

Eastern Kentucky University

Graduate Catalog

2021-2022



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Table of Contents

<i>President and Board of Regents</i>	1	Section Four - General Academic Information	
<i>Notifications and Federal Regulations</i>	2	Academic Regulations	38
<i>FERPA</i>	2	Types of Graduate Admission	42
<i>Student Right-To-Know Act</i>	4	International Student Admission.....	44
		Degree Completion Requirements.....	45
Section One - The University		Section Five - Academic Divisions	
Introduction.....	6	Academic Programs	51
History.....	6	College of Business.....	59
Core Values	6	College of Education and Applied Human Sciences	63
Vision	7	College of Health Sciences	82
Institutional Goals.....	7	College of Justice, Safety and Military Sciences.....	95
Strategic Directions.....	7	College of Letters, Arts and Social Sciences	99
		College of Science, Technology, Engineering, and Mathematics	112
Section Two - Residency		Section Six - Course Descriptions	
Student Residency.....	9	Course Descriptions	116
Residency Appeals Policy and Procedures	13	Course Prefixes	116
		Faculty Listing	148
Section Three - Student Support and Services		Accreditations and Memberships	154
Division of Finance and Administration and Treasurer	18		
Center for Student Accessibility	22		
Other Student Services.....	27		

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 Office of Institutional Equity of Eastern Kentucky University (Jones Building, Room 416, 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 the Center for Student Accessibility, Whitlock Building 361, CPO 66, 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 212, 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 Executive 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 ECU'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 ECU 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 Goal 5: Campus Revitalization

Strategic Direction 5.1: *Initiate and complete ECU Revitalization plan, which includes rehabilitation of existing facilities and construction of new ones with a focus on the ECU 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 ECU to Our Service Region*

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

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 non-degree-seeking post-baccalaureate 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 non-educational 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 non-collegiate 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) EKU Center for the Arts, 5) Facilities Management, 6) Human Resources, 7) Information Technology Services, 8) Parking & Transportation, 9) University Police & Public Safety, 10) Environmental Health & Safety, 11) Purchases & 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) EKU Dining Services, 2) EKU Bookstore, and 3) University pouring rights.

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.eku.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 EKU home page at www.eku.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. Any student whose appeal is denied by the initial Financial Appeals Committee may ask to have their appeal reviewed by a second, escalated Financial Appeals Committee.

Barnes & Noble at EKU Bookstore

Powell Building

Phone: (859) 622-2696 Fax: (859) 622-2660

www.eku.bkstore.com

The Barnes & Noble at EKU Bookstore is located at the heart of campus in the Powell Building. The Bookstore will be relocating to the Powell Building during the Spring term. The Bookstore is the place for one-stop shopping on all EKU 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 EKU 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 provide 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

Powell 08-E (Plaza Level)

Phone: (859) 622-2179 Fax: (859) 622-8089

<https://cardservices.eku.edu/>

Card Services provides students with a variety of services related to 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 card, and 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 Card Services 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 associated accounts:

- **Colonel Cash** - This is a prepaid account that can be used at all 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. Students under the residential requirement must select a meal plan meeting the residential meal plan requirement.

All other students enrolled in nine (9) or more credit hours who started at EKU in fall 2016, or later, are required to participate, at a minimum, in the \$300 Dining Dollar program (refundable). Meal plans may be upgraded any time during the semester and only downgraded within

the

first two (2) weeks of the semester.

Please check with EKU Dining Services regarding available meal plans, and terms and conditions associated with meal plans. All questions regarding the meal plan definitions, usage, and refund policy (only available with the mandatory \$300 Dining Dollar program) should be directed to the EKU Card Services Office.

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 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).

Card Services follows the University holiday schedule and is open during the following normal business hours:

Monday through 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 Card Services, Powell Student Center, (859) 622-2179.

EKU Dining Services

Case Dining Hall, 101

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

www.ekudining.com

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

Case Kitchen and Stratton Café offer freshly cooked dining options in a comforting atmosphere. Lower Case Food Court offers Chick-fil-A, Moe's Southwest Grill, Panda Express, P.O.D. (Provisions on Demand) Express, and Subway.

In other areas of campus, EKU Dining Services boasts a variety of dining options including [Cu][I][Si][Ne] (Cuisine) offering sandwiches, snacks, and beverages in the New Science Building; Java City in the Crabbe Library; Einstein Bros. Bagels in the Weaver Building; offering gourmet coffees, bakery items, as well as grab & go salads and sandwiches; and Starbucks and Steak 'n Shake located in the Powell Student Center.

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

OFFICE OF STUDENT SUCCESS AND STUDENT AFFAIRS

Dr. Tanlee Wasson

Vice President of Student Success, Student Affairs and Institutional Effectiveness

Powell Building 110, (859) 622-8947

www.studentaffairs.eku.edu

The Office of Student Success and Student Affairs is dedicated to providing quality services, leadership experiences, and learning opportunities designed to help students achieve their goals while enhancing personal development and well-being. To ensure that students gain the most from their college experience, 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.

Campus Recreation

Matt Roan, Vice President for Athletics and Recreation

Fitness and Wellness Center, SRC 105

Phone: (859) 622-6751 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 & 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

Coming in Fall 2019, the brand new state-of-the-art recreation center will include (in addition to the list above):

- An aquatic center
- Sauna
- Outdoor activity space
- 2 additional courts
- 2 additional group fitness studios

Fitness Program

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

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

Competitive Sports have been a campus tradition at EKU for over 50 years. Students play with their friends or organizations and compete against fellow Eastern students. Examples of activities offered are flag-football, soccer, volleyball, corn hole, dodge ball, golf, basketball, and much, much more. There are also numerous individual and dual events. For the more competitive athlete, we also supervise student lead Sport Clubs. Clubs compete on a regional and national level against other universities and colleges.

Health Promotion

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.

Employment

EKU Campus Recreation is one of the largest student employers on campus. We have a variety of opportunities to join our dedicated and friendly staff! All open positions will be posted on jobs.eku.edu. Here are some entry level positions we employ, and most have opportunities for advancement:

Facility Attendant	Climbing Wall Attendant
Group Exercise Instructor	Personal Trainer
Marketing Assistant	Graphic Designer
Intramural Referee	Lifeguard
Health Promotion Peer Educator	

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 clinicians 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.

Rapid-Access 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/>

Dean of Students

Dr. Lara Vance, Dean
Whitlock Building 538
Phone: (859) 622-2402 Fax: (859) 622-3047
www.dos.eku.edu

The Dean of Students office promotes student success and development across all offices and serves as the primary contact point for students. The Dean collaborates with various departments, stays up-to-date on available student resources, and responds to student crisis.

EKU Housing & Residence Life

Karen Peavler, Interim Executive Director
Whitlock Building 552
Phone: (859) 622-1515 Fax: (859) 622-8384
www.housing.eku.edu

EKU Housing & Residence Life 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 Executive 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 & Residence Life 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.

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 Multicultural Student Affairs

Liliana Gomez de Coss, Director

13 Powell Building

Phone: (859) 622-4373 Fax: (859) 622-6997

www.omsa.eku.edu/

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, E.K.U. 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.

Center for Student Accessibility

Dr. Kelly Cogar, Senior 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 academic adjustments that do not impede the academic integrity of the course, digital books, equipment loans, interpreters, note-taking software, 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 E.K.U. 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. John Dixon, John.Dixon@eku.edu

Student Health Services

Rowlett 103

Phone: (859) 622-1761 Fax: (859) 622-1767

www.healthservices.uku.edu

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

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

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

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

Powell 152 Phone: (859) 622-3855 www.studentlife.uku.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.uku.edu. Here you can learn about involvement opportunities by logging into OrgSync (www.uku.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 four governing councils: Interfraternity Council (IFC), Multicultural Greek Council (MGC), National Pan-Hellenic Council (NPHC), and Panhellenic Council (NPC).

Visit greeklife.uku.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 EKU conference, I AM EKU, certificates, and more!

Parent & Family Programs

The EKU Parent & Family Network serves to empower EKU 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 EKU community. More information can be found at www.familyprograms.eku.edu.

Student Activities

SL&FYE hosts dozens of events each semester aimed at educating, entertaining, and meeting the needs of EKU 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 a variety of Registered Student Organizations (RSO) that EKU students are welcome to get involved with at any time! RSOs at EKU include a group of 6 or more current EKU students who have formulated an organization for a common purpose. Student organization information can be found at www.studentlife.eku.edu/student-organizations.

Student Conduct and Community Standards

Whitlock 347
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.

Office of Admissions

Whitlock 112
Phone: (859) 622-2106

The Office of Admissions is responsible for recruitment and admission of qualified undergraduate students to EKU. This office is also responsible for the processing of applications for

new as well as readmitted students and international students for undergraduate programs. Students who have questions regarding their residency status may address their inquiry to the Office of Admissions (admissions@eku.edu).

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 EKU'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 EKU.

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.

Financial Aid

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 1 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

Julie George, Dean of Libraries
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 Rogow 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; The Faculty Center for Teaching and Learning 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.

Office of Military and Veterans Affairs

Ms. Barbara Kent, Director
Powell Student Center 137
Phone: (859) 622-2345 Fax: (859) 622-5076
www.va.eku.edu

The Office of Military and Veterans Affairs serves student veterans and military students 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, eligible veterans and military students 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 Office of Military and Veterans Affairs located at Powell Student Center, Room 137. Additionally, a Course Enrollment Form must be submitted online each semester for which benefits will be used, at www.va.eku.edu/course.

Covered individuals (defined by the VA as any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits) may attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (A "Statement of Benefits" obtained from the Department of Veterans Affairs' VA) website -- eBenefits, or a VA Form 28-1905 form for chapter 31 authorization purposes can substitute for a COE) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the COE.

The University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds because of the inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from VA under chapter 31 or 33. If any late fees do appear, they will not be charged to the covered individual until after the 90-day period referenced above.

The Monthly Housing Allowance 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 MHA 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/gibill>.

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.

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 federal TRIO Student Support Services grant project committed to fostering the intellectual, personal, and professional growth of first-generation and low-income students from Orientation to Graduation. NOVA's retention model is comprehensive in design, providing targeted services designed to meet each student's individual needs. Services include:

- Academic Advising
- Classroom Instruction
- Financial Aid and Financial Literacy
- Graduate School Preparation
- Service Learning
- Living Learning Community
- Personal Counseling
- Service Learning Experience
- Supplemental Grant Aid Opportunities
- Workshops...and much more!
- Career Counseling
- Consulting
- Personal Counseling
- Peer Mentoring
- Registered Student Organization
- Scholarship Opportunities
- Tutoring Services

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

OTHER STUDENT SERVICES

The International Alumni Association

Alumni Center at Blanton House

Phone: (859) 622-1260 Fax: (859) 622-6620

www.alumni.eku.edu

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 EKV. The International Alumni Association is served by a board of 30 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 general committee work.

The Alumni Association coordinates multiple gatherings across the nation to encourage alumni and friends of EKV to come together. The greatest of these is Homecoming and Reunion Weekend held annually in the fall. This celebration brings alumni back to campus to reconnect with their classmates and learn more about University improvements and initiatives.

The International Alumni Association encourages fellow alumni to advocate in a positive way for EKV both online and among friends, attend EKV sponsored events, give back to the

university financially, and volunteer your time by serving on an advisory board, referring a student, or assisting with an event. We encourage alumni from the past to complete these four fundamental actions to impact the future.

Office of Academic & Career Services

Matt Schumacher, Senior Director
Whitlock Building 468
(859) 622-1296

The Office assists students in achieving their academic and career-related goals, from navigating their first year of college and choosing an inspiring major/career to pursuing experiential learning and preparing to target a variety of job opportunities. Services include academic advising, career counseling, co-op/internship search and assistance, job search preparation, employer events and a Part-Time Job Program.

Choosing a Major/Career

Academic and Career Advisors at the Office help students identify and explore their major and career of choice. A variety of assessments allow students to articulate their interests, skills, personality characteristics and work related values, generating a list of major/career options to be explored in terms of reliable and factual information with the guidance of office staff. Through extensive one-on-one counseling sessions, the advisors help students make sense of the information gathered, to reach a meaningful decision and pursue it with a realistic action plan.

Academic Advising

Academic advising is a dialogue between student and advisor to promote responsible and appropriate choices and facilitate a successful academic experience. All undergraduate students are assigned an academic advisor through the Office of Academic and Career Services. Designated departmental faculty and college staff serve as advisors to students with declared majors. Academic and Career Advisors in the Office of Academic and Career Services serve as advisors for Exploratory, visiting, non-degree seeking, and those students not meeting KY academic readiness standards and assigned to the Associate of General Studies (AGS) program.

The Office of Academic and Career Services collaborates with students, faculty, and staff across campus to develop a meaningful academic plan tailored to a student's needs and goals. The Office serves students, faculty, and staff by:

- Providing year-round academic advising and student support to each EKU student.
- Providing advising tools and referring students to appropriate departments and campus resources.
- Providing customized academic planning and advising to Associate of General Studies (AGS) and Exploratory students.
- Assisting with probation recovery for students.
- Coordinating probation recovery workshops with representative college advisors.
- Conducting mid-term recovery workshops for new, first-time freshmen.
- Assisting students with the declaration and/or change of major process.
- Assisting student in clarifying educational, career, and life goals.

- Coordinating advising resources for the Summer Orientation Program in conjunction with the Office of Admissions and the Registrar's Office.
- Coordinating the Ask Me! Campaign to help acclimate new students to campus in the fall semester.

Co-op and Applied Learning (Internships)

Internships and Co-op provide students with an opportunity to connect what they learn in the classroom to career-related practice. Students gain on-the-job training in business, industry, and/or government. Acceptance of a co-op/internship position for academic credit is contingent upon a suitable learning objective approved by both the employer and the appropriate university official.

Eligibility:

- Faculty Coordinator approval: student must refer to their Department for eligibility requirements specific to their Program.
- Salary (when applicable) must be within State and Federal wage guidelines.
- Compliance with the Experiential Learning Guidelines defined by the Office of Academic & Career Services and applied by the departments.

Academic Credit:

- Determined by the academic college or department.
- May earn .5 to 8 hours credit per semester.
- Minimum of 80 hours of employment for each semester hour of academic credit, including .5 half credit (students must work to the end of the semester). Co-op is 16 weeks for spring and fall semesters and 12 weeks for summer term. For internships, students must work a minimum of 8 weeks over the summer semester/terms and 12 during the academic semester. Experiences lasting less than a full semester should be discussed with the Office of Academic & Career Services and the Faculty Coordinator and only when extenuating circumstances apply.
- Credit is awarded for co-op/internship only when the student is enrolled in the University and in compliance with the Experiential Learning Guidelines from the Office of Academic & Career Services.
- Students who are not able to complete their experience in one semester will receive a grade of IP and be allowed one calendar year to successfully complete all requirements.

Students who do not successfully complete a co-op/internship experience within the one calendar year maximum timeframe will receive a grade of "F" or "U" depending upon the grade mode.

- Students cannot use past experiences for credit. Only work completed DURING the semester that the student is registered can be counted for credit. Please consult the Timesheet for the semester you intend to co-op/intern for clarification of weeks accepted for counted hours.

Work Requirements:

- Students must be in an environment where they are completing worthwhile, hands-on, industry related tasks while being supervised and mentored by an industry professional who can aid in their professional development.

- A supervisor assigned by the employer to provide direction and coordination on the job; also responsible for submitting a final evaluation report on the student.
- Grades assigned by the Faculty Coordinator in accordance with criteria established by the Office of Academic & Career Services and the student's academic college/department.

Program Options:

Internship

A paid or un-paid experience that still meets all of the eligibility requirements of a for-credit experience that can be completed over one or multiple semesters.

Co-op

A paid, multi-term (semester) experience that meets all eligibility requirements of a for-credit experience that follows one of the following plans:

- Parallel plan: students work part-time for multiple semesters (three or more semesters) while maintaining a full-time course load.
- Alternating plan: students employed full-time, alternating classroom training with work-based training for a period of two or more semesters, following the employer's schedule. Students may also work full-time during the summer semester (twelve weeks) but must also work in their co-op position during the fall and/or spring semesters.
- Special plans: developed to meet the needs of the student and employer.
- Students participating in the Internship Program must meet the eligibility requirements of the Co-op Program, but may choose to work only one semester in either a paid or non-paid assignment or in any assignment that does not meet the Co-op multiple term or length requirements.

Part-Time Job Program

The Part-Time Job Program supports students in finding and obtaining part-time, temporary, and summer employment with local and regional businesses. Students who participate in the program gain experience in the workforce while networking in the community. The Part-time Job Program is open to all currently enrolled ECU students.

Job Search Preparation

The Office helps students target job opportunities by offering workshops, face-to-face and online appointments on resume writing, cover letter critiques, job search strategies, networking and social media. Through the mock interview program, students can practice and improve their interviewing skills with personalized assistance and feedback. The Dress for Success Closet provides business attire at no cost to ECU students seeking internships or employment in a workplace that requires professional clothing.

Connecting with Employers

The Office staff assists students in identifying and connecting with potential employers through job/career fairs, on-campus interviews, individual appointments, online tools, and other resources. The Office's database, Handshake, is an easy to use and innovative system that gives students and alumni access to jobs postings and employers targeting ECU students. It is easily accessible through the Office's homepage at oacs.eku.edu.

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 ECU 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 ECU 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 ECU students to diverse cultures and populations through community service activities.
- Provide a centralized location for ECU 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 ECU campus to publicize volunteer opportunities and recruit student leaders.

EKU Police

EKU Police Department and 911 Center
701 Vickers Drive
Phone: (859) 622-1111 Fax: (859) 622-947
www.police.eku.edu

The EKU Police Department is a 24-hour agency, available 7 days a week. For emergencies from a campus phone dial 911, or (859) 622-1919 from any phone. For non-emergencies please call (859) 622-1111. We recommend you program these numbers into your phone's speed dial or as favorites. You should call EKU Police to report all crimes and for any matters requiring a police, fire, medical, or hazardous materials response.

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.

EKU Police provide 24-hour patrols of the EKU campus, including buildings, parking lots, residence halls, and grounds. EKU Police officers have county-wide law enforcement authority, although primary jurisdiction encompasses all University property and all roads and streets adjacent to the campus. The EKU Police also have the authority to investigate crimes committed on University property located anywhere in the state.

The EKU Police Department includes 24 sworn police officers and 7 dispatchers. EKU Police maintain high visibility on campus through the use of motor vehicle, bicycle, and foot patrol. The EKU Police Department maintains a Daily Crime & Fire Log available to the public at <https://crimelog.eku.edu/> Crimes occurring on EKU properties and fires occurring in student housing are listed here in an ongoing effort to help you make informed decisions regarding your safety and security.

Each semester, EKU Police Department offers several R.A.D. Women's Self-Defense Classes. This training is offered at no cost to members of the EKU Community. These classes will be announced on our website and on social media.

The class will consist of 12 hours of hands-on learning in a safe environment. Participants will learn risk recognition, reduction, awareness and avoidance, and practical self-defense techniques. Participants will be able to practice the learned techniques and get a chance to use them during a simulated attack. This very important course is offered free to all female students, faculty, staff, and alumni.

The Eastern Kentucky University Police Department has an excellent working relationship with state, local, and federal law enforcement agencies and other emergency providers. Visit the Department web page at <https://police.eku.edu/> to find links to the Daily Crime Log, the Annual Security and Fire Safety Report, Crime Prevention tips, and much more. You can also connect with EKU Police on Twitter, Facebook, and Instagram.

Emergency Management & Security**Adams House**

424 Lancaster Ave
Division of Public Safety
Phone: (859) 622-1111
<https://publicsafety.eku.edu>
<http://emergency.eku.edu/>
<http://envhealthsafety.eku.edu/>

A

Emergency Notifications:

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.

Register and review your contact information in Rave Mobile Safety

Rave Mobile Safety

To Register:

Current Students, Faculty, and Staff:

- Log on to EKU Direct (https://web4s.eku.edu/pls/prod/twbkwbis.P_WWWLogin).
- Enter your User ID and PIN.
- In the Main Menu, click on the Rave Mobile Safety - Emergency Notifications link.
- Register to receive text, voice, and/or email messaging.
- Click the Add Buttons to populate Mobile Phones, Voice Only Line Contacts, and Emails.
- If you are affiliated with certain groups, like Model Lab School or the EKU Regional Campuses, you can join them to receive notifications that they send out.
- Click the Groups tab, select the desired group(s) from the Official Groups list or from the Find Groups tab, and at the Group Status, click Join.
- You can leave any group by selecting the group(s) and at the Group Status, click Leave.
- Note: Email messages are automatically sent to all current EKU email addresses. You cannot opt-out of receiving messages on your EKU email account.
- Note: Texts and voice calls are also automatically entered into the system and you can opt-out of these notifications if you desire. Please give careful consideration to opting-out, however, because once you opt-out, you will no longer receive important emergency information intended to help you to stay safe. (Important: Students should check their mobile phone numbers at the beginning of every semester and make changes as their circumstances change.)
- Note: EKU does not charge for text service; however, your carrier may have standard text messaging charges.

Other Community Members:

- Go to the (Get Rave) EKU Rave Registration page (<http://www.getrave.com/login/eku>).
- Note: You may have to search the Rave Site Look-up Page by typing Eastern Kentucky University.
- Click the Register Button in the upper right hand portion of the screen.
- Follow the prompts to register your information and select to receive text, voice, and/or email messaging.
- Note: EKU does not charge for text service; however, your carrier may have standard text messaging charges.

Download the LiveSafe Campus Safety App and find that Safety Is In Your Hands:
<https://publicsafety.eku.edu/livesafe-mobile-safety-app>

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.

- Summon emergency help – Safety officials can leverage location-data in an emergency situation, allowing faster response times.
- 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 <https://publicsafety.eku.edu/livesafe-mobile-safety-app>

Google Play

iTunes

Environmental Health & Safety

The Department of Environmental Health & Safety is responsible for overseeing the environmental, health, fire and life safety needs of the University and its extended campuses as well as managing the various insurance lines and assessing, managing and recommending programs to mitigate risk. EH&S is responsible for overseeing Risk Management & Insurance as well as Emergency Management functions of the University. Environmental Health & Safety leadership is provided by the Executive Director of Public Safety and Risk Management and the Director of Emergency Management and Security.

We perform services which include:

- Fire and life safety training (Freshman orientation, RA, RHC, faculty and staff)
- Industrial hygiene and environmental assessments
- Asbestos assessment, inspection and document management
- Asbestos management plan oversight and LEA designee for Model Laboratory School
- Hazardous material emergency response
- Fire and hazardous incident emergency response
- Hazardous and biohazardous waste management, tracking and reporting
- Chemical management and reporting
- OSHA compliance
- Respiratory protection

- Confined space
- Lockout/tagout
- Hearing conservation
- Etc.
- Pandemic/Epidemic flu monitoring
- Laboratory safety services
- Etc.

Risk Management & Insurance

The Department of Risk Management & Insurance provides the following services to the University community:

1. Coordinate Commercial Insurance claims for the listed lines of insurance
2. Answer questions regarding Insurance Coverage
3. Review Certificates of Insurance for Contractors working for EKU and for entities renting EKU facilities
4. Provide appropriate Certificates of Insurance of listed lines of commercial insurance.
5. Review/placement/maintenance for the following lines of (non-benefit) Commercial Insurance

The following lines of insurance are secured on an annual basis and are managed separately:

- Architects Professional Liability
- Aviation Aircraft (Hull)
- Aviation Airport General Liability
- Aviation – Fixed Based Airport Liability
- Auto
- Boiler and Equipment
- Bonds (various)
- Clinical Professional Liability (Malpractice)
- Coach Owned Camps
- Crime (Fidelity Bond)
- Cyber Liability
- Educator’s Legal Liability (Directors and Officers)
- Employed Counsel
- Equipment Breakdown (Boiler & Machinery)
- Excess Liability
- Fiduciary
- General Liability
- Healthcare Student’s Professional Liability
- Inland Marine
- Intercollegiate Athletics Injury (Athletes)
- Intercollegiate Sports Injury (Cheerleaders, Dance Team, Mascot)
- International Travel
- Kidnap and Ransom
- Model Laboratory School Student Accident
- Police Professional Liability
- State Fire and Tornado Fund (Buildings and Contents)
- Student Clinical Professional
- Workers’ Compensation
- Workers’ Compensation Monopolistic State

Parking & 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 & 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, registers vehicles 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 <https://eku.nupark.com/portal>. 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. Freshman residential students (Zone Z), which are marked by pink signs, are restricted to freshman resident students only. Enforcement of employee and commuter parking (Zone C) 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 unregistered 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 register for temporary parking by visiting <https://eku.nupark.com/portal>. Visitors are allowed to park in the Alumni Coliseum Parking Lot off the Eastern By-Pass with a valid visitor permit.

Speech-Language-Hearing Clinic

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

The Clinical Therapeutic Programs Department offers free therapy 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.

- 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 Media Network has been established to provide professional involvement in the activities of The Eastern Progress, the University’s student online and print publication. 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 Media Network is a learning lab for students interested in media, marketing and public relations. The EPMN produces a newspaper and online multimedia content and is the official student publication of the University. All students are encouraged to take advantage of the journalism and advertising training it offers. Since its establishment in 1922, The Progress has been rated as an All American Newspaper by Associated

Collegiate Press and a Medalist paper by Columbia Scholastic Press Association. The Progress and its student journalists have won many state and national awards, including countless Kentucky Press Association honors, national Pacemakers and Gold Crown awards. In January 2019, student journalists at the Eastern Progress Media Network and other state campus publications were recognized as KPA's Most Valuable Member. 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 Center

Dr. Ashley Sweat, 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 EKU resources about which students may not be aware.

The EKU Gurus are trained tutors and mentors who work through Student Success Center programs to provide peer-to-peer service to EKU students. The Student Success Center has the College Reading and Learning Association's International Tutor Training Certification and International Mentor Training Certification. Each EKU Guru is trained under CRLA guidelines 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. The center's administrators track check-ins for reporting study and tutoring hours for many programs on campus.

All of our services are provided at no extra cost to students. Online and in-person services are available. To schedule an appointment or find out our drop-in hours, visit our website.

Technology and Related Resources

IT Help Desk Keen Johnson
Phone: (859) 622-3000
Website: it.eku.edu

Password & Accounts are sent by mail or communicated through the slate portal to all students when admitted to EKU.

- Students receive a student ID number, which is your ID for all official records and your login to EKU Direct. This ID starts with a "900" or "901".
- Each student also receives an EKU 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, EKU myMail, campus computers, and various other electronic resources.
- View all articles related to passwords at it.eku.edu.
- To reset your password: <https://it.eku.edu/support/passwordreset> Type "password" in the search bar.
- myMail (Student Email) All EKU students receive a web-based email account. The email account provides students with a 25GB mailbox and many more options. Students may retain their EKU 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 while a current student at the university. For more information: it.eku.edu/collaboration

The IT Website offers more than 300+ support articles about EKU about EKU technology. The IT Search is keyword specific. Visit it.eku.edu to view the support articles and find out more about IT at EKU.

EKUDirect provides access to a wide range of data for students (pending admit through graduation). Students register for classes, obtain parking permits, check grades and more with EKU Direct. To login into 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 EKU'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 EKU residential network and provides high-speed internet access in all residence halls. To connect wireless devices that do not support network log in, go to it.eku.edu/byod.

Wireless internet access is available at EKU. All EKU students and employees should use the secure Wi-Fi (EKU_SECURE). Wireless access is available to all on the EKU 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 An IT lab is located in the Crabbe Library Atrium (Room 207). 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. IT Geeks also offer free electronic equipment checkouts for ECU students: 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. Ryan Baggett, 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 required 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 Office of Academic and Career Services 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 any way 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 Fresh Start (Formerly Academic Bankruptcy)

Academic fresh start 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 fresh start 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 considered for fresh start.
- (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 considered for fresh start.
- (c) The student must not have previously participated in academic fresh start (or declared bankruptcy) of EKU work. Students can participate in Fresh Start only once.
- (d) Only semesters where the term GPA is below 2.0 will be considered for fresh start.
- (e) Within eligible terms (see d. above), only courses with grades of "C", "D", or "F," or the equivalent, may participate in fresh start.
- (f) Before formally requesting consideration for fresh start, the student must confer with experts in the Graduate School to determine which semesters may qualify for fresh start and the impact the fresh start program will have on the student's GPA. The student must then complete the graduate academic fresh start form indicating their intention to participate in academic fresh start to the Graduate School.

If fresh start is granted, the 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 years 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

Grade	Meaning	Grade Points Per Hour
A	Excellent	4.00
B	Good	3.00
C	Average	2.00
D	Failure	0.00

F	Failure	0.00
FN	Failure* - Stopped Attending Class	0.00
FX	Failure-Academic Dishonesty	0.00
I	Incomplete	0.00
IM	Incomplete Due to Military Activation	0.00
P	Passing	0.00
S	Passing	0.00
U	Failure	0.00
UN	Failure* - Stopped Attending Class	0.00
W	Withdraw	0.00
WM	Withdraw Due to Military Activation	0.00
AU	Audit	0.00
CR	Credit Only	0.00
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 Grade 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.eku.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 their 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 EKU’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.

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. Requests for recommendation letters should be submitted within the application. 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 12 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.uku.edu for additional application materials and instructions.

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

1. Application for admission and \$40 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) - 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 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 Housing & Residence Life 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."

Late Withdrawal

After the twelfth week, a student who is the victim of extraordinary circumstances which does not qualify them for a Medical Withdrawal may petition for a late withdrawal from the University. The student who wishes to withdraw after the deadline to do so must appeal through the Registrar's Office. The deadline for filing a Petition for Late Withdrawal for Extenuating Circumstances is the last day of the full semester following the term from which the student is seeking withdrawal. The student must complete a Petition for Late Withdrawal form and should include justification and documentation for the withdrawal. If approved, the Registrar will assign grades of "W" to the indicated courses. Students are still responsible for all tuition and fees.

For forms and more details, refer to the Registrar's website.

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 ECU 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 ECU 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 ECU 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 ECU'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 ECU 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 ECU 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 ECU College of 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 ECU Business and/or business courses (courses commonly taught in a college of business) transferred from other colleges and universities or taken from other units within ECU.

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 Nursing (ASN)
 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)
 Master of Social Work (MSW)

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
Animal and Veterinary Sciences.....	BS
Anthropology.....	BA
Applied Mathematics.....	MA
Art/Design Studio.....	BS, BFA
ASL and English Interpretation.....	BS
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 Mental Health Counseling.....	MA
Clinical Psychology.....	MS, PsyD
Communication Disorders.....	BS, MAEd
Communication Studies.....	BA
Computer Information Systems.....	BBA
Computer Science.....	BS, MS
Construction Management.....	BS
Correctional and Juvenile Justice Studies.....	BS
Creative Writing.....	MFA
Criminal Justice.....	BS
Criminology and Criminal Justice.....	MS
Cyber Systems Technology.....	BS
Data Science and Statistics.....	BS
Digital Forensics and Cybersecurity.....	BS
Education.....	EdD
Education of the Deaf and Hard of Hearing.....	BS
Educational Administration and Supervision.....	EdS
Elementary Education (P-5)/Teaching.....	BS, MAEd
Emergency Medical Care.....	AS, BS
Engineering Technology Management.....	BS
English.....	BA, MA
English and History Teaching.....	MA
English Teaching.....	BA
English and Writing Professions.....	MA
Environmental and Applied Geology.....	BS
Environmental Health Science and Sustainability.....	BS
Exercise and Sport Science.....	BS, MS
Family and Consumer Sciences Education Teaching.....	BS
Finance.....	BBA
Fire, Arson, and Explosion Investigation.....	BS
Fire Protection Administration.....	BS

Fire, Protection, and Safety Engineering Technology	BS
Food and Nutrition	BS
Forensic Science	BS
General Business	BBA
General Psychology	MS
General Studies	AA, BA
Gifted Education	MAED
Global Hospitality and Tourism	BS
Globalization and International Affairs	BA
Health Services Administration	BS
History	BA, MA
History/Teaching	BA
Homeland Security	BS
Industrial and Organizational Psychology	MS
Instructional Design and Learning Technology	MS
Justice Policy and Leadership	MA
Leadership and Policy Studies	EdD
Literacy P-12	MAEd
Management	BBA
Marketing	BBA
Master of Public Health	MPH
Mathematics	BS, MA
Medical Laboratory Science	BS
Middle Grade Education (5-9)/Teaching	BS, MAEd
Military Science	Commission
Music	BM, MM
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	BS, MPH
Public Relations	BA
Recreation and Park Administration	BS, MS
Risk Management and Insurance	BBA
Safety, Security & Emergency Management	MS
School Counseling	MAEd
School Librarian	MAEd
School Leadership	MAEd
Secondary Education	MAEd
Social Justice Studies	BA
Social Work	BSW, MSW
Sociology	BA
Spanish	BA
Spanish/Teaching	BA
Special Education	BS, MAEd
Sport Management	BS
Student Personnel Services in Higher Education	MA
Technical Agriculture	AAS
Technology	AAS

Technology Management	MS
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-Physician Associate
Pre-Veterinary Medicine

EKU GRADUATE CERTIFICATES AND PROFESSIONAL CERTIFICATION/ENDORSEMENT PROGRAMS

1. EKU Departmental Level Certificates — These certificates are awarded by the individual academic department, not the University.

- Artificial Intelligence in Data Science
- Community Development
- Construction Safety
- Corporate Security Operation
- Cyber Security Digital Forensics
- Emergency Management and Disaster Resilience
- Foundations of Business Thought
- Functions of Business
- Game Design
- Global Supply Chain Management
- Greenhouse and Fruit/Vegetable Production
- Healthcare Safety
- Interdisciplinary Studies
- Nonprofit Management
- Occupational Safety
- Post-Graduate Family Psychiatric Mental Health Nurse Practitioner
- Safety Leadership and Management
- Supply Chain Safety and Security
- Technical Skills of Financial and People Management
- Transformation of Inputs to Outputs
-

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. Application deadlines for completing university certificates follow the same time line as degree graduation.

- Addictions Intervention
- Applied Behavior Analysis
- Autism Spectrum Disorders
- Child and Family Services
- Industrial Hygiene
- Leadership and Management
- Mental Health
- Post-graduate Certificate - Family Nurse Practitioner
- Post-graduate Certificate - Psychiatric Mental Health Nurse Practitioner
- Social Advocacy and Justice

Note: 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.eku.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.eku.edu/eku-online-general-studies)

Associate of Applied Science in Paralegal Studies (For more details, see: <https://ekuonline.eku.edu/paralegal/associatesdegree-paralegal-studies>)

Associate of Science in Paramedicine (For more details, see: <https://ekuonline.eku.edu/paramedic/paramedicine-associatesdegree>)

Associate of Arts in Police Studies (For more details, see: <https://ekuonline.eku.edu/law-enforcement/associates-degree-police-studies>)

Online Baccalaureate Degree Programs

Bachelor of Science in Child and Family Studies – Child Development Concentration. For more details, see: <https://ekuonline.eku.edu/child-family-studies>)

Bachelor of Arts in Communication Studies For more details, see: <https://ekuonline.eku.edu/communicationstudies/communication-studies-bachelors-degree>

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

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

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

Bachelor of Science in Fire, Arson and Explosion Investigation (For more details, see: <https://ekuonline.eku.edu/fire>)

Bachelor of Science in Fire Protection Administration (For more details, see: <http://firescience.eku.edu/online-fire-administration-bachelor'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.eku.edu/business/bba/bachelorsbusiness-administration>)

Bachelor of Business Administration Business Finance concentration (For more details, see: <https://ekuonline.eku.edu/business/finance>)

Bachelor of Business Administration Management (For more details, see: <https://ekuonline.eku.edu/business/management>)

Bachelor of Business Administration Marketing (For more details, see: <https://ekuonline.eku.edu/business/marketing>)

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

Bachelor of Science in Global Hospitality and Tourism (for more details, see: <https://ekuonline.eku.edu/hospitality>)

Bachelor of Science in Homeland Security (For more details, see: <https://ekuonline.eku.edu/homeland-security>)

Bachelor of Science in Nursing – RN to BSN (For more details, see: <https://ekuonline.eku.edu/nursing/rn-bsn-bachelors-degree>)

Bachelor of Science in Occupational Safety (For more details, see: <https://safetymanagement.eku.edu>)

Bachelor of Arts in Paralegal Science (For more details, see: <https://ekuonline.eku.edu/paralegal>)

Bachelor of Science in Police Studies (For more details, see: <https://ekuonline.eku.edu/law-enforcement>)

Bachelor of Arts in Political Science (For more details, see: <https://ekuonline.eku.edu/political-science>)

Bachelor of Science in Psychology (For more details, see: <https://ekuonline.eku.edu/psychology>)

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

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

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

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

Online Undergraduate Certificate Program

Artificial Intelligence in Data Science

Cyber Security Digital Forensics
Game Design

Online Baccalaureate Certificate Program

Baccalaureate Certificate in Global Supply Chain Management
(For more details, see: <https://ekuonline.eku.edu/business/supply-chain/global-supply-chain-management-certificate>)

Online Post-Baccalaureate Certificate Program

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

Post-Baccalaureate Certificate in Paralegal Studies (For more details, see: <https://ekuonline.eku.edu/paralegal/post-baccalaureate-certificate-paralegal-science>)

Certificate in Artificial Intelligence in Data Science

Certificate in Cyber Security Digital Forensics

Certificate in Game Design

Gastronomic Tourism

Sustainable Hospitality

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/>)

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: <https://ekuonline.eku.edu/public-administration>)

Master of Science in Computer Science (For more details, see: <https://ekuonline.eku.edu/computer-science>)

Master of Science in Industrial/Organizational Psychology
(For more details, see: <https://ekuonline.eku.edu/psychology/masters-degree-industrial-organizational-psychology>)

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

Master of Science in Nursing, Psychiatric Mental Health Nurse Practitioner. For more details, see: <https://ekuonline.eku.edu/nursing>

Master of Science in Nursing, Rural Health Family Nurse Practitioner. For more details, see: <https://ekuonline.eku.edu/nursing>

Master of Science in Psychology, Applied Behavior Analysis (For more details see: <https://ekuonline.eku.edu/psychology>)

Master of Science in Safety, Security and Emergency Management
(For more details, see: <https://safetymanagement.eku.edu>)

Master of Social Work
(For more details see: <https://ekuonline.eku.edu/social-work/social-work-masters-degree/>)

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

Online Post Graduate Certificate Programs

Post-Masters APRN Certificate-Rural Health Family Nurse Practitioner

Post-Masters APRN Certificate-Rural Health Psychiatric Mental Health Nurse Practitioner

Online Doctoral Degree Program

Doctor of Nursing Practice (Post-MSN DNP). For more details, see: <https://ekuonline.eku.edu/nursing/doctor-nursing-practice-post-msn-dnp>

Occupational Therapy Doctorate (OTD). For more details see:
<https://ekuonline.eku.edu/occupational-therapy>

STATE AUTHORIZATION

Kentucky is a SARA state

Eastern Kentucky University is a bricks and mortar Public University located in Richmond, Kentucky and recognized by Kentucky Revised Statute 164.290. Effective January 30, 2017 Eastern Kentucky University is a State Authorization Reciprocity Agreement (SARA) member. For more information on NC-SARA you may visit <https://nc-sara.org>. Under the terms of SARA, EKU is operating in all other member states, also known as host states under the terms of SARA.

What is SARA?

The State Authorization Reciprocity Agreement (SARA), provides a voluntary, regional approach to state oversight of postsecondary distance education. SARA establishes uniform processes and national standards for interstate offering of postsecondary distance learning. When states join SARA, they agree to follow those processes when approving eligible institutions' participation in distance learning. They also agree to operate under SARA standards when interacting with other member institutions.

SARA's policies help protect students and provide benefits to both states and institutions carrying out distance education in multiple states. As of April 2020, 49 states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands are members of SARA. Over 2,100 colleges and universities participate in SARA.

Agency Information

The Southern Association of Colleges and Schools is Eastern Kentucky University's regional accrediting body.

1866 Southern Lane
 Decatur, GA 30033
 (404) 679.4500
 Website: <https://sacscoc.org/>

For a list of program specific accreditation and membership please review the University's online catalog, pages 374-375, <https://catalogs.eku.edu/>.

Eastern Kentucky University's regional compact is the Southern Regional Education Board (SREB).

Southern Regional Education Board (SREB)
 Wanda Barker Director, Education Technology
 and Multistate Cooperative Programs
 592 10th Street N.E. Atlanta, GA 30318-5776
 Phone: (404) 875.9211 ext. 258
wanda.barker@sreb.org
 Website: www.sreb.org/sara

Eastern Kentucky University's state regulating agency is the Kentucky Council on Post-Secondary Education. The Kentucky Council on Post-Secondary Education also serves as the state's

portal agency for state authorization purposes.

1024 Capital Center Dr #320
 Frankfort, KY 40601
 Phone: (502) 573-1555
 Website: <http://cpe.ky.gov/>

Definitions:

Student(s): Anyone who is planning to apply to EKU or anyone currently enrolled with EKU.

Regulated/Regulations/Regulating: Rules, guidelines, standards, approval requirements set by an overseeing body in a state.

Residential address: The address where you reside and receive mail.

Location: Where you are located while the learning activities take place.

Accredited or Accreditation: Holding institutional accreditation by name as a U.S.-based Institution from an Accrediting Agency.

Accrediting Agency: An accreditor recognized by the U.S.

Department of Education and whose scope of recognition, as specified by the U.S. Department of Education, includes Distance Education.

Affiliate Member: A State, territory, or district that affiliates with a Regional Compact under the terms of SARA in order to join SARA but is not a full member of that compact. The term "Member State" when used in this document includes affiliate members.

Authorized: Holding a current valid institutional Charter, license, approval, or other written document issued by a state, the federal government or a recognized Indian tribe, granting the named entity the authority to issue Degrees and operate within a State or jurisdiction as a postsecondary education Institution.

Complaint: A formal assertion in writing that a person, Institution, State, agency or other organization or entity operating under the provisions of the SARA Manual has violated the policies set forth in the SARA Manual or of laws, standards or regulations incorporated in the SARA Manual. See. SARA Manual • Version 20.1. January 1, 2020 Distributed February 6, 2020

Council: The National Council for State Authorization Reciprocity Agreements, or in short form National Council for SARA, or NC-SARA.

Exempt: The regulations established do not apply to EKU therefore we are allowed to proceed and/or operate

Collaborating Organization: An organization that allows students enrolled in a program that requires students complete a field placement, internship, externships and/or practicum as part of the educational curriculum for which a student receives educational credit hours to come into their organization to obtain said educational credit hours

Portal: Liaison entity that works with both the educational institutions and the regulating bodies to ensure compliance
 DISCLOSURES

NOTICE FOR PROGRAMS LEADING TO LICENSURE

SARA (State Authorization Reciprocity Agreement) has no bearing on state licensure boards.

Licensure requirements are regulated by each state's respective board(s) and must be met in order to obtain a license in that state. EKU reserves the right to offer program(s) that lead to licensure in the states where EKU has made every reasonable effort to determine its program(s) comply with each state's regulations.

Regulations are ever evolving and can change without any notification to the higher education institutions. Students are encouraged to contact their applicable state licensing board(s) to determine whether the program continues to meet requirements for licensure in that state both before enrolling and during the learning experience.

A full list of all applicable state board contact information can be found at: <https://www.nc-sara.org/professional-licensure-directory>.

Out-of-State Relocation

It is imperative for students enrolled in a program leading to licensure to notify their advisor in advance of any plans to relocate out of state. Advisors will help students determine authorization and licensure eligibility requirements if the student relocates during the course of the program. Licensure regulations vary by state and relocating could affect whether a student will meet eligibility requirements for licensure and/or remain eligible for federal financial aid. Students must check with the state/territory licensing board where they desire licensure before relocating to ensure that they will be eligible for licensure or reciprocity.

Students must report their current residential address on their application for admission.

Students must also report where they will be located while enrolled at EKU to their advisor and/or program coordinator. Any out-of-state relocation that takes place must be reported to your advisor and the Registrar's Office.

Complaints

a. Complaints against an Institution operating under SARA policies go first through the Institution's own procedures for resolution of grievances. Allegations of criminal offences or alleged violations of a State's general-purpose laws may be made directly to the relevant State agencies.

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 Portal 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 provision "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.

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 SARA member State with regard to whether that State is abiding by SARA policies, as promulgated in the SARA Manual. The Regional Compact may review such institutional concerns in determining whether a State under its SARA purview is abiding by SARA policies. Similarly, a Complaint "case file" may also be reviewed by NC-SARA in considering whether a Regional Compact is ensuring that its SARA member States are abiding by the SARA policies required for their membership in SARA.

f. SARA State Portal Entities shall report quarterly to NC-SARA the number and disposition of appealed Complaints that are not resolved at the institutional level. NC-SARA shall make that information publicly available on its website. 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 policies required for State membership and institutional participation in SARA.

g. Nothing in the SARA Manual precludes a State from using its laws of general application to pursue action against an Institution that violates those laws. SARA Manual • Version 20.1. January 1, 2020 Distributed February 6, 2020

Oversight of Complaint investigation

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.

DISCLAIMER

Please be advised that there may be other factors that could prohibit your success in a program, such as a criminal record. If you are a convicted felon under federal law U.S.C. Title 18 you are not allowed to lawfully own a firearm which would inhibit your ability to find gainful employment in many of the Criminal Justice majors.

Having a criminal record could also affect your ability to successfully obtain professional licensure in many states and your ability to secure field placements, internships, externships and/or practicums.

Many collaborating organizations require students to submit to a drug screen, criminal background check, sex offender registry search, OIG (Office of Inspector General) search, federal finger printing and/or to submit copies of all your immunization records,

including OSHA training certificates, HIPPA training certificates and CPR certification. These tests are at the expense of the student. Collaborating organizations reserve the right to deny student field placements, internships, externships and/or practicums for many reasons including but not limited to if a student has a criminal record or fails the drug screen standards as established by the collaborating organization.

For more information on a specific program please visit www.ekuonline.eku.edu and/or reach out to the program advisor.

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

Dr. Ryan Baggett, Interim Dean
Business and Technology Center 214
(859) 622-8111

Dr. Patricia Isaacs, Associate Dean
Business and Technology Center 214
(859) 622-7701

WWW.BUSINESS.EKU.EDU

COLLEGE OF BUSINESS

The College of Business and Technology, in association with the Office of Graduate Education and Research, offers the Master of Business Administration degree.

VISION

To be known for graduating the most coveted business students in the region.

MISSION

The College of Business creates value for our region and beyond by preparing students for successful careers in the global community. We are a school of opportunity providing a student-centered learning environment with unique and specialized business programs. Our faculty maintain expertise in their content areas through professional engagement, and quality basic, applied and pedagogical research.

GOALS

- Provide high quality teaching
- Provide excellent advising services
- Recruit and retain faculty members who are academically or professionally qualified
- Demonstrate commitment to stewardship of place by increasing partnerships; student projects; and involvement with business, community, and educational entities

COLLEGE CORE VALUES

- Excellence
- Integrity
- Respect
- Ethical Practices
- Diversity
- Collegiality
- Continuous Improvement

COLLEGE OF BUSINESS

Dr. Trish Isaacs, Associate Dean
Business and Technology Center 214
(859) 622-7701

EKU's College of Business is comprised of business programs in Accounting; Computer Information Systems; Finance; General Business; Management; Marketing; Risk Management and Insurance; and the Master of Business Administration Program.

MASTER OF BUSINESS ADMINISTRATION (M.B.A. Experience)

CIP Code: 52.0101

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

I. GENERAL INFORMATION

MBA Vision Statement

The vision of EKU's MBA program is creating, teaching, and advancing ideas that prepare leaders for the 21st century global economy. It 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.

EKU MBA Experience

EKU MBA Experience 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. The mission of the MBA program is to produce organizational leaders who are prepared to contribute successfully to any industry, organization, department, or situation – at any level. We seek to:

- Educate leaders who will make a difference
- Conduct research that informs and improves business, business education, and society
- Graduate empathic, discerning students who are ready to make an impact

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 completion of the MBA Experience, students will be able to:

1. Appropriately apply a comprehensive foundation of business knowledge, skills, and abilities to a variety of organizational contexts.
2. Identify, organize, analyze, and utilize data and information.
3. Demonstrate strategic use of essential professional skills.
4. Communicate efficiently and effectively in everyday informal business interactions as well as formal business situations.
5. Critically and creatively solve problems in relevant business organizational contexts.
6. Develop innovative strategies and solutions in the global economic environment.
7. Demonstrate understanding of ethical considerations and implications in business decisions.
8. Exercise inclusive leadership for career and organizational success.

MBA (Online)

The EKU MBA provides a more traditional curriculum that provides foundational business courses, combined with

concentrations that allow students to pursue more individualized curriculum that is related to their career goals, backgrounds, and interests. Like the EKU MBA Experience, the program provides an innovative approach to preparing students for jobs that do not now exist. Students expand their knowledge of functional areas of business. The mission of the MBA program is to produce organizational leaders who are prepared to contribute successfully to any industry, organization, department, or situation – at any level.

Program Objectives

Like the MBA Experience, the online Master of Business Administration degree program provides for 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 provides a foundation in the functional areas of business, along with an integrative capstone course, and it provides a number of concentration areas that provide the opportunity for greater depth in areas related to students' careers, backgrounds, and interests.

Upon completion of the MBA, students will be able to:

1. Appropriately apply a comprehensive foundation of business knowledge, skills, and abilities to a variety of organizational contexts.
2. Identify, organize, analyze, and utilize data and information.
3. Communicate efficiently and effectively in everyday informal business interactions as well as formal business situations.
4. Critically solve problems in relevant business organizational contexts.
5. Demonstrate understanding of ethical considerations and implications in business decisions.
6. Exercise inclusive leadership for career and organizational success.

Expectations

In addition to course related knowledge and skills, we expect in both the online MBA and the primarily face-to-face programs, that our students will demonstrate the following workplace values:

- Strong Work Ethic
- Reliability
- Positive Attitude
- Commitment to Quality Work
- Adaptability
- Personal Integrity
- Respect and Empathy for Others
- Self-Motivation
- Resourcefulness
- Commitment to Grow and Learn
- Poise and Self-Confidence
- Professionalism

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 2.75

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

The application process for both the EKU MBA Experience and the online MBA begins with the Graduate School. Information for domestic students is available at <https://gradschool.eku.edu/domestic-students>. International students can find admission guidelines at https://gradschool.eku.edu/Intl_students.

In both cases, as part of the application process, you will be directed to provide the following: an updated résumé, all unofficial undergraduate transcript(s), a personal statement, and two recommendation forms. These materials are submitted through the Graduate School portal, along with any other materials required by the Graduate School. Official GRE scores, if required by the Graduate School, must be received from the testing agency. Request that your scores be sent to EKU.

TOEFL or IELTS scores are required for all international

students without a recent undergraduate degree from countries where English is the official language.

III. PROGRAM REQUIREMENTS

Probation and Progress in the Program — All MBA students must achieve grades of “B” or better in all MBA coursework. Students who fail to meet this requirement are subject to dismissal. Students who wish to appeal their dismissal must do so within one year of the date of notification of dismissal. Reinstatement in the graduate program will be permitted only with the recommendation of the advisor, the MBA program coordinator, and approval by the Graduate Dean.

The EKU MBA Experience

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.....38 hours
MBA 800, Bootcamp..... 0 hours

Certificate 1: Foundations of Business Thought

MBA 871, Managerial Communication.....3 hours
MBA 812, Data, Decisions, and Business2 hours
MBA 813, The Showing Tell: Empathic 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 881, Accounting for Managers.....3 hours
MBA 822, Leading and Managing Human Capital ..2 hours
MBA 883, Financial Management and Decision
Making3 hours
MBA 824, Authentic Leadership and Design of the Employee
Experience.....2 hours

Certificate 3: Transformation of Inputs to Outputs

MBA 831, Corporate Entrepreneurial Ventures.....2 hours
MBA 882, Marketing Management3 hours
MBA 833, Supply Chain as a Driver of Organizational
Effectiveness2 hours
MBA 834, Enterprise Risk Management2 hours

Completion of MBA Degree

MBA 841, Driving Strategic Impact: Mastering Managerial Tools in Top Management Process	2 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 the capstone course. For the ECU MBA Experience, the capstone course is MBA 842, Impact Capstone. For the online MBA, the capstone course is MBA 895.

Departmental Certificates**Departmental Certificate for the MBA Experience****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.....10 hours
MBA 800, 812, 813, 814, 815, and 871

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.....10 hours
MBA 822, 824, 881, and 883

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, 833, 834 and 882.

Online MBA Program**MAJOR REQUIREMENTS****College Requirements:**

Required if Statistics and Microeconomics do not appear in undergraduate transcript.

MBA 370**3 hours**
Core18 hours

MBA 871, 881, 882, 874, 875, and 883.

Capstone3 hours
MBA 895
Concentration.....9 hours

Accounting

ACC 721, 723, 725, 727

Manufacturing Management

AEM 706, 802, 805

Construction Management

CON 827, 828, 829

Organizational Psychology

Three of the following: PSY 804, 807, 873, 874

Public Administration

Three of the following: POL 801, 874, 875, 876, 877, 879

Community Development

Three of the following: POL 835, 845, 846, 847

Emergency Management & Disaster Resilience

Three of the following: HLS 810, 830, 831, 835

Corporate Securities Operations

Three of the following: HLS 810, 820, 850, and SSE 827

Occupational Safety

Three of the following: SSE 828, 832, 834, and 845

Computer Science, Game Design

Three of the following: INF 711, 712, 713, and 715

Computer Science, Cybersecurity and Digital Forensics

Available only to MBA students whose undergraduate degree includes two programming courses equivalent to CSC 190 and 191 with a C or higher

Three of the following: CSC 736, 737, 744, and CSC 747 or INF 718

Computer Science, Artificial Intelligence in Data Science

Available only to MBA students whose undergraduate degree includes two programming courses equivalent to CSC 190 and 191 with a C or higher

Three of the following: CSC 746, 781, 782, and 783

Customized Concentration

Courses selected from available graduate courses, developed in consultation with and approval of academic advisor

Total30-33 hours

Departmental Certificates for the Online MBA**Departmental Certificate in Functions of Business**

The Functions of Business Certificate is designed to provide individuals who have a bachelor's degree with a foundation in the functional areas of business: Accounting, Finance, Management, and Marketing.

Certificate Requirements.....12 hours
MBA 875, 881, 882, and 883

College of Business

Chair of the Faculty, Dr. Marcel Robles
(859) 622-1117

Business and Technology Center 210

College of Education and Applied Human Sciences

Dr. Sherry Powers, Dean
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Dr. Faye Deters, Associate Dean
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Combs 420
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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 and Applied Human Sciences, 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, gifted teachers and coordinators, special education teachers, school counselors, school librarians, speech-language pathologists, and instructional leaders. Other graduate programs include a Master of Arts in Teaching: Elementary Education, 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 and Communication Disorders; the Specialist in Education degree in Educational Administration and Supervision, the Masters of Arts degree in 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 Teaching, Learning, & Educational Leadership
Concentration 1: Leadership & Policy Studies	
Concentration 2: Counselor Education & Supervision	

Specialist in Education (EdS)

EdS in Educational Administration and Supervision	Dept. of Teaching, Learning, & Educational Leadership
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Master of Arts (MA)

MA in Student Personnel Services in Higher Education	Dept. of Teaching, Learning, & Educational Leadership
MA in Clinical Mental Health Counseling	Dept. of Clinical Therapeutic Programs
MA in Communication Disorders	Dept. of Clinical Therapeutic Programs

Master of Arts in Teaching (MAT)

MAT Elementary Education	Dept. of Teaching, Learning, & Educational Leadership
MAT Middle Grades 5-9	Dept. of Teaching, Learning, & Educational Leadership
MAT Secondary Education	Dept. of Teaching, Learning, & Educational Leadership
MAT P-12 Programs	Dept. of Teaching, Learning, & Educational Leadership
MAT Interdisciplinary Early Childhood Education (IECE)	Dept. of Teaching, Learning, & Educational Leadership

Master of Education (MAEd)

MAEd in Elementary Education

MAEd in Gifted Education

MAEd in School Leadership

MAEd in School Librarian

MAEd in Middle Grade Education

MAEd in Literacy

MAEd in Secondary Education

MAEd in School Counseling

MAEd in Special Education

Dept. of Teaching, Learning, & Educational Leadership

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Dept. of Teaching, Learning, & Educational Leadership

Rank Preparation Programs

Rank I – Elementary, Middle, Secondary, P-12

Rank I – Library Science

Rank I – School Counseling

Dept. of Teaching, Learning, & Educational Leadership

Dept. of Teaching, Learning, & Educational Leadership

Dept. of Teaching, Learning, & Educational Leadership

Certification Preparation Programs

Deaf and Hard of Hearing Certification

Interdisciplinary Early Childhood Education Certification

Learning and Behavior Disorders

Moderate and Severe Disabilities Certification

Standard Guidance Certification

School Librarian Certification

School Superintendent Certification

Dept. of Teaching, Learning, & Educational Leadership

Dept. of Teaching, Learning, & Educational Leadership

Dept. of Teaching, Learning, & Educational Leadership

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Dept. of Teaching, Learning, & Educational Leadership

Dept. of Teaching, Learning, & Educational Leadership

Endorsement Preparation Programs

English as a Second Language (Grades P-12) Endorsement

Environmental Education (Grades P-12) Endorsement

Gifted Education (Grades P-12) Endorsement

Instructional Computer Technology (Grades P-12) Endorsement

Literacy Specialist (Grades P-12) Endorsement

Secondary School Counselor seeking Elementary Education
Counseling Endorsement

Teacher Leader Endorsement

Dept. of Teaching, Learning, & Educational Leadership

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Dept. of Teaching, Learning, & Educational Leadership

PRAXIS Examination

Students must register for and take the PRAXIS exam which correlates to their degree program, per College of Education and Applied Human Sciences 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 and Applied Human Sciences 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 and Applied Human Sciences, in cooperation with the offering departments within the College of Education and Applied Human Sciences, 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 and Applied Human Sciences 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 EKV 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 CAA 85 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 Office of Licensure and Certification 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 and Applied Human Sciences 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 TEACHING, LEARNING, & EDUCATIONAL LEADERSHIP

Dr. Nicola Mason, Chair

Dr. Sonja Yow, Associate Chair

Graduate Advisors:

Dr. April Blakely, Director of COEAHS Online Learning & Gifted Education

Dr. Ralph Turner, Library Science Coordinator

Emily Zuccaro, Graduate Coordinator & Literacy (P-12)

Dr. Cynthia Resor, Middle and Secondary Education & Rank I

Dr. Maria Manning, LBD

Dr. Michelle Grep, Interim Graduate Coordinator & DHH

Dr. Julie Rutland, MAT & IECE

Dr. Mary Jo Krile, MSD

Dr. Ray Lauk, Leadership Programs Coordinator

Dr. Todd McCardle,

Ed.D. Coordinator

Dr. James McGinn, School Counseling Coordinator

www.education.eku.edu

Combs 215, (859) 622-2154

I. GENERAL INFORMATION

The Department of Teaching, Learning, & Educational

Leadership 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 Teaching, Learning, & Educational Leadership 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 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.

The Department also offers degree and non-degree graduate program including the doctoral degree (Ed.D) with the option of two concentrations (Leadership and Policy Studies or Curriculum Leadership for Social Justice) and a Master's Degree in Instructional Leadership, School Counseling, Student Personnel Services in higher Education, and 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 chance in their rank status.

The Counselor Education program offers graduate programs in school counseling and provides graduate instruction in the common core areas required of many Master's degree programs in education and related fields.

The Department of TLEL.... also offers undergraduate coursework in Human Services (HSR courses).

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 3.0 in the last 30 hours completed.

MASTER OF ARTS IN ELEMENTARY EDUCATION (MAED)

CIP Code: 13.1202

I. GENERAL INFORMATION

The MAED in Elementary Education is available to candidates who wish to a) improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, instructional facilitators, department chairs and/or team leaders; or b) deepen their understanding of teaching and learning development, practices, and trends. Candidates who complete Option A will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. ADMISSION REQUIREMENTS

All 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 30 hours completed.

In addition, the following are required for admission to the program: MAED Option A: Advanced study requires a valid teaching license in initial elementary education. With this option, candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

MAED Option B: Candidates entering this non-teaching option must hold a bachelor's degree in education or related human services discipline from an accredited institution. Prerequisite coursework (completed or equivalent): EDF 203, EDF 219, and EDF 413

III. PROGRAM REQUIREMENTS

Required Core for Both Options.....14 hours

Educational Technology: EDF 804 (2)

Literacy Programs: ELE 871

Gifted Learners: EMS 855

Math Programs: EME 843(Opt.A) or EME 866 (Opt.B)

Science or Social Studies Programs: EME 870 or EMS 846

Option A: Advanced Study.....16 hours

Teacher Leader Endorsement: ETL 800, 801, 803, 805, 806 (1).....13 hours

Elementary Education Support Course: *advisor approved elective...3 hours

*Course selected to strengthen candidate's knowledge of subjects taught. Candidates are encouraged to discuss endorsement options with their advisor as well.

Option B: Non-Teaching Option17 hours

EDF 855, ELE 826 (2), EMS 775, 842; SED 800

.....14 hours

Support Course: EPY 869..... 3 hours

Exit Requirement **GRD 878a**
Minimum Program Total.....**30-31 hours**

IV. EXIT REQUIREMENTS

The following are the exit requirements for Elementary Education:

- **Program GPA:** Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
- **Option A:** An action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, ETL 806. 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.
- **Option B:** A comprehensive examination is required for this option.
- **GRD 878a**

MASTER OF ARTS IN MIDDLE GRADES EDUCATION

(M.A.Ed.)

with

Teacher Leader Endorsement Preparation

CIP Code: 13.1203

I. GENERAL INFORMATION

The curriculum is designed to help teachers certified to teach in middle schools improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and/or team leaders.

Teacher Leader Endorsement- Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial middle grades teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 30 hours completed.

III. PROGRAM REQUIREMENTS

Professional Education Core **14 hours**
 ETL 800, 801, 803, 805; EDF 804(2).

Middle Grades Program Supporting Coursework **3 hours**
 EMG 806

Concentration Area (see choices below)..... **12-18 hours**
Exit Requirement..... 1 hour
 ETL 806 (1)*, GRD 878c

Minimum Program Total.....**30-36 hours**

Concentration Areas:

1. Certification Area Specialization 12 hours

Subject matter or education courses selected in consultation

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

Endorsement or Dual Credit Preparation with Certification Area Specialization **12-18 hours**

2. English as a Second Language Endorsement/Certification Area Specialization (Grades P-12)..... **12 hours**
 EME 751, EMS 775, EMS 776; EMS 777

3. Gifted Education Endorsement/Certification Area Specialization (Grades P-12)..... **12 hours**
 EMS 855, 856, 857, 858

4. Instructional Computer Technology Endorsement/Certification Area Specialization (Grades P-12) **12 hours**
 EDC 810, 811, 812, 813

5. Literacy Specialist Endorsement/Certification Area Specialization (Grades P-12)..... **15 hours**
 ELE 871; EMS 873; EMS 875; EMS 876; EME 877.

6. Dual Credit Content Preparation..... **18 hours**
 18 graduate hours chosen in consultation with education advisor and content specialist after transcript evaluation of prior coursework.

7. Dual Credit Instructional Computer Technology Teaching Preparation..... **18 hours**
 ETL 801, ETL 803, EDC 810, 811, 812, 813, CIS 850, and INF 710 or LIB 801.

IV. EXIT REQUIREMENTS

The following are the exit requirements for Middle Grade Education:

- **Program GPA:** Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
- **Research Requirement:** An action research project which culminates in a technology enhanced presentation is required in ETL 806*.
- **GRD 878c.**

*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 3.0 in the last 30 hours completed.

III. PROGRAM REQUIREMENTS

Professional Core	11 hours
ETL 800 and ETL 805	6 hours
EMS 850 or ETL 803	3 hours
EDF 804	2 hours
Program Specific Coursework	18 hours
EMS 855, 856, 857, and 858.....	12 hours
ELE 871 or EMG 806	3 hours
Course selected, with advisor approval, to include STEAM content and/or pedagogy	3 hours
Exit Requirement	1 hour
ETL 806(1)*, GRD878e	
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 878e.

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 3.0 in the last 30 hours completed.

III. PROGRAM REQUIREMENTS

Professional Education Core.....	8 hours
ETL 800 and 805.....	6 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 Librarian

CIP Code: 13.1334

(Programs Available Online)

I. GENERAL INFORMATION

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

the last 30 hours of credit completed, including undergraduate and graduate coursework

- A Verbal score of 150, a Quantitative score of 143 and an Analytical Writing score of 4.0 on the GRE; or a score of 375 on the Miller Analogies Test (MAT). Applicants with a cumulative GPA of 3.0 or higher or a 3.25 in the last 60 semester hours are exempt from the Entrance Examinations.
- Statement of Eligibility or Professional Certificate with EPSB
- Reference inventory on Candidate Dispositions (which candidates receives from a colleague or administrator who has worked directly with the candidate): In the areas of Communication, Collaboration, Critical Thinking, and Creativity, the candidate must receive a rating of 3 or higher to be eligible for admission to advanced programs.
- 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 CA-1 incorporated by reference in 16 KAR 2:010 and sign a COE Professional Character and Fitness Declaration form.
 - 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 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 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 and Applied Human Sciences. 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 Librarian:

- 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. Successful completion of all key assessments and evaluation in the College's digital portfolio database is required.
- GRD 878y – Oral presentation of Capstone Research project and approval by graduate faculty advisor in ETL 806.
- Pass the required Praxis exam.
- Portfolio review
- Option 6 Route: Submission of completed, verified Mentoring Plan.

MASTER OF ARTS IN SECONDARY EDUCATION

(M.A.Ed.)

with

Teacher Leader Endorsement Preparation

CIP Code: 13.0409

I. GENERAL INFORMATION

The curriculum is designed to help teachers certified to teach in secondary programs (P-12, 5-12, or 8-12) improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and / or team leaders. 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 secondary programs (P-12, 5-12, or 8-12). In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 30 hours completed.

III. PROGRAM REQUIREMENTS

Professional Education Core..... 14 hours

EDF 8042 hours

ETL 800, 801, 803 and 805.....12 hours

Secondary Program Supporting Coursework..... 3 hours

EMG 806.....3 hours

Concentration Area (see choices below)..... 12-18 hours

Exit Requirement..... 1 hour

ETL 806 (1)*, GRD 878i

Minimum Program Total 30-36 hours

Concentration Areas:**1. Certification Area Specialization 12 hours**

Subject matter or education coursework selected in consultation with advisor: courses selected to strengthen candidate's knowledge in area(s) of certification. (Subject areas include; Agriculture, Art, Biology, Business & Marketing, Chemistry, Earth Science, Engineering and Technology, English, Family and Consumer Science, French, Health, Mathematics, Music, Physical Education, Physics, and Social Science/History).

Endorsement or Dual Credit Preparation with Certification Area Specialization 12-18 hours

- 2. English as a Second Language (Grades P-12) Endorsement..... 12 hours**
EME 751, EMS 775, EMS 776; EMS 777
- 3. Gifted Education (Grades P-12) Endorsement 12 hours**
EMS 855, 856, 857, 858
- 4. Literacy Specialist (Grades P-12) Endorsement .. 15 hours**
ELE 871; EMS 873, EMS 875; EMS 876; and EME 877
- 6. Preparation to Teach Dual Credit Music 18 hours**
MUS 755, 756, 872, 878, 887, and one advisor approved elective (3)
- 7. Preparation to Teach Dual Credit - Other Subject Area concentrations 18 hours**
Other subject area concentrations may be chosen in consultation with education advisor and content specialist after transcript evaluation of prior coursework

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.
*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.

SPECIAL EDUCATION**Dr. Michelle Gremp, Graduate Coordinator**

The Department of Teaching, Learning, & Educational Leadership also offers graduate programs leading to the Master of Arts in Education in Special Education, and Rank I. Options for the Master of Arts in Education in Special Education include Advanced Study with Teacher Leader endorsement in Interdisciplinary Early Childhood Education or Adding Certification in Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, Interdisciplinary Early Childhood Education, or Moderate to Severe Disabilities. In addition, the Department offers certification only programs in 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**

CIP Code: 13.1001

I. GENERAL INFORMATION

Options include the Master of Arts in Education in Special Education with Teacher Leader Endorsement for Advanced Study, or Additional Certification in Learning and Behavior Disorders, Moderate and Severe Disabilities, Deaf and Hard of Hearing, or Interdisciplinary Early Childhood Education.

II. ADMISSION REQUIREMENTS

For clear admission to all MAEd program options the student must meet admission requirements for the Graduate School plus the following program requirements:

- an undergraduate GPA of 3.0 overall or a 3.0 in the last 30 hours completed, or
- a verbal score of 150, a qualitative score of 143, and writing score of 4.0 on the GRE OR a Miller Analogies Test (MAT) scaled score of 389. Those seeking probationary admission are required to submit target GRE scores.

Program Admissions:**MAEd Option A: Advanced Study**

- a. Interdisciplinary Early Childhood Education Teaching with Teacher Leader Endorsement: Valid teaching certificate in . IECE
- b. Interdisciplinary Early Childhood Education Non-teaching: Prerequisites for entering the IECE non teaching option are a bachelor's degree in an education related discipline from an accredited institution. Prerequisite course work (completed or equivalent): SED 104 or 800; CDF 235 or 741.

MAEd Option B: Adding Certification

- a. Learning and Behavior Disorders (LBD) Prerequisites: KY Teaching Certificate in P-5, P-12, 5-9, 5-12, or Secondary for Classroom Teachers. Successful completion of equivalent coursework for SED 104 or 800; ELE 302 or EMG 445, 447 or 806 or ELE 820; MAE 201, 202, and 302 or ELE 822.
- b. Deaf and Hard of Hearing (DHH) Prerequisites: KY Provisional Teaching Certificate in P-5, P-12, 5-9, 5-12, or Secondary for Classroom Teachers; Successful completion of equivalent coursework for ELE 302 or EMG 445, 447 or 806 or ELE 820; MAE 201, 202, and 302, or ELE 822; SED 104 or 800; and ASL 101 and 102.
- c. Interdisciplinary Early Childhood Education (IECE) Prerequisites: KY Provisional Teaching Certificate in P-5, P-12, 5-9, 5-12, or Secondary for Classroom Teachers; Successful completion of equivalent coursework for SED 104 or 800.
- d. Moderate to Severe Disabilities (MSD) Prerequisites: KY Teaching Certificate in P-5, P-12, 5-9, 5-12, or Secondary for Classroom Teachers. Successful completion of equivalent coursework for ELE 302 or EMG 445, 447 or 806 or ELE 820; MAE 201, 202, and 302 or ELE 822; SED

104 or 800.

III. PROGRAM REQUIREMENTS

A. Curriculum for students pursuing Advanced Study in Special Education:

Advanced Study Areas:

1. Interdisciplinary Early Childhood Education (IECE)
(available as either teaching or non-teaching)

Teaching.....30 hours

ETL 800, 801, 803, 805, 806(1) and EDF 804(2);
SED 802, 811, 825, 827, 837.

b) Interdisciplinary Early Childhood Education (IECE)

Non-teaching.....30 hours

ETL 800, 805, 806 (1) and EDF 804 (2), SED 802,
808, 811, 825, 827, 837; OTS 715

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).....21 hours

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

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

SED 738, 780, 781, 808, 825, 830, 850, 897; ASL 101
and 102.

3. Interdisciplinary Early Childhood Education

(IECE)22 hours

SED 802, 808, 811(3), 825, 827, 837, SED 897

4. Moderate to Severe Disabilities (MSD)24 hours

SED 819, 821, 823, 825, 837, 845, 897; SED 808 or
OTS 715

Comprehensive Oral Exam: GRD 878v.....0 hours

Total Requirements.....30-39 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.
- Key Assessments: Candidates will have opportunities to demonstrate professional growth through key assessments covering major program components. Successful completion of all key assessments and evaluation in the College's digital portfolio database is required.
- Oral presentation of Capstone Research project and approval by graduate faculty advisor in ETL 806.
- GRD 877m – Comprehensive Written Exam or GRD 878v – Comprehensive Oral Exam
- For Option B, adding certification and/or rank change candidates must pass the appropriate Praxis II Exam for new area of certification (<http://www.kyepsb.net/assessment/index.asp>)
Candidates seeking licensure in another state should follow ... the guidelines established by the state's licensing agency.

*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) 564-5846. ECU is not responsible for providing test codes to candidates.

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 and admission to the program.

Admission to the Program:

- 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 thirty (30) hours of credit completed, including undergraduate and graduate coursework. (EPSB regulation 16 KAR 5:020)
- Must successfully complete the Praxis II content exam in the desired certification area with the exception of DHH, IECE, elementary, and music concentrations. Prerequisite courses for candidates seeking MAT with DHH certification: ASL 101, 102.
- 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 and sign 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 and sign 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 and Applied Human Sciences requires a state criminal history background check approved by the College of Education and Applied Human Sciences as a condition of admission. Under certain circumstances, a national criminal history background check may be required as a condition of admission.
 - ECU College of Education and Applied Human Sciences requires a Central Registry check per 922 KAR 1:470
 - 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 an Option 6 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 an option 6 eligibility letter, please email the Profession Education Serviceat certification.alternative_routes@EKU.EDU or visit the Alternative Certification Specialist in Bert Combs, Room 423

III. PROGRAM REQUIREMENTS**Professional Education Core.....24 hours**

CED 810(.5), 820 (.5), 830 (1), 840 (1), and 897; EGC 820; EGC 830 and ETL 805; EMS 810, EMS 874, and SED 800.

Program Specific Coursework – Concentrations:

- 1. Interdisciplinary Early Childhood Education..21 hours**
ELE 719, SED 802, 808, 811, 825, 837, and OTS 715.
- 2. Deaf and Hard of Hearing Education.....27 hours**
ELE 820, 822; SED 738, 780, 781, 825, 830, 845, 850 *
- 3. Elementary Education P-5 Teaching.....22 hours**
ELE 820, 821, 822, 823, 824, 825, 826(2), and 827(2).
- 4. Middle Grades 5-9 Teaching9 hours**
EGC 835; 6 hours of content with advisor approval.
- 5. Agriculture (Grades 5-12)9 hours**
ESE 752; 6 hours of content with advisor approval
- 6. Art (P-12)12 hours**
ESE 740; EME 861; 6 hours of content with advisor approval
- 7. Biological science (8-12).....9 hours**
ESE 761; 6 hours of content with advisor approval
- 8. Business and Marketing* (5-12)9 hours**
ESE 773; 6 hours of content with advisor approval
- 9. Chemistry (8-12).....9 hours**
ESE 761; 6 hours of content with advisor approval
- 10. Earth Science (8-12).....9 hours**
ESE 761; 6 hours of content with advisor approval
- 11. Engineering & Technology Education (5-12).9 hours**
ESE 752; 6 hours of content with advisor approval
- 12. English (8-12).....9 hours**
ESE 743; 6 hours of content with advisor approval
- 13. Family and Consumer Sciences (5-12)9 hours**
ESE 753; 6 hours of content with advisor approval
- 14. French (P-12).....9 hours**
ESE 743; 6 hours of content with advisor approval
- 15. Health Education (P-12).....12 hours**
ESE 766; EME 786; 6 hours of content with advisor approval

16. Mathematics (8-12)9 hours

ESE 750; 6 hours of content with advisor approval

17. Music (P-12).....11 hours

MUE/EMS 702 (2); EME 878; 6 hours of content with advisor approval

18. Physical Education (P-12)12 hours

ESE 766; EME 786; 6 hours of content with advisor approval

19. Physical Education & Health Dual Certification (P-12)12 hours

ESE 766; EME 786; 6 hours of content with advisor approval

20. Physics (8-12)9 hours

ESE 761; 6 hours of content with advisor approval

21. Social Science (8-12).....9 hours

ESE 749; 6 hours of content with advisor approval

22. Spanish (P-12).....9 hours

ESE 743; 6 hours of content with advisor approval

23. Theatre (P-12).....9 hours

ESE 743; 6 hours of content with advisor approval

Exit Requirement1 hour

Successful completion of ETL 806 (Capstone Research.

Repeatable for up to 3 hours.

GRD 878.....0 hours

Total Program Hours34 -52 hours

The selected concentration subject is that in which the candidate will then request certification by the Education Professional Standards Board

- Candidates may obtain Rank 1 upon completion of the MAT DHH certification with the addition of the following coursework: ELE 821, SED 808, and SED 837

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, and no grade lower than a B in CED courses.
- Key Assessments: Candidates will have opportunities to demonstrate professional growth through key assessments covering major program components.
- Students must register for and take the PRAXIS exam which correlates to their degree program, per College of Education and Applied Human Sciences requirements.
- Refer to Degree Works for exam details. The PRAXIS exam must be taken prior to student teaching.
- Approval of the Capstone Research project by the candidate's advisor (GRD 878)
- Oral presentation of Action Research in ETL 806.
- Initial Certification Concentration: Successful completion of the student teaching semester for the initial certification concentration.

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

V. LICENSURE

Candidates seeking licensure and/or rank change 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 and Applied Human Sciences.

II. ADMISSION REQUIREMENTS

- Admission to the Graduate School
- A bachelor's or master's degree with a cumulative grade point average of 3.0 on a 4.0 scale or a grade point in the last 60 hours of credit completed, including undergraduate and graduate coursework
- A Verbal score of 150, a Quantitative score of 143 and an Analytical Writing score of 4.0 on the GRE. Applicants with a cumulative GPA of 3.0 or higher or a 3.25 in the last 60 semester hours are exempt from the Entrance Examinations.
- Statement of Eligibility or Professional Certificate with EPSB
- Candidates must have a Master's degree or Rank II certification through a regionally accredited institution.
- Reference inventory on Candidate Dispositions (which candidates receives from a colleague or administrator who has worked directly with the candidate): In the areas of Communication, Collaboration, Critical Thinking, and Creativity, the candidate must receive a rating of 3 or higher to be eligible for admission to advanced programs.
- Professional Code of Ethics, Character Fitness Declaration, and Professional Dispositions
 - o 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.
 - o Candidates must review the character and fitness questionnaire contained in Section III of the CA-1 incorporated by reference in 16 KAR 2:010 and sign a COE Professional Character and Fitness Declaration form.
 - o Candidates must demonstrate understanding of professional dispositions expected of Professional educators.

III. PROGRAM REQUIREMENTS

Curriculum for Sixth Year/ Non-degree Rank I Program:

Elementary, Middle, Secondary, P-12	
Professional Education	6 hours
Courses in Certified Teaching Area	12 hours
Electives	12 hours

Minimum Program Total..... 30 hours

IV. EXIT REQUIREMENTS

- Complete all required coursework within the time allotted.
- Earn a GPA of 3.0 on a 4.0 scale with no grade lower than a C.
- Successfully complete a Professional Growth Plan, Program Portfolio and Exit Interview.
- Pass Praxis exam, if required.

ENDORSEMENTS PREPARATION PROGRAMS

These are programs of study which do not lead to a degree or to an ECU awarded recognition but instead prepare the

candidate, upon recommendation from ECU, 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 Teaching, Learning, & Educational Leadership website at www.curriculum.eku.edu.

Endorsement Area Required Hours and Courses:

English as a Second Language (Grades P-12).....	12 hours
EME 751, EMS 775, EMS 776; EMS 777	
Gifted Education (Grades P-12).....	12 hours
EMS 855, 856, 857, 858	
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 teaching certification. 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), a candidate must have a minimum undergraduate GPA of 2.75 overall or 3.0 in the last 30 hours of course work.

III. PROGRAM REQUIREMENTS

CERTIFICATION PREPARATION PROGRAMS

Deaf and Hard of Hearing Certification

The prerequisites are an undergraduate degree and a Kentucky Teaching Certificate in IECE, P-5, P-12, 5-9, 5-12, or Secondary for classroom teachers. Also, candidates must have completed the following or equivalent prerequisite course work.

Prerequisite Courses	12 hours
ELE 445 or EMG 445; ELE 446 or EMG 447 or EMG 806; ELE 820. MAE 201, 202, and 302 or ELE 822.	
Required Courses	33 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 Requirements30 hours

Core requirements24 hours

CDF 741; SED 800, 802, 808, 811, 825, 837, 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 and Applied Human Sciences Office of Licensure and Certification at 859-622-1829 for additional requirements.

Note: Completion of the above program will not suffice for completion of a Rank program. For IECE Certification, the PRAXIS test in the area of specialty must be passed.

Learning and Behavior Disorders Certification

The prerequisites are an undergraduate degree and Kentucky Teaching Certificate in IECE, P-5, P-12, 5-9, 5-12, for Secondary classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work:

Prerequisite Courses12 hours

ELE 445, or ELE 302 or EMG 445; ELE 446 or ELE .. 820; EMG 447 or EMG 806 or EMS 874; MAE 201, ... 202, and 302 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 Kentucky Teaching Certificate in IECE, P-5, P-12, 5-9, 5-12, or Secondary 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, and 302 or ELE 822.

Required Courses 30-33 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.

Note: Completion of the above program will not suffice for completion of a Rank program. For MSD Certification, the PRAXIS test in the area of a specialty must be passed.

**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

Elective9 hours

Professional Education6 hours

Minimum Total Program.....30 hours

**DEPARTMENT OF CLINICAL
THERAPEUTIC PROGRAMS**

Dr. Kellie C. Ellis, Chair

Wallace 245 & Combs 406(859) 622-1125

The Department of Clinical Therapeutic Programs offers graduate degrees in Clinical Mental Health Counseling and Communication Disorders. The Master's of Arts (M.A.) in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Master's of Arts (M.A.) education program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association. M.A.

COUNSELOR EDUCATION**I. GENERAL INFORMATION**

The Counselor Education Program offers degree and non-degree graduate programs in School and Clinical Mental Health Counseling.

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.uku.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

Counselor Education

The Counselor Education program area offers graduate programs in school counseling and mental health counseling. 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. (*3-9 hours if internship is taken over 2-3 semesters.)

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

Electives.....9 hours
COU 807, 814, 825, 826, 827, 849, 852, 853, 856, 865, 870, 871, 872, 881*, 885, 891, 892, 893, 894 and 895 are approved electives. (*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 Requirements.....48-54 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.

Electives.....0-6 hours
COU 885, 891, 892, 893, 894 and 895 are approved electives.
*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 EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional certification by the Commonwealth of Kentucky Education Professional Standards Board.

Standard Guidance Certification Program

This program allows those holding the Provisional Certificate in Elementary, Secondary, or P-12 grades in School Counseling, to convert their provisional 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 EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional endorsement by the Commonwealth of Kentucky Education Professional Standards Board.

Elementary Education Counselor seeking Secondary School Counseling Endorsement

Core.....6 hours
 COU 814, COU 825.
 Plus six hours of approved electives.

Secondary School Counselor seeking Elementary School Counseling Endorsement

Core.....6 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.

COMMUNICATION SCIENCES AND DISORDERS**MASTER OF ARTS (M.A.)****Communication Disorders**

CIP Code: 51.0203

I. GENERAL INFORMATION

The Master of Arts 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 and Kentucky Board of Speech-Language Pathology. More complete information concerning the graduate program can be reviewed by accessing the Program website at <https://cd.eku.edu>.

II. ADMISSION REQUIREMENTS**Admission to the Program:**

To be eligible for consideration for admission into the M.A. Program in Communication Disorders, applicants must meet the requirements for admission to the Eastern Kentucky University Graduate School and have

1. A bachelor's degree in Communication Disorders with a minimum undergraduate GPA of 3.0 overall on the transcript which includes the fall semester prior to the application deadline of Feb. 15;
2. documentation of 25 clinical observation hours by August 1 of the application year as required by the American Speech-Language-Hearing Association for national certification; and
3. record of completion of the GRE

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. The essay should be submitted in the online application to the Graduate School.
6. The CD Program requires a state criminal history background check approved* by the College of Education and Applied Human Sciences as a condition of admission. Under certain circumstances, a national criminal background check may be required as a condition of admission. An additional state criminal background check approved* by the College of Education and Applied Human Sciences is required prior to beginning off campus externship courses (CSD 897, CSD 898) or may be required at additional points in the program. Under certain circumstances, a national criminal background check may be required. Students must purchase professional liability insurance prior to enrollment in CSD 874. Further, that insurance coverage must be maintained throughout enrollment in the graduate program. **"Approved" is a formal review process of the criminal records report. Any misrepresentation of facts, by omission or addition, may result in the denial of admission to the Communication Disorders Program or enrollment in off campus externship courses.

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. Admission is based upon the criteria described above. 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.

Professional Code of Ethics

The ASHA Code of Ethics outlines professional guidelines for ethical professional conduct and decision-making in the field of speech-language pathology. Students are expected to abide by the ASHA Code of Ethics available at <http://www.asha.org/Code-of-Ethics/>

III. PROGRAM REQUIREMENTS

Probation and Progress in the Program – If, in any semester of study, a candidate's graduate grade point average falls below 3.0 for all courses taken after admission to the program, the candidate will automatically be on academic probation. The candidate will be dismissed from the program following any second semester with a cumulative GPA below 3.0. A candidate in the program, who earns more than two "Cs", or one "D", or one "F" in courses taken after admission, will be dismissed from the program.

Communication Disorders Core.....39 hours

CSD 720, 863, 867, 873, 874 (3-hour course taken 3 times), .. 875, 876, 877, 878, 879, 880. **Approved Electives in**

Communication Disorders/Research Option.....9 hours

Candidates who apply for and are selected to the Research Option will take CSD 899 for 3 hours and will take 6 hours of

approved electives from areas such as CSD, CDF, COU, EDC, EDF, EME, EMG, EMS, ENG, EPY, HEA, MPH, NFA, NSC, NUR, OTS, PHE, PSY, SED, and/or STA.

If candidates have not completed a course in Neural Bases of Communication; Speech and Hearing Science; School Services in Communication Disorders; Statistics; and Chemistry or Physics with a grade of “C” or higher, then these courses must be completed to meet the requirements for graduation, certification/licensure in Speech-Language Pathology by the American Speech-Language-Hearing Association and Kentucky Board of Speech-Language Pathology.

Professional Semester I* **9 hours**
CSD 870 and 898 or 897.

Professional Semester II* **6 hours**
CSD 897 or 898 and approved elective if needed.

Exit Requirement **0 hours**
GRD 877n or 878w

Minimum Program Total **63 hours**

IV. EXIT REQUIREMENTS

The following are the exit requirements for the M.A. in Communication Disorders:

- 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 thesis and oral defense - GRD 877n (Research Option) or a written comprehensive examination covering education and major program components – GRD 878w (Non-Research Option).

Clinical Clock Hours Requirement

Candidates must complete 375 clinical clock hours before exiting from the graduate program. This requirement will meet the number of hours specified for national certification by the American Speech-Language-Hearing Association and will meet or exceed the hours required for Kentucky Licensure in Speech-Language Pathology. Clinical experiences for accruing clock hours are offered through CSD 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 national certification by the American Speech-Language-Hearing Association and state licensure by the Kentucky Board of Speech-Language Pathology and Audiology must complete the appropriate PRAXIS exams.

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

in School Leadership

CIP Code: 13.0404

I. GENERAL INFORMATION

The School Leadership program is designed to prepare teachers to be educational leaders. The specific goal is to provide additional preparation needed for principal certification. The 30 hour minimum requirement is a structured program. Candidates will be

eligible to apply for level I and level II principal certification and/or rank change upon completion of this program and passing state required licensure exams.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. Admission to the Masters of Arts in School Leadership degree program includes:

1. documentation of three (3) years teaching experience,
2. provision of two letters of recommendation from school/..... district supervisors and one (1) letter from a district official pledging support for the clinical experiences,
3. provision of a written statement indicating ability to improve student achievement, to lead, and possession of advanced knowledge of curriculum, instruction, and assessment, and
4. completion of an interview.

III. PROGRAM REQUIREMENTS

Curriculum Requirements

Core **27 hours**
EAD 801, 819, 827, 828, 829, 840, 851, 852, 856

IV. EXIT REQUIREMENTS

Exit Requirement **3 hours**
EAD 857, GRD 878Q

Total Program Hours **30 hours**

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, EAD 857, GRD 878Q

*CERTIFICATION REQUIREMENTS:

To be recommended for principal certification and/ or rank change, all candidates must meet the requirements for admission to professional education, complete the approved leadership curriculum, and pass the required Praxis tests. 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 Certification at (502) 564-5846.

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 Instruction **15 hours**
EAD 849, 853, 859, 879, and EDL 944.
(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 Services **15 hours**

EAD 808, 821, 849, EDL 950, and 954.
(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.)

**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 preparation needed for certification for Level II School Principal Supervisor of Instruction Level II, Director of Pupil Personnel Level II, or Superintendent of Schools. The 30-hour minimum requirement is a structured program oriented toward the candidate’s professional objectives. Candidates for the superintendent certificate must have two years of administrative experience.

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. District administration candidates must hold principal certification. Additionally, superintendent candidates must provide documentation of two years of administrative experience.
3. Provision of two (2) letters of recommendation from school/ district supervisors and one (1) letter from a district official pledging support for the clinical experiences,
4. Provision of a written statement indicating ability to improve student achievement, to lead, and to possess advanced knowledge of curriculum, instruction, and assessment.
5. Completion of an interview and assessment process.

Prerequisites for school principal concentration: ETL 800, EAD 801, or other leadership course.

III. PROGRAM REQUIREMENTS

Core* **15 hours**
EAD 853, 854, 858, and 859 and EDL 950.

School Principal **15 hours**
EAD 827, 828, 840, 852, 857

**District Administration (Director of Pupil Personnel/
Supervisor of Instruction)** **15 hours**
EAD 808, 821, 849, EDL 944, and EDL 954

IV. EXIT REQUIREMENT

GRD 878r **0 hours**
Candidates must successfully complete and defend a

professional portfolio.

Total Program Requirements.....30 hours

***CERTIFICATION REQUIREMENTS:**

To be recommended for education administrative certification and/ or rank change, all candidates must meet the requirements for admission to professional education, complete the approved leadership curriculum, and pass the required Praxis exam. 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 Certification at (502) 564-5846.

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 I principal certification, and three years of teaching experience.

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.

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 experience, and two years of administrative experience.

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 three areas of concentration including (1) Leadership, Policy Studies, and Social Justice (2) Counselor Education and Supervision, and (3) Curriculum Leadership for Social Justice. Students in each 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, Policy Studies, and Social Justice. 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 Educational 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.

CONCENTRATION 3: Curriculum Leadership for Social Justice. Curriculum Leadership for Social Justice is geared for devoted practitioners committed to addressing problems facing leaders in the field of education. This degree concentration aims to develop scholars who wish to assume leadership roles in educational institutions, such as school or district curriculum leadership. Students will research and implement a diverse range of curricular trends focused on equity and social justice. Doctoral faculty will serve as mentors in helping students create doctoral dissertations that meet their professional goals.

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.
6. Writing sample from previous graduate program that exemplifies applicant's writing and research skills

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed. 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, 906, and 907 or 90818 hours
 EDD 999 (Dissertation).....12 hours minimum
 Additional dissertation hours may be required.

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

Electives * 12 hours
 Select from EDL 950, 951, 954, 955, 956, or from either EDD 907 or 908 (if not taken in Ed.D. core), or from either EAD 807 or 897

***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 891, 892, 893, 894, 895, 902, 912, 980, 987, COU 981
 Internship (minimum of 6 hours)
Exit Requirements.....0 hours
 GRD 878P (EdD Doctoral Qualifying Written Comprehensive Exam) and GRD 878Z (Dissertation Defense)
Minimum Program Total..... 60-63 hours

Concentration 3: Curriculum Leadership for Social Justice.....30 hours
Discipline Specific Concentration.....18 hours
 EDF 855; EMS 850; EDL 820, EDL 940, EDL 941, EDL 950
Electives 12 hours
 Select from EAD 807, EAD 897; EDL 925, EDL 943, EDL 944, EDL 954; COU 892; CRJ 861, CRJ 862; PSY 837
Exit Requirements.....0 hours
 GRD 878P (Qualifying /Preliminary Exam) and GRD 878Z (Dissertation Defense)
Minimum Program Total.....60 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.

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.
Electives.....0-6 hours
 COU 885, 891, 892, 893, 894 and 895 are approved electives.

*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 EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional certification by the Commonwealth of Kentucky Education Professional Standards Board.

Standard Guidance Certification Program

This program allows those holding the Provisional Certificate in Elementary, Secondary, or P-12 grades in School Counseling, to convert their provisional 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 EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional endorsement by the Commonwealth of Kentucky Education Professional Standards Board.

Elementary Education Counselor seeking Secondary School Counseling Endorsement

Core 6 hours
 COU 814, COU 825.
 Plus six hours of approved electives.

Secondary School Counselor seeking Elementary School Counseling Endorsement

Core 6 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. Colleen Schneck, Interim Dean
Rowlett 203
(859) 622-1137

Dr. Michael Ballard
Interim Associate Dean
Rowlett 204
(859) 622-1916

Departments

School of Nursing

Dr. Brooke Bentley, Chair

(859) 622-1956 brooke.bentley@eku.edu Rowlett 225

Dr. Lisa Jones, Associate Chair

(859) 622-1941 lisa.jones@eku.edu Rowlett 220

Dr. Rachael Hovermale, PMHNP Coordinator

(859) 622-2595 rachael.hovermale@eku.edu Rowlett 321

Dr. Margaret Zoellers, FNP Coordinator

(859) 622-2311 margaret.zoellers@eku.edu Rowlett 228

Dr. Molly Bradshaw, DNP Coordinator

(859) 629-1036 molly.bradshaw@eku.edu Rowlett 214

Environmental Health Science

Dr. Ismail El-Amouri, Chair

(859) 622-6331 ismail.elamouri@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 233

Dr. Heather Adams, MS, ESS Graduate Coordinator

(859) 622-1898 heather.adams-blair@eku.edu Moberly 227

Dr. Matthew Sabin, ATC Director, Athletic Training Program

(859) 622-8149 matthew.sabin@eku.edu Moberly 224

Applied Human 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. Michelyn Bhandari, Interim Chair

(859) 622-1145 michelyn.bhandari@eku.edu Dizney 117

Dr. Molly McKinney, Graduate Coordinator

(859) 622-2129 Molly.McKinney@eku.edu Dizney 207

Health Sciences Learning Resource Center

Mrs. Raglena Salmans

(859) 622-2091 raglena.salmans@eku.edu Rowlett 311

Master of Public Health

Michelyn Bhandari, Interim, Director

(859)622-6330 Michelyn.bhandari@eku.edu Dizney 106

Occupational Science and Occupational Therapy

Dr. Dana Howell, Chair

(859) 622-3300 dana.howell@eku.edu Dizney 103

Dr. MaryEllen Thompson, Graduate Coordinator

(859) 622-6347 maryellen.thompson@eku.edu Dizney 105

Dr. Shirley O'Brien, Post-professional OTD Coordinator

(859) 622-6329 shirley.obrien@eku.edu Dizney 237

Recreation and Park Administration

Dr. Jon McChesney, Chair and Graduate Coordinator

(859) 622-1833 jon.mcchesney@eku.edu Combs 208

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, and Environmental/Occupational Health & Sustainability.

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

Rehabilitation Sciences Doctorate; multidisciplinary PhD program 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 Exercise and Sport Science with two concentrations: 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

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

The Health Sciences Learning Resource Center (HSLRC) is a center for all students in the College of Health Sciences providing resources for student success. The HSLRC is a one stop shop for students, faculty, and staff as a resource consortium. The full time staff and student workers, work congruently to provide assistance

for students to navigate college and the University system. The staff also provide referrals to other EKU resources which students and faculty may not be aware.

- The center includes: audio visuals, manipulative assessments, textbooks for in house use, a quiet and group study/homework center with white boards and large tables for use, a full computer lab with printing and color printing available, as well as student success tutorials and workshops.
- Testing for any required admission exams as well as mid-curricular and exit exams for the School of Nursing. The Center may be used for make-up testing when set up by faculty.
- Tutoring is available through our Study Buddy program. Upperclassmen provide tips, encouragement, and guidance to their peers through meeting and discussing concerns and challenges their fellow students have encountered.
- Research assistance is available in the HSLRC with collaboration from the University Library.

Overall, the center provides opportunity for student success outside of the classroom while still on campus! The Center's administration does require check-in for reporting center usage to the University. All services are provided at no extra cost to students. Visit the website hslrc.eku.edu for specific hours of operation.

SCHOOL OF NURSING

Dr. Brooke Bentley, Chair
www.nursing.eku.edu
 (859) 622-1827

Associate Chair
Dr. Lisa Jones (859) 622-1941
 Rowlett 220

The programs in the School of Nursing include Associate of Science in Nursing, Bachelors of Science in Nursing, Masters of Science in Nursing and Doctor of Nursing Practice.

The mission of the School of Nursing is to educate nurses at the Associate, Baccalaureate, Masters and Doctorate 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 School of 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 the highest level of nursing practice.

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) Unencumbered RN license from an approved state, 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 School of Nursing website at nursing.eku.edu/doctor-nursing-practice 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/Readmission Committee to repeat a course and continue in the program.

III. PROGRAM REQUIREMENTS

DOCTOR OF NURSING PRACTICE (DNP) DEGREE PROGRAM

DNP Core Courses24 hours

NSC 905, 940, 942, 950, 954, 960, 990, 992

Organizational Leadership 8-14 hours

NSC 900(1-3), 901(1-2), 994(6-9)

Total Hours 32-38 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. Students must have documentation of a minimum of 1,000 total clinical hours completed beyond the BSN. Hours required to be completed at ECU will be assessed upon admission to the DNP Program and a plan of study developed accordingly.

MASTER OF SCIENCE IN NURSING (M.S.N.)*CIP Code: 51.3801***I. GENERAL INFORMATION**

The School of 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. 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, 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 professional statement, and the three required professional

references submitted with the Graduate School application.

Please refer to the School of Nursing website at <https://nursing.eku.edu/masters-degree-programs> 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.

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 Courses14 hours
NSC 870, 872, 874, 876 (5)
- Clinical Requirement.....9 hours
NSC 800

B. Rural Psychiatric Mental Health Nurse

Practitioner34 hours

- Advanced Practice Core Courses.....9 hours
NSC 830, 832, 834
- Practicum Courses18 hours
NSC 880, 881, 882, 884, 886 (6).
- 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

..... 47-49 hours*

CERTIFICATES**Post-MSN****I. GENERAL INFORMATION**

The College of Health Sciences offers Post-Graduate Certificates in Rural Family Nurse Practitioner and Rural Psychiatric Mental Health Nurse Practitioner, for nurses who have completed a Master of Science in Nursing degree or higher and 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 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 certificates.
3. Unencumbered RN license from an approved state. Admission is competitive and limited to available space. In addition to the above criteria, consideration is also given to the student's Professional Statement submitted with the Graduate School application and the three required professional references.

Priority is given to degree-seeking applications. Please refer to the School of Nursing website at <https://nursing.eku.edu/masters-degree-programs> for specific information on the application process for admission and progression plans for study, or contact the department at (859) 622-7927 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 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 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-Graduate 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's Master of Science in Athletic Training (MS in AT) Program is an accredited, professional program that prepares students to sit for the Board of Certification (BOC) examination and certification as an athletic trainer. The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program is a full-time, 2-year program (including summers) that provides athletic training students with a balance of skill and theory integration during an effective blend of evidence-based didactic experiences and clinical learning opportunities. 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, teaching students how to critically think while making clinical decisions as a healthcare professional. Clinical education experiences are integrated through the entire curriculum and culminate with multiple full-immersion, clinical experiences that guide students towards autonomous practice.

Students interested in applying to the program should check MS in AT's website for the most current information regarding the application requirements and process, curriculum, latest news and

other program information.

Mission Statement

The EKU MS in AT Program exists to educate each student about the theoretical and clinical skills necessary to work as part of an interprofessional, patient-centered healthcare team to prevent, evaluate, diagnose, and treat all aspects of injury and illness.

Program Goals and Objectives

Specific program and student learning outcomes for the EKU MS in AT Program can be found on the program's website (www.athletictraining.eku.edu).

II. ADMISSION PROCEDURES AND REQUIREMENTS

ADMISSION PROCESS

Application to EKU's MS in AT Program will occur through the Athletic Training Centralized Application System (ATCAS) (www.caate.net/apply-now/), provided by the CAATE. The current deadlines for application submission, admissions requirements and application process are outlined on the program website (www.athletictraining.eku.edu). Admissions decisions will be made based on the ATCAS application, which demonstrates completion of the requirements, and accepted students will be required to apply to EKU's Graduate School and complete specific post-acceptance requirements which are outlined on the program's website (www.athletictraining.eku.edu).

Though not required, it is recommended that students applying to the program visit campus and either attend 1 of 2 scheduled open houses or schedule an appointment with one of the AT faculty for a campus tour and to discuss the program. Dates of upcoming open houses will be listed on the website.

ADMISSION REQUIREMENTS

Students applying for acceptance in the program through ATCAS must demonstrate the following:

1. Submission of the ATCAS application
2. Completion of the following 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)
 - Biology
 - Chemistry
 - Physics
3. Maintain an undergraduate GPA of 2.5 or better, a minimum prerequisite GPA of 2.75 and a minimal grade of "C" in all prerequisite courses
4. Completion of a minimum of 50 hours of direct observation with an athletic trainer within 2 years prior to application. Hours under a physical therapist do not count unless the individual is dual-credentialed and the hours were obtained in a traditional athletic training facility or field setting. Verification must be submitted on EKU's MS in AT Directed Observation Verification Form found in ATCAS or on the program's website (www.athletictraining.eku.edu).

POST-ACCEPTANCE 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 (www.athletictraining.eku.edu).

III. PROGRAM REQUIREMENTS

MS in AT Program Requirements

ATR Core Courses41 hours
 ATR 802, 803, 804(1), 807, 808, 809, 810, 812, 812L(1) 813, 813L(1), 815 (1), 830, 830L(1), 835, 835L(1), 842, 843(2).
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 2.5 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 and 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 720, 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. Ismail El-Amouri

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 two departments that participate in the Master of Public Health (MPH) program. The department houses the MPH: Environmental/Occupational Health & Sustainability 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/Occupational Health & Sustainability 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.

UNIVERSITY CERTIFICATE

GRADUATE CERTIFICATE IN INDUSTRIAL HYGIENE

CIP 51.2206

I. GENERAL INFORMATION

The College of Health Sciences through the Master of Public Health in Environmental/Occupational Health & Sustainability offers a Master's level University 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 6 hours can be used as electives in the MPH Environmental/Occupational Health & Sustainability.

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 APPLIED HUMAN SCIENCES

Dr. Dana Bush, Chair

Dr. Karina Christopher, Graduate Coordinator/Advisor
<https://ahs.eku.edu/>
 (859) 622-3445

The Department of Applied Human 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.

DEPARTMENT OF HEALTH PROMOTION AND ADMINISTRATION

Interim Chair

Dr. Michelyn Bhandari
 (859) 622-1915
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The Department of Health Promotion and Administration is one of two departments that participate in the Master of Public Health (MPH) program. The department houses the MPH: 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. Michelyn Bhandari, Interim MPH Director
www.mph.eku.edu
 859-622-6330

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, and Environmental/Occupational Health & Sustainability. The two participating departments include the Department of Environmental Health Science, 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 public health programs is to prepare culturally competent, skilled public health practitioners that are engaged in community-focused service and public health scholarship, for the commonwealth and beyond.

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 and environmental occupational health and sustainability.

II. ADMISSION REQUIREMENTS

Clear admission to the MPH program requires a baccalaureate degree from an accredited institution. Applicants with a cumulative undergraduate grade point average (GPA) of 3.0 or higher – or – 3.25 in their last 60 hours of undergraduate work meet the minimum requirements for eligibility for full-admission consideration. Applicants with a cumulative undergraduate degree GPA of 2.5 or higher, but do not meet the requirements for full-admission consideration, are eligible for provisional admission consideration. Students with provisional admission based upon GPA must maintain a cumulative graduate GPA of 3.0 or higher for their first two academic terms. A TOEFL score of at least 550 for paper based, 79 for internet based, or 213 computerized, is 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;
- 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/Occupational Health and Sustainability: At least 1 physical science, 2 chemistry with lab, 2 biology with lab, college algebra, and 1 microbiology course at the undergraduate level.

IV. PROGRAM REQUIREMENTS

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

Core Courses 21 hours
MPH 810, 816, 825, 830, 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.

Electives 3 hours
Approved Electives: HEA 790, 791, 792, 793; 784; MPH 835; POL 847S; EHS 880; or SSE 826.

Applied Practice Experience..... 3 hours
HEA 890

Integrative Learning Experience..... 3 hours
HEA 880

Environmental/Occupational Health & Sustainability Concentration (*offered by the Department of Environmental Health Science*)

Required Courses..... 9 hours
EHS 840, 860, and 865.

Electives6 hours
Approved electives: EHS 710, 730, 841, 855, 880.

Applied Practice Experience..... 3 hours
EHS 839 or 863.

Integrative Learning Experience..... 3 hours
EHS 890

Exit Requirements

MPH Capstone 1 hour
MPH 895

TOTAL PROGRAM HOURS 43 hours

**DEPARTMENT OF OCCUPATIONAL
SCIENCE AND OCCUPATIONAL
THERAPY**

Dr. Dana Howell, Chair

Dr. MaryEllen Thompson, Graduate Coordinator/Advisor

Dr. Shirley O'Brien, Post-professional OTD Coordinator

www.ot.eku.edu

(859) 622-3300

Mission:

The mission of the Department of Occupational Science and Occupational Therapy is to prepare professionals who are leaders in occupational science and occupational therapy reaching the community, the Commonwealth and the world, through education, research, and service, fostering services that provide dignity and respect for all people.

OCCUPATIONAL THERAPY DOCTORATE (O.T.D.)

CIP Code: 51.2306

I. GENERAL INFORMATION

The Department of Occupational Science and Occupational Therapy 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 Post-professional 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. Ethically and responsibly meet the needs of diverse client populations, by addressing issues related to health disparity, policy and legislation.
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 post-professional 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.
4. Three letters of recommendation for applicants who do not have a master's in Occupational Therapy from ECU.
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

Specific Criteria

Applicants may enter the post-professional 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 must take a graduate level research course prior to starting OTD coursework.

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

Students who require a graduate research methods course for admission to the program may take OTS 884, 895, or 896, or other comparable graduate research course.

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

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 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. 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. POST-PROFESSIONAL PATHWAY

(For Licensed, Registered, Practicing Occupational Therapists)

Students interested in pursuing a Master's in route to an OTD, should refer to 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)

Core Courses	29 hours
OTS 820(4), 822(4), 824(4), 830(4), 832(4), 836, 850, 880.	
Electives	3 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, CSD 867, SED 790.	
Research	6 hours
<u>Non-thesis</u>	
OTS 896 and an elective.	
OR	
<u>Thesis</u>	
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

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), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, (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), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, 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
and 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 815, 840, 8509 hours
- C. Research. REC 8013 hours
- D. Advanced Study. REC 809.....3 hours

Supporting Courses9 hours

Select from the following courses: REC 711*, 712*, 716, 720*, 730, 790, 830, 870*, 871*, 890, and 897.

Elective Courses3 hours

Exit Requirement

GRD 887e

Total Requirements.....30 hours

*Students wishing to sit for the National Therapeutic Recreation Certification Exam are required to take these 15 hrs. of Recreation courses. Therefore additional hrs. may be needed.

IV. EXIT REQUIREMENTS

Thesis — A thesis is optional in this degree program.

Comprehensive Examination — A comprehensive examination is required (GRD 887e).

College of Justice, Safety, and Military Science

Dr. Derek Paulsen, Interim Dean
Stratton 354-A

School of Justice Studies

Dr. Scott Hunt, Chair

Dr. Victoria Collins, Graduate Program Coordinator
Dr. Pete Kraska, Graduate Program Coordinator

School of Safety, Security and Emergency Management

**Dr. Thomas Schneid, Chair, Interim Graduate Program
Coordinator**

www.justice.eku.edu

The College of Justice, Safety, and Military Science offers three master's degrees: (1) the Master of Science degree in Criminal 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

Chair

Dr. Scott Hunt
Stratton Building, Room 467

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.)
Criminal 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 criminal justice, adult corrections, juvenile justice, and policing in an effort to formulate creative solutions and to respect, evaluate, and synthesize information from diverse sources, while maintaining a critical focus on issues such as mass incarceration, social injustice, race and gender dynamics, as well as examining alternative approaches to leadership and administration, policy research/analysis, and qualitative/quantitative research methods. 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 responsibly in leadership positions within criminal justice, 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) submit the email addresses of two qualified recommenders when completing the application. Students who have an overall undergraduate GPA of 3.0 or higher and/or previously earned advanced degrees including, but not limited to M.S., 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 Criminal 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.

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.

Core Courses **12 hours**
CPL 809, 810, 818, and 835.

Electives **15 hours**
CPL 802, 812, 814, 820, 823, 828, 830, 839, 840, 850, 856, 860, 862, 864, 875, 897, or approved electives.

**Exit Requirements Capstone Applied Research
Project** **3 hours**
CPL 878.

Total Curriculum Requirements **30 hours**

Note: No more than 6 hours total may be applied to a degree from CPL 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 (CPL 878) before they are eligible to graduate from the program.

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

Dr. Victoria Collins, Graduate Program 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, Safety, and Military Science. Students may be required to complete prerequisite course work. Introductory statistics and research methods are prerequisites for CRJ 808 and CRJ 888.

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

III . PROGRAM REQUIREMENTS

A minimum of 36 semester hours of graduate credit is required. The following courses are required of all students: Advanced Criminal Justice Studies (CRJ 800), Analysis of Criminal Justice Data (CRJ 808) or Crime and Public Policy (CRJ 875), Theories of Criminology and Delinquency and Research Methods in Criminal Justice (CRJ 888).

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

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

Curriculum for the General Program**

Core Courses **12 hours**
CRJ 800, 870, and 888; CRJ 808 or 875.

Eight Electives or Six Electives plus Thesis **24 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 Requirements **36 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. Tom Schneid, DSS Chair and 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 EKU 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.

Concentration in Construction Safety 9 hours
SSE 832, 835, 840.

Concentration in Healthcare Safety 9 hours
SSE 834, 866, 867.

Concentration in Safety Leadership and Management 12 hours
SSE 815, 833, 842, 843.

Concentration in Supply Chain Safety and Security 12 hours
HLS 820, SSE 834, 856, 857.

Exit Requirements..... 6 hours

Choose one of the options listed in Section IV

Total Curriculum Requirements 36 hours

IV. EXIT REQUIREMENTS

(select one of the two 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: Completion of 30 hours in MSSEM and SSE 880 or department approval. Students must earn a grade of “A” or “B” in order to satisfactorily pass the Capstone. A lower grade will result in the student being given only one additional opportunity to pass the Capstone within one year following an unsatisfactory grade.

SSE/HLS 800-level service 3 hours

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, Safety, and Military Science. 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 Requirements12 hours

Certificate in Construction Safety

Certificate Requirements.....9 hours

SSE 832, 835, 840.

Total Curriculum Requirements9 hours

Certificate in Healthcare Safety

Certificate Requirements.....9 hours

SSE 834, 866, 867.

Total Curriculum Requirements9 hours

Certificate in Safety Leadership and Management

Certificate Requirements.....12 hours

SSE 815, 833, 842, 843.

Total Curriculum Requirements12 hours

Certificate in Supply Chain Safety and Security

Certificate Requirements.....12 hours

HLS 820, SSE 834, 856, 857.

Total Curriculum Requirements12 hours

College of Letters, Arts, and Social Sciences (CLASS)

Dr. John Bowes, Interim Dean

Roark 103

(859) 622-2222

Dr. Michael Chen, Interim Associate Dean

Roark 107

(859) 622-6765

www.class.eku.edu

Departments within the College of Letters, Arts and Social Sciences offer programs leading to the following degrees: Doctor of Psychology; Master of Arts; Master of Fine Arts; Master of Music; Master of Public Administration; Master of Science; and and Master of Social Work.

The Doctor of Psychology is offered by the Department of Psychology. The Master of Arts is offered by the departments of English, and History, Philosophy, and Religious Studies. The Master of Music is offered by the School of Music. The Master of Fine Arts is offered by the Department of English. The Master of Science in Industrial-Organizational Psychology and the Master of Science in General Psychology are offered by the Department of Psychology. The Master of Public Administration degree program is offered by the Department of Government.

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*.

The Master of Social Work is offered by the Department of Social Work.

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 studio-academic graduate program equips students with the training necessary to become published writers by focusing on advanced craft, contemporary literature, publishing, and professional development.

As a terminal degree program, MFA graduates are qualified for careers in college-level teaching, contract and freelance writing, editing, and publishing.

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
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. Anne Cizmar, 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, emergency management and disaster resilience, and nonprofit management.

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

II. ADMISSION REQUIREMENTS

Applicants for admission 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);
4. Resume or curriculum vitae (CV);
5. Two (2) letters of recommendation;
6. Statement of career goals and objectives;
7. Affirm their character and fitness for graduate education in public administration.

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 145 on both the verbal and quantitative sections of the exam. Students who cannot affirm their character and fitness must include a statement explaining their past actions to be

reviewed by the program faculty.

III. PROGRAM REQUIREMENTS

The MPA Degree program requires satisfactory completion of a minimum of 36 credit hours. All students take a common program core of 21 credit hours. The program core consists of courses in:

Administration, Ethics and Public Policy
 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.....21 hours
 POL 800, 801, 874, 875, 876, 877, and 879.

Exit Requirements

Internship or Applied Analysis in Public Administration
3 hours
 POL 870 or 871.

Select one concentration below.....12 hours
Total Requirements.....36 hours

Community Development Concentration.....12 hours
 POL 835, 845, 846, 847

Emergency Management & Disaster Resilience Concentration
12 hours
 HLS 810, 830, 831, 835

Interdisciplinary Studies Concentration.....12 hours
 Choose 12 hours from the following approved by the e-Campus MPA Advisor:
 POL 835, 845, 846, 847, 880
 HLS 810, 830, 831, 835,
 PSY 779, 804, 820, 837, 853, 859

Nonprofit Management Concentration.....12 hours
 POL 846, 847, 880, PSY 873

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

Total Requirements36 hours

CERTIFICATES

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in the following areas. These certificates are granted by the College of Letters, Arts, and Social Sciences (Community Development, Interdisciplinary Studies, and Non-Profit Management) or the College of Justice & Safety (Emergency Management & Disaster Resilience). The certificate courses overlap with courses in the MPA Concentrations and may be applied to the MPA degree.

Certificate in Community Development

Certificate Requirements12 hours
 POL 835, 845, 846, and 847

Certificate in Emergency Management & Disaster Relief

Certificate Requirements.....12 hours
 HLS 831, 835, 830, 810

Certificate in Interdisciplinary Studies

Certificate Requirements.....12 hours
 Choose 12 hours from the following:
 POL 835, 845, 846, 847, 880
 HLS 810, 830, 831, 835,
 PSY 779, 804, 820, 837, 853, 859

Certificate in Nonprofit Management

Certificate Requirements.....12 hours
 POL 846, 847, 880, PSY 873

DEPARTMENT OF HISTORY, PHILOSOPHY, AND RELIGIOUS STUDIES

Dr. Jackie Jay, Chair
Dr. Timothy Smit, Graduate Coordinator
www.history.eku.edu
 (859) 622-1373

The Department of History, Philosophy, and Religious Studies offers the Master of Arts in History through thesis, non-thesis, or applied history plans. 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.

Applied History 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.	
Applied History	9 hours
HIS 838 or HIS 839.	
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. IV.

EXIT REQUIREMENTS

Thesis (Thesis Plan only) — Each candidate must submit a thesis which demonstrates an appropriate level of skill in historical research and writing. Should the thesis topic selected require additional research skills (i.e. foreign language, statistics, or other), the candidate may be required by the graduate committee

to acquire, through additional course work, the necessary skills. The student must complete six hours of thesis credit (HIS 899) and may, if extra time is needed to complete the project, register for six additional hours of thesis credit, although this extra six hours does not count as part of the thirty total credit hours needed for completion of the History M.A. program. The thesis shall be submitted to the student’s major professor at least 30 days in advance of graduation. Acceptance of the thesis shall be decided by a special reading committee. This committee shall be composed of the major professor and two other faculty members recommended by the chair of the major department and appointed by the Dean of Graduate Education and Research. The committee shall complete its review of the thesis at least one week prior to the final oral examination.

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).

THE INSTITUTE FOR CREATIVE AND COLLABORATIVE ARTS: ART, COMMUNICATION, MUSIC, AND DESIGN

SCHOOL OF ART AND DESIGN

Executive Director
Prof. Ida Kumoji-Ankrah
 (859) 622-1629
 Campbell 309

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*.

Master of Science (M.S.) Instructional Design and Learning Technology

I. GENERAL INFORMATION

The master’s degree in Instructional Design and Learning Technology prepares students to efficiently enter the profession as those who employ systematic, evidence-based approaches to designing and developing instructional products and experiences across multiple diverse environments. Students will acquire not only specialized foundational and theoretical knowledge of the field, but also hone relevant, industry-accepted skills while making connections with current practitioners. Because nearly every

course culminates in development of a professional instructional product, students can be assured they are gaining relevant experience as well as curating a demonstrable portfolio showcasing their talents and abilities, a critical factor in many hiring decisions.

II. ADMISSION REQUIREMENTS

Applicants for admission to the Master of Instructional Design and Learning Technology program must:

1. Meet all admission requirements of the Graduate School;
2. Hold a bachelor’s or masters’ degree
3. Have a 2.5 overall undergraduate GPA. Applicants who do not meet the GPA requirement for admission must submit official GRE scores to be considered for Probationary Admission. Applicants with Masters’ degree can submit undergraduate or graduate transcripts.
4. Submit 2 letters of recommendation;
5. Write a letter of intent on why they want to pursue this degree.

International Students — Applications from international students are encouraged to apply to the program. Refer to the University admission guidelines for admitting international students found here:

https://gradschool.eku.edu/intl_students

III. PROGRAM REQUIREMENTS

IDLT Core Requirements.....15 hours
 IDL 800, 801, 802, 820, 821
Electives: (select five)15 hours
 IDL 810, 811, 812, 813, 814, DES 850, DES 851, ENG 840, PSY 790 or an advisor approved elective

**Current working professionals in the instructional design, training and learning development, or other similar fields may take another elective in lieu of completing the internship (IDL 820). (Please contact the department head regarding the waiver process.)*

**Some of the elective courses listed above are grouped to provide two concentrations to meet the student’s professional needs/interests:*

Concentrations
A. Online Learning Design.....12 hours
 IDL 810, 811, 813, 814
B. User Experience Design.....12 hours
 DES 850, 851, IDL 812, IDL 813

TOTAL PROGRAM HOURS30 hours

SCHOOL OF COMMUNICATION

Director
Dr. Ginny Whitehouse
 (859) 622-6564 or 622-1871
 Combs 317

The School 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.

SCHOOL OF MUSIC

Dr. Joseph Carucci, Chair
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.

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.

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.

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 873 (Music in Society).....	3 hours
MUS 898 (Research in Music).....	3 hours
MUS 887 (Music Theory)	3 hours
MUS 896, 897, or 899 (Project, Recital, or Thesis) .	3 hours
Concentration Courses	12 hours
Concentrations are available in performance, conducting, and music education.	
Electives	6 hours
Exit Requirement	
GRD 857i or 858i	
Total Requirements	30 hours

Concentration in Performance

Core Courses	12 hours
Performance Concentration will elect MUS 897.	
Concentration Courses	12 hours
Applied Lessons	4 hours
Ensembles	2 hours
MUS 750 (Teaching Techniques).....	1 hour

MUS 751 (Performance Literature)	1 hour
MUS 757 or 756 (Symphonic and Wind Band Literature (or Choral Literature)	2 hours
MUS 701 (Music Leadership).....	2 hours

Electives6 hours

Exit Requirement

GRD 857i or 858i

Total Requirements.....30 hours

Concentration in Conducting

Core Courses12 hours

Conducting concentration must elect MUS 896.

Concentration Courses12 hours

MUS 844 (Applied Conducting Lessons)..... 4 hours

MUS 757 (Symphonic & Wind Band Lit).....2 hours

MUS 756 (Choral Music Lit).....2 hours

MUS 881 (Seminar in Choral Conducting).....1 hour

MUS 882 (Seminar in Instrumental Conducting)....1 hour

MUS 701 (Music Leadership)

.....2 hours

Electives6 hours

Exit Requirement

GRD 857i or 858i

Total Requirements.....30 hours

Concentration in Music Education

Core Courses12 hours

Music Ed concentration will elect MUS 896 or 899.

Concentration Courses12 hours

MUS 878 (Foundations of Music)

.....3 hours

MUS 885 (Psychology of Music)

.....3 hours

MUE 702 (Music Technology Teaching Methods)....2 hours

MUS 802 (Assessment in Music)

.....2 hours

MUS 803 (Learning and Behavior Modification in Music).....

.....2 hours

Electives6 hours

Exit Requirement

GRD 857i or 858i

Total Requirements.....30 hours

IV. EXIT REQUIREMENTS

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

Thesis — The thesis is optional in this program.

DEPARTMENT OF LANGUAGE & CULTURAL STUDIES, ANTHROPOLOGY, AND SOCIOLOGY

Dr. Abbey Poffenberger, Chair
www.foreignlanguages.eku.edu

(859) 622-2996

The Department of Languages & Cultural Studies, Anthropology, and Sociology cooperates with the College of Education in offering the Master of Arts in Teaching with the concentration in Spanish. The program is described in the College of Education section of this *Catalog*.

DEPARTMENT OF PSYCHOLOGY

Dr. Richard Osbaldiston, Chair

Dr. Dustin Wygant, Director of Clinical Training;

Dr. Robert Mitchell, Coordinator, General Psychology with Experimental Concentration;

Dr. MyraBeth Bundy, Coordinator, General Psychology with Applied Behavior Analysis Concentration;

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, and General Psychology (with a Concentration in either Experimental Psychology or Applied Behavior Analysis), 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. Students holding a Master's Degree may apply for the Applied Behavior Analysis Certificate.

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.

The M.S. program in Clinical Psychology at EKU is part of the doctoral (Psy.D.) program. Students are not admitted solely for the purpose of obtaining the M.S. degree in Clinical Psychology.

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

Information about the Master's Degree

There are two Master's Degrees in General Psychology: one in Experimental Psychology which requires a thesis, and one for those who seek the educational requirements to pursue ABA Certification.

Information about the Experimental Psychology Master's program

The Master of Science degree program in General Psychology offers students advanced training in the core areas of psychology and the opportunity to develop and explore specialized areas of interest. Students work closely with a faculty mentor to design an individualized course of study that combines classroom training and hands-on research experience, and culminates in a Master's thesis. Graduates will have a solid foundation for pursuing doctoral-level training in psychology and related fields or for entry into a variety of work settings.

Information about the ABA Concentration (within the General Psychology M.S. degree)

- To obtain a BCBA Certification students must (1) hold a Master's or Doctoral degree; (2) have completed Board approved ABA coursework; (3) have completed the required and documented supervised practical experience; and (4) pass an examination administered by the Behavioral Analyst Certification Board.

- The **M.S. General Psychology Degree with ABA Concentration** is designed for students interested in earning a Master's degree that will provide expertise in applied behavior analysis, and allow them to work toward eligibility to sit for the BCBA Certification Exam.

- The M.S. General Psychology Degree with ABA Concentration

provides (1) the required Master's degree and (2) the required Board approved ABA coursework.

- Students are responsible for finding their own practical experiences in order to accumulate the required hours of supervised experience, and for scheduling and paying for the BCBA Certification Exam. Information can be found at www.bacb.com

ADMISSION REQUIREMENTS

M.S. General Psychology: Experimental Concentration

- Minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours
- Minimum of five undergraduate courses in psychology, including general psychology, statistics, experimental psychology, and two other courses acceptable to the departmental admissions committee.
- Satisfactory performance on the general sections of the Graduate Record Examination. Analytical Writing scores of 4.0 or higher are expected.
- Three letters of recommendation; two letters must be related to the undergraduate major, with at least one from psychology faculty.
- Applications for fall admission 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

Admission is competitive and limited to available space. Meeting the minimum requirements, therefore, does not guarantee admission.

M.S. General Psychology: ABA Concentration

- Minimum overall undergraduate grade point average of 2.5, or 2.75 in the last 60 hours
- Minimum of one research course and one statistics course
- Minimum of three additional courses in psychology or a related discipline
- GRE: If undergraduate GPA is below 3.0, then satisfactory performance on the general sections of the Graduate Record Examination (GRE) is required.
- Personal statement must address the following areas: A) What personal characteristics do you possess that you believe are important to the practice of applied behavior analysis? 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 think might hinder your progress? B) What are your professional goals? C) Describe any experiences that have particularly prepared you for graduate study in applied behavior analysis (e.g., co-op/ internships, work experiences, life experiences. 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.

II. PROGRAM REQUIREMENTS

A total of 33 credit hours is required for candidates for the Master of Science in General Psychology.

CORE COURSES in Psychological Foundations15 hours
PSY 833, 837, 849, 853, 859.

Students Must Select One Concentration to complete the M.S.

Degree

Experimental Concentration.....18 hours
 PSY 862.....3 hours
Electives (approved by graduate advisor).....9 hours
Thesis (PSY 898).....6 hours

Exit Requirements*

GRD 857j, 858j.....0 hours

Total Requirements for Experimental Concentration...33 hours

****Exit Requirements:** Students in the Applied Behavior Analysis Concentration must complete the following: Comprehensive Examination: register for a written comprehensive examination in their area of study (GRD 857j) (0 credit hours), and pass this examination.

Applied Behavior Analysis Concentration (Online Only)..........**18 hours**

PSY 817, 813, 816, 855, 89515 hours

Capstone Requirement: PSY 866.....3 hours

Total Requirements for ABA Concentration.....33 hours

ABA Certificate Only - Admission Requirements

- Note that persons planning to apply for BCBA Certification are required by the Behavior Analyst Certification Board to hold a Master's or Doctoral degree, to have completed the Board approved ABA coursework, to have completed the required and documented supervised practical experience, and to pass an examination administered by the Behavioral Analyst Certification Board.
- The ABA Certificate from EKU provides the required ABA coursework. Students are responsible for finding their own practical experiences in order to accumulate the required hours of supervised experience, and for scheduling and paying for the BCBA Certification Exam. Information can be found at www.bacb.com
- For students with a Master's degree, admission requirements are minimum overall graduate grade point average of 2.75, and a personal statement.
- For students without a Master's degree, admission requirements are minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours, and a personal statement.
- Personal statement must address the following areas: A) What personal characteristics do you possess that you believe are important to the practice of applied behavior analysis? 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 think might hinder your progress? B) What are your professional goals? C) Describe any experiences that have particularly prepared you for graduate study in applied behavior analysis (e.g., co-op/internships, work experiences, life experiences. D) Explain if you feel that any portion of your application does not accurately reflect your academic skills or preparation to complete this certificate.

APPLIED BEHAVIOR ANALYSIS CERTIFICATE*CIP Code: 42.2814*

- To obtain a BCBA Certification students must (1) hold a Master's or Doctoral degree in Psychology, Education, or Behavior Analysis; (2) have completed Board approved ABA coursework; (3) have completed the required and documented

supervised practical experience; and (4) pass an examination administered by the Behavioral Analyst Certification Board.

- The ABA Certificate is designed for students who already have an appropriate Master's or Doctoral degree, and who want to work toward eligibility to sit for the BCBA Certification Exam.
- The ABA Certificate provides the required approved ABA coursework.
- Students are responsible for finding their own practical experiences in order to accumulate the required hours of supervised experience, and for scheduling and paying for the BCBA Certification Exam. Information can be found at www.bacb.com

ABA Certificate (Online Only).....21 hours

PSY 817 (Must be taken before other ABA courses), 813, 816, 833, 855, 895.....18 hours

Capstone Requirement: PSY 866.....3 hours

Total Requirements for ABA Certificate only21 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 EKU 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 December 1. Top applicants will be invited for an on-campus interview. Notification regarding admission normally will be made in February or 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.	
<i>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.</i>	
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
CSD 867 or CSD 878 or CSD 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 CSD 874 or SED 897	3 hours
OTS 846 (4 hours)* or CSD 899 or PSY 887 or CSD 898 or CSD 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.

DEPARTMENT OF SOCIAL WORK

Chair
Prof. Stephanie Saulnier
 (859) 622-8647
 Keith 204

Faculty

A. Callahan; K. Martin; C. Reid; K. Ward

MASTER OF SOCIAL WORK (MSW)

I. GENERAL INFORMATION

The Master of Social Work (MSW) Program is an online program that consists of 8-week long asynchronous courses and field practicum hours. The MSW Program builds on a generalist foundation to prepare students to be interprofessional social work practitioners. This concentration enables students to work collaboratively across disciplines, settings, and populations. Students also participate in an interdisciplinary University Certificate Program. This provides MSW students access to courses that uniquely inform interprofessional social work practice as it relates to in an area of shared concern. Therefore, MSW students learn to integrate social work theory, practice, and research as well as draw from interdisciplinary perspectives to support the wellbeing of individuals, groups, families, organizations, and communities through interprofessional social work practice.

The MSW program offers a part- and full-time course of study, employer-based field placements, and advanced standing for students with an undergraduate degree in Social Work. The regular program consists of 60 graduate credit hours of foundation courses and concentration courses. Students who are admitted into the regular program start with foundation courses to ensure students have mastered content on the practice of generalist social work. These students and students accepted with advanced standing status proceed with concentration courses to integrate generalist social work theory (i.e., diversity, values and ethics, and human behavior I/II theories), practice (i.e., skills and intervention), and research (i.e., methods, data collection, and analysis).

MSW students gain additional experience in interprofessional social work practice by drawing from interdisciplinary perspectives through an approved Interdisciplinary University Certificate Program. Students choose an approved Interdisciplinary University Certificate Program and three elective courses in that certificate's curriculum. An Integrative Practicum and Integrative Capstone project are required as part of this course sequence. In coordination with MSW faculty and staff, MSW students continue formation as interprofessional social workers while taking elective courses with students across disciplines. MSW students gain practicum experience with a population (or area) of interest to transfer classroom skills into the field for collaborative action.

II. ADMISSION REQUIREMENTS

All applicants applying for admission to the 60-hour program

must have a baccalaureate degree from a college or university accredited by the appropriate regional accrediting agency or foreign equivalent with a grade point average of 2.7 out of a possible 4.0 on all undergraduate work and a minimum GPA of 3.0 out of a possible 4.0 on all previous graduate work*. All applicants applying for advanced standing status must have a cumulative undergraduate GPA of 3.0 or higher, must have an undergraduate major in Social Work from a C.S.W.E. accredited program (BSW or B.S.S.W.) and must have graduated within 5 years of entry to the MSW program. Some work experience is preferred. Although GRE scores are not required for program admission, applicants may submit current scores from the GRE General Exam to supplement their application materials. GRE scores are valid for five years from the date of the exam.

*Preference is given to applicants with a 3.0 cumulative GPA or above in their undergraduate work.

III. PROGRAM REQUIREMENTS

Requirements for the degree are a minimum of 60 graduate hours for the regular program and 30 graduate hours for students with advanced standing status. Students must maintain an overall GPA of 3.0 or better on all graded courses and maintain a satisfactory performance in field practicum courses. Departmental approval is required for student progression in the program if they do not earn at least a "B" in required courses. Required courses cannot be repeated. Students must also maintain conduct that is congruent with the Code of Ethics of the National Association of Social Workers.

MASTER OF SOCIAL WORK (MSW)

CIP Code: 44.0701

Foundation Courses.....24 hours

SWK 800, 810, 815, 820, 825, 830, 840, and 845.

Concentration Courses.....9 hours

SWK 860, 870, and 880.

Elective* Courses.....9 hours

*Students choose from an approved Interdisciplinary University Certificate Program. Electives are based on each certificate program's curriculum. Students may request an elective course substitution by contacting the MSW Program Director.

Addictions Intervention Certificate

JPL 828, MPH 810, NFA 826, PSY 818, SWK 761, SWK 762, SWK 863, SWK 866, SWK 867

Mental Health Certificate

JPL 828, MPH 810, NFA 826, OTS 863, PSY 777, PSY 817, PSY 837, PSY 850, PSY 859, SWK 863, SWK 865, SWK 866, SWK 867

Child and Family Services Certificate Program

CDF 701, CDF 741, CDF 744, EAD 853, EAD 856, EDF 855, EMS 777, EPY 839, OTS 715, OTS 863, OTS 865, PSY 777, PSY 817, SED 800, SED 817, SED 819, SED 827, SWK 863, SWK 864

Social Advocacy and Justice Certificate Program

CRJ 802, CRJ 814, CRJ 862, CRJ 875, JPL 812, JPL 830, JPL 840, MPH 810, SWK 845, SWK 863

Leadership and Management Certificate Program

EPY 869, HLS 830, HLS 835, JPL 812, JPL 835, OTS 853, POL 765, POL 845, POL 846, POL 847, PSY 873, PSY 874, PSY 875, SSE 826, SSE 830, SWK 863

Experiential Courses.....14 hours
SWK 850 (6 hours) and SWK 890 (8 hours).

Exit Requirements

Capstone Courses.....4 hours
SWK 855 and SWK 895.

Total Requirements.....60 hours

IV. EXIT REQUIREMENTS

Capstone – Students must earn at least a “B” in SWK 855 and SWK 895. A capstone project is required in SWK 895 to demonstrate mastery in the integration of social work theory and practice with interdisciplinary knowledge for ethical, culturally inclusive evidence-based advanced generalist practice.

Certificate Program Completion – In consultation with a student’s MSW academic advisor, each student is required to complete at least three elective courses, SWK 890, and SWK 895 for a total of 19 credit hours as part of an approved certificate program. The capstone project and field practicum must relate to the topic of the certificate program and demonstrate competency in the practice of integrative advanced generalist social work.

** MSW students must have an overall GPA of 3.0 or better on all graded courses, a satisfactory performance in field practicum courses, and conduct that is congruent with the Code of Ethics of the National Association of Social Workers to be eligible for graduation.*

University Certificate in Addictions Intervention CIP

Code: 44.0701

The Addictions Intervention Certificate Program enables students to draw from an interdisciplinary perspective to gain expertise in this area of interest.

Certificate Requirements18 hours*
Choose six courses from the following: JPL 828, MPH 810, NFA 826, PSY 818, SWK 761, SWK 762, SWK 863, SWK 866, SWK 867

**Students in the Master of Social Work Program (MSW) who wish to obtain this certification have separate requirements. Please refer to MSW program requirements in the ECU Graduate catalog for more information.*

University Certificate in Child and Family Services

CIP Code: 44.0701

The Child and Family Services Certificate Program enables students to draw from an interdisciplinary perspective to gain expertise in this area of interest.

Certificate Requirements18 hours*
Choose six courses from the following: CDF 701, CDF 741, CDF 744, EAD 853, EAD 856, EDF 855, EMS 777, EPY 839, OTS 715, OTS 863, OTS 865, PSY 777, PSY 817, SED 800, SED 817, SED 819, SED 827, SWK 863, SWK 864

**Students in the Master of Social Work Program (MSW) who wish*

to obtain this certification have separate requirements. Please refer to MSW program requirements in the ECU Graduate Catalog for more information.

University Certificate in Leadership and Management

CIP Code: 44.0701

The Leadership and Management Certificate Program enables students to draw from an interdisciplinary perspective to gain expertise in this area of interest.

Certificate Requirements18 hours*
Choose six courses from the following: EPY 869, HLS 830, HLS 835, JPL 812, JPL 835, OTS 853, POL 765, POL 845, POL 846, POL 847, PSY 873, PSY 874, PSY 875, SSE 826, SSE 830, SWK 863

**Students in the Master of Social Work Program (MSW) who wish to obtain this certification have separate requirements. Please refer to MSW program requirements in the ECU Graduate Catalog for more information.*

University Certificate in Mental Health

CIP Code: 44.0701

The Mental Health Certificate Program enables students to draw from an interdisciplinary perspective to gain expertise in this area of interest.

Certificate Requirements18 hours*
Choose six courses from the following: JPL 828, MPH 810, NFA 826, OTS 863, PSY 777, PSY 837, PSY 850, PSY 859, PSY 817, SWK 863, SWK 865, SWK 866, SWK 867

**Students in the Master of Social Work Program (MSW) who wish to obtain this certification have separate requirements. Please refer to MSW program requirements in the ECU Graduate Catalog for more information.*

University Certificate in Social Advocacy and Justice

CIP Code: 44.0701

The Social Advocacy and Justice Certificate Program enables students to draw from an interdisciplinary perspective to gain expertise in this area of interest.

Certificate Requirements18 hours*
Choose six courses from the following: CRJ 802, CRJ 814, CRJ 862, CRJ 875, JPL 812, JPL 830, JPL 840, MPH 810, SWK 845, SWK 863

**Students in the Master of Social Work Program (MSW) who wish to obtain this certification have separate requirements. Please refer to MSW program requirements in the ECU Graduate Catalog for more information.*

College of Science, Technology, Engineering, & Mathematics

Dr. Tom Otieno, Dean
Science Building 1228
(859) 622-1405

Dr. Tim Ross, Associate Dean
(859) 622-8140

www.science.eku.edu

Departments within the College of STEM offer programs leading to the following degrees: Master of Science and Master of Arts.

The Master of Science is offered by the departments of Applied Engineering and Technology, Biological Sciences; Computer Science and Information Technology; and Chemistry

DEPARTMENT OF AGRICULTURE

Dr. William E. Davis, Chair
Carter 2
www.agriculture.eku.edu
(859) 622-2228

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

Graduate students have the choice of two degree concentrations: Master of Science in Technology Management with a concentration in Agriculture Operations, or a Master of Arts in 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 and Applied Human Sciences, in cooperation with the Department of Agriculture. Information and requirements for this program can be found in the College of Education and Applied Human Sciences section of this Catalog.

The Master of Science in Technology Management with a concentration in Agriculture Operations 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. Dennis Field, Interim Chair
Whalin Technology Complex 302
www.technology.eku.edu
(859) 622-3232

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

MASTER OF SCIENCE (M.S.) 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 Technology Management has been planned for those individuals who are interested in careers in industrial, technical, construction, agriculture operations, or cyber systems technology 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 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 Engineering Operations 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 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 Cyber Systems Tech Security 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.

III. PROGRAM REQUIREMENTS

Individual plans of study will include work from the following areas:

Core Courses 15 hours
AEM 801, 804, TEC 830, and six-credits of synthesis experience: TEC 860 and AEM 821 or 839.

Agriculture Operations

Concentration..... 9 hours
AGR 720, 850, and three credit hours from the following with advisor approval: AGR 701, 709, 770, or 807.

Engineering Operations Concentration 9 hours
AEM 706, 802, and 805.

Construction Management Concentration 9 hours
CON 827, 828, and 829.

Cyber Systems Tech Security Concentration 9 hours
NSM 815, 845, and 895.

Supporting Courses 6 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 Cyber Systems Tech Security concentration. NSM 815, 845, and 895 are valid supporting courses for the Engineering Operations concentration and the Construction Management concentration.

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 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
AEM 804, CON 827, 828, or 829

DEPARTMENT OF BIOLOGICAL SCIENCES

Dr. Malcolm Frisbie, Chair
Dr. Luke Dodd, 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. Thesis and non-thesis programs of study are available. 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, and biomedical sciences including 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 and Applied Human Sciences in cooperation with the Department of Biological Sciences. Requirements for the degree are found in the College of Education and Applied Human Sciences section of this Catalog.

The Department of Biological Sciences cooperates with other departments in the College of STEM and the College of Education and Applied Human Sciences in offering the Master of Arts in Education, Secondary Education with a concentration in Biology. This concentration is primarily for non-specialized science teachers and is described in the College of Education and Applied Human Science 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.

General 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 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), Scientific Literature and Writing in Biology (BIO 801; 2 hours), Biology and Ethics (BIO 800; 1 hour), and (2) 12 semester hours of additional electives in biology or other courses in the natural and mathematical sciences.

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

III. PROGRAM REQUIREMENTS

M.S. Biology Program

Biology Core 6 hours

BIO 800(1), BIO 801(2), BIO 810.

General Concentration: (select Thesis or Non-Thesis Track): Thesis Track

BIO 8916 hours
Approved elective courses18 hours
Program Total.....30 hours

Non-Thesis Track

BIO 880, two courses from BIO 727, 728, 731(4), 821, 831, 848, or 8499-10 hours
Approved electives.....20-21 hours
Program Total.....35-37 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 shall consist of the faculty member who has agreed to serve as the student's advisor and at least two members of the department's Graduate faculty members.

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. 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. 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. Karim Abdelhay, 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. EKU 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 STEM departments and the College of Education and Applied Human Sciences in offering the degree of Master of Arts in Education, in 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 and Applied Human Sciences 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 715/715L(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), and/or 895(2), 880(1), and 1 additional hour from CHE 895	6 hours
b. Pick three courses from the following: CHE 822, 830, 850,860.....	9 hours
B. Program Tracks:	
<i>Students will pick one of the following tracks</i>	
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 Track	
6 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 AND INFORMATION TECHNOLOGY

Dr. Kuang-Nan Chang, Interim Chair
Dr. Mengkun Yang, Graduate Coordinator/Advisor
www.cs.eku.edu.
(859) 622-2398

MASTER OF SCIENCE (M.S.) Computer Science

CIP Code: 11.0101

I. GENERAL INFORMATION

The Department of Computer Science and Information Technology offers the Master of Science degree in Computer Science with concentrations in Artificial Intelligence in Data Science, Cyber Security and Digital Forensics, and Game Design.

Program Objectives

The objectives of the Master of Science in Computer Science program are:

1. To provide an advanced degree accessible to computing professionals.
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 2.5 overall, or 3.0 on the last 60 semester hours of the baccalaureate program.
- (2) one of the following:
 - (a) 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.
 - (b) A bachelor's, master's or PhD degree in Science, Technology, Engineering or Math with a GPA of at least 3.0.
 - (c) an undergraduate precalculus course or equivalent mathematic background
- (3) at least a "C" in CSC 190 and 191, or equivalent courses or programming experience

III. PROGRAM REQUIREMENTS

Students must complete 30 graduate hours in the program as outlined below, including 15 credit hours from 800-level courses and at least 15 credit hours from CSC courses.

Curriculum for the Computer Science Program

Core Requirements	12 hours
CSC 730, 815, 831, and 834.	
Concentration in Artificial Intelligence in Data Science..12 hours	
CSC 746, 781, 782, and 783.	
Concentration in Cyber Security and Digital Forensics..12 hours	
CSC 736, 737, 744, and INF 718.	
Concentration in Game Design	12 hours
INF 711, 712, 713 and 715.	
Electives	6 hours
Select 6 hours of electives from CSC 825, 835, 839 and 890.	
Total Curriculum Requirements	30 hours

Departmental Certificate in Artificial Intelligence in Data Science

*Required for admission - 2 programming courses equivalent to CSC 190 and 191.

Requirements.....12 hours
A student may qualify for a Certificate in Artificial Intelligence in Data Science by completing CSC 746, 781, 782, and 783.

Departmental Certificate in Cyber Security and Digital Forensics

*Required for admission - 2 programming courses equivalent to CSC 190 and 191.

Requirements.....12 hours
A student may qualify for a Certificate in Cyber Security and Digital Forensics by completing CSC 736, 737, 744, and INF 718.

Departmental Certificate in Game Design
Requirements.....12 hours
A student may qualify for a Certificate in Game Design by completing INF 711, 712, 713 and 715.

DEPARTMENT OF MATHEMATICS AND STATISTICS

Dr. Shane Redmond, Interim Chair
Dr. Lisa Kay, Graduate Coordinator
www.math.eku.edu

(859) 622-5942

The Department of Mathematics and Statistics offers the Master of Arts degree in Applied 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 DSC, 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 DSC 780, MAT 706, 727, 740, 750, 755, 765, 777, 853, 856, 871, 880, STA 721, 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 DSC, 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.

NATURAL AREAS**Certificate in Environmental Education**

Core Requirements 6 hours:
BIO 790 Ecology for Teachers (3 hours)
EMS 761 Environmental Education Essentials (3 hours)

Elective Requirements..... 6 hours from the following options):
Six (6) hours of electives from the following: BIO 700(3), CHE 701 (3), EMS 763(3), ESE 761*, REC 790(3), and UNP 700 (3) and BIO 839 (3).

Total Curriculum Requirements..... 12 hours

**Course has a prerequisite of admission to professional education*

This Environmental Education Certificate does not lead to teacher certification or to a professional teaching license, although some of these courses can be used towards licensure.

**DEPARTMENT OF PHYSICS,
GEOSCIENCES AND
ASTRONOMY**

Dr. Alice Jones, Interim Chair
www.physics.eku.edu
(859) 622-1521

The Department of Physics, Geosciences, and Astronomy cooperates with the other STEM departments and the College of Education and Applied Human Services in offering the Master of Arts in Education in 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 and Applied Human Sciences 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
CSD	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
DSC	Data Science
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
MBA	Master of Business Administration
MGT	Management
MKT	Marketing
MLS	Medical Laboratory Science
MPH	Master Public Health
MPM	Medical Practice Management
MSL	Military Science and Leadership
MUE	Music Education
MUH	Music History
MUS	Music
NFA	Nutrition, Foods, and Food Administration
NSC	Nursing
NSM	Network Security Management
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. Marcel Robles, 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: MBA 881 or prior formal study of the financial reporting system and a foundational knowledge of the legal system. 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 301, and ACC 327 with a minimum grade of “C.” 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 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, 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.

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
Prof. 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 763 Art Theory & Criticism (3) A. Prerequisites: Departmental Approval. A seminar that investigates leading historical and contemporary theories and analytical methodologies that impact the ways in which art is produced, viewed, and written about today.

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 practicums 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: ATR 807 and 809. Provides students with the opportunity to apply clinical skills, especially related to orthopedic assessment and diagnosis. Curriculum competencies are practiced and assessed. Students complete clinical experiences, 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. Curriculum competencies are practiced and assessed. Students complete clinical experiences, as assigned by preceptor.

ATR 804 Practicum IV. (1) A. Prerequisite: ATR 803. Provides students with the opportunity to apply advanced clinical skills. Curriculum competencies are practiced and assessed. Students complete clinical experiences, 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. Curriculum competencies are practiced and assessed. Students complete clinical experiences, 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. Curricular

competencies are practiced and assessed. Students complete clinical experiences, as assigned by preceptor. Students are responsible for all costs associated with the field experience (i.e. transportation, housing, etc.).

ATR 807 Foundations of Clinical Practice I. (3) A. Prerequisite: Admission to MS in AT. Course introduces foundational athletic training knowledge, behaviors, and clinical skills required to recognize and manage both traumatic and non-traumatic conditions in clinical practice using a systems approach.

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 809 Foundations of Clin Pract II. (3) A. Prerequisite: Admission to MS in AT. Course introduces foundational athletic training knowledge, behaviors, and clinical skills required to recognize and manage both traumatic and non-traumatic conditions in clinical practice using a systems approach. Continues addressing review of body systems not covered in ATR 807.

ATR 810 Advanced Clinical Practice. (3) A. Prerequisite: ATR 803. Instructs students in advanced clinical skills relevant to athletic training. Classroom/lab sessions designed to provide specific instruction on curricular competencies 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: ATR 808. 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: ATR 808. 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 815 Preventative Care in Athletic Training. (1) A. Prerequisite: Admission to MS in AT. Course develops skills in applying preventative care techniques used athletic training clinical practice. Preventative care includes application of taping and bracing techniques.

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 830 Therapeutic Interventions I. (3) A. Prerequisite: ATR 812 and 813. Corequisite: 830L.

Study of the scientific and foundational principles in rehabilitation. Course focuses on the integration of therapeutic modalities and exercise to improve patient function.

ATR 830L Therapeutic Interventions I Lab.

(1) A. Corequisite: ATR 830. Application and integration of therapeutic modalities and exercise techniques to improve patient function.

ATR 832 Therapeutic Exercise (2) A.

Prerequisite: Admin 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-Requisite 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 835 Therapeutic Interventions II. (3) A.

Prerequisite: ATR 812 and 813. Corequisite: 835L. Study of the application of scientific and foundational principles of rehabilitation to region specific pathologies. Course focuses on the integration of therapeutic modalities and exercise in both conservative and surgical interventions addressing acute and chronic conditions.

ATR 835L Therapeutic Interventions II Lab.

(1) A. Corequisite: ATR 835. Application and integration of therapeutic modalities and exercise techniques to improve patient function. Course focuses on application of techniques to address both conservative and surgical interventions for specific acute and chronic pathologies.

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 (2) A.

Prerequisite: ATR 830 and 835. 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.

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) A.

A study of Darwinism, the history of life in the context of contemporary biology, and the evidence 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) I.

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) I, II. 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)

I, II. 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) II.

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) A.

Prerequisite: instructor approval. 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.

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) A.

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) A.

Gametogenesis, fertilization, morphogenesis, and organogenesis of the frog, bird, and mammal. Particular emphasis is placed on mammalian development. 2 Lec/4 Lab.

BIO 748 Insect Diversity. (3) A.

An introduction to the insects with an emphasis on classification, identification, natural history, and evolution of insect orders and common families. (2 Lec/3

Lab). Credit will not be awarded for both BIO 748 and BIO 799: Topics in Biological Sciences.

BIO 749 Neurobiology (3) I.

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) II.

Advanced study of behavior with emphasis on inherited behavioral patterns in relation to the evolution and ecology of animals. 3 Lec/2 Lab.

BIO 753 Mammalogy. (3) I.

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) II.

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.

How behavior is influenced by natural selection in relation to ecological conditions. Emphasis on quantitative and experimental methods and on integrating theoretical ideas with field and laboratory experience.

BIO 756 Herpetology. (3) II.

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) I.

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.

Ecology of lakes and streams with reference to physical, chemical, and biological factors. To include a variety of methods and instruments. 2 Lec/3 Lab

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. 2 Lec/4 Lab.

BIO 790 Ecology for Teachers (3) I.

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). A. Prerequisite: Departmental approval. Concepts, methods, analyses, and organismal identification used to study selected topic. 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: Departmental approval. 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. 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.

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.

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 847 Community Ecology. (3) A. Principles and applications of community ecology: including species interactions, community structure and diversity, and succession. Statistical methods in community ecology. (2Lec/3 Lab).

BIO 848 Aquatic Ecosystems. (3) A. Prerequisite: 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.

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. Marcel Robles, 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.

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.

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 Practice. (5-3) A. Prerequisite: 3.0 or higher cumulative GPA. Corequisite: Enrollment in Option 6 or proficiency evaluation program with College of Education. Supervised, sustained practice teaching experiences in an assigned instructional setting while enrolled in the Option 6 or proficiency evaluation program. Repeatable to a maximum of 9 hours. Supervision/Mentoring: Candidates will complete 40-80 hours of clinical experience.

CED 897 Clinical XI: Graduate Practicum. (3-6) Prerequisites: CED 840(B) or chair approval. 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). Candidates must earn a minimum grade of at least a B in CED 897. 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 702 Polymers & Particles (1) A. Study of the structure, synthesis, preparation, characterization, and properties of synthetic polymers, supramolecular aggregates, and/or meso- or nanoscale materials. (3 Lab)

CHE 715 Synthetic & Analytical Methods. (3) A. Pre- or Corequisite: CHE 715L (C or better). Synthesis, characterization, properties, and patterns of reactivity in organic and inorganic materials including transition metal complexes, organometallics, bioinorganics, and solid state materials. 3 Lec.

CHE 715L Synthetic & Analytical Methods Lab (2) A. Prerequisite or Corequisite: CHE 715 (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. 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. 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

CHE 774 Physical Chemistry I. (3) A. Corequisite: CHE 774L. 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. Corequisite: CHE 775L. 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. 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. Molecular symmetry in inorganic chemistry, mechanisms of inorganic reactions, and catalysis by coordination and organometallic complexes.

CHE 860 Advanced Organic Chemistry (3) A. 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) A. Presentation of significant developments in chemistry to members of the chemistry faculty and department majors. May be retaken to a maximum of three hours. Cannot be taken concurrently with CHE 810. 1 Lec.

CHE 895 Chemistry Independent Research (1-3) A. Objectives and techniques of chemical research. Problems in all fields of chemistry. May be retaken to a maximum of three hours. Student must have the independent study proposal form approved by faculty supervisor and departmental chair prior to enrollment.

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.

COM—Communication Prof. Ida Kumoji-Ankrah, 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, Dr. Daniel Enz, 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.

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 Communication Studies subject. Regular consultation and final paper required.

CPL—Criminal Justice, Policy & Leadership
Dr. Scott Hunt, Chair

CPL 802 Policing and Society. (3) A. Theoretical, historical and comparative perspectives on policing. Critical analysis of the function of police in modern society. Credit will not be awarded to students who have credit for CRJ 814.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 814 Policing and Society. (3) A. Theoretical, historical and comparative perspectives on policing. Critical analysis of the function of police in modern society. Credit will not be awarded to students who have credit for CRJ 814.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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.

CPL 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. Credit will not be awarded to students who have credit for CRJ 802.

CPL 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. Credit will not be awarded to students who have credit for CRJ 802.

CPL 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.

CPL 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.

COU—Counseling
Dr. Faye Deters, Interim Chair
Dr. Charles Myers, Program Coordinator

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/departamental 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 workaholism with a focus on biopsychosocial model, 12-Step and peer therapy, assessments, and interventions for adolescent and adult populations.

COU 850 Family Counseling. (3) A. Prerequisites: COU 813, 840, 846. The history, terms, ethics, principles, and major models of family counseling concepts, techniques and procedures will also be examined, with primary focus on the systems approach.

COU 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 865 Mindfulness Practices for Counselors and Clients. (3) A. Instruction in mindfulness-based practices in counseling for use with clients and for counselor self-care. Review of current theory and research as well as experiential components including movement, meditation, breathing exercises, and guided imagery.

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 891 Advanced Counseling Theories (3) A. Prerequisite: Admission to the Ed.D doctoral program, MA in Clinical Mental Health Counseling or MAEd in School Counseling. An examination of the theoretical foundations of counseling theory construction. Credit will not be awarded to students who have credit for COU 901.

COU 892 Leadership and Social Justice Advocacy (3) A. Prerequisite: Admission to the Ed.D doctoral program, MA in Clinical Mental Health Counseling or MAEd in School Counseling. Orientation to leadership styles and issues relevant to counselor

education and advanced application of social justice advocacy in counselor education. Credit will not be awarded to students who have credit for COU 909.

COU 893 Scholarship and Publication in Counselor Education (3) A. Prerequisite: Admission to the Ed.D doctoral program, MA in Clinical Mental Health Counseling or MAEd in School Counseling. The planning and execution of scholarly writing and professional conference presentations in counselor education. Credit will not be awarded to students who have credit for COU 910.

COU 894 Teaching in Counselor Education (3) A. Prerequisite: Admission to the Ed.D doctoral program, MA in Clinical Mental Health Counseling or MAEd in School Counseling. Pedagogical foundations of course development and classroom instruction in counselor education. Credit will not be awarded to students who have credit for COU 910.

COU 895 Advanced Clinical Supervision (3) A. Prerequisite: Admission to the Ed.D doctoral program, MA in Clinical Mental Health Counseling or MAEd in School Counseling. Advanced, integrative study of theories, models, and current issued in clinical supervision. Credit will not be awarded to students who have credit for COU 986.

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 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 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. Scott Hunt, Chair

Dr. Victoria Collins, Graduate Program 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 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 873 Social Construction of Crime and Crime Control. (3) A. Examines the social construction of crime including consideration of the process by which crime problems are generated.

CRJ 874 Crime, Criminal Justice and Popular Culture. (3) A. Examines the interrelatedness of consumption, production, crime and popular culture. Examination of the social and symbolic construction of crime will be included through analysis of film, literature, music, and academic literature.

CRJ 875 Crime and Public Policy. (3) A. Provides an overview of factors shaping crime policy. The concept of crime, the use of law to promote social control policies, policy responses related to crime control and the efficacy of those policies will be examined. Addresses conceptualizations of the modern state and the use of state power.

CRJ 876 Organizational Crime. (3) A. This course explores empirical research, theories, and concepts related to crime committed within organizational contexts. Particular attention is paid to forms of syndicated crime, corporate crime, governmental corruption, and state crime.

CRJ 877 Postmodernism and Justice. (3) A. An introduction to the ideas of postmodernism as applied to criminal justice. In contrast to the scientific model of inquiry most often used in criminal justice, the use of postmodernism brings to the field of criminal justice new models characterized by relationships, the importance of symbols, and assumptions that underlie our understanding of the concept of justice.

CRJ 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, Safety, and Military Science 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.

**CSD—Communication Disorders and Sciences
Dr. Kellie C. Ellis, Chair**

CSD 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.

CSD 725 Literate Language. (3) I. Prerequisites: admission to CSD program or by departmental approval. Study of language disorders in children and principles for remediation in written language.

CSD 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.

CSD 741 School Services in Communication Disorders. (3) I, II. Prerequisites: Overall 3.0 GPA, and admission to the CSD program, or departmental approval. Organization and management of speech-language therapy services in the schools. Lec/Lab

CSD 771 Neural Bases of Communication. (3) I. Prerequisite: admission to the CSD program or instructor approval. A study of neuroanatomic and neurophysiologic bases of communication including developmental issues and neurologic deficits resulting in communication disorders.

CSD 772 Speech and Hearing Science. (3) II. Prerequisite: admission to the CSD 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.

CSD 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.

CSD 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.

CSD 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.

CSD 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.

CSD 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.

CSD 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.

CSD 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.

CSD 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.

CSD 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.

CSD 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.

CSD 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.

CSD 880 Research Methodology in Communication Disorders. (3) I. Prerequisites: admission to communication disorders and sciences program; or by departmental approval. Corequisite: CSD 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.

CSD 885 Cognitive Rehabilitation. (3)

A. Prerequisites: admission to communication disorders and sciences program and CSD 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.

CSD 895 Special Topics in Communication Disorders (3) Prerequisite: Department approval. Advanced study of various concepts, methods and materials in communication disorders. Topics may vary. Material will be taught using a combination of lecture, discussion and experiential learning.

CSD 897 School Experiences in CD. (6) I, II. Prerequisites: CSD 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 CSD graduate students seeking certification in speech-language pathology.

CSD 898 Externship in Communication Disorders. (6) I. Prerequisites: CSD 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.

CSD 899 Research Project/Thesis Option. (3) II. Prerequisite: CSD 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 CSD 899.

CSC—Computer Science

Dr. Kuang-Nan Chang Interim 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 departmental approval. Integration of multimedia technologies, signal processing and compression of images, audio, and video, multimedia forensics and message hiding.

CSC 730 Programming and Data Structures.

(3) A. The application and implementation of data structures including arrays, linked lists, stacks, queues, heaps, trees and graphs and their related algorithms, using an object-oriented programming language.

CSC 736 Incident Response I. (3) A.

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.

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. 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.

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. 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: CSC 730 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.

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. 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. 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. Operating system concepts, installation and setup system administration, managing system services, program security, viruses and worms, encryption, database security, security policies, legal and ethical issues.

CSC 825 Network Applications and Security.

(3) A. 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 Databases and Algorithms. (3) A.

Models and principles of information systems and database languages. The logical and physical design as well as the implementation and use of database systems.

CSC 834 Software Engineering and

Project Management I. (3) A. Planning, organizing, monitoring, and controlling the implementation of a software project.

CSC 835 Software Engineering and Project

Management II. (3) A. 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

CTE 800 Occupational Training Materials.

(3) A. Instructional materials designed for the adult learner to include: the preparation and application of individualized learning packets; the identification and application of instructional computer software; the development and application of video instructional programs; organization and application of instructional sequences.

CTE 801 Occupational Training Methods.

(3) A. An examination and development of training methods in occupational programs. Content will include an analysis of learning student and occupational needs, objectives, syllabi and lesson preparation and an overview of teaching methods.

CTE 802 Occupational Training Practicum.

(6) A. A course designed to allow the trainer the opportunity to provide instruction to trainees in a real life setting.

CTE 810 Orientation to Occupational

Education. (3) A. Instruction for new technical teachers in the areas of learning theory, instructional design and delivery, assessment, and classroom/laboratory management.

CTE 861 Supervision in Technical Education.

(3) A. Principles, objectives, methods, techniques, and practices of supervision; selection and organization of instructional materials; planning and equipping facilities; and professional and in-service education as they relate to supervision of technical, vocational, and general industrial education programs.

CTE 862 Philosophy of the Career and Technical Education. (3) II. Background, purpose, history, and philosophies of career and technical education; relationship to general education; effects of legislation for career and technical education.

CTE 863 Organization and Administration of Career and Technical Education. (3) A. Organization of career and technical education on the local, state, and national level; federal legislation in technical education; federal state relationships; types of technical education programs and schools.

CTE 864 Technical Education Facility Planning. (3) A. Principles and practices underlying the planning and designing of laboratories for technical education. Students are required to design a multi-laboratory facility which complies with existing safety and health laws.

CTE 865 Evaluation in Technical Education. (3) A. Strategies and methods for evaluation in technical education; identification and analysis of context, input, process, and outcomes; preparations, use and analysis of measuring instruments.

CTE 888 Occupational Information. (3) A. Occupational information associated with careers to include: types of work performed, qualifications and preparation required, the type of organizations where employment is available, work conditions, annual earnings, and employment outlook.

DES

DES 850 Graphic Design for Learning. (3) I, II. Introduction to the elements and principles of design, methods, tools and software used in the field of graphic design.

DES 851 User Experience Design. (3) I, II. Introduction to the processes and methods of User Experience Design, including user research, contextual design, design thinking, ideation, and prototyping of a service or product.

DSC—Data Science

Dr. Shane Redmond, Interim Chair

DSC 780 R and Introductory Data Mining. (3) A. Cross-listed as STA 780. 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 applied statistics and an introductory course in computer programming. Credit will not be awarded to students who have credit for STA 780.

EAD—Educational Administration

**Dr. Faye Deters, Interim Chair
Dr. Ray Lauk, Program Coordinator**

EAD 801 Introduction to Education Administration and Leadership Research. (3) A. This course explores modern administrative theories, practices, and techniques in school leadership and administrative responsibilities. Emphasis on research based practices which create an organizational climate supportive of excellence in teaching, learning, and school improvement. Minimum of 5 hours field related experiences.

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 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 819 School Leadership and Instructional Supervision. (3) A. Leadership related to the evaluation of instructional programs, teacher effectiveness, and improvement of student learning. Includes building collaborative cultures, informed decision-making, communication skills, and conflict resolution related to curriculum, instruction, & assessment. Minimum of 10 hours field experience required.

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 829 Community Relations and Educational Advocacy (3) A. Emphasizes communication skills, understanding communities, as well as theories and techniques of school-community relations for educational leaders through critical reflection. Provisions are made for the development of guidelines, techniques and practices which facilitate collaborative relationships. Minimum of 10 hours field experience required.

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. School safety course designed to develop skills and information to analyze school safety data. Students will evaluate and develop school procedures based on data and research.

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. Supervised experience for student personnel trainees. Opportunity provided to share responsibilities for all phases of student personnel services. Must be taken twice, once in the first 9 hours

and once in the last 9 hours of the program.

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. Candidates will complete an action research plan, 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: EAD 801 and 851 and/or departmental approval. Students engage in school administration work in school placement. In-field work is augmented by online modules to support candidates. The course is structured to provide opportunities to apply course content knowledge to real issues of administrative practice and to the development and refinement of leadership skills and competencies.

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. An 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. Prerequisite: departmental approval. Co-requisite: GRD 878r. Analysis of the school district administrator's role with emphasis on understanding district-wide complex systems change and how change impacts student learning. Minimum of 25 clinical hours required.

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. Marcel Robles, 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. Nicola Mason, Interim 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. Faye Deters, Interim Chair
Dr. Carol Sommer, Program Director

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 906 Dissertation Practicum (3) A. Prerequisite: Admission to the doctoral program in educational leadership or counselor education, EDD 901, 902, 903, and 904; 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 907 Intermediate Quantitative Research Methods (3) A. Formerly EDL 812. 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. Credit will not be awarded to students who have credit for EDL 812 or 952.

EDD 908 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. Credit will not be awarded for both EDL 953 and EDD 908.

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. Nicola Mason, Interim 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. Faye Deters, Interim 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 Critical Pedagogy: Examining Diversity, Race, & Cultural Equity. (3) A. Examines education as a social and cultural phenomenon. Students will gain skills to critically analyze educational practice, promote inclusion in schools, lead for cultural equity within organizations, and work with varied communities to better 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 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.

EDL 956 Analysis of Research Literature. (3)

A. This is a 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. Credit will not be awarded for both EDD 905 and EDL 956.

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

Dr. Ismail El-Amouri, Chair

EHS 710 Radiological Health and Safety (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 710.

EHS 730 Emerging and Re-emerging Infectious Diseases. (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 Total Worker Health. (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 Occupational Health Exposure Assessment. (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 Global Environmental Crisis Management. (3) A. This course will provide students with global environmental health principles required to protect the environmental health of a community in times of emergency/disaster.

EHS 860 Air Quality Assessment. (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 Sanitation. (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. Nicola Mason, Interim 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 808 Reading Recovery in Elementary Education (3) Independent work, workshops, or seminars related to the use of Reading Recovery® in Elementary Education. Course is restricted to the Reading Recovery® cohort.

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. Nicola Mason, Interim 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 Mathematics Intervention Strategies. (3) A. Cross-listed as MAE 843. In-depth analysis of characteristics of low achievers, teaching resources, teaching strategies, and appropriate mathematics curriculum content for intervention. 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 861 Art in the Elementary and Middle Grades, P-8. (3) Prerequisites: admission to MAT program, concentration in art. Developmentally appropriate curriculum, materials, and methods for the P-8 Art program. Minimum of 10 clinical hours are required.

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.

EME 878 Teaching Music in Grades P-8. (3) Prerequisites: admission to MAT program, major in music concentration. Developmentally appropriate materials and methods for teaching P-8 music. Minimum of 20 clinical hours are required.

**EMG—Middle Grade Education
Dr. Nicola Mason, Interim 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. Nicola Mason, Interim Chair**

EMS 702 Music Technology Teaching Methods. (2) I. Cross listed with MUE 702. Prerequisite: Instructor approval. Development of strategies and techniques for teaching music through digital pedagogy. Ideas for developing musicianship through hands-on student involvement, as well as the use of technology to aid in instruction and delivery in the music classroom. Credit will not be awarded for both EMS 702 and MUE 702.

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 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) II. 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 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 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 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 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 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 898 Thesis I. (3) A.

**ENW—English
Bluegrass Writers Studio
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. Faye Deters, Interim Chair**

EPY 816 Tests and Measurements. (3) I, II. Study of concepts, principles, and methods involved in the use of current tests and inventories. Emphasis on measurement theory underlying construction, use, and interpretation of data from standardized tests.

EPY 839 Human Growth and Development (3) A. A theoretical examination of human development across the lifespan. Emphasis is placed on developmental norms, etiology, diagnosis and interventions over the lifespan found in the population.

EPY 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. Nicola Mason, Interim 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 750 Teaching Mathematics in the Secondary School. (3) I. Cross-listed as MAE 750. Prerequisite: admission to the MAT program. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Minimum of 96 field/clinical hours. Credit will not be awarded for both ESE 750 and MAE 750.

ESE 752 Teaching of Career and Technical Education in Middle and Secondary Schools. (3) I. Prerequisite: admission to the MAT program. 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/departamental 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 720 Advanced Strength and Conditioning (3) I, II This course is an advanced education in the field of strength and conditioning, principles, organization, and techniques. Higher level understanding of human physiology will be gained with specific emphasis on optimizing adaptation response.

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. Nicola Mason, Interim 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 Methods for Education Professionals. (3) A. Formerly ETL 802. Prerequisite: Chair Approval. 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). Repeatable to 9 hours.

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. Marcel Robles, Chair**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. Marcel Robles, 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 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. Alice Jones, Interim Chair****GEO 701 Advanced Geography: ____.** (3)

A. Prerequisite: departmental approval. In-depth study of geoscience themes using geospatial techniques. May be retaken to a maximum of nine hours provided subject matter differs each time.

GLY—Geology**Dr. Alice Jones, Interim Chair**

GLY 735 Hydrogeology. (3) A. Course will be offered every odd Spring semester. 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 857g MA History 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****GRD 858c MS Chemistry Written Report Exit****Requirement****GRD 858d MS Applied Computing Oral****Comprehensive Exam****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. Michelyn Bhandari, Interim 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 794 Substance Use Prevention Skills (3) I,II, A. CPrerequisite: Junior or senior standing. A substance use prevention approach using a strategic prevention framework to develop the knowledge and skills needed to plan, implement, and evaluate effective, data-driven programs and practices that reduce behavioral health disparities and improve wellness.

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 Bowes, 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 Applied History. (3)
 A. Prerequisite: departmental approval. Supervised

practice in applied 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 supervised practice 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 for students in Thesis or Non-Thesis Plan. Credit up to nine hours awarded toward degree if in Applied History Plan.

HIS 839 Cooperative Study in Applied History (1-3). Prerequisite: Departmental approval; must have been admitted to Masters in history program. Work in placement related to applied history. One to three hours credit per semester or summer. A minimum of 80 hours employment required for each semester hour credit. May be retaken for a maximum of 3 hours. Credit up to 6 hours awarded toward degree if in Applied History Plan. Credit may not otherwise be substituted for any M.A. requirements.

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 Unconventional Threats and Responses. (3) A. The course addresses concepts, theories, laws and authorities, principles, programs, and requirements associated with unconventional threats to our nation that most likely would result in mass casualties and pose large-scale responses and cascading threats.

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.

IDL

IDL 800 Introduction to Instructional Design and Learning Technology. (3) I, II. A comprehensive introduction to the process, theories and profession of Instructional Design.

IDL 801 Instructional Design Mastery. (3) I, II. Prerequisite: IDL 800. Application of design theory, implementation of instructional lessons, selection of suitable instructional technology, evaluation of learners and instructional products, and instruction implementation.

IDL 802 Data-Driven Decision Making. (3) I, II. Data collection and analysis techniques involved in making sound instructional/training and development decisions in organizations.

IDL 810 Multimedia for Learning. (3) A. Exploration, design, and creation of multimedia products that support sound instructional practices.

IDL 811 Online Learning Design. (3) A. Exploration of the modern principles and practices that drive effective online learning, analysis of structure and interaction of online courses to create meaningful online experiences.

IDL 812 Game Design for Learning. (3) I, II. Application of game design in creating instructional materials, development of various gaming concepts, and experiences in gamified learning.

IDL 813 Instruction for Diverse Learners. (3) A. Exploration of design learning experiences while considering diverse audiences and environments, learner characteristics, training theories, and deployment of tested instructional strategies to improve learning outcomes.

IDL 814 Training the Modern Workforce. (3) I, II. Prerequisite: IDL 802. Examining professional development components of workforce training, training programs, and responding to the changing organizational needs.

IDL 820 Field Internship. (3) A. Prerequisites: Completion of 2 out of 10 program courses (6 credits) and departmental approval. Guided internship designed to afford opportunities for the IDLT students to practice learned lessons in highly successful environments and collaborate with peers and mentors who have

practical experience to share.

IDL 821 Portfolio and Exit Review. (3) A. Prerequisites: Completion of nine program-required courses (27 credits) and departmental approval. Culmination of studies and experiences in IDLT. Creation of a professional web portfolio that showcases student's most significant work and internship experiences.

IDL 890 Independent Study. (3) A. Prerequisite: Approved Independent Study Proposal Form and Departmental Approval. Faculty Guided Independent research, which allows students to design a research problem and make experimental observations and conclusions. Students will perform in-depth research pertinent to IDLT and craft a project based on their investigation.

INF—Informatics
Dr. Kuang-Nan Chang, Interim Chair

INF 707 Special Topics in Informatics: _____, (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.

INF 711 Principles of Game Design and Game Theory. (3) A. Fundamentals of designing both digital and non-digital games. In-depth study of the nature of "Fun," design philosophies, choice, motivation, flow theory, types of decisions, 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. Industry operations, Employment, Founding your own studio, Funding, Freelancing, the Role of Influencers (Twitch, Youtube, social media), Platforms, IP protection.

INF 713 Online Game and Application Design. A (3) Introduction to the principles of design for online games and applications. Topics include game balance, competition, cooperation, detecting exploits and cheating, security, privacy, social structures, administration, community management, online harassment, and client-server communication. Credit will not be awarded for both INF 713 and INF 513.

INF 715 Special Topics in Gaming: _____ (3) A. Topics vary with offering. May be retaken to a maximum of six hours with advisor approval, provided the topics are different. Credit will not be awarded to students who have credit for INF 707: Special Topics in Informatics. Credit will not be awarded for both INF 715 and INF 515.

INF 718 Principles of Cybersecurity. (3) A. Pre-requisite: departmental approval. This course discusses cybersecurity principles. Topics include security governance, risk assessment, security, people, information, and physical asset management; system development, access, and management; threat and incident management; business continuity; security monitoring and improvement.

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. Shane Redmond, Interim Chair

MAE 701 Applications of Mathematics for P-9 Teachers. (3) A. Topics in the application of mathematical models appropriate for teachers of grades P-9.

MAE 702 Geometry with Technology for P-9 Teachers. (3) A. Topics in geometry appropriate for teachers of grades P-9.

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 Mathematics Intervention Strategies. (3) A. Cross-listed as EME 843. In-depth analysis of teaching resources, teaching strategies, and appropriate mathematics curriculum content for intervention. 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. Exploration of trends, concepts, and issues involved in modern mathematics programs. Research findings are examined and multisensory materials are presented.

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. Shane Redmond, Chair

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.

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.

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 871 Numerical Analysis. (3) A. Computer arithmetic. Analysis of errors and stability of well-posed problems. LaGrange, Hermite and spline interpolation. Newton-Cotes, Romberg, and Gaussian quadrature. Consistency, convergence, and stability of numerical integration methods for ordinary initial value problems. Finite difference and shooting methods for two-point boundary value problems. It is strongly recommended that students have completed a real analysis course and have experience with a programming language.

MAT 872 Advanced Numerical Analysis. (3) A. Prerequisite: MAT 871 or equivalent. Continuation of MAT 871 with greater depth. Least squares and minimax approximation, direct and iterative solutions of linear systems, zeros, extrema by iteration, eigenvalue problems.

MAT 880 Seminar in: _____ (1-3) A. Advanced topics in Mathematics. May be retaken to a maximum of six hours, provided the topics are different. Credit towards degree requirements will depend on the course content.

MAT 890 Independent Study in: _____ (1-3) A. Prerequisites: An 800-level course and departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent study on a problem chosen by the student and instructor. May be retaken to a maximum of nine hours, provided the topics are different.

MAT 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.

MAT 899 Thesis in: _____ (1-6) A.

MBA—Master of Business Administration

Dr. Trish Isaacs, Director

MBA 800 MBA Bootcamp. (0) I. Prerequisite: Admission to MBA Program. Introduction to technical topics as well as team- and culture-building activities.

MBA 871 Managerial Communication. (2) I. Prerequisite or Co-requisite: MBA 800. Business research and report writing, communication strategies, and oral presentations for managers.

MBA 812 Data, Decisions, & Business. (2) I. Prerequisite or Co-requisite: 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: Empathic Interactive Communications. (2) I. Prerequisite or Co-requisite: 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 or Co-requisite: MBA 800. This course provides an in-depth orientation to the readings, theories, and examples of design thinking.

MBA 870 Microeconomics and Statistics for Managers (3). Prerequisites: MBA status or instructor permission. Practical business applications of microeconomic and statistical theory. Emphasis on decision-making under uncertainty. Topics include: descriptive statistics, hypothesis testing, regression, optimization, demand estimation, forecasting, costs and production theory, pricing and output determination, and game theory.

MBA 871 Managerial Communication. (3) Business research and report writing, communication strategies, and oral presentations for managers.

MBA 874 Data Analytics for Managers. (3) This course focuses on data analytics from a managerial perspective, including: business analytics, data management and wrangling, data visualization and summary measures, probability and distributions, statistical inference, data mining, data forecasting, and prescriptive analysis.

MBA 875 Leading Organizations, People, and the Future of Work (3) Fundamentals of organizational behavior and human

resources: resource allocation, human enterprise, employee experience, and the future of work. Topics include: strategic decisionmaking, competition, workforce development, talent utilization, workplace rewards, recognition, demographics, and the gig economy.

MBA 881 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 882 Marketing Management (3). This course is oriented toward: assessing the dynamic business environment, identifying consumers' needs, selecting the appropriate market segment, and developing marketing strategy to satisfy consumers' need and maintain firm sustainable competitive advantages.

MBA 883 Financial Management and Decision Making. (2) II. Prerequisite or Co-requisite: MBA 881. 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 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 824 Authentic Leadership and Design of the Employee Experience. (2) II. Prerequisite: MBA 813 and 871. 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 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 825 and 883. 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, 824, 825, 831, 833, 834, 882 and 883. 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, 824, 825, 831, 833, 834, 882, and 883. Prerequisite or Co-requisite: MBA 841. Synthesis and application of knowledge, skills, and abilities developed throughout the MBA program; students will be embedded with clients in EKU'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.

MBA 860 MBA Seminar (1-3) A. Selected advanced topics in business administration. May be retaken up to 3 hours provided the topic of study is different.

MBA 890 Independent Study (1-3) A. Opportunity for independent study of a problem/ issue chosen by student and instructor. Approved independent study proposal form required. May be retaken up to 6 hours provided topic of study is different.

MBA 892 Special Topics in MBA: _____. (1-3) A. Prerequisites: Departmental approval. For special topics related to the Business beyond the scope of regularly offered courses. May be taken to a maximum of 6 hours provided subtitle/topics vary.

MBA 895 Integrated Decision Making (3). Prerequisites: MBA870, MBA871, MBA875, MBA881, MBA882, and MBA883. This course focuses on strategic management skills and competencies. It explores why good strategic management leads to good business performance and concepts, examines tools of strategic analysis, and includes applications of methods of integrated decision-making.

MKT—Marketing Dr. Marcel Robles, Chair

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. Clint Pinion, 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. 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 integrative learning experience requirement for students in the program.

MUE—Music Education Dr. Joe Carucci, Chair

MUE 702 Music Tech Teaching Methods. (2) I. Cross listed with EMS 702. Prerequisite: Instructor approval. Development of strategies and techniques

for teaching music through digital pedagogy. Methods for developing musicianship through hands-on student involvement, as well as the use of technology to aid in instruction and delivery in the P-12 music classroom. Credit will not be awarded for both MUE 702 and EMS 702.

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

Dr. Joe Carucci, Chair

MUS 701 Music Leadership. (2) II.

Development of music leadership skills for the 21st century. Leadership styles, digital marketing, grant writing, and policy development will be addressed.

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 711 Jazz Theory (2) I. Study of musical concepts relating to the jazz idiom. Credit will not be awarded for both MUS 511 and 711.

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 716 Studio Management (1) II. Prerequisite: departmental approval. This course explores business practices and administrative duties of managing an applied music studio. Credit will not be awarded to students who have credit for MUS 516 and 816.

MUS 717 Arranging. (2) I. A study of the practical skills and fundamental knowledge needed to arrange music for instruments and/or voices in various ensemble configurations. Credit will not be awarded for both MUS 517 and 717.

MUS 719 Performance Temperament (2) A. Condition students for optimal public performance. Strategies for artful and effective practicing/preparation, maintaining motivation, as well as confronting performance anxieties and achieving peak performance. Credit will not be awarded for both MUS 519 and 719.

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 749 Career Development. (2) Development of the professional skills necessary for a sustainable career in music. Selfmarketing, business and finance, networking, and interviewing topics will be explored. Creation of professional documents needed for personal promotion in the industry. Credit will not be awarded for both MUS 749 and 549.

MUS 750 Teaching Techniques. (1) 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. Credit will not be awarded for both MUS 550 and 750.

MUS 751 Performance Literature. (1) A. Literature for various performing media relative to performance practices and problems. Topics in woodwinds, brass, percussion, strings, voice, piano and organ. Credit will not be awarded for both MUS 551 and

751.

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. (2) II. Survey of choral music literature from the 15th century to the present.

MUS 757 Symphonic and Wind Band Literature. (2) I. Evolution of instrumental music from its beginning to modern day. Includes a detailed exploration of music and the many artistic, social, and cultural forces that helped to shape these genres.

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 802 Assessment in Music (2) A. Principles and procedures in assessing musical skills, attitudes, aptitudes, and understandings. Topics include assessment development and analysis, addressing the scope of psychomotor, cognitive, and affective domains related to music education.

MUS 803 Learning and Behavior Modification in Music (2) II. Methods and techniques of teaching and behavior modification specific to music ensemble and classroom settings. Topics include social and academic behavior, and the application of research-based techniques to lesson planning, and student assessment.

MUS 805 Chamber Music. (.5) A. May be retaken to a maximum of one hour.

MUS 812 Piano. (1-5) I, II. Prerequisite: MUS 412. Four years or equivalent, as demonstrated by the student's proficiency in piano. May be retaken.

MUS 822 Voice. (1-5) I, II. Prerequisite: MUS 422. Four years or equivalent, as demonstrated by the student's proficiency in voice. May be retaken.

MUS 824 Chamber Singers. (1) I, II. Highly select small ensemble dedicated to the highest standards of preparation and performance of choral literature from all style periods. Membership is by audition only. May be retaken to a maximum of four hours credit.

MUS 825 Concert Choir. (1) I, II. Large mixed chorus open to all singers. This choir places an emphasis on developing sight reading and performance skills while providing a challenging and satisfying musical experience. May be retaken.

MUS 826 University Singers (SATB). (1) I, II. Advanced choral ensemble of mixed voices open by audition only. Rehearsal and performance of choral repertoire from various styles and eras. Presents several major concerts throughout the year on and off campus. Course may be retaken to a maximum of four 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 828A EnChor (SSAA Choir). (0-1) I, II. Choral ensemble of soprano/mezzo/alto voices open to all students. Rehearsal and performance of choral repertoire from various styles and eras. Course may be retaken to a maximum of four hours.

MUS 828B Koros (TTBB Choir). (0-1) I, II. Choral ensemble of tenor/baritone/bass voices open to all students. Rehearsal and performance of choral repertoire from various styles and eras. Course may be retaken to a maximum of four hours.

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 844 Applied Conducting (1) A. Exploration and enhancement of all elements of the conductor's being, in conjunction with exploring conducting pedagogy and skills, leadership, score study, and one's own awareness of their self-projection in front of an ensemble.

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 854 Jazz Ensemble(0-1) I, II. Rehearsal and performance of standard Jazz Ensemble literature including jazz improvisation, jazz styles, and form. Course open by audition only. May be retaken to a maximum of four hours.

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 873 Music in Society (3) II. A survey of the roles that music and musicians have had in societies, from past to present. The social and cultural foundations of music will be explored, including the production, content, and consumption of music.

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 881 Seminar in Choral Conducting (1) I. The study of non-gestural issues in the field of choral conducting, including auditions, choral tone, programming, recruiting, standing formations, touring, voicing, and warm-ups.

MUS 882 Seminar in Instrumental Conducting (1) II. The study of gestural and non-gestural issues in the field of instrumental conducting, including auditions, instrument and ensemble color, performance practice, rehearsal techniques, ensemble

set-up, warm-ups, and other special topics.

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 885 Psychology of Music. (3) A. Reactions to musical stimuli; musical aptitude and achievement; application of psychological theories to musical learning.

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 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 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 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 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. Brooke Bentley, Chair
Dr. Lisa Jones, Associate 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. (3) A. Prerequisites: NSC 830, 832, 834, and 840, each with a minimum 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. (3) 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. (3) 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 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 Health Policy. (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 Management of Healthcare Resources. (3) A. Prerequisite: Admission to the DNP Program. 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 Synthesizing Evidence for the DNP. (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 Implementation Methods for the DNP. (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. Dana Howell, 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 800 OBP: Early Childhood. (3) A. Evaluation and intervention related to occupational performance for individuals accessing health and education systems ages 0-5. Theory driven and client centered practices for supporting occupational performance.

OTS 804 Practice Experience Preparation I. (3) A. Preparation for Level II fieldwork, Applied Leadership Experience and Capstone.

OTS 805 Practice Experience Preparation II. (3) A. Prerequisite: OTS 804 and successful completion of Level II FW. Preparation for Applied Leadership Experience and Capstone.

OTS 810 OBP: Children and Youth. (3) A. Evaluation and intervention related to occupational performance in children ages 5-21 accessing health and education systems. Theory driven and client centered practices for supporting occupational performance.

OTS 815 OBP: Neurological. (3) A. Evaluation and intervention related to preventing and remediating neurologic diagnoses. Theory driven and client centered practices for supporting occupational performance.

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 Level I OT Experience. (3) A.

Integration and application of foundational knowledge of occupation-based practice through participation in varied practice experiences across a continuum of care. May be retaken to a maximum of 9 hours.

OTS 822 OBP: Health Care Practice I.

(4) A. Corequisite: OTS 821. Lecture and lab to include theories, principles and methods of evaluation, intervention and outcome processes for individuals accessing health systems. Course will focus on engagement in occupation to support participation in life roles across the lifespan.

OTS 824 OBP: Health Care Practice 2. (4)

A. Prerequisites: OTS 821 and OTS 822. Continued study of theories, principles and methods of evaluation, intervention and outcome processes for individuals accessing health systems. Course will focus on engagement in occupation to support participation in life roles across the lifespan.

OTS 825 Technology and Rehabilitation.

(3) A. Prerequisite: computer literacy or departmental approval. Advanced exploration of occupational therapy knowledge and skill about assistive technology. Emphasis on application and use of assistive technology to enhance occupational performance of individuals with disabilities.

OTS 830 OBP: Education Communities. (4)

A. Prerequisites: OTS 824 and OTS 832. Corequisite: OTS 871. Occupation-based assessment and intervention for children and young adults in educational contexts. Course addresses models of practice, service delivery, federal/state legislation and philosophy of administration. Active learning experiences in the community.

OTS 831 Practice Seminar II. (2) A.

Prerequisite: OTS 821 or Corequisites: OTS 824 and OTS 832. Integration of occupation-based practice through reflection on curriculum themes, participation in community-based settings, preparation for Level II Fieldwork and ongoing development of a professional portfolio.

OTS 832 OBP: Community-Based Practice.

(4) A. Corequisite: OTS 831. Theories, principles and methods of evaluation, intervention and outcome processes for individuals and groups assessing social systems through the lifespan. Course will focus on engagement in occupation for community participation.

OTS 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 840 OBP: Mental Health. (3) A.

Evaluation and intervention related to mental health conditions: Neurocognitive, psychosocial, and behavioral. Theory driven and client centered practices for supporting occupational performance.

OTS 845 Health Care Practice Fieldwork.

(6) A. Prerequisite: Successful completion of all didactic coursework or department approval. Twelve weeks of fieldwork in health care practice to promote systematic evaluation; diagnose occupational performance deficits; develop and implement intervention plans based on occupational profiles and evidence; measure client

outcomes; and document findings.

OTS 846 Community Practice Fieldwork. (3-5) I. Prerequisite: Successful completion of all didactic coursework. Six to ten-week fieldwork in community/education to promote systematic evaluation; diagnose occupational performance deficits; develop and implement intervention plans based on occupational profiles and evidence; measure client outcomes; and document findings.

OTS 847 Emerging Practice Fieldwork. (1-3) A. Prerequisite: Successful completion of all didactic coursework. Two to six-week fieldwork in an emerging or traditional practice setting to develop/refine skills. Includes online reflective seminar.

OTS 850 Management Principles for OT.

(3) A. Principles of supervision, collaboration, strategic planning, and developing, funding, and managing an occupational therapy practice.

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. Advance ethical leadership skills through development and application of current leadership theory to become a change agent to positively impact the profession.

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 860 OBP: Emerging Practice. (3) A.

Evaluation and intervention related to emerging areas of occupational therapy practice, including assistive technology. Theory driven and client centered practices for supporting occupational performance.

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 895 OT Research Project I. (3) A.

Development and initiation of a research project as part of a research team. Application of critical thinking and clinical reasoning skills to investigate occupational science and occupational therapy research inquiries.

OTS 896 Research Project II. (3) A.

Prerequisite: OTS 895. Completion of a research project as part of a research team. Application of critical thinking and clinical reasoning skills to investigate occupational science and occupational therapy research inquiries and disseminate results.

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/departamental 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 805 or 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 (1-3) A. Prerequisite: OTS 805 or 904. Integration and application of program outcomes through reflection on Applied Leadership Experience and completion of the capstone project and portfolio. Students present capstone project.

OTS 910 Policy and Advocacy for OT (3) A. Analysis of social and healthcare policy on the profession of occupational therapy. Program development to address health disparities, 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 evidence-based decisions to stakeholders.

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. Alice Jones, Interim 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 880 Nonprofit Financial Management. (3) A. The course will examine financial considerations of nonprofit organizations, including funding sources, nonprofit financial statements, reserve development and management, financial accountability, and strategies required to ensure the effectiveness and sustainability of the organization.

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 703 Practicum in Psychology. (1-3)

A. Prerequisite: departmental approval. Practicum experience in which students will utilize their knowledge of psychological theory and methodology in an applied setting. Students will not receive credit for both PSY 503 and PSY 703. May be retaken to a maximum of 6 hours.

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. Practicum in I-O Psychology. Supervised practice in applied settings. Participation with an approved agency varies with the student's experience.

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 816 Philosophical Underpinnings in

Behavior Analysis (3) A. Prerequisite: Departmental Approval. Philosophical foundations of behavioral science as applied in the field of Applied Behavior Analysis. This course covers BCBA level content requirements in the Foundational area of Philosophical Underpinnings of Behavior Analysis as required by the Behavior Analysis Certification Board.

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 820 Statistics & Research Design I.

(3) A. Prerequisite: departmental approval. Principles and techniques of scientific observation, control, and analysis specifically oriented to research in psychology. Evaluation of research designs and their implementation in professional settings. Emphasis on univariate statistical analyses. Credit will not be awarded to students who have credit for PSY 820S.

PSY 820S Statistics & Research Design I:

Service Learning. (3) A. Prerequisite: departmental approval. Principles and techniques of scientific observation, control, and analysis specifically oriented to research in psychology in the context of service learning. Evaluation of research designs and their implementation in professional settings. Emphasis on univariate statistical analyses. Credit will not be awarded to students who have credit for PSY 820.

PSY 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. (0-6) 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. Marcel Robles, 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 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. Nicola Mason, Interim Chair

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 780 or instructor approval. Phonological development, acoustic articulation, rhythm, phrasing, accent, fluency, effects of impairment 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. (3) A. Assessing infants, toddlers, and preschoolers with developmental delays and risk factors. Emphasis on screening, eligibility determination, authentic and functional assessments, data collection and interpretation, and collaboration with families and professionals.

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 research-based 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 of the Deaf and Hard of Hearing. (3) A. Discussion of historical, philosophical, educational, psychological, and social aspects of deaf education. An orientation to problems, issues, and research in the field.

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 850 Assessment, Programs, and Methods for Students who are Deaf or Hard of Hearing. (3) II. Formerly SED 710. Open to DHH and Communication Disorders graduate students only. Standardized and informal assessments used to measure reading and content knowledge of students who are deaf and hard of hearing. Exploration of professional literature and specialized curricula, programmatic decisions, and high leverage practices for students who are DHH. Credit will not be awarded to students who have credit for SED 710.

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 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 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 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 835 Advanced Construction Safety. (3) A. Prerequisite/co-requisite: SSE 832. A more detailed examination of 29 CFR 1926 including: PPE; Electrical; Scaffolding; Fall Protection; Cranes; Excavation; Steel Erection; Confined Spaces; and Residential Construction.

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 840 Technical Construction Safety Management. (3) A. Prerequisite/co-requisite: SSE 832 and 835. Students will be presented with case studies and will be expected to prepare investigation reports, countermeasure plans, and strategic plans in order to counter and prevent future occurrences.

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 842 Safety Ethics. (3) A. Addressed are fundamental concepts of ethics and ethical practice for safety professionals. Issues/topics include the central role of ethics, reaching agreement, cheating/free riding, and dilemmas faced by the safety professional.

SSE 843 Human Resources and Change Management for Safety Professionals. (3) A. An analysis of human resource laws and employment issues impacting the safety function including ADA, Title VII and Pregnancy Discrimination Act. Assessment of new/pending legislation and regulations impacting the safety and employment functions.

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 856 Global Supply Chain Operations, Analytics, and Security. (3) A. Supply chains are increasing in size, scope, and complexity. This course considers the fundamentals of Global Supply Chain Management through the lenses of safety and security.

SSE 857 Global Supply Chain Risk and Resilience. (3) A. Understanding and evaluating risk and resiliency are essential to ensuring a secure, dependable global supply chain. This course explores risk assessment strategies, modeling, and mitigation approaches used in reducing global supply chain vulnerability.

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 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 866 Special Topics in Healthcare Safety. (3) A. This course, utilizing case studies and readings, will focus on current events, risks and threats to the healthcare delivery system, special safety issues, and emergency management related to the safety of healthcare facilities.

SSE 867 Safety and Security Across the Healthcare Continuum. (3) A. This course introduces the healthcare continuum, focusing on the hospital/medical center environment. Ancillary and specialty services, including the 17 healthcare service types addressed in the CMS Final Rule for Emergency Preparedness, will be addressed.

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 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 MSSSEM or department approval. 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.

STA—Statistics

Dr. Shane Redmond, Interim 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.

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. Cross listed as DSC 780. 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 applied statistics and an introductory course in computer programming. Credit will not be awarded to students who have credit for DSC 780

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, 2² 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.

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.

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.

SWK—Social Work

SWK 761 Alcohol and Drug Assessment. (3) A. Prerequisite: Departmental approval. Provides clinical and scientific knowledge about the history and range of consequences associated with alcohol and drug addiction. Credit will not be awarded for both SWK 561 and SWK 761.

SWK 762 Alcohol and Drug Treatment. (3) A. Prerequisite: Departmental approval. Provides clinical and scientific knowledge about the treatment of alcohol and drug addiction. Credit will not be awarded for both SWK 562 and SWK 762.

SWK 800 The Social Work Relationship. (3) A. Introduction to generalist social work practice including the importance of self-care, professional ethics, and respect for diversity with the opportunity to build skills in facilitating therapeutic relationships.

SWK 810 Human Behavior/Social Environment I. (3) I, II. Applies current research and various paradigms to explain how biopsychosocial-spiritual development across the lifespan and in relation to the social environment shapes individual functioning and family interactions.

SWK 815 Human Behavior/ Social Environment II. (3) I, II. Prerequisite: SWK 800 with a minimum grade of "B" or departmental approval. Prerequisite or corequisite: SWK 810. Applies current research and various paradigms to explain how social, cultural forces, and institutions shape group, organization, and community interactions.

SWK 820 Social Work Practice I. (3) I, II. Prerequisite: SWK 800 and SWK 810 with a minimum grade of "B" or departmental approval. Corequisite: SWK 825. Foundation for social work practice with individuals. Draws from current research and various paradigms with the opportunity to practice facilitating the generalist intervention method to develop skills in ethical, culturally inclusive micro practice.

SWK 825 Social Work Research Methods. (3) I, II. Prerequisite: SWK 800 and SWK 810 with a minimum grade of "B" or departmental approval. Prerequisite or Corequisite: SWK 820. Foundation for qualitative and quantitative research with the opportunity to critically evaluate research methodology and plan a research study for ethical, culturally inclusive social work practice across client systems.

SWK 830 Social Work Practice II. (3) I, II. Prerequisites: SWK 815 and SWK 820 with a minimum grade of "B" or departmental approval. Foundation for social work practice with families and groups. Draws from current research and various paradigms with the opportunity to practice facilitating a psychoeducational group to develop skills in ethical, culturally inclusive mezzo practice.

SWK 840 Social Work Practice III. (3) I, II. Prerequisite: SWK 815, SWK 820 and SWK 830 with a minimum grade of "B" or departmental approval. Prerequisite or corequisite: SWK 845. Foundation for generalist social work practice with organizations and communities. Draws from current research and various paradigms with the opportunity to practice facilitating a task group to develop skills in ethical, culturally inclusive macro practice.

SWK 845 Social Policy Analysis and Advocacy. (3) I, II. Prerequisite: SWK 800 with a minimum grade of "B" or departmental approval. Engages students as agents of change starting with policy analysis, formulation, modification, and evaluation at administrative, judicial, and legislative levels. There is an emphasis on personal and social empowerment to foster policies and practices that support a just society.

SWK 850 Foundation Practicum. (1-3) I, II. Prerequisite: Admission to the MSW Social Work Program, Practicum Placement Approved by Field Director, SWK 800 and SWK 810 completed with at least a "B" or departmental approval. Supervised practice in a social agency and foundation seminar to discuss the application of social work knowledge, skills, competencies, behaviors, ethics and values necessary for evidence-based generalist practice. May be repeated up to 6 hours.

SWK 855 Foundation Capstone. (2) I, II. Prerequisite: Admission to Advanced Standing or all foundation courses completed with a minimum grade of "B" or departmental approval. Opportunity to review, integrate, and apply learning in order to demonstrate mastery in the application of social work knowledge, skills, competencies, behaviors, ethics and values necessary for evidence-based generalist practice.

SWK 860 Integrative Micro Practice. (3) I, II. Prerequisite: Admission to Advanced Standing or all foundation courses completed with a minimum grade of "B" or departmental approval. Opportunity to observe and engage in the delivery of ethical, culturally inclusive advanced generalist micro practice that is informed by social work theory and applied research.

SWK 863 Stress Management and Self-Care. (3) A. Prerequisite: Admission to EKU Graduate School or departmental approval. Addresses what supports a healthy lifestyle that includes stress management and perceived quality of life. Emphasis is on evidence-based approaches and experiential learning to inform the development and maintenance of a plan for self-care.

SWK 864 Child and Family Services. (3) A. Prerequisite: Admission to EKU Graduate School or departmental approval. Critical appraisal of societal values underlying services to children. Examines a range of social and child welfare services, impact of public policies, and interventions to support children and families.

SWK 865 Social Gerontology. (3) A. Prerequisite: Admission to EKU Graduate School or departmental approval. Applies current research and various paradigms to describe factors that shape the aging process. Class activities inspire new insights that can be used to better support older adults and their families.

SWK 866 Crisis Intervention. (3) A. Prerequisite: Admission to EKU Graduate School or departmental approval. Examination of current theories pertaining to the fundamentals of trauma and traumatic stress that can lead to crisis. The implications of crisis intervention to modify, manage, and cope with trauma will be addressed.

SWK 867 Spiritual Sensitivity for Helping Professionals. (3) A. Prerequisite: Admission to EKU Graduate School or departmental approval. Describes how professionals can address spiritual issues that emerge in health and mental care settings. Students will also explore how their own beliefs influence daily life and work.

SWK 870 Integrative Mezzo Practice. (3) A. Prerequisite: Admission to Advanced Standing or all foundation courses completed with a minimum grade of "B" or departmental approval. Opportunity to observe and engage in the delivery of ethical, culturally inclusive advanced generalist mezzo practice that is informed by social work theory and applied research.

SWK 880 Integrative Macro Practice. (3) A. Prerequisite: Admission to Advanced Standing or all foundation courses completed with a minimum grade of "B" or departmental approval. Opportunity to observe and engage in the delivery of ethical, culturally inclusive advanced generalist macro practice that is informed by social work theory and applied research.

SWK 890 Integrative Practicum. (1-4) A.

Prerequisite: Admission to Advanced Standing or all foundation courses completed with a minimum grade of "B." Field Director approval of placement. Corequisite: SWK 860, SWK 870, and SWK 880. Supervised practice in a social agency and foundation seminar to integrate social work theory and practice with interdisciplinary knowledge for ethical, culturally inclusive evidence-based advanced generalist practice. May be retaken to a maximum of eight hours.

SWK 895 Integrative Capstone. (2). I, II.

Prerequisite: All foundation and advanced courses completed with a minimum grade of "B" or Departmental approval. Opportunity to review, integrate, and apply learning in order to demonstrate mastery in the capacity to integrate social work theory and practice with interdisciplinary knowledge for ethical, culturally inclusive evidence-based advanced generalist practice.

SWK 899 Independent Study in Social Work.

(1-3) A. Student must consult with the faculty project advisor and have the independent study proposal form approved by their faculty project advisor, program director, and department chair prior to enrollment. Course may include intensive reading in a specialized area, synthesizing literature on a topic, completing a research project, or other assignment arranged with faculty advisor. May be retaken to a maximum of nine hours.

TEC—Technology

Dr. Dennis Field, Interim 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. Malcolm Frisbie, 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) II. Prerequisite: departmental approval. 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 788 Fire Ecology and Management. (1)

I. Course addressing fire behavior and skills related to fire prescription, wildfire suppression, and the role of fire in wildlife management. 2Lec/lab

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.
- AFSAH-MOHALLATEE, DAVID** (1998), Professor, Art & Design. BA, Kutztown State; MFA, Temple.
- ALLISON, JOSEPH** (1999), Professor, Music. BS, East Tennessee; MS, DMA, South Carolina.
- ALLISON, LEE** (2016), Assistant Professor, Management, Marketing and International Business. BBA, MBA, University of Texas at El Paso; PhD, Oklahoma State University.
- ALTHAUSER, KRISTA** (2007), 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.
- ARNOLD, MELBA J.** (2017), Assistant Professor, Occupational Therapy. BS, University of Louisiana; MS, Boston University; PhD, Saint Louis University.
- ASHBY, DOMINIC J.** (2014), Assistant Professor, English. BA, West Virginia Wesleyan College; MA, West Virginia; PhD, Miami University.
- AWANG, FARIDAH** (2002), Professor, Management, 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.
- BAI, RENDONG** (2018), Associate Professor, Applied Engineering & Technology. BS, MS, Beijing University of Aeronautics and Astronautics; PhD, 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.
- BARRACCA, STEPHEN** (2005), Professor, Political Science. BS, SUNY-Oswego; MA, University of Miami; PhD, University of Texas-Austin.
- BARTHEL, LAURA** (2012), Instructor, Accounting, Finance and Information Systems. BS, Eastern Kentucky, MACC, Kentucky; DBA, Kennesaw State.
- BEATY, LEANN** (2008), 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.
- BISHOP-ROSS, RACHEL** (2013), Associate 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), Associate Professor, Recreation & Park Administration. BS, Oklahoma State; MS, Western Illinois; PhD, Oklahoma State.
- BRADSHAW, MOLLY** (2017), Associate Professor, Baccalaureate and Graduate Nursing. BSN, Eastern Kentucky; MSN, Kentucky; PhD, Rutgers.
- BRENT, JOHN** (2016), Assistant Professor, Justice Studies. BS, Northern Kentucky; MS, Eastern Kentucky; PhD, Delaware.
- BREWER, KRISTEN L.** (2011), Assistant Professor, Management, Marketing and International Business. BBA, Kentucky; MBA, Eastern Kentucky; DBA, Louisiana Tech.
- 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), 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.
- 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.
- BURNS, STELLA ANN** (2014), Assistant Professor, Educational Leadership. BS Ed, MA Ed, EdD, Eastern Kentucky.
- 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), Associate Professor, Biological Sciences. BS, MS, PhD, Kentucky.
- CALIE, PATRICK J.** (1992), Professor, Biology. BS, Rutgers; MS, PhD, Tennessee.
- CALLAHAN, ANN** (2017), Associate Professor, Social Work; PhD, MSSW, BFA, University of 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.
- CARRICO, CHERYL** (2018), Assistant Professor, Occupational Therapy. David Lipscomb University; MS, Eastern 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

(Berkley); MA, PhD, Clark.

CIZMAR, ANNE (2011), Associate Professor, Government. BA, MA, University of Akron; PhD, Maryland.

CLARK, BRIAN (2015), Assistant Professor, Recreation & Park Administration. BA, MS, EdD, Eastern Kentucky University.

CLARKE, LAURA (2013), Associate Professor, Special Education. BA, MEd, Northern Kentucky; PhD, Cincinnati.

CLEMENTS, MARY HAUSER (2001), Professor, Nursing. ASN, Eastern Kentucky; BSN, Kentucky; MSN, EdD, Spalding.

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.

CONNELL, ALISON (2011), Associate Professor, Baccalaureate and Graduate Nursing. BSN, Nebraska; MSN, PhD, Kentucky.

CORMIER, JOEL (2012), Associate Professor, Exercise and Sport Science. BPE, University of New Brunswick; MA, Central Michigan; PhD, New Mexico.

CORNELISON, JILL M. (2013), Associate Professor, Baccalaureate and Graduate Nursing. BSN, MSN, Kentucky; DNP, Eastern Kentucky.

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), Professor, Music. BM, Loyola University-New Orleans; MM, PhD, Louisiana State.

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.

DASARI, RADHIKA (2015), Assistant Professor, Chemistry. BS, Kakatiya University; MS, PhD, Louisville.

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.

DAY, RICHARD (2007), Professor, Curriculum & Instruction. BA, Kentucky; MAED, Xavier; EdD, Kentucky.

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), Associate Professor, Biological Sciences. BS, Arkansas Tech University; MS, PhD, Kentucky.

DOMENGHINI, JACOB (2014), Assistant Professor, Agriculture. BS, MS, California Polytechnic State University; PhD, Kansas State University.

DOTSON, RONALD (2008), Associate Professor, Safety, Security, & Emergency Management. BA, Marshall University; MS, Eastern Kentucky.

DUNLAP, ERIK S. (2008), Professor, Safety, Security and Emergency Management. BA, Tennessee Temple University; MS, EKU; 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.

ELLIS, AMANDA (2017), Assistant Professor, Mathematics & Statistics. BS, MS, PhD, Kentucky.

ENGLE, SR., ALLEN D. (1989), Professor, Management. BBA, MBA, Eastern Kentucky; DBA, Kentucky.

ENZ, DANIEL L. (2018), Assistant Professor, Applied Engineering & Technology. BS, University of Wisconsin-Platteville; MS, Minnesota; PhD, Iowa State.

ESER, ZEKERIYA (2005), Associate Professor, Finance. BA, Bophorus University; MA, Boston College; PhD, Kentucky.

FAIR, GINNI C. (2001), Associate Professor, Curriculum & Instruction. BS, MA, Eastern Kentucky; EdD, Kentucky.

FIELD, DENNIS (2004), Professor, 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.

FITCH, JOHN (2005), Professor, Communication. BA, Asbury College; MFA, Savannah College of Art & Design.

FLEISCHER, ANNE. (2015), Associate 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.

FRANCE, WANDA F. (2017), Assistant Professor, Baccalaureate & Graduate Nursing. BSN, MSN, Eastern Kentucky.

FREDERICKS, JAIME (2014), Assistant Professor, Chemistry. BA, University of Bath; MSc, University of Central Lancashire; PhD, Cranfield University.

FRISBIE, MALCOLM P. (1987), Professor, Biological Science. BA, Williams; PhD, Pennsylvania State.

FUCHS, ERIC (2005), Professor, Exercise & Sports Science. BS, Ohio; MA, San Jose State; PhD, Middle Tennessee State.

GANNOE, LISA N. (2010), Associate Professor, Family and Consumer Sciences. BS, Kentucky; MAEd, EdD, Eastern Kentucky.

GARDNER, LISA (2018), Professor, Accounting, Finance & Information Systems. BS, Wyoming; MBA, Drake; PhD, Georgia State.

GAO, PEI (2013), Assistant Professor, Chemistry. BS, Zhengzhou University; MA, Wuhan University; PhD, Kentucky.

GOA, SIWEI (2018), Associate Professor, Accounting, Finance & Information Systems. BEcon, Shanghai University of Finance and Economics; PhD, Temple.

GERKEN, MICHELLE D. (1996), Associate Professor, Recreation & Park Administration. BS, MS, Kentucky; PhD, Louisville.

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), 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 & Theatre. 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.

GREMP, MICHELLE (2011), Associate Professor, Special Education. BA, Fontbonne University; MS; PhD, Washington University in St. Louis. Kentucky; MFA, Maryland Institute of Art.

HARDMAN, LESLIE J. (2014), Assistant Professor, Occupational Science and Occupational Therapy. BS, Eastern Kentucky University; OTD, Chatham University.

- HARREL, SHERRY L.** (2000), Associate Professor, Biology. BGS, Louisiana at Monroe; PhD, Mississippi State.
- HARRINGTON, MARY R.** (2013), Associate Professor, Family & Consumer Sciences. BS, Kentucky; MHA, Chapman University; EdD, Kentucky.
- 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), Associate Professor, Economics. BA, Tulane; MS, PhD, Purdue.
- HARTER, JOHN F. R.** (1999), Professor, Economics. BA, Yale; MS, PhD, Purdue.
- HAUSMAN, CHARLES** (2009), Associate Professor, Educational Leadership. PhD, Vanderbilt.
- HAYDEN, CYNTHIA** (2011), Associate Professor, Occupational Therapy BS, Eastern Kentucky; MS, Kentucky; PhD, A. T. Still University.
- HENNING, JAIME** (2007), Associate Professor, Psychology. BA, MA, Missouri State University; additional graduate work, Texas A&M.
- HENSLEY, JULIE** (2008), Professor, English and Theatre. 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.
- HOVERMALE, RACHAEL** (2018), Assistant Professor, Baccalaureate & Graduate Nursing. BSN, Ball State University; MSN, Kentucky; DNP, Eastern Kentucky.
- HOWELL, DANA** (2006), Professor, Occupational Therapy, OTR/L. BS, Colorado State; OTD, Creighton University; PhD, University of Idaho.
- HOWELL, MATTHEW** (2012), Associate Professor, Government. BA, Missouri State; MPP, Kentucky; PhD, Kentucky.
- 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 & Theatre. BA, University of Kentucky; MA, Eastern Kentucky, PhD, Purdue.
- INCERA, SARA** (2017), Assistant Professor, Psychology. BS, MS, Universidad de Salamanca; MA, PhD, Cleveland State University.
- ISAACS, PATRICIA** (2011), Associate Professor, Accounting, Finance & Information Systems. BBA, Eastern Kentucky University; MBA, Eastern Kentucky University; PhD Kentucky.
- JAMES, ROB** (1988), Professor, Music. BM, Oakland; MM, Miami (OH).
- JAY, JACQUILINE** (2008), Professor, History. BA, Toronto; PhD, Chicago.
- JENSEN, JACQUELYN W.** (2002), Professor, Family & Consumer Sciences. BS, MS, Brigham Young; PhD, University of Utah.
- JENSEN, NANCY** (2011), Associate Professor, English & Theatre. BA, Indiana; MFA, Vermont College of Norwich.
- JOHNSON, MELANIE** (2013), Associate Professor, Baccalaureate and Graduate Nursing. BSN, MSN, DNP, Eastern Kentucky.
- JOHNSON, ROBERT DEAN**, (2008), Professor, English and Theatre. MA, Kansas State University; MFA, Creative Writing, Arizona State University.
- JOHNSON, WARDELL** (2003), Associate Professor, Exercise and Sport Science. BS, Knoxville College; MS, Eastern Kentucky; PhD, Kentucky.
- JONES, ALICE** (1997), Professor, Geography & Geology. BJ, Texas at Austin; MAG, Southwest Texas State; PhD, The Ohio State.
- JONES, RONALD L.** (1981), Foundation Professor, Professor, Biology. BA, David Lipscomb; PhD, Vanderbilt.
- KAESER, CYNTHIA** (2017), Assistant Professor, Chemistry. BS, University of the Cumberland; MS, PhD, Michigan State.
- KALKAN, KEREM O.** (2014), Associate Professor, Government. BS, Middle East Technical University; MA, Bilkent University PhD, Maryland.
- KAPPELER, VICTOR E.** (1992), Foundation Professor, Professor, Criminal Justice & Police Studies; BS, MS, Eastern Kentucky; PhD, Sam Houston State.
- KAY, LISA W.** (1999), Professor, Statistics. BS, Eastern Kentucky; MS, PhD, Kentucky.
- KELLER, JAMES** (2007), Professor, English & Theatre. BA, MA, PhD, University of South Florida.
- KELTNER-PREVIS, KATHY** (2008), Professor, Communication. MS, PhD, Ohio.
- KLYZA, JAMES.** (2015), Assistant Professor, Environmental Health Science. BA, Cornell University; MSPH, Kentucky; PhD, Cincinnati.
- KOPACZ, PAULA** (1985), Professor of English and Foundation Professor. AB, Mount Holyoke; MA, Connecticut; PhD, Columbia.
- KORSON, STACEY J.** (2016), Assistant Professor, Curriculum and Instruction. BS Ed, MEd, University of Central Missouri; PhD, Illinois.
- KOSLOW, JENNIFER** (2010), Associate Professor, Biological Sciences. BS, Emory; MS, University of Miami; PhD, Indiana.
- KRAEMER, BRADLEY** (2016), Assistant Professor, Biological Sciences. BS, Centenary College of Louisiana; MA, PhD, Vanderbilt.
- KRASKA, PETE** (1994), Professor, Criminal Justice & Police Studies. BA, Alaska; MA, PhD, Sam Houston State.
- KROEG, SUSAN M.** (2001), Professor, English & Theatre. BA, Alma College; MA, PhD, Michigan State.
- KUMOJI-ANKRAH, IDA** (2005), Professor, Art & Design. BA, College of St. Catherine; MFA, University of Minnesota.
- LANE, MICHAEL** (2014), Associate Professor, Exercise & Sport Science. BA, Missouri State; MS, Saint Louis University; PhD, Kansas.
- LARKIN, JAMES** (2001), Associate Professor, Exercise & Sport Science. BS, MS, Wisconsin; PhD, Purdue.
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- LAWSON, ADAM** (2007), Professor, Psychology. BA, Columbia College; MS, PhD, Oklahoma State.
- LIN, CHANG-YANG** (1983), Professor, Computer Information Systems. BA, Taiwan; PhD, Arkansas.
- LIU, CHAOYUAN** (2006), Associate Professor, Mathematics. MS, PhD, University of Illinois.
- LOAN, THERESA** (2000), Professor, Nursing. BSN, Marshall; MSN, PhD, Kentucky.
- LOVIN, CHRISTINA** (2012), Lecturer, English and Theatre. MFA, New England College.
- LOWRY, JOHN** (2001), Associate Professor, History. BA, Oberlin College; MP, PhD, Yale.
- MAPLES, JAMES N.** (2014), Associate Professor, Anthropology, Sociology & Social Work. BA, MA, PhD, Tennessee.
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- MATTHEWS, BETSY A.** (1999), Associate Professor, Correctional & Juvenile Justice Studies. BA, Miami, OH; MA, Wright State; PhD, Cincinnati.
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- MCCLELLAN, MICHAEL** (2015), Assistant Professor, Psychology. BS, MS, Ed.S, PhD, Kentucky.
- MCDERMOTT, MICHAEL** (2002), Associate Professor, Agriculture Ed. BS, University of Wisconsin-River Falls; MS, PhD, Iowa State.
- MCGLOWN, K. JOANNE** (2017), Assistant Professor, Safety, Security and Emergency Management. BS, University of Montevallo; MSHHA, PhD, University of Alabama at Birmingham.
- MCKINNEY, MOLLY** (2011), Associate Professor, Health Promotion and Administration. BA, MA, PhD, University of Toledo.
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- MCSPRIT, STEPHANIE** (1995) Professor, Sociology, BA, MA, PhD, SUNY Buffalo.
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- Studies. BS, Indiana State; MS, Emporia State; PhD, Western Michigan.
- MITCHELL, ROBERT W.** (1990), Professor, Foundation Professor, Psychology. BA, BS, Purdue; MA, Hawaii; PhD, Clark.
- MOLINARO, JOSEPH H.** (1989), Professor, Art. BS, Ball State; MFA, Southern Illinois (Carbondale).
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- MOTT, CY L.** (2016), Assistant Professor, Biological Sciences. BS, East Stroudsburg; MS, Shippensburg; PhD, Southern Illinois.
- MOTT, RICHARD** (2007), Associate Professor, English & Theatre. BS, University of Wisconsin; MA, Loyola.
- MUNDFROM, DANIEL** (2011), Professor, Statistics. BS, MS, University of North Dakota; PhD, Iowa State.
- MYERS, CHARLES E.** (2016), Assistant Professor, Educational Leadership & Counselor Education. BA, Marietta College; MA, University of South Florida; PhD, University of North Texas.
- NACHTWEY, GERALD** (2006), Associate Professor, English & Theatre. BS, University of Wisconsin-Madison; MA, PhD, Loyola University.
- NAKAI, YOSHIE** (2011), Associate Professor, Psychology. BS, Truman State; MA, University of Akron; PhD, University of Akron.
- NEIDLINGER, NOAH.** (2015), Assistant Professor, Family & Consumer Science. BA, Michigan; MST, Pace University; PhD, Michigan.
- NEUGEBAUER, JEFFREY** (1999), Associate Professor, Mathematics & Statistics. BS, MS, University of Dayton; PhD, Baylor.
- NOWAK, THERESA** (2006), Associate Professor, Psychology. BS, Southern Illinois; MA, Nicholls State University; PhD, Kentucky.
- O'BRIEN, SHIRLEY P.** (1991), Professor, Occupational Therapy. OTR/L; BS, Temple; MS, Rush; additional graduate work, Kentucky.
- O'CONNOR, JAMES FRANCIS** (1989), Professor, Economics. B.AgrSc, University College Dublin; MS, Pennsylvania State; PhD, Minnesota.
- OAKLEY, OLIVER R.** (2012), Associate Professor, Biological Sciences. HnD, B.Sc, PhD, University of Wolverhampton.
- OSBALDISTON, RICHARD** (2007), Professor, Psychology. BChE, Georgia Tech; MS, South Carolina; MES, Yale; MA, PhD, Missouri.
- OTIENO, TOM.** (1995), Professor, Chemistry. BS, Nairobi; MS, PhD, British Columbia; Post doctoral research, SW Texas State.
- OWENS, NANCY** (2015), Associate Professor, Baccalaureate and Graduate Nursing. BSN, Eastern Kentucky; MSN, DNP, Bellarmine University.
- PALMER, JERRY K.** (2001), Associate Professor, Psychology. BA, Asbury College; Ms, PhD, Georgia Institute of Technology.
- PAOLUCCI, PAUL** (2001), Professor, Anthropology, Sociology and Social Work. BA, Eastern Kentucky; MS, Virginia Commonwealth; PhD, Kentucky.
- PARROT, JILL** (2011), Associate Professor, English & Theatre. BA, Carson -Newman College; MA, Auburn; PhD, University of Georgia.
- PAULSEN, DEREK J.** (2002), Associate Professor, Criminal Justice & Police Studies. BA, Florida State; MA, Eastern Kentucky; PhD, Sam Houston State University.
- PERTILLI, PEGGY C.** (2008), Assistant Professor, Curriculum and Instruction. BS, Western Kentucky; MAED, Texas State; EdD, Eastern Kentucky.
- PHARR, JAMES L.** (2006), Associate Professor, Safety, Security & Emergency Management. BS, Cincinnati; MS, Grand Canyon University.
- PHILLIPS, WILLIAM** (1996), Professor, Educational Leadership. BS, Southern Mississippi; MS, Mississippi; EdD, Southern Mississippi.
- PIERCE, DORIS E.** (2000), Professor and Endowed Chair, Occupational Therapy. BSOT, Ohio State; MS, PhD, Southern California.
- PIERCE, MARCIA M.** (1996), Associate Professor, Biology. BS, Texas A&M; MS, Baylor; PhD, New Hampshire.
- PINION, CHARLES Jr.** (2016), Assistant Professor, Environmental Health Science. BA, Berea College; MPH, Eastern Kentucky; DrPH, Texas Health Sciences Center- Houston.
- PLACE, A. WILLIAM** (2017), Professor, Educational Leadership and Counselor Education. BS, MS, University of Dayton; PhD, Ohio State.
- POLIN, BETH** (2013), Associate Professor, Management, Marketing and International Business. BA, DePauw; MA, PhD, Ohio State.
- PORTER, DIANA** (2006), Associate Professor, Curriculum & Instruction. BA, Bethany College; MS, PhD, Kansas State.
- POTTER, GARY W.** (1988), Professor, Criminal Justice & Police Studies. BS, MS, PhD, Pennsylvania State.
- POWELL, NORMAN** (2000), Associate Professor, Teacher Education Services, Associate Professor, Educational Leadership. BA, M.Ed, EdD, American University, Washington, DC.
- POWERS, SHERRY** (2016), Professor, Curriculum & Instruction. BA, Asbury University; MA, PhD, Kentucky.
- PRATT, BRUCE** (1988), Professor, Agriculture. BS, Delaware Valley; MS, PhD, West Virginia University.
- PRESLEY, ERIN** (2011), Associate Professor, English & Theatre. BA, MA, East Tennessee State; PhD, University of Georgia.
- PRESSLEY, SHEILA** (2004), Professor, Environmental Health Science. BS, Western Carolina University; MS, Tufts University.
- PRIVOTT, CHRISTINE** (2009), Associate Professor, Occupational Therapy. PhD, University of Nevada Las Vegas.
- PURDUE, GINA** (2013), Professor, Baccalaureate and Graduate Nursing. BSN, MSN, DNP, Eastern Kentucky University.
- QUAN, DONGHUI** (2011), Associate Professor, Chemistry. BS, MS, University of Science & Technology of China; PhD, Ohio State.
- RAHIMZADEH, KEVIN R.** (1997), Associate Professor, English. BSFS, Georgetown, MA, PhD, North Carolina.
- RANDALL, ESTHER** (2001), Professor, Art & Design. BFA, University of Georgia; MFA, Indiana University.
- RANDLES, THEODORE J.** (2002), Associate Professor, Computer Information Systems. BA, Cleveland; MPA, Ohio State; PhD, Georgia State.
- RAWLINS, TROY A.** (2014), Assistant Professor, Safety, Security & Emergency Management. BA, MPA, Kentucky State; EdD, Spalding University.
- REDMOND, SHANE P.** (2003), Professor, Mathematics & Statistics. BS, MS, Ohio; PhD, Tennessee.
- REED, TANE A T.** (2008), Associate Professor, Chemistry. BS, Virginia Tech; PhD, Kentucky.
- REID, CAROLINE** (2006), Professor, Social Work; PhD, MSW, BSW, University of Kentucky; BA, Berea College
- RESOR, CYNTHIA** (2002), Professor, Curriculum & Instruction. MA, Western; PhD, Kentucky.
- RHEE, CHONGKYE** (1990), Professor, Computer Science. BS, Pusan National (Korea); MS, PhD, Oklahoma.
- RICH, CHARLOTTE** (1999), Professor, English, BA, Miami University, PhD, University of Georgia.
- RICHARDSON, RAY E.** (2002), Professor, Applied Engineering and Technology. BS, MS, Eastern Illinois; PhD, Illinois.
- RICHTER, STEPHEN** (2004), Professor, Biology. BA, Berry College; MS, Southeast Louisiana University; PhD, University of Oklahoma.
- RITCHISON, GARY K.** (1979), Professor, Biology and Foundation Professor. BA, MA, Mankato State; PhD, Utah State.
- ROBERSON, MICHAEL T.** (1987), Professor, Management. BS, Auburn; MS, PhD, Tennessee.
- ROBINSON, JADE** (2017), Assistant Professor, Special Education. BSEd, MEd, Valdosta State University; PhD, Florida State.
- ROBINSON, SHERRY** (2000) Associate Professor, BS, Middle Tennessee; MA, Eastern Kentucky University; PhD, Kentucky.
- ROBLES, MARCEL** (2002), Professor, Corporate Communication & Technology. BBA, MS, PhD, North Dakota.
- ROMAGNOLO, SHANNON M.** (2018), Assistant Professor, Educational Leadership, Counselor Education & Communication Disorders. BA, Florida; MAED, North Florida; PhD, South Carolina.
- ROSS, LARRY** (1998) Professor, Applied Engineering and Technology, BS, Western Kentucky, MS, Indiana State; EdD, Kentucky.
- ROSS, LINDA.** (2014), Assistant Professor, American Sign Language and Interpreter Education. BA, Youngstown State; MS, PhD, Ohio State.
- RUPPEL, FRED J.** (1997), Professor, Economics. BS, MA, Illinois, PhD, Maryland.
- RUTLAND, JULIE H.** (2018), Assistant Professor, Curriculum & Instruction. BA, MS, PhD, Kentucky.
- SABIN, MATTHEW** (2011), Professor, Exercise and Sports Science. BA, Anderson; MS, PhD, University of Illinois Urbana Champaign.
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- MS, PhD, Kennedy Western.
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- SLUSHER, IDA** (1998), Professor, Nursing, BSN, Eastern Kentucky, MSN, Kentucky, DSN, Alabama (Birmingham).
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- WELLS, JAMES B.** (1995), Professor, Correctional & Juvenile Justice Studies. BCJ, Ohio; MS, PhD, Georgia State.
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- WILKINS, ROSE** (1991), Professor, Psychology. BA, California State (Northridge); MS, PhD, California (Santa Cruz).
- WILSON, MARY W.** (2002), Associate Professor, Family & Consumer Sciences. BS, Kentucky; PhD, Michigan State; RD, Kentucky.
- WILSON, STEFFEN P.** (1997), Professor, Psychology. BS, Birmingham-Southern; MS, PhD, Georgia.
- WINSLOW, MATTHEW P.** (1998), Professor, Psychology. BA, Macalester; MA, California at Santa Cruz; PHD, Minnesota.
- WOLF, JOYCE** (1998), Professor, Music. BM, MM, West Virginia; DMA, Kentucky.
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ZHANG, SHUANGTENG Professor, Computer Science. BS, MS, Chongqing University, China; PhD, University of Toledo.

ZHANG, ZHE (2008), Associate Professor, Management. BA, Tianjim University; MS, MBA, Texas Tech; PhD, Florida.

ZHUANG, WEILING (2010), Associate Professor, Management, Marketing & Admin Communication. MBA, Southwest Jiaotong University, China; MS, DBA, Louisiana Tech.

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ACCREDITATIONS

Eastern Kentucky University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Eastern Kentucky University. SACSCOC should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

AACSB International - The Association to Advance Collegiate Schools of Business
 Accreditation Board for Engineering and Technology (ABET)
 (Fire Protection and Safety Engineering Technology)
 Accreditation Commission for Education in Nursing (ACEN)
 (Associate Degree Nursing)
 Accreditation Council for Education in Nutrition and Dietetics (ACEND)
 (Didactic Program in Dietetics, B.S Food & Nutrition, Dietetics concentration)
 Accreditation Council for Occupational Therapy Education (ACOTE)
 (Baccalaureate Degree and Masters Degree, and Doctorate Degree)
 Accredited Schools and Programs of Public Health
 American Academy of Forensic Science (B.S. in Forensic Science)
 American Association of Family & Consumer Sciences (AAFCS)
 American Council for Construction Education (ACCE)
 American Nurses Credentialing Center (ANCC)
 American Speech-Language-Hearing Association, Council on Academic Accreditation (Graduate Degree Program)
 Association of Technology, Management, and Applied Engineering (ATMAE)
 Association for Athletic Training Education (AATE) - Founding Member
 Commission on Accreditation of Athletic Training Education (CAATE)
 (MS in Athletic Training)
 Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
 (Emergency Medical Technician/Paramedic)
 (Associate Degree and Baccalaureate Programs)
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 Computing Accreditation Commission of ABET
 (Concentration in General Computer Science in Computer Science Baccalaureate Degree Program)
 Council for Accreditation of Counseling and Related Educational Programs (CACREP)
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 Council on Education for Public Health (CEPH)
 (Baccalaureate and Master of Public Health)
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 Council on Education of the Deaf
 (Baccalaureate Degree Program)
 Council on Social Work Education
 (Baccalaureate Degree Program BSW)
 International Council for Exceptional Children
 International Fire Service Accreditation Congress IFSAC
 International Society of Fire Services Instructors Emergency Management Accreditation and Certification System
 (Professional Qualifications Council for Industry)
 (Baccalaureate Degree Program)
 National Accrediting Agency for Clinical Laboratory Sciences
 (Baccalaureate Degree Programs)
 National Association of College Teachers of Agriculture
 National Association for the Education of Young Children (NAEYC)

National Association of Schools of Music
 National Association of School Psychologists
 National Association of Schools of Public Affairs and Administration
 (Master of Public Administration Degree Program)
 National Environmental Health Science and Protection Accreditation Council
 (Baccalaureate and Master's Degree Program)
 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
 (Baccalaureate Degree Program)
 Professional Golfers Association of America (PGA) for the Bachelor of Business Administration in Marketing, PGA Golf Management Concentration.

THE FOLLOWING PROGRAMS ARE APPROVED BY THESE AGENCIES:

Accreditation Council for Occupational Therapy Education (ACOTE)
 Occupational Therapy
 (Master of Science Degree Program)
 American Bar Association
 Paralegal
 (Associate and Baccalaureate, Minor, and Certificate Degree Programs)
 American Chemical Society
 (Bachelor of Science)
 American Drive and Traffic Safety Education Association (ADTSEA/IUP
 National Teacher Credentialing Program)
 Association of Graduate Faculties in Public Health
 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

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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

American Driver and Traffic Safety Education Association

American Historical Association

American Hospital Association

American Health Information Management Association (AHIMA)

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 Athletic Training Education (AATE) - Founding member

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 of University Program in Health Administration (AUPHA)

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

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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

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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)