading with Technology. (2) I, II. Corequisite: ETL 806. The applications of technology for teaching and learning in educational settings, including uses for promoting interactive engagement, reflection and inquiry, diversity and equity, and leadership.

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. Will Place, Chair

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 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 940 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, emphasizing and examining the shape of education in the United States, and the effect of these forces. Formerly EDL 822. Credit will not be awarded to students who have credit for EDL 822.

EDL 941 Diversity and Cultural Competency. (3) A. Examines education as a social and cultural phenomenon. Students gain skills to critically analyze educational practice, promote inclusion in schools, lead for cultural competency within organizations, and work with varied communities to serve marginalized students.

EDL 942 Leadership Theory and Practice (3) A. Analyses of skills required for successful leadership in educational organizations. Students evaluate established theories, compare management from leadership, and examine ethical decision-making in complex educational dilemmas. Aligning leadership to individual strengths; values will be considered. Formerly EDL 821. Credit will

not be awarded to students who have credit for EDL 821.

EDL 943 Capacity Building, Organizational Improvement and Innovation (3) Focuses on the leader's role in changing educational organizations emphasizing the nature, characteristics, responsibilities, and contextual determinants of change. Course considers leadership practices used to build organizational capacity. Formerly EDL 826. Credit will not be awarded to students who have credit for EDL 826.

EDL 944 Public Policy & Politics. (3) A. The course focuses on education policy formation, application, and impact on both P-12 and postsecondary education. The interaction between policy and politics is emphasized. Students will research and prepare policy briefs. Formerly EDL 924. Credit will not be awarded to students who have credit for EDL 924.

EDL 945 Ed.D. Field Experience (3) A. A diverse field experience relevant to the student's planned program of study and research focus, supported by a mentor through site visits, interviews, field investigations and peer information sharing.

EDL 950 Educating and Serving Students at Risk. (3) A. This course examines best practice approaches for educating and serving students marginalized due to environmental, developmental or behavioral conditions and circumstances. Improvement plans will be developed. Strength based leadership models will be analyzed.

EDL 951 Higher Education Administration and Leadership (3) A. Designed to examine major themes of higher education administration, organizational leadership and governance with special emphasis on contemporary leadership challenges in postsecondary educational settings. Formerly EDL 912. Credit will not be awarded to students who have credit for EDL 912.

EDL 952 Intermediate Quantitative Research Methods (3) A. Prerequisite: EDD 902 or departmental approval. Examination of intermediate quantitative research methods including multiple regression, analysis of variance and covariance, discriminant analysis, and factor analysis. This course emphasizes practice and application of statistical analysis for evidence-based decisions and research. Formerly EDL 812. Credit will not be awarded to students who have credit for EDL 812.

EDL 953 Advanced Qualitative Research Methods. (3) A. Prerequisite: EDD 903 or departmental approval. Examination of intermediate qualitative research methods. Emphasis is on advancing techniques for data collection, data analyses, and write up with emphasis on practice and application. Includes practice with Qualitative Data Analysis (QDA) software.

EDL 954 Foundations & Current Issues in Educational Leadership. (3) A. Students analyze leading theorists, historical development, legal and policy precedence, and contemporary issues in American P-20 education with emphasis on the examination of leader roles. Students will integrate theoretical, legal, and historical context to interpret current issues.

EDL 955 Field Experience Elective (3) A. A field experience relevant to the student's planned program of study and research focus, supported by a mentor through site visits, interviews, field investigations and peer information sharing.

EGC—Graduate Certification
Dr. James Dantic, MAT Coordinator

EGC 820 Professional Studies I: Teachers, School, and Society. (3) A. Prerequisite: admission to the MAT program. Corequisite: CED 810. An introduction to roles and responsibilities of teachers in standards-based schools, school organization, and relationship of school and society.

EGC 830 Professional Studies II: Learner, Teachers, and Action Research. (3) A. Prerequisite: admission to MAT program. Corequisite: CED 820. Focus on theories and principles of human development, curriculum 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(B), 830(B). Corequisite: CED 840. Examination of curriculum, responsibilities of teachers, appropriate methods and instructional materials for middle grades.

EGC 836 Middle Grades Practicum in Middle Grade Education. (1 - 8) II. Observation, participation, responsible classroom teaching including related professional activities.

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. (1 - 8) A. Observation, participation, responsible classroom teaching including related professional activities.

EGC 847 MAT Seminar (1) I, II. Prerequisite: EGC 820 and 830 (with a grade of B or higher). Corequisite: CED 840. Emphasis on questions and problems encountered in 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.

EHS—Environmental Health Science Vonja Grabeel, 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 730 Environmental Control of Disease. (3) I, II. The student will acquire an understanding of the principles, biology, identification, evaluation, and control of vector borne diseases and other emerging/re-emerging diseases of public health concern.

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 839 A-F Cooperative Study: Environmental Health. (.5-6) A. 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. May be retaken to a maximum of six hours.

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 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 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. Ginni Fair, 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 820 Literacy Foundations P-5. (3) I, II. Intensive study of methods and materials appropriate for developing emergent, primary, and transitional literacy in grades P-5.

ELE 821 Literacy Instruction and Assessment P-5. (3) I, II. Prerequisite: ELE 820. Corequisite: CED 840. An examination of current trends and problems related to literacy instruction and assessment in grades P-5. Major emphasis on teaching and assessing reading, listening, writing, speaking, grammar, spelling, and handwriting.

ELE 822 Mathematics Foundations P-5. (3) I, II. An overview of the mathematics state standards for teaching mathematics in grades K-5, and theories and research related to teaching and learning mathematics.

ELE 823 Math Content, Pedagogy and Assessment, Grades P-5. (3) I, II. Prerequisite: ELE 822. Corequisite: CED 840. An examination of mathematics for grades P-5 and relevant content, standards, instructional practices, and assessments for learners in this grade span.

ELE 824 Science Content, Pedagogy, and Assessment P-5 (3) I, II. Corequisite: CED 840. Inquiry-based course focusing on content, pedagogy,

and materials for teaching science concepts in primary through grade five.

ELE 825 Social Studies Content, Pedagogy, and Assessment P-5 (3) I, II. Corequisite: CED 840. This course teaches the content and pedagogical content knowledge in geography, US and world history, government, and civics, cultures, and economics included in elementary state curricula and the Common Core State Standards.

ELE 826 Integrated Arts, Humanities, and Practical Living (2) I, II. Study of integrated elementary arts, humanities and practical living skills. Create, reflect upon, and implement essential age-appropriate instruction integrated with elementary content area studies.

ELE 827 Integrated Thematic Teaching (2) I, II. Exploration of integrated thematic teaching curriculum focused on making connections through the unification of multiple subjects and experiences.

ELE 871 Literacy Programs: P-5 (3) A. Prerequisite: Admission to Master of Arts in Education, Master of Arts in Teaching, Rank 1, an Endorsement Preparation Program (Elementary Mathematics Specialist, English as a Second Language, Gifted Education, Literacy Specialist, or Reading), or a Certification Preparation Program (Elementary, Middle Grades, Secondary, School Media Librarian, Deaf and Hard of Hearing, Interdisciplinary Early Childhood Education, Learning and Behavior Disorders, or Moderate and Severe Disabilities). Intensive study of methods and materials appropriate for developing emergent, primary, and transitional literacy in grades P-5. (Minimum of 10 clinical hours required.)

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. May be retaken to a maximum of six hours. Primarily for advanced graduate students who desire to investigate special problems relating to elementary education.

EME—Early Elementary/Middle Grade Dr. Ginni Fair, Chair

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 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 852 Teaching Grammar and Punctuation P-8 (3) (II). Explore linguistic diversity and its impact on language development. Develop and evaluate contextualized, research-based language instructional approaches. Develop instructional plans to improve elementary and middle grades students' use of standard written and oral English. Credit will not be awarded to students who have credit for EME 752.

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 P-12 Literacy Capstone Seminar. (3) A. Prerequisite: ETL 802 or 805; Chair approval. Refine and implement a literacy focused action inquiry project. (Up to 40 hours of field experience may be required within candidates' own classroom or educational setting). Credit will not be awarded for EME 865 and ETL 804 or ETL 806.

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 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. (Minimum of 10 clinical hours required.)

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. Ginni Fair, 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. Minimum of 10 clinical hours required.

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 retaken for a maximum of six hours under different subtitles.

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. May be retaken to a maximum of six hours. Offered for advanced graduate students who desire to investigate special problems related to middle grade education.

EMS—Early Elementary/Middle Grade/Secondary

Dr. Ginni Fair, Chair

EMS 761 Environmental Education

Essentials (3)I. This course delves into the philosophy, historical development, resource identification and curriculum development of environmental education. Credit will not be awarded for both EMS 761 and EMS 561.

EMS 763 Teaching Environmental Education

(3)SUMMER ONLY. Appropriate methods and materials for effective environmental education in a variety of settings. Credit will not be awarded for both EMS 563 and EMS 763.

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 765S Teaching in the Outdoors (3)

SUMMER ONLY. Formerly EMS 864S. Basic principles of outdoor teaching will be combined with outdoor skills and an environmental service learning investigation. Due to its content, this will be taught in workshop format during the summer semester. Credit will not be awarded to students who have credit for EMS 565S or 864S.

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 776 Assessment Methods for ELLs

(3) (II). This course is designed to examine the major principles and methods of assessment for English Language Learners, including standardized testing, classroom-based performance, and alternative assessment. Sociocultural issues related to assessment will also be explored. (20 hours of clinical experience required). Credit will not be awarded to students who have credit for EMS 576.

EMS 777 Cultural Competency with ELLs

(3) (II). The purpose of this course is to help educators develop awareness of the implications of cultural and linguistic diversity for school success as well as effective techniques for collaborating with immigrant students and families. Credit will not be awarded to students who have credit for EMS 577.

EMS 810 Emerging Instructional Technologies.

(3) I, II. Technological applications to education, training, and instruction within educational settings. Students examine, develop, and/or evaluate emerging instructional technologies.

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 846 Social Studies Investigations (3).

A. Critical study and application of investigative and theoretical literature dealing with the teaching of social studies.

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 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 873 Trends and Issues in Language

Arts. (3) I. A study of current trends and issues in the six language arts: reading, writing, speaking, listening, viewing, and visually representing. Current theories, relevant research and practical applications are considered in relation to language arts in the K-12 classroom. (Minimum of 10 clinical hours required.)

EMS 874 Disciplinary Literacy. (3) II.

Prerequisites: EGC 820 and EGC 830. Corequisite: CED 830. Emphasis on developmental and content area reading skills, appraisal of content reading abilities, appropriate materials, instructional strategies and assessment.

EMS 875 Diagnostic Assessment of Students with Reading Difficulties. (3) A. Prerequisite: ELE

871, EME 873, EMG 806, or ESE 884. Theory and implementation of diagnostic procedures for the appraisal of reading difficulties. Emphasis on assessing types and degree of reading disabilities and identifying causal and contributing factors.

EMS 876 Literacy, Leadership, and

Advocacy Difficulties. (3) II. Prerequisites: EMS 875. A culminating course for the program, this is the study of models of literacy leadership (e.g., coaching, mentoring) and how to create need-based literacy plans to assist practicing teachers in P-12 literacy. Field/Clinical Experiences: 20 hours.

EMS 878 Mathematics Assessment P-12. (3) A.

Theory and application of a constructivist approach to mathematics assessment. Emphasis on assessing types and degree of math disabilities, identifying how children construct mathematical knowledge, and planning/ implementing instruction to address students' needs.

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.

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. 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 805 Writing Project Summer Institute.

(1-6) A. Prerequisite: Departmental approval. Collaborative, intensive experience in writing and teaching writing, focusing on writing process and development of best practice pedagogy for writing and literacy instruction in all content areas and grade levels,

K-16.

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 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 812 Seminar in Composition Research Methods.

(3) A. Study of research methodology for rhetoric and composition, focused on gathering primary and secondary source material, ethics, collaboration, and reporting findings. Emphasis on practical application to a specific research project conducted as a class.

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 topics in reading and teaching literature to K-16 students. Designed for current and prospective elementary, middle and high school and postsecondary English teachers. (Counts towards MA, MAT, MAED, and Extension Certificate). May be retaken with different topics to a maximum of six hours, upon advisor recommendation.

ENG 861 Reading and Teaching Poetry.

(3) A. Focus on approaches to teaching poetry (reading, writing,

interpreting) to K-16 students. Designed for current and prospective teachers interested in developing strategies for teaching students to read, interpret and write poetry. (Counts toward MA, MAT, MAED, and Extension Certificate.)

ENG 862 Reading and Teaching Fiction.

(3) A. Focus on approaches to teaching fiction. Emphasis on reading process and skills, critical interpretation, and teaching literary analysis, working with texts relevant to today's K-16 students and schools' curriculum plans. (Counts toward MA, MAT, MAED, and Extension Certificate.)

ENG 863 Writing and Teaching Writing.

(3) II. Development of approaches for writing and teaching writing so that they may plan instruction to broaden K-16 students' writing skills and strategies. Designed for current and prospective elementary, middle school and high school, and postsecondary English teachers. (Counts toward MA, MAT, MAED, Extension Certificate.) Students who already have credit for ENG 805 will not receive credit for ENG 863.

ENG 864 Reading and Teaching Nonfiction

(3) A. Focus on approaches to teaching nonfiction (reading, interpreting, writing). Emphasis on working with range of text types, print and digital, appropriate to K-16 students. Designed for current and prospective educators interested in teaching informational, explanatory, and argumentative texts. (Counts toward MA, MAT, MAED, and Extension Certificate.)

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 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. Will Place, 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 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. Ginni Fair, 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 Schools. (3) I.

Cross-listed as AED 740. Prerequisite: admission to the Master of Arts in Teaching program. Corequisite: CED 840. Developmentally appropriate materials and methods for teaching art in the schools. Maximum number of repeatable hours: 6. 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. Corequisite: CED 840. Developmentally appropriate materials and methods for teaching language arts in the secondary school.

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. Corequisite: CED 840. Developmentally appropriate materials and methods for teaching social sciences in the secondary school.

ESE 752 Teaching of Career and Technical

Education in Middle and Secondary Schools. (3) I. Prerequisite: admission to the MAT program. Corequisite: CED 840. Developmentally appropriate materials and methods for teaching career and technical education in the middle and secondary schools.

ESE 753 Family and Consumer Sciences

Education Curriculum. (4) I. Prerequisite: admission to the MAT program. Corequisite: CED 840. Developmentally appropriate materials and methods for teaching family and consumer sciences education curriculum in the secondary schools.

ESE 761 Teaching Science in Secondary

School. (3) I. Prerequisite: Admission into the secondary MAT program. Corequisite: CED 840. Designed to introduce prospective teachers to the modern materials and methods of teaching biological and physical science at the secondary level.

ESE 766 Teaching of Health and Physical

Education in Schools. (3) I. Prerequisites: admission to the MAT program with a major in health and physical education. Corequisite: CED 840. Developmentally appropriate materials and methods for teaching physical education in the secondary schools.

ESE 773 Teaching Business and Marketing

in Middle and Secondary Schools. (3) I. Prerequisite: admission to the MAT program. Corequisite: CED 840.

Developmentally appropriate materials and methods for teaching business and marketing education.

ESE 779 Music Education: Principles and Practices. (3) I. Cross-listed with MUE 779. Prerequisites: admission to the MAT program or a music certification program and MUS 750. Co-requisite: CED 840. Developmentally appropriate materials and methods for teaching music education in secondary schools. Credit will not be awarded to students who have credit for MUE 779

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 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.

ESE 884 Content Literacy. (3) A. Prerequisites: Admission to Master of Arts in Education or Master of Arts in Teaching or any teacher certification (Rank I or endorsement) programs. Emphasis on developmental and content area reading skills, appraisal of reading abilities, appropriate materials, assessment, and organization of secondary reading program. Minimum of 10 clinical hours.

ESS—Exercise and Sport Science Dr. Eric Fuchs, Chair

ESS 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.

ESS 730 Sport Communications (3) I. Students will explore and apply communication theories to the sport and exercise industry. Emphasis will be on examination of public and media relations with a special focus on organizational communication to external and internal publics.

ESS 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.

ESS 775 Tests and Measurements. (3) I, II. Administration and scoring of tests, evaluation and use of results obtained.

ESS 790 Special Topics in Exercise and Sport Science: _____. (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.

ESS 800 Research Methods (3) I, II. Application of research methods in exercise and sport science with emphasis on consumption of research, methods of research, and tools and instrumentation for research.

ESS 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.

ESS 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.

ESS 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.

ESS 821 Physiological Bases of Physical Fitness. (3) II. Effects of chronic exercise on neuromuscular, cardiovascular, respiratory, and metabolic function.

ESS 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.

ESS 823 Team Dynamics in Psychology of Exercise and Sport Science. (3) II. This course examines the psychological basis of organization and team dynamics of performance in sport and exercise behavior through an exploration of psychological theories and their applications to real world experiences.

ESS 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.

ESS 835 Legal Issues in Exercise and Sport Science. (3) I. Principles and concepts of exercise and sport in contemporary society with primary emphasis on legal issues that relate to the exercise industry and amateur sport.

ESS 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.

ESS 839 A-F Cooperative Study: Exercise and Sport Science, 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.

ESS 848 History and Philosophy of Exercise and Sport Science. (3) A. A study of organized physical activity of people in significant cultural epochs in history and the underlying philosophy that influenced these activities and the influences on modern exercise and sport science methods and techniques.

ESS 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.

ESS 869 Organizational Behavior and Leadership in Exercise and Sport Science. (3) II. Students will study the basic concepts, theories, organization and administration including financial management as applied to exercise and sport science.

ESS 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.

ESS 871 Internship: Exercise/Wellness. (1-6) A. Supervised experiences of selected aspects of wellness programming.

ESS 875 Seminar in Exercise and Sport Science. (3) A. Research and discussion of critical questions in physical education; topics to be studied will vary according to the concerns of seminar students.

ESS 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.

ESS 891 Issues in Exercise and Sport Science. (3) A. Identification of critical issues arising from current problems; exploration of points of view and possible solutions.

ESS 896 – Sports Administration Capstone (3) A. Comprehensive integration and application of program learning outcomes. The student will analyze and synthesize academic knowledge and practical experience as they relate to issues and problems in sports administration.

ESS 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.

ETL—Education Teacher Leader Dr. Ginni Fair, Chair

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. (Minimum of 14 clinical hours required.)

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 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 805 Research for Teacher Leaders. (3) A. Formerly ETL 802. Prerequisites: ETL 800 and 801. Prerequisite/Corequisite: ETL 803. This course introduces research methods in education. Candidates create a research proposal, with a focus on student learning, student achievement, or school improvement (40 hours field experience required). Credit will not be awarded to students who have credit for ETL 802.

ETL 806 Capstone Research. (1-3) A. Formerly ETL 804. Prerequisite: ETL 805 (for MAED majors) or EGC 847 (for MAT majors). Candidates will refine a research project begun in ETL 805 or EGC 847 course. Candidates will collect, analyze, and interpret data related to the impact on student learning and make a final presentation. (Minimum of 40 clinical hours required for advanced licensure candidates. Repeatable for a maximum of 6 hours.)

FCS—Family and Consumer Sciences Dr. Dana Bush, 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

Dr. Trish Isaacs, Associate 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 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.

FMT—Fermentation Science

Dr. Tanea Reed, Chair

FMT 701A-D Special Topics in

Fermentation: ____. (1-3) A. Prerequisite: Departmental approval. Lecture or laboratory experience to be chosen from current and/or specialized area of fermentation science including (but not limited to) historical aspects, advanced methods of analysis, or facility building. Topics will vary according to student interests and needs. May be retaken to a maximum of six hours. If a laboratory course, then three contact hours will be required for every credit hour.

FMT 749 Fermentation Project Lab. (2) A.

Prerequisites: FMT 540 or 740 (C or better) and 545 or 745 (C or better). Age requirement (≥ 21 years). Course to perform an independent capstone project where students will decide on the process to make a final fermentation product. Complete analysis of the product will also be performed at different stages of production. 1 Lec/3 Lab.

FRM—Family Resource Management

Dr. Dana Bush, 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. Mike Roberson, Interim 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. Melissa Dieckmann, 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.

GLY—Geology

Dr. Melissa Dieckmann, Chair

GLY 735 Hydrogeology. (3) I. 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 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.

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 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 857n Mathematics Written Comprehensive Exam

GRD 857r PsyD Clinical Psychology Written Comprehensive Exam

GRD 858a MS Biology Oral Comprehensive Exit Exam

GRD 858b MS Chemistry Oral Defense Requirement

GRD 858c MS Chemistry Written Report Exit Requirement

GRD 858d MS Applied Computing Oral Comprehensive Exam

GRD 858e MS English Oral Thesis Defense

GRD 858f MFA Creative Writing Comprehensive Presentation

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 858o Mathematics Oral Thesis Defense

GRD 858q MS Industrial and Organizational Psychology Oral Thesis Defense

GRD 858r PsyD Clinical Psychology Oral Comprehensive Exam

GRD 867a MBA 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 888d MS Physical Education Project Oral 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. Graduate students with grades of IP in thesis, dissertation, practicum and internship courses without enrollment in any other graduate course(s) will be enrolled in GRD 899 and assessed a Continuing Enrollment Fee of \$100. Registration in GRD 899 is considered as half-time status and grants the student access to University facilities such as libraries and laboratories. Students may enroll in GRD 899 a maximum of three times.

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 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 805 Public Health Communication. (3) A. Prerequisite: MPH 810 with a minimum grade of "C". This course prepares students to develop and evaluate health messages for advocacy, program planning, and health campaigns through the lens of cultural competency including interpersonal, organizational, and mass communication approaches.

HEA 807 Health: _____. (1-3) A. Prerequisite: advisor/departmental 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 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 825 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 826 Public Health Program Evaluation. (3) A. Prerequisite: MPH 825 or HEA 825 with a minimum grade of "C". The focus of this course is on methods and techniques to evaluate public health policies and programs.

HEA 856 Applied Epidemiology. (3) A. Prerequisites: MPH 830 and 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 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 890 Practicum in Community Health. (3) A. Student will be placed in a supervised work environment in community health.

HIS—History
Dr. John Boves, 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 802A Historical Research & Writing: _____. (3) A. Prerequisite or Corequisite: HIS 800. Historical research and methodologies using case studies of specific events in U.S. history that have influenced and continue to influence the development of cultures and civilizations. Course may be retaken to a maximum of 9 hours provided the subject matter differs each time.

HIS 802B Historical Research & Writing: _____. (3) A. Prerequisite or Corequisite: HIS 800.

Historical research and methodologies using case studies of specific events in European history that have influenced and continue to influence the development of cultures and civilizations. Course may be retaken to a maximum of 9 hours provided the subject matter differs each time.

HIS 802C Historical Research & Writing: _____. (3) A. Prerequisite or Corequisite: HIS 800. Historical research and methodologies using case studies of specific events in non-Western history that have influenced and continue to influence the development of cultures and civilizations. Course may be retaken to a maximum of 9 hours provided the subject matter differs each time.

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 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. Ryan Baggett, Coordinator

HLS 800 Foundations of Homeland Security & Emergency Management. (3) A. Organization, missions and critical issues in US homeland security and emergency management. Focuses on developing professional skills in critical thinking, policy analysis and

ethics.

HLS 810 Infrastructure Protection and Risk Analysis. (3) A. Foundations for providing security and resilience to the nation's critical infrastructure with an emphasis on risk management.

HLS 820 Security Intelligence (3) A. Principles of security intelligence and applications to private sector security, risk, and resilience efforts as well as operational models in an effort to safeguard physical, cyber, and human assets and to enable informed decision-making.

HLS 830 Achieving Long-Term Disaster Resilience. (3) A. Explores disaster trends and problems, as well as community wide mitigation and preparedness strategies aimed at reducing the impacts of natural hazards and achieving long-term disaster resilience.

HLS 831 Evolution of Emergency Management. (3) A. 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.

HLS 835 Intergovernmental Relations in Disaster Management. (3) A. Analysis of intergovernmental relations and disaster policies across all phases of emergency management with a focus on disaster response and recovery. Systems are investigated through critical thinking, case studies, and comparative analysis methodologies.

HLS 850 Foundations of Cybersecurity Management (3) A. Identification and application of private sector cybersecurity management principles as well as the analysis and application of national cybersecurity policies and frameworks. Concentration on cyber intrusion prevention, response and recovery from a management perspective.

INF—Informatics

Dr. Ka-Wing Wong, Chair

INF 707 Special Topics in Informatics: _____. (1-3) A. Prerequisite: departmental approval. Six hours with offering. May be retaken to a maximum of six hours with advisor approval, provided the topics are different.

INF 710 Web Design and Programming in Education. (3) A. Formerly CSC 710. Introduction to design and implementation of World Wide Web applications for teachers. Development of interactive on-line class notes and testing materials. Credit will not be awarded to students who have credit for CSC 710.

INF 711 Game Design. (3) A. Fundamentals of designing both digital and non-digital games. In-depth study of choice, motivation, and reward in gameplay systems. Additional topics related to gamification, monetization, and serious games also covered.

INF 712 Game Production and Publication. (3) A. Review of historical and current aspects of the games industry from AAA to indie. Project Management, Agile Development in Games, Project funding, IP protection, Collaborations, and other game release issues.

JPL—Justice, Policy & Leadership

Dr. Peter Kraska, Graduate Coordinator

JPL 808 Analysis of Correctional and Juvenile Justice Data. (3) A. Formerly COR 808. 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. Credit will not be awarded to students who have credit for COR 808.

JPL 809 Program/Policy Evaluation & Analysis. (3) A. Formerly COR 809. 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. Credit will not be awarded to students who have credit for COR 809.

JPL 810 Criminological Theory for Policy and Leadership. (3) A. Formerly COR 810. Presents and critiques explanations of crime, delinquency, and criminalization processes, with emphasis on application of explanations to criminal/juvenile justice policy/leadership issues. Credit will not be awarded to students who have credit for COR 810.

JPL 812 Leading with Political, Ethical and Emotional Intelligence (3) A. Formerly COR 812. This course examines leadership within the justice 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. Credit will not be awarded to students who have credit for COR 812.

JPL 818 Research Methods for Justice Policy & Leadership. (3) A. Formerly COR 818. This course examines strategies/issues relevant to collection and analysis of quantitative and qualitative data for criminal justice research. Special attention to methodology most relevant to agency administration. Credit will not be awarded to students who have credit for COR 818.

JPL 820 Trends/Issues in Juvenile Institutional/Community Corrections. (3) A. Formerly COR 820. 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). Credit will not be awarded to students who have credit for COR 820.

JPL 823 Topical Seminar in Justice Policy and Leadership. (1-3) A. Formerly COR 823. This is a variable topic seminar meant to provide in-depth, critical analyses of contemporary issues in adult corrections, juvenile justice, or police policy. The course may be retaken to a maximum of six hours on different topics. Credit will not be awarded to students who have credit for COR 823.

JPL 825 Illicit Offender Networks (3) A. Formerly COR 825. 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. Credit will not be awarded to students who have credit for COR 825.

JPL 826 International Responses to Juvenile & Adult Offenders. (3) A. Formerly COR 826. 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. Credit will not be awarded to students who have credit for COR 826.

JPL 827 Corrections and Crime Mythology. (3) A. Formerly COR 827. 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. Credit will not be awarded to students who have credit for COR 827.

JPL 828 Mental Health/Substance Abuse Issues in the Correctional Setting. (3) A. Formerly COR 828. Explores prevalence, diagnosis, best practices for treatment of mental illness/substance abuse disorders; pressing issues facing the criminal justice system in the correctional population. Credit will not be awarded to students who have credit for COR 828.

JPL 830 Understanding Corrections/Juvenile Justice Institutions. (3) A. Formerly COR 830. 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. Credit will not be

awarded to students who have credit for COR 830.

JPL 835 Advanced Justice Administration & Leadership. (3) A. Formerly COR 835. An examination of theoretical bases and contemporary approaches to justice organizations, administration and leadership. Emphasis placed on the social, cultural, and political setting of justice administration and management. Credit will not be awarded to students who have credit for COR 835.

JPL 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.

JPL 839 A-F Cooperative Study in Justice Policy Leadership. (5-3) A. Formerly COR 839 A-F. Prerequisites: departmental approval and graduate GPA of at least 3.0. Students work in an agency in corrections, juvenile justice, policing 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. Credit will not be awarded to students who have credit for COR 839 A-F.

JPL 840 Trends/Issues in Adult/Institutional/Community Corrections. (3) A. Formerly COR 840. 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. Credit will not be awarded to students who have credit for COR 840.

JPL 850 Corrections and Juvenile Justice Interventions. (3) A. Formerly COR 850. 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. Credit will not be awarded to students who have credit for COR 850.

JPL 856 Law and Ethics in Dealing with Offenders. (3) A. Formerly COR 856. 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. Credit will not be awarded to students who have credit for COR 856.

JPL 857 Community Context of Adult/Juvenile Corrections. (3) A. Formerly COR 857. 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. Credit will not be awarded to students who have credit for COR 857.

JPL 878 Capstone Applied Research Project. (3) A. Formerly COR 878. Prerequisites: Complete core courses; final semester registration. Culminating academic experience involving research of well-defined justice policy leadership topic. Emphasizes grounding the project in relevant literature, appropriate topical methods of inquiry, integrating knowledge gained throughout program. Credit will not be awarded to students who have credit for COR 878.

JPL 897 Independent Study. (1-6) A. Formerly COR 897. 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 JPL coursework and have clear admission status to be eligible to register for this course. Credit will not be awarded to students who have credit for COR 897.

LAS—Paralegal**Prof. Lynnette Noblitt, Chair**

LAS 735 Municipal Law. (3) A. 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. Ralph Turner, Program Coordinator**

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. (10 clinical hours required).

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. (10 clinical hours required).

LIB 802 Young Adult Literature and Resources. (3) A. A course designed for teachers and school media 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. (10 clinical hours required).

LIB 805 Advanced Children's Literature and Resources. (3) A. 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. (10 clinical hours required).

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. (10 clinical hours required).

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 841 Information System Design and Development for School Librarians. (3) A. Prerequisite: LIB 801. This course builds the skills needed to structure, store, process, access, and present information in a Web environment for P-12 school settings. It will typically cover the design of Web sites, Web coding using HTML, and Web authoring tools.

LIB 870 P-12 School Media Librarian Practicum. (3) A. Pre-requisite: Permission of faculty required prior to enrolling in practicum. Field-based experience (elementary, middle grade, or secondary) under a certified school media librarian. (100 clinical hours required).

MAE—Mathematics Education**Dr. Daniel Mundfrom, Chair**

MAE 704 Technology for Teaching & Research. (3) A. Technology for mathematical and statistical teaching and research. Exploration of mathematical and statistical concepts through the use of computer algebra systems, statistical software, geometry software, programming languages, and related technologies.

MAE 707 Seminar in Mathematics Education: _____. (1-3) A. Topics vary with offering. May be retaken to a maximum of nine hours, with advisor approval, provided the topics are different. Credit towards degree requirements will depend on the course content.

MAE 750 Teaching Mathematics in the**Secondary School. (3) I.** Cross-listed as ESE 750.

Corequisite: CED 840. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Credit will not be awarded to students who have credit for ESE 750.

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. Credit will not be awarded to students who have credit for EME 843.

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. Credit will not be awarded to students who have credit for ESE 850.

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 will not be awarded to students who have credit for EME 872.

MAE 880 Seminar in: _____. (1-3) A.

Advanced topics in mathematics education. Topics vary with offering. Credit towards degree requirements will depend on the course content. May be retaken to a maximum of nine hours, provided the topics are different.

MAE 890 Independent Study (1-3) A.

Prerequisites: An 800-level course and departmental approval. Student must have the independent study proposal approved by faculty supervisor, department graduate committee, and department chair prior to enrollment. Independent study on a topic chosen by the student and instructor. May be retaken to a maximum of six hours, provided the topics are different.

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. It is strongly recommended that students have completed eight hours of calculus.

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 727 Cryptology. (3) A. Classical cryptosystems, basic number theory, DES, Advanced Encryption Standard, RSA, discrete logs, digital signatures, elliptic curve cryptosystem, lattice methods. It is strongly recommended that students have completed a course in proof writing.

MAT 735 Principles of Geometry. (3)

A. Two- and three-dimensional analytical Euclidean geometry, alternate geometries such as hyperbolic, Riemannian, taxicab, and affine. It is strongly recommended that students have completed a geometry course and a linear algebra course.

MAT 740 Applications of Partial Differential Equations. (3) A. Wave, heat/diffusion and potential/Laplace equations, separation of variables, orthogonal sets of functions, Fourier series, boundary value problems, Fourier integrals, maximum principles, the Cauchy problem. 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 765 Mathematics of Structural Bioinformatics. (3) A. Mathematical and computational approaches to analyze and understand macromolecular structure data. Methods for protein structure determination, refinement, evaluation, comparison, and visualization. Protein surface representation and shape comparison. Structure databases. It is strongly recommended that students have completed courses in linear algebra and multivariable calculus and have experience in computer programming.

MAT 777 Introduction to Algebraic Coding Theory. (3) A. Introduction to basic concepts of coding theory, linear codes, perfect codes, cyclic codes, BCH codes, and Reed Solomon codes. Additional topics as time permits. It is strongly recommended that students have completed a course in linear algebra and a course in proof writing.

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. (.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 towards the M.S. degree requirements.

MAT 839 A-F Cooperative Study: Mathematics. (.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 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 853 Ordinary Differential Equations. (3) A. Uniqueness and existence of solutions of initial value problems, maximal intervals of existence, continuous dependence, disconjugacy of boundary value problems, Cauchy functions, Green's functions, and fixed point theory. Additional topics as time permits. It is strongly recommended that students have completed a course in analysis.

MAT 856 Applied Mathematics. (3) A. Dynamical systems, linear and nonlinear systems theory, transform methods, integral equations, control theory and optimization, calculus of variations, eigenvalue problems, stability theory, bifurcation. It is strongly recommended that students have completed a course in differential equations.

MAT 865 Applied Linear Algebra. (3) A. Vector spaces, LU decomposition, singular value decomposition, orthogonality, and related theory, with applications to least squares, Markov chains, combinatorics, differential equations, and other topics. It is strongly recommended that students have completed a course in linear algebra.

MAT 866 Combinatorial Optimization. (3) A. Combinatorial optimization, linear programming, flow and matching theory, traveling salesman problem, and related topics. It is strongly recommended that students have completed a linear algebra course.

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 898 Applied Mathematics Capstone. (3) A. Prerequisite: completion of at least 15 hours toward the M.A. in Applied Mathematics degree. Preparation for mathematical and statistical study. Guided one-on-one study of a mathematical or statistical concept. Use of mathematical typesetting software, presentation software, and research databases. Credit does not apply toward the M.S. degree requirements.

MAT 899 Thesis in: _____. (1-6) A.

**MBA—Master of Business Administration
Dr. Trish Isaacs, Chair**

MBA 800 MBA Bootcamp. (0) Summer Only. Prerequisite: Admission to MBA Program. Introduction to technical topics as well as team- and culture-building activities.

MBA 811 Managerial Communication. (2) I. Prerequisite: MBA 800. Business research and report writing, communication strategies, and oral presentations for managers.

MBA 812 Data, Decisions, & Business. (2) I. Prerequisite: MBA 800. This course provides a foundation on developing, interpreting, and using data for business decisions. Course focuses on building data models, and utilizing them to improve decision making in a business context.

MBA 813 The Showing Tell: Empathetic Interactive Communications. (2) I. Prerequisite: MBA 800. Develop interactive communication strategies and methods critical to business leaders through discussion, examples, and practice. Includes oral and written assignments linked to career development, and a variety of interactive communication strategies.

MBA 814 Big Data Analytics. (2) I. Prerequisite: MBA 812. This course introduces students to business application of data analytics techniques for increasing sales, identifying new customers, improving efficiencies, and automated decision making.

MBA 815 Introduction to Design Thinking. (1) I. Prerequisite: MBA 800. This course provides an in-depth orientation to the readings, theories, and examples of design thinking.

MBA 821 Survey of Accounting for Managers. (2) II. Prerequisite: MBA 812 and 815. This course focuses on fundamentals of financial and managerial accounting a manager needs to understand accounting information and use it effectively to make business decisions.

MBA 822 Leading and Managing Human Capital. (2) II. Prerequisite: MBA 812 and 815. Human capital management topics, applications, and development of personal competencies in acquiring and developing talent, recognizing and rewarding contributions, managing performance, measuring human capital outcomes, and making overall human capital strategy decisions.

MBA 823 Financial Management and Decision Making. (2) II. Prerequisite: MBA 815 and 821. This course provides managers at any level with analytical tools for financial management decisions, including financial statement interpretation, financial performance evaluation, financial forecasting, growth management, corporate financing, financial markets, business valuation, and capital budgeting.

MBA 824 Authentic Leadership and Design of the Employee Experience. (2) II. Prerequisite: MBA 811, 813, and 815. Advanced study of individual and team emotion, thought, and action in the workplace with the aim of authentic leadership skillset development and effective employee experience design.

MBA 825 Design Thinking Application. (1) I. Prerequisite: MBA 815. This course provides a unique series of immersive experiences in innovation and design thinking that prepares participants for real world innovation. Students will collaborate on projects with faculty from all disciplines and community leaders. May be repeated for a maximum of three credit hours.

MBA 831 Corporate Entrepreneurial

Ventures. (2) I. Prerequisite: MBA 812 and 825. The examination and practice of generating, evaluating, and implementing entrepreneurial ideas within an organization using a design thinking approach. Explores trends in corporate entrepreneurship and the impact of entrepreneurship within an organization.

MBA 832 Dynamic Marketing Management. (2) I. Prerequisite: MBA 811, 812, and 825. Oriented toward assessing the dynamic environment, identifying consumers' needs, selecting the appropriate market segment, and developing marketing strategy to satisfy consumers' need and maintain firm sustainable competitive advantages.

MBA 833 Supply Chain as a Driver of Organizational Effectiveness. (2) I. Prerequisite: MBA 812 and 825. Enhanced exposure to essential supply chain concepts, encompassing the integration of key business processes from the end user through original suppliers that provides products, services and information that add value for customers and other stakeholders.

MBA 834 Enterprise Risk Management. (2) I. Prerequisite: MBA 823 and 825. This course examines the way in which business and society assess, control, and transfer risk.

MBA 841 Driving Strategic Impact: Mastering Managerial Tools in Top Management Process. (2) I. Prerequisite: MBA 822, 823, 824, 825, 831, 832, 833, and 834. The course integrates knowledge from all business disciplines in relationships of helping organizations sustain competitive advantages.

MBA 842 Impact Capstone (3) I. Prerequisite: MBA 822, 823, 824, 825, 831, 832, 833, 834, and 841. Synthesis and application of knowledge, skills, and abilities developed throughout the MBA program; students will be embedded with clients in ECU's Service Region to better understand the unique challenges and opportunities for business in Appalachia. Travel within the service region and beyond may be required.

**MGT—Management
Dr. Mike Roberson, Interim 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.

**MKT—Marketing
Dr. Mike Roberson, Interim 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 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 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. Karina Christopher, Director

MPH 800 Environmental Health Research Process. (3) A. Formerly EHS 800. Cross listed with ESS 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 or ESS 800.

MPH 810 Human Behavior Change. (3) A. Formerly HEA 810. 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.

MPH 816 Public Health Organization and Administration. (3) A. Formerly HEA 816. 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.

MPH 825 Public Health Planning. (3) A. Cross-listed as HEA 825. The study of the planning tools required for the administration and implementation of public health programs. Credit will not be awarded to students who have credit for HEA 825.

MPH 830 Biostatistics. (3) A. Formerly HEA 830. 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.

MPH 835 Survey of Public Health Statistical Analyses (3) A. Prerequisite: MPH 830 or departmental approval. Formerly EHS 835. A survey course of the commonly used public health statistical programs for analysis of data, such as SPSS, SAS, Minitab, and Stata. Emphasis placed on applying statistical analysis using public health data.

MPH 840 Research Methods in Public Health. (3) II. Emphasis will be on identifying a public health research problem, constructing hypotheses, selecting a research design and statistical analyses, and interpreting findings of the study.

MPH 850 Introduction to Environmental Health Science. (3) A. Formerly EHS 850. 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.

MPH 855 Principles of Epidemiology. (3) A. Formerly HEA 855. A study of the distribution and determinants of disease and injury. Research methodologies for human research and disease surveillance techniques will be emphasized.

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
Prof. Jeremy Mulholland, 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. Co-requisite: CED 840. Developmentally appropriate materials and methods for teaching music education in secondary schools. Credit will not be awarded for both MUE 779 and ESE 779.

MUS—Music
Prof. Jeremy Mulholland, 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 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 810 Piano Pedagogy. (1) A. Corequisite: MUS 812 and graduate studies in music. Focuses on methods and techniques for group and individual piano instruction. May be retaken to a maximum of two credit hours.

MUS 811 Vocal Pedagogy. (1) A. Corequisite: MUS 822 and graduate studies in music. An exploration of vocal pedagogy in historical practice and present day practice in the national schools of vocal pedagogy. Methods and techniques of individual and class voice instruction are emphasized. May be retaken to a maximum of two credit hours.

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 814 Piano Teaching Repertoire. (1) A. Prerequisite or Co-requisite: MUS 812 and graduate studies in music. Explores the teaching repertoire of elementary and intermediate piano students. May be retaken to a maximum of two credit hours.

MUS 815 Vocal Teaching Repertoire. (1) A. Prerequisite or co-requisite: MUS 822 and graduate studies in music. This course explores teaching repertoire for beginning and intermediate voice students. May be retaken to a maximum of two credit hours.

MUS 816 Studio Management. (1) A. Prerequisite: graduate studies in music. Explores business and administrative duties of managing an applied music studio.

MUS 820 Advanced Piano Pedagogy. (1) A. Prerequisite or Co-requisite: MUS 812 and graduate studies in music. This course is a music lab for the pedagogy student, focusing on teaching the beginning and intermediate pianist. May be retaken to a maximum of two credit hours.

MUS 821 Advanced Vocal Pedagogy. (1) A. Prerequisite or Co-requisite: MUS 822 and graduate studies in music. This course is a music lab for the pedagogy student, focusing on teaching the beginning and intermediate vocalist. May be retaken to a maximum of two credit hours.

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. Four years or equivalent as demonstrated by the student's proficiency on string instruments. Graduate applied instruction in violin, viola, violoncello, string bass, viola da gamba, or guitar. 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 Composition, Conducting, Pedagogy or Music Education. (1-3) I, II. Requirement for the Master of Music concentrations in composition, music education, pedagogy, choral conducting and instrumental conducting. May be elected by other Master of Music concentrations. May be fulfilled by composition, analytical paper or project, or conducting recital. May be taken to a maximum of three credit hours.

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. (1-3) I, II. May be retaken to a maximum of three credit hours.

NFA—Nutrition, Foods, and Foodservice Administration
Dr. Dana Bush, 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 805 Nutrition for Health Promotion. (3) A. Prerequisite: Departmental approval. Review and application of nutrition guidelines for program planning and evaluation in health promotion and disease prevention. Study of common eating behaviors and practices and their influence on health and nutrition.

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 812 Public Health Nutrition. (3) A. Prerequisite: Departmental approval. Critical review of public health nutrition services that impact communities. Utilization of federal, state and local data and programs to conduct assessments and plan interventions. Application of administrative principles to program management.

NFA 817 Maternal, Infant, Child Nutrition. (3) A. Prerequisite: Departmental approval. Review

and application of nutritional recommendations and requirements specific to maternal, infant, child populations for implementation and evaluation of nutrition related programs. Study of feeding practices and their impact on health from birth through childhood.

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 826 Nutrition for Chronic Disease. (3) A. Pre-requisite: Departmental approval. Critical review of chronic disease incidence and risk factors with an emphasis on the role of nutrition for the management of chronic disease through community based programming.

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 840 Public Health Nutrition Practicum. (3) A. Prerequisite: Departmental Approval. Supervised and directed public health nutrition field experience in a community, government, or private agency or organization.

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. Mary Clements, 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 Role. (1-6) A. Advanced practice role clinical experience. Students will retake for the minimum number of hours required for their specialty concentration.

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 The 3 P's for Healthcare

Management (3) A. Prerequisite: Admission to MSN Program, NSC 850, MPH 855. Explore the relevance and benefit of epidemiology in the field of organizational healthcare management, including a focus on population outcomes and the 3 P's: Prevalence of disease, Prevention of adverse events, and Preparedness for emergencies.

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 Theoretical Foundations for EBP,

(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: MPH 855 with a minimum grade of B. 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." 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 grade of B or better 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, and 840, each with

a grade of B or better. 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.

Prerequisite: NSC 870 with a grade of B or better. 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.

(5) A. Prerequisites: NSC 870, 872, 874, each with a minimum grade of B and nine hours of NSC 800. Prerequisite/Corequisite: NSC 842 with a minimum grade of B. 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, and 840, each with a grade of B or higher. Corequisite: NSC 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. 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. 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 Synthesizing Evidence for ANP.

(3) A. Prerequisite: NSC 840 with a minimum grade of "B". Critical appraisal and synthesis of nursing and inter-professional research as a foundation for evidence-based advanced nursing practice in diverse populations.

NSC 892 Evidence-based Project for ANP.

(3) A. Prerequisite: NSC 890 with a minimum grade of "B". Implementation of an evidence-based project to improve health or healthcare delivery for diverse populations.

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: DNP Project Support.

(1-2) A. Prerequisite: 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 the 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 DNP 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

Dr. Dennis Field, Director and Dr. Vigs Chandra, Coordinator

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: 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: 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: 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. May be repeated up to 9 hours with different topics.

OTS—Occupational Science and 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 1. (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 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: 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 Capstone. (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 Capstone. (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 Capstone. (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 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 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 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. Prerequisite: 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 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. Foundational work for development of OTD capstone and Applied Leadership Experience. Conceptualize identity as a leader for change. Develop methods to assess population needs to improve occupation-based programming.

OTS 902 OTD Leadership Seminar II. (3) A. Prerequisite or Corequisite: OTS 901. Explore options for professional development and leadership experiences. Assess population needs to support occupation-based programming.

OTS 903 Capstone I: Project Development (3) A. Prerequisite: OTS 902. Design capstone project based on needs assessment, literature synthesis, and professional goals to serve as a change agent for occupation-based programming. Capstone emphases are ethical leadership within change and OBP for diverse populations.

OTS 904 Capstone II: Implement & Evaluate (3) A. Prerequisite: OTS 903. Implement capstone project. Evaluate capstone project outcomes to assess change in occupation-based programming.

OTS 905 Applied Leadership Experience (3 - 6) I, A. Prerequisites: OTS 902. Custom-designed field-based 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: OTS 904. Integration and application of program outcomes through the capstone project and portfolio. Students present capstone project.

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.

PHY—Physics
Dr. Anthony Blose, 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 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
Prof. Lynnette Noblitt, Chair

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 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 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 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 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 Grant Writing. (3) A. The study of grant writing processes involving federal and foundation grants as they apply to the public and non-profit sector. Credit will not be awarded for both POL 847 and POL 847S.

POL 847S Grant Writing. (3) A. The study of 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 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 Organization Theory. (3) A. Survey of major theories as applied to government agencies and other not-for-profit organizations. Topics covered include classical texts and recent research on theories of organizational behavior.

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 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 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.

PSY—Psychology

Dr. Robert Brubaker, Chair

PSY 701 Applied Behavior Analysis (3).

A. Prerequisite: departmental approval. This course introduces students to principles and practices of applied behavior analysis. This course focuses on concepts related to changing behavior, maintaining behavior change, and teaching skills.

PSY 702 Behavioral Applications I (3) A.

Prerequisite: PSY 701. This course builds on principles of behavior analysis in creating behavior change across a range of populations, behaviors, and settings. The focus is on fundamental elements of behavior change.

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 713 Mind and Brain (3) A.

Prerequisite: PSY 853(C) or departmental approval. A bridging discipline between cognitive science and biopsychology examining neural bases of consciousness, mental processes and complex behavior. Major topics include prefrontal cortex functioning, neural networks, decision making, working memory, emotional control, and frontal disconnections.

PSY 766 Forensic Psychology (3) A.

Prerequisite: departmental approval. Review the roles of clinical psychologists in the legal system, focusing on principles of forensic mental health assessment, procedures of civil and criminal forensic psychological assessment, expert testimony, and forensic report writing.

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 802 Multicultural Psychology. (3) A.

Prerequisite: admission to the Psy.D. program. Designed to promote self-awareness of cultural values and biases, and increasing knowledge about how race, culture, gender, sexual orientation, and social class impact the professional relationship.

PSY 803 Rural Mental Health. (3) A.

Prerequisite: admission to the Psy.D. program. This course is designed to provide an overview of rural mental health with an emphasis on addressing both geographic, economic, and cultural barriers to mental health care in rural communities.

PSY 804 Introduction to I-O Psychology. (3)

A. Prerequisite: departmental approval. Introduction to psychological theories and procedures applied to work. Topics include personnel psychology, organizational

psychology, and ethical and legal concerns related to the practice of I-O Psychology.

PSY 805 Quantitative Research Methods. (3)

A. Prerequisite: departmental approval. Principles and techniques of scientific observation, control, and analysis in psychology. Evaluation of research designs and their implementation in professional settings.

PSY 806 Applied Research Methods. (3)

A. Prerequisite: departmental approval. Application of research methods, data analysis techniques, and reporting pertaining to the field of Industrial-Organizational psychology.

PSY 807 Work Analysis. (3) A.

Prerequisite: departmental approval. Psychological principles and techniques involved in job analysis, competency modeling, and job evaluation.

PSY 808 Selection. (3) A.

Prerequisite: departmental approval. Psychological theory, research, and practice pertaining to the personnel selection of human resources in the workplace.

PSY 809 Performance Management. (3)

A. Prerequisite: departmental approval. Psychological theory, research, and practice pertaining to the performance appraisal and performance management of human resources in the workplace.

PSY 810 Consulting and Business Skills.

(3) A. Prerequisite: departmental approval. Developing consulting skills including proposal development, project management, process improvement, contracting, conflict resolution, and networking.

PSY 811 Professional Development. (3) A.

Prerequisite: departmental approval. Developing personal effectiveness including skills in writing, communication, facilitating, leading, and career development.

PSY 812 Practicum in I-O Psychology.

(3) A. Prerequisite: and/or co-requisite: PSY 805, PSY 806, PSY 810, PSY 811. Practicum in I-O Psychology. Supervised practice in applied settings. Participation with an approved agency varies with the student's experience. Graded Satisfactory/Unsatisfactory.

PSY 813 Ethics and Professional Conduct in Applied Behavior Analysis (3) A.

Prerequisite: Departmental Approval. Foundational ethics for behavior analysts practicing across applied and research areas.

PSY 817 Introductory Foundation, Concepts, and Principles in Behavior Analysis (3) A.

Prerequisite: Departmental Approval. Foundation, concepts, and principles of behavioral science applied to the field of behavior analysis.

PSY 818 Psychology of Addictions. (3)

A. Prerequisite: admission to the Psy.D. program. This course is designed to provide an overview of the assessment, diagnosis, theory, and treatment of substance-related and addictive disorders.

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 822 Crisis Management (1) A.

Prerequisite: departmental approval. Theoretical and practical knowledge in crisis prevention, preparedness, response, and recovery from the systemic level to the individual level. Includes assessment and treatment associated with suicidality.

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. (1-3) A.

Prerequisite: departmental approval. Consideration

of ethical and related problems of psychologists.

Repeatable up to 4 credit hours.

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 833 Behavioral Research and Measurement (3) A.

Prerequisite: Departmental Approval. Review of principles and practices underlying behavioral measurement and single subject research designs.

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: PSY 826 or 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 nine credit hours.

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 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 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 849 Advanced Developmental Psychology. (3) A.

Prerequisite: Departmental approval. The development of individual differences in traits and behavior examined from the perspective of personality and developmental psychology. Selected coverage of both foundational and current theoretical and empirical literatures. Credit will not be awarded for both PSY 849 and PSY 847.

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 855 Addressing Problem Behaviors: Decreasing, Eliminating, and Replacing Undesired Behaviors (3) A.

Prerequisite: Departmental Approval. Review of principles, practices, and methods used

to decrease problem behaviors as well as general intervention and behavior change procedures.

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 859 Cognitive & Affective Bases of Behavior.

(3) A. Prerequisite: departmental approval. Broad survey of findings regarding cognitive and affective influences on behavior, including learning and conditioning, memory, and cognitive and affective processes. Credit will not be awarded to students who have credit for PSY 840.

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 863 Understanding Suicide.

(3) A. Prerequisite: Admission in doctoral program or departmental approval. This seminar course will examine the topic of suicide in depth. Theoretical and empirical perspectives from public health, sociology, psychology, and genetics/neuroscience will be considered. Philosophical and ethical issues related to suicide will be explored, as will a special emphasis on clinical practice with suicidal patients.

PSY 864 Child Psychopathology.

(3) A. Prerequisite: PSY 848 or departmental approval. Course will focus on the theory, etiology, and context associated with psychopathology in school-aged children and adolescents.

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 866 Advanced Topics in Applied Behavior Analysis

(3) A. Prerequisite: Departmental Approval. Introduction to advanced ethics and review of applied behavior analysis assessment, intervention, and ethics concepts and procedures within a case study format.

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 869 Psychology of Trauma.

(3) A. Prerequisite: departmental approval. Explores the psychological impact of various types of trauma. Introduces key elements of trauma research and practice, including assessment, diagnosis, theoretical models, and intervention.

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 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 895 Building New Behaviors:

Developing, Increasing, and Maintaining Desired Behavior (3) A. Prerequisite: Departmental Approval. Review of principles, practices, and methods used to increase desired behavior.

PSY 896 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.

(4) A. Prerequisite: department approval. Intensive supervised experience in an approved clinical setting. May be retaken to a maximum of twelve hours. Graded Satisfactory/Unsatisfactory. A minimum of 480 hours of work is required.

PSY 938 Doctoral Practicum in Clinical Psychology.

(1-4) Prerequisite: PSY 838. Supervised experience in applied settings. Participation varies with student's course work and experience. Class meetings as arranged. May be retaken to a maximum of 21 credit hours.

PSY 950 Clinical Supervision & Consultation.

(3) A. Prerequisite: departmental approval. Advanced seminar covering theories, issues, methods, and techniques in the supervision of psychotherapy and assessment. Consultation issues and models will also be examined.

PSY 990 Doctoral Specialization Project.

(3) A. Prerequisite: Departmental approval. Investigation of clinical best practices for a selected disorder. Requires a written report and oral presentation. May be retaken for a maximum of 12 hours. Graded Satisfactory/

Unsatisfactory.

PSY 999 Doctoral Internship in Clinical Psychology.

(4) A. Prerequisite: Departmental approval. Intensive supervised experience in an approved external clinical setting. May be retaken to a maximum of 12 credit hours. Graded Satisfactory/Unsatisfactory.

PUB—Public Relations

Dr. Deborah T. Givens, 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.

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. Jon McChesney, 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 720 Trends and Issues in Therapeutic Recreation.

(3) A. A professional issues and trends discussion on topics related to therapeutic recreation such as clinical practice, licensure, legislative and regulatory issues, curricular standardization, professional ethics and other relevant professional topics.

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. (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 retaken to a maximum of six hours, provided the topics are different.

REC 897 Thesis. (3-6) A. Designed for students preparing a thesis in partial fulfillment of the requirements for the master's degree program.

SED—Special Education

Dr. Ginni Fair, Chair

SED 710 Assessment and Methods for Deaf/HH. (3) A. Open to DHH and Communication Disorders graduate students only. Basic types and properties of standardized and informal assessments used to assess content knowledge of students who are deaf or hard of hearing. Sample curricula and instructional strategies used with students who are deaf or hard of hearing.

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 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 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 800 Exceptional Learners in the General Education Classroom. (3) A. Open only to non LBD, MSD, and DHH majors. Characteristics of students with disabilities, identification procedures, and instructional strategies. Salient features of PL94-142, IEP, roles and responsibilities of general education 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 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 808 Special Ed Early Childhood Survey. (3) I. 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. Focus on research-based practices for early childhood programs. Credit will not be awarded for both SED 808 and 718.

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 812 Introduction Special Education Assessment. (3) III. Formerly SED 776. Principles of tests and measurements. Test administration, scoring, and interpretation applied to exceptional children. Credit will not be awarded for both SED 812 and 776.

SED 813 Advanced Special Education Assessment. (3) II. Formerly SED 803. Evaluation of educational, perceptual, conceptual, social, and psychological characteristics of exceptional individuals. Interpretation for educational and community interventions for exceptional students. Credit will not be awarded for both SED 813 and 803.

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 815 Response to Intervention (3) Provides framework for implementing RtI. Focus on components and role of school personnel in RtI Models in the context of legal mandates and ethical guidelines for data collection, interventions, assessments, progress monitoring, and eligibility.

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 817 Behavior Disorders Strategies. (3) II. Formerly SED 778. This course examines behavior disorders and emotional disturbances as educational, psychological, and sociological phenomenon. Definitions, characteristics, theoretical foundations, and programmatic approaches are discussed. Credit will not be awarded for both SED 817 and 778.

SED 819 Moderate/Severe Disabilities Intro. (3) II. No prerequisite. Introduction to teaching students with Moderate and Severe Disabilities (MSD). Educational needs, issues, legal mandates, family concerns, and best practices for student-focused inclusive school and community programs. Credit will not be awarded for both SED 819 and 700.

SED 820 Multi-Tier Mathematics and Reading Instruction for General and Special Education (3) I. Introduction to foundations, universal core instruction, and progressively intensive math/reading instruction for P-12 students, including students with disabilities. Selection/use of Tier 1 and 2 interventions, features of assessment of math/reading difficulties, data collection and analysis.

SED 821 MSD Tech/Research-Based Strategies. (3) I. Implementing technology, assistive/adaptive devices, and research-based strategies to support learning of students with moderate and severe disabilities. Includes use of language strategies, symbolic and nonsymbolic communication in natural environments and daily routines. Credit will not be awarded for both SED 821 and 730.

SED 822 Data Management and Evaluation in a Response to Intervention Framework (3) Prerequisites: SED 815 and 820. Focuses on research-based practices in tracking student progress. Addresses data collection and analysis in RtI and roles of school personnel to collect, analyze, and make decisions based on student data.

SED 823 Moderate/Severe Disabilities Methods. (3) III. Functional assessment and systematic instruction for students with MSD. Use of assessment data to develop IEPs and research-based instructional programs, including activity-based and community-based instruction. Methods and materials for implementing best practices across settings. Credit will not be awarded for both SED 823 and 735.

SED 824 Early Childhood Special Education Topics: _____ (3) Prerequisite: advisor/departmental approval. School related work, special workshops, special seminars. May be retaken up to 6 credit hours provided topics differ. Credit will not be awarded for both SED 824 and 707.

SED 825 Language Disorders of Students with Disabilities. (3) I, III. Formerly SED 722. Prerequisite: SED 826 or dept. approval. Acquisition of normal language and speech in our multicultural society. Identification and educational management of language and speech disorders in children with disabilities. Credit will not be awarded for both SED 825 and 722.

SED 826 Best Practices in Special Education (3) I, III. Overview of special education including characteristics, definitions, legal mandates, programming requirements, and researchbased practices to support students with disabilities. Open to non-majors. Credit will not be awarded for both SED 826 and 775.

SED 827 Early Childhood Special Ed Partnerships (3) II. Review of needs of and methods

for effective collaboration with families of children with disabilities, focusing on family-school interactions, impact of family variability on collaboration. Credit will not be awarded for both SED 827 and 711.

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 837 Applied Behavior Analysis for Students with Disabilities. (3) I. Formerly SED 790. Prerequisite: SED 826 or departmental approval. A study of classroom and behavior management, including applied behavior analysis as applied to classroom and instructional management. Development of skills in data collection, intervention procedures, graphing data, and evaluation of behavior change are the focus. Credit will not be awarded for both SED 837 and 790.

SED 845 Special Ed Transition/ Collaboration. (3) II. Research-based practices in scheduling and management of Specially Designed Instruction; transdisciplinary services, and transition activities; collaboration with parents, paraprofessionals, and professionals; professional development skills, and records management to support the learning of students with disabilities. Credit will not be awarded for both SED 845 and 745.

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) A. Prerequisites or Corequisites: SED 790 and 776 with a grade of C or higher. 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.

SSE—Safety, Security and Emergency Management
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 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 OSH 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 efficient 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 Injury Management. (3) Injury Management will review practical activities employers should engage to effectively manage injury/illness claims. Transitional return to work and OSHA recordkeeping associated with managing work-related injuries.

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 896 SSE Capstone. (3) I, II and A. Prerequisite: Completion of 30 hours in MSSEM or department approval. Final research project and presentation; Students will collect, analyze, interpret and assemble data and conclusions related to issues in SSEM.

SSE 896a SSEM Capstone Continuation. (1) I, II and A. Prerequisite: SSE 896 or department approval. Continuation of research from SSE 896 - final research project and presentation; Students will collect, analyze, interpret and assemble data and conclusions related to issues in SSEM.

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 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. It is strongly recommended that students have completed eight hours of calculus.

STA 721 Mathematical Statistics II. (3) A. Prerequisite: MAT 520 or 720 or STA 520 or 720. A continuation of STA 720. Estimation theory, hypothesis testing, linear regression, analysis of variance, and allied topics. It is strongly recommended that students have completed a course in linear algebra.

STA 770 Quality Control & Reliability. (3) A. Analysis of six sigma techniques, statistical analysis of process capability, statistical process control using control charts, quality improvement, acceptance sampling, and an introduction to product reliability. It is strongly recommended that students have completed a course in calculus and STA 700, 721, or two courses in applied statistics.

STA 775 Statistical Methods Using SAS. (3) A. Data set manipulation, application of statistical techniques in SAS, and statistical programming. It is strongly recommended that students have completed a course in applied statistics.

STA 780 R and Introductory Data Mining. (3) A. Data set manipulation, application of statistical techniques in R, statistical programming, and data mining skills. It is strongly recommended that students have completed a course in calculus; a course in applied statistics, and an introductory course in computer programming.

STA 785 Experimental Design. (3) A. Completely randomized designs, factorial experiments, multiple comparisons, model diagnostics, randomized blocks, Latin squares, fixed and random models, nested-factorial experiments, 2^k factorial experiments, and split-plot designs. Emphasis on applications and use of statistical software. It is strongly recommended that students have completed a course in applied statistics.

STA 835 Linear Models. (3) A. Use of matrix algebra to develop theory of linear models. General linear models, estimability, multivariate normal distribution, estimation, testing, prediction, restricted models, models with general covariance structure, reparameterization, multi-part model, and random and mixed models. It is strongly recommended that students have completed a course in applied statistics and a course in linear algebra.

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 840 Applied Multivariate Statistical Analysis. (3) A. Analysis of variance and simple linear regression review, multiple linear regression, multivariate analysis of variance, multivariate analysis of covariance, repeated measures ANOVA, discriminant analysis, factor analysis, principal component analysis, and use of statistical software. It is strongly recommended that students have completed a course in applied statistics.

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.

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 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

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. May be retaken to a maximum of six hours. 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—Study Abroad
Jennifer White, Director

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
Dr. Robert Frederick, Chair

WLD 783 Game Species Management. (3) A. Biology and ecology of the major game species found in North America with emphasis on current management practices and problems. Credit will not be awarded to students who have credit for BIO 599/799 Special Topics: Game Species Management.

WLD 784 Upland Wildlife Management. (4) A. Ecological principles and management strategies to preserve and enhance forest and grassland wildlife and their habitats. 2 Lec/4 Lab. Credit will not be awarded to students who have credit for BIO 784.

WLD 785 Wildlife Resource Policy and Administration. (3) A. Discussion of state, regional, national, and international policies and agencies which impact management of wildlife resources; with emphasis in North America.

WLD 786 Wetland Wildlife Management. (4) II. 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 to students who have credit for BIO 786.

WLD 787 Urban Wildlife Management. (3) A.

The strategies employed to manage urban wildlife and prevent/control animal damage in North America will be discussed. Credit will not be awarded to students who have credit for BIO 787.

WLD 799 Topics in Wildlife

Management:_____. (1-6) A. Special topics in wildlife management of current interest to faculty and students will be presented through lecture, discussion, and reports. May be retaken to a maximum of 6 hours, provided the subject matter differs each time.

GRADUATE FACULTY

- ADAMS-BLAIR, HEATHER R.** (2000), Professor, Exercise & Sport Science. BA, Transylvania; MAEd, Eastern Kentucky; EdD, Kentucky.
- AFAH-MOHALLATEE, DAVID** (1998), Professor, Art & Design. BA, Kutztown State; MFA, Temple.
- ALLISON, JOSEPH** (1999), Professor, Music. BS, East Tennessee; MS, DMA, South Carolina.
- ALTHAUSER, KRISTA** (2007), Associate Professor, Curriculum & Instruction. BA, MAEd, EdD, Eastern Kentucky.
- 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.
- ASHBY, DOMINIC J.** (2014), Assistant Professor, English. BA, West Virginia Wesleyan College; MA, West Virginia; PhD, Miami University.
- AWANG, FARIDAH** (2002), Professor, Mangement, Marketing and International Relations. BSc, MSc, Ed, PhD, Southern Illinois.
- BAGGETT, RYAN** (2011), Associate 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), Assistant Professor, Occupational Therapy, OTR/L. BA, University of California at Berkeley; MS, Eastern Kentucky.
- BARNETT, DARRYL** (2001), Professor, Environmental Health Science. BS, East Tennessee State; MPH, DPH, Oklahoma University Health Sciences Center.
- BARRACCA, STEPHEN** (2005), Associate Professor, Political Science. BS, SUNY-Oswego; MA, University of Miami; PhD, University of Texas-Austin.
- BEATY, LEANN** (2008), Associate Professor, Government. BA, Alaska Pacific; MPA, Missouri State; PhD, Northern Illinois.
- BENTLEY, BROOKE.** (2012), Associate Professor, Baccalaureate and Graduate Nursing BSN, Eastern Kentucky; MSN, Eastern Kentucky; PhD, Kentucky.
- BHANDARI, MICHELYN** (2004), Professor, Health Promotion & Administration. BS, MPH, Western Kentucky; DrPH, Kentucky.
- BIGGIN, ROBERT** (2001), Associate Professor, Educational Leadership & Counselor Education. BS, Pennsylvania; MS, PhD, Pittsburg.
- BISHOP-ROSS, RACHEL** (2013), Assistant Professor, Mathematics and Statistics. BS, MA, PhD, Alabama.
- BLAIR, EARL H.** (2014), Assistant Professor, Safety, Security & Emergency Management. BA, Asbury College; MS, West Virginia; PhD, Kentucky.
- BLAKELY, APRIL** (2010), Associate Professor, Curriculum & Instruction. BS, MAT, EdD, East Tennessee State.
- 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.
- BLYTH, HAROLD** (1972), Professor of English and Foundation Professor. BA, Kentucky Southern; MA, Florida; PhD, Louisville.
- BOROWSKI, WALTER** (2001), Professor, Geosciences BA, Case Western Reserve; MS, Tennessee; PhD, North Carolina.
- BOSLEY, LISA** (2004), Associate Professor, English. BA, Centre; MA, Chicago.
- BOTTS, THERESA** (1989), Assistant Professor, Psychology. BS, MS, Eastern Kentucky; PhD, Kentucky.
- BOWES, JOHN** (2006), Associate Professor, History. BA, Yale; MA, PhD, UCLA.
- BRACCIA, AMY** (2010), Assistant Professor, Biological Sciences. BS, Virginia Tech; MS, Georgia; PhD, Virginia Tech.
- BRADLEY, MICHAEL** (2012), Assistant Professor, Recreation & Park Administration. BS, Oklahoma State; MS, Western Illinois; PhD, Oklahoma State.
- BRISMAN, AVIAD** (2012), Associate 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), Associate Professor, Biological Sciences. BS, Colorado; MS, Southeastern Louisiana; PhD, Tulane.
- BROWN, GARY** (2001), Professor, Environmental Health Science. BA, New York (Buffalo); MS, Hunter College; DrPH, Alabama (Birmingham).
- BRUBAKER, ROBERT G.** (1984), Chair, Professor and Foundation Professor, Psychology. BA, Oklahoma City; MA, Indiana State; PhD, South Florida.
- BRYANT, JESSICA** (1991), Professor, English. BA, Kentucky State; MA, EdD, Kentucky.
- BRYDEN, PHYLLIS** (2007), Associate 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.
- BUSH, DANA** (1998), Associate Professor, Family & Consumer Sciences. BA, Eastern Kentucky; MS, University of Kentucky; PhD, University of Kentucky.
- BUSKIRK, ROBERT D.** (1992), Assistant Professor, Mathematical Sciences. BA, West Virginia; MA, PhD, Kentucky.
- BUTLER, THOMAS** (2006), Associate Professor, English. BA, Loyola; MA, PhD, Notre Dame.
- BYRD, RICHARD** (2007), Professor, Music. BM, DePauw; MM, PhD, Kentucky.
- BYRD, SUZANNE** (1991), Associate Professor, Biology. BS, Austin Peay; BS, PhD, South Alabama.
- CALDERON, LINDSAY** (2013), Assistant Professor, Biological Sciences. BS, MS, PhD, Kentucky.
- CALIE, PATRICK J.** (1992), Professor, Biology. BS, Rutgers; MS, PhD, Tennessee.
- CALLAHAN, CONNIE** (1997), 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), Associate Professor, English. BA, MA, PhD, University of Central Florida.
- CARUCCI, CHRISTINE A.** (1993), Assistant Professor, Music. BM, Eastman School of Music; MM, Southern California; PhD, Kentucky.
- CAUSEY, KRISTEN R.** (2013), Assistant Professor, Occupational Therapy. BS, MS, Eastern Kentucky; PhD, Chatham University.
- CHANDRA, VIGYAN** (2002), Professor, Applied Engineering and Technology. BS, Birla Institute of Technology (India); MS, PhD, Kentucky.
- CHANG, KUANG-NAN** (2003), 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.
- 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.
- CLEMENTS, MARY HAUSER** (2001), Professor, Nursing. ASN, Eastern Kentucky; BSN, Kentucky; MSN, EdD, Spalding.
- CLEVELAND, ROGER** (2011), Associate Professor, Educational Leadership & Counselor Education.
- COLEMAN, DAVID W.** (1998), Professor, History. BA, Emory; MA, PhD, Illinois at Urbana-Champaign.
- COLLIER, MICHAEL** (2008), Associate Professor, Homeland Security. BS, U.S. Coast Guard Academy; MS, Defense Intelligence College; PhD, Florida International University.
- COLLINS, VICTORIA** (2013), Assistant Professor, Justice Studies. BSc, MA, PhD, Old Dominion University.
- COMBS, DOROTHY Z.** (1997), Professor, Curriculum & Instruction, Language Arts Education. BA, MEd, South Carolina; PhD, Kentucky.
- 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), Associate 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, THOMAS** (2005), Associate Professor, Music. BM, Loyola University-New Orleans; MM, PhD, Louisiana State.
- CRANFILL, TAMARA** (2008), Associate Professor, Occupational Therapy. PhD, University of Kentucky.
- CROPPER, MATTHEW** (2000), Professor, Mathematics. BS, Northern Kentucky; MS, PhD, West Virginia.
- CROSBY, RICHARD** (1986), Professor, Music. BME, MM, DMA, Cincinnati.
- CROUCH, LAWRENCE** (2014), Assistant Professor, Educational Leadership & Counselor Education. BA, North Central College; MA, Ball State University; PhD, Southern Illinois University.
- CUPP, JR., PAUL V.** (1974), Professor, Biology. BS, MS, Eastern Kentucky; PhD, Clemson.
- CUSTER, MELBA** (2007), Associate 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, WILLIAM E.** (1979), Associate Dean, College of Business and Technology, Professor, Applied Engineering and Technology. BS, MA, MS, Eastern Kentucky; EdD, Cincinnati.
- DAY, LISA** (2001), Associate Professor, English. BA, MA, Western Kentucky; PhD, Southern Illinois.
- DEAN, MARGARET** (1988), Professor, English. 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), Associate Professor, Educational Leadership & Counselor Education. BA, Lincoln Memorial; MA Ed, Xavier; EdD, Indiana.
- DETERS, N FAYE** (2001), Professor, Curriculum & Instruction. Ed D, University of Kentucky.
- DICKSON, FRAN C.** (2014), Professor, Communication. BA, SUNY Buffalo; MA, West Virginia; PhD, Bowling Green State University.
- DIECKMANN, MELISSA S.** (1995), Professor, Geography & Geology. BA, DePauw; PhD, Notre Dame.
- DODD, LUKE E.** (2014), Assistant Professor, Biological Sciences. BS, Arkansas Tech University; MS, PhD, Kentucky.
- DOTSON, RONALD** (2008), Associate Professor, Safety, Security, & Emergency Management. BA, Marshall University; MS, Eastern Kentucky.
- DUNLAP, ERIK S.** (2008), Associate Professor, Safety, Security and Emergency Management. BA, Tennessee Temple University; MS, ECU; PhD, University of Memphis.
- DYER, BRYAN** (2009), Associate Professor, Applied Engineering and Technology. BS, University of Kentucky; MS, University of Kentucky; Ph.D., University of Kentucky.
- ELIASSEN, ERIN** (2003), Associate 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), Associate Professor, Special Education. BA, Eastern Kentucky; MA, Lexington Theological Seminary; EdD, Cincinnati.
- EMERY, LYNNDA** (1993), Professor, Occupational Therapy. OTR/L; BA, Marshall; MEd, Missouri; EdD, Arkansas.
- ENGBRETSON, KEN D.** (2011) Associate Professor, Educational Leadership & Counselor Education. BS, Wright State; MS, Dayton; PhD, Auburn.
- ENGLE, SR., ALLEN D.** (1989), Professor, Management. BBA, MBA, Eastern Kentucky; DBA, Kentucky.
- ENGLING, EZRA** (2006), Professor, Foreign Languages & Humanities. BA, MA, PhD, University of the West Indies (UWI), Mona, Jamaica.
- ESER, ZEKERIYA** (2005), Associate Professor, Finance. BA, Bophorus University; MA, Boston College; PhD, Kentucky.
- EVERETT, KARI** (2013), Assistant Professor, Mathematics & Statistics. BS, University of Southern Mississippi; MEd, William Carey College; PhD, University of Southern Mississippi.
- FAIR, GINNI C.** (2001), Professor, Curriculum & Instruction. BS, MA, Eastern Kentucky; EdD, Kentucky.
- FARRAR, STEWART S.** (1985), Professor, Geography & Geology. BS, Syracuse; PhD, SUNY (Binghamton).
- FEHRINGER, ELAINE K.** (1992), Assistant Professor, Occupational Science and Occupational Therapy. BS, Colorado State University; MA, University of Northern Colorado.
- FENTON, JR., EDMUND D.** (2000), Professor, Accounting. BS, MBA, Murray State; DBA, Kentucky, CPA, Kentucky and Tennessee. CMA, CR, FA.
- 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) Professor, Nursing. ASN, Midway; BSN, MSN, PhD, Kentucky.
- FITCH, JOHN** (2005), Associate Professor, Communication. BA, Asbury College; MFA, Savannah College of Art & Design.
- FLEISCHER, ANNE** (2015), Assistant Professor, Occupational Therapy. BHS, Missouri; MPH, North Carolina-Chapel Hill; PdD, Nova Southeastern University.
- FLORELL, DAN** (2000), Associate Professor, Psychology. BS, Carroll College; PhD, Illinois State.
- FOSTER, CHAD S.** (2014), Assistant Professor, Safety, Security & Emergency Management. BS, United States Military Academy; MPA, PhD, University of Louisville.
- 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.
- GANNOE, LISA N.** (2010), Assistant Professor, Family and Consumer Sciences. BS, Kentucky; MAEd, EdD, Eastern Kentucky.
- GERKEN, MICHELLE D.** (1996), Associate Professor, Recreation & Park Administration. BS, MS, Kentucky; PhD, Louisville.
- GERSHTENSON, JOE** (2003), Professor, Political Science. BSFS, Georgetown University; MPIA, University of California-San Diego; PhD, University of Texas.
- GIBSON, DONALD J.** (2006), Associate Professor, Mathematics. BS, University of Michigan; PhD, University of Illinois.
- GLEASON, JAMES** (2005), Associate Professor, Communication. BA, MS, State University of NY at New Paltz; PhD, Kentucky.
- GOODMAN, HERB** (2004), Professor, Art & Design. BFA, Ohio University; MFA, University of Cincinnati.
- GORBETT, GREGORY** (2008), Associate Professor, Safety, Security & Emergency Management. BS, University of Maryland University College; MS, PhD, Worcester Polytechnic Institute.
- GORE, JONATHAN** (2005), Professor, Psychology. BA, Michigan; MS, PhD, Iowa State.
- GOSSAGE, ANNE F.** (2001), Associate Professor, English. BA, Delaware; MA, PhD, Pennsylvania State.
- GRABEEL, VONIA** (2016), Assistant Professor, Environmental Health Science. BS, MPH, Eastern Kentucky.
- GRANT, PAUL B.** (2007), Associate Professor, Safety, Security & Emergency Management. BS, MA, University of Phoenix.
- GRAY, KISHONNA** (2011), Assistant Professor, Criminal Justice. BS, MS, Eastern Kentucky; PhD, Arizona State.
- HAARR, ROBIN** (2006), Professor, Criminal Justice. BA, State University of New York at Brockport; MS, PhD, Michigan State University.
- HALE, E. CARROLL** (1969), Professor, Art & Design. BA, Kentucky; MFA, Maryland Institute of Art.
- HARDMAN, LESLIE J.** (2014), Assistant Professor, Occupational Science and Occupational Therapy. BS, Eastern Kentucky University; OTD, Chatham University.
- HARRINGTON, MARY R.** (2013), Assistant Professor, Family and Consumer Sciences. BS, Kentucky State; MHA, Chapman.

- 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), Professor, History. BA, MAR, MA, MP, PhD, Yale.
- HARTER, CYNTHIA** (2012), Assistant Professor, Economics. BA, Tulane; MS, PhD, Purdue.
- HARTER, JOHN F. R.** (1999), Professor, Economics. BA, Yale; MS, PhD, Purdue.
- HARVEY, CAROLYN** (2001), Professor, Environmental Health, BS, East Tennessee State University, MS, University of Houston - Clear Lake, PhD, University of Texas School of Public Health.
- HAUSMAN, CHARLES** (2009), Associate Professor, Educational Leadership & Counselor Education. PhD, Vanderbilt.
- HAYDEN, CYNTHIA** (2011), Associate Professor, Occupational Therapy BS, Eastern Kentucky; MS, Kentucky; PhD, A. T. Still University.
- HENNING, JAIME** (2007), Associate Professor, Psychology. BA, MA, Missouri State University; additional graduate work, Texas A&M.
- HENSLEY, JULIE** (2008), Associate Professor, English. MA, Kansas State University; MFA, Creative Writing, Arizona State University.
- HICKS, WILLIAM** (2009), Associate Professor, Safety, Security & Emergency Management. BS, MS, Eastern Kentucky.
- HOLBROOK, MARY BETH** (2008), Associate 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), 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.
- 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), Professor, Criminal Justice & Police Studies. MA, University of Nebraska at Omaha; PhD, Sociology University of Nebraska at Lincoln.
- HUNTER, GILL** (2006), Associate Professor, English. BA, University of Kentucky; MA, Eastern Kentucky, PhD, Purdue.
- HUNTER, SANDY** (1996), Professor, Emergency Medical Care. REMT P; BS, Western Carolina; graduate work, Medical University of South Carolina.
- ISAACS, PATRICIA** (2011), Associate Professor, Accounting, Finance & Information Systems. BBA, Eastern Kentucky University; MBA, Eastern Kentucky University; PhD Kentucky.
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Accreditation Board for Engineering and Technology (ABET)
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American Association for Health Education
National Association for Sport and Physical Education
National Recreation and Park Association Council on Accreditation of Parks, Recreation and Tourism
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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)
Federal Aviation Administration (FAA)
Aviation (Professional Flight)
(Baccalaureate Degree Program)
Kentucky Board of Nursing
Nursing
(Associate and Baccalaureate Degree Programs)
Kentucky Cabinet for Health and Family Services
(Public Child Welfare Certification Program (PCWCP))
National Association for Sport and Physical Education
Physical Education, P-12 Teaching Option
(Baccalaureate Degree Program)
National Council on Family Relations (NCFR)
(Child and Family Studies and Family and Consumer Sciences Education)
Public Relations Society of America
(Baccalaureate Degree Program; Public Relations Major)

MEMBERSHIPS

AACSB International - The Association to Advance Collegiate Schools of Business
 Academy of Criminal Justice Sciences
 Aircraft Owners and Pilots Association
 American Association of Airport Executives (AAAE)
 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 for Paralegal Education
 American College Health Association
 American Conference of Academic Deans
 American Correctional Association
 American Council for Construction Education (ACCE)
 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 (ASC)
 Association for Career and Technical Education (ACTE)
 Association for Computing Machinery
 Association for Education in Journalism and Mass Communication
 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 Technology, Management, and Applied Engineering (ATMAE)
 Association of Departments of English
 Association of Departments of Foreign Languages
 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
 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
 Consortium for the Advancement of Undergraduate Statistics Education
 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 Social Work Education
 Flexographic Technical Association
 Graphic Arts Technical Foundation
 Graphic Communications Council
 International Graphic Arts Education Association
 International Reading Association

International Society of Weekly Newspaper Editors
 International Technology and Engineering Education Association (ITEEA)
 International Television Association
 Kentucky Academy of Science
 Kentucky Association of Department of English
 Kentucky Aviation Association (KAA)
 Kentucky Broadcasters Association
 Kentucky Communication Association
 Kentucky Council of Associate Degree Nursing
 Kentucky Occupational Therapy Association
 Kentucky Agriculture Council
 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 the Exchange of Industrial Resources
 National Association for Foreign Student Affairs
 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 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 Business Aviation Association (NBAA)
 National Collegiate Athletic Association
 National Collegiate Honors Council
 National Commission for Cooperative Education
 National Communication Association
 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 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
 Non-land-grant Agricultural and Renewable Resources Universities (NARRU)
 Public Relations Society of America
 Public Relations Student Society of America
 Screen Printing and Graphic Imaging Association
 Society of Professional Journalists
 Southeastern Airport Managers Association
 Southeastern Association of Advisors for the Health Professions
 Southeastern College Art Conference
 Southern Association of Colleges and Schools Commission on Colleges
 Southern Association of Collegiate Registrars and Admission Officers
 Southern Association of Community, Junior, and Technical Colleges
 Southern Council on Collegiate Education for Nursing
 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 (UAA)

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