# Eastern Kentucky University
## Graduate Catalog
### 2015-2016

**President**

**DR. MICHAEL T. BENSON**

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This publication was prepared by Eastern Kentucky University and paid from state funds.
All statements in this publication are announcements of present policy only and are subject to change without prior notice. Nothing contained in this publication is intended to create nor shall be construed as creating a contract, either express or implied, or guarantee for any term or for any specific procedures.

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

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

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

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

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

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

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

Federal Regulations

(as amended)
PUBLIC LAW 93-380

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

1. Grade reports
2. Transcripts
3. Curriculum information
4. Applications for graduation
5. Correspondence with students, if any
6. Withdrawal records, if applicable
7. Admission forms
8. ACT test scores
9. Student teacher evaluations, if applicable
10. Letters of recommendation, if applicable
11. Nominations for awards, if applicable
12. Biographical data
13. Evaluation forms, if applicable
14. Weekly student teacher logs, if applicable
15. Mid-term evaluation, if applicable
16. Records of school visitations, if applicable
17. Physical education requirement waivers
18. Field training evaluations and correspondence, if applicable
19. Professional conduct agreements and liability insurance coverage
**Access to Records:** In general, the records maintained by the University are available only to the student, to University personnel with legitimate educational interests, to other institutions where the student is seeking financial aid, and to authorized representatives of the Comptroller General of the U.S., the Secretary of Education, or an administrative head of an education agency, in connection with an audit or evaluation of federally support programs, and as provided by Section 164.283 of the Kentucky Revised Statutes. However, information may be released by the institution to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons. Records may also be furnished in compliance with a judicial order or pursuant to a subpoena or with the consent of the student.

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

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

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

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

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

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

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

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

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

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

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has
contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

Student Right-To-Know Act
(Pub. L. 101-542)
Eastern Kentucky University
1999-2000

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

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

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

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

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

**History**

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

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

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

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

During this period of time, Eastern Kentucky University has increased rapidly in size and stature. Beginning with a few students engaged in short review and certificate courses, the University today serves thousands of Kentuckians. The curriculum leads to associate degrees, baccalaureate degrees, and an expanding graduate program that currently offers degrees at the master’s level in many other fields as well as the already well-established Master of Arts degree in Education and the various fifth- and sixth-year leadership programs in education. Specialist degree programs have been implemented in education and psychology.

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

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

**Mission Statement**

As a school of opportunity, Eastern Kentucky University fosters personal growth and prepares students to contribute to the success and vitality of their communities, the Commonwealth, and the world.

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

**Core Values**

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

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

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

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

**Cultural Competency**, which is characterized by equitable opportunities and treatment, mutual respect, and the inclusion and
celebration of diverse peoples and ideas;

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

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

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

**Vision**

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

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

**Institutional Goals**

Eastern Kentucky University’s institutional goals give substance to our core values, vision statement, and mission statement. The goals impact all facets of university life, and accomplishment of them will help Eastern to become a leading comprehensive university in the Commonwealth with a national reputation for excellence.

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

**Strategic Directions**

**Make No Little Plans:**
**A Vision for 2020**

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

**Strategic Goal 1: Academic Excellence**

- Strategic Direction 1.1: Invest in Our Faculty
- Strategic Direction 1.2: Promote Innovative Instruction and Programming.
- Strategic Direction 1.3: Strengthen Academic Programs

**Strategic Goal 2: Commitment to Student Success**

- Strategic Direction 2.1: Invest in Our Students
- Strategic Direction 2.2: Focus on Strategic Enrollment
- Strategic Direction 2.3: Increase Efforts to Retain and Graduate Students

**Strategic Goal 3: Institutional Distinction**

- Strategic Direction 3.1: Invest in Our Staff
- Strategic Direction 3.2: Advance the EKU Brand
- Strategic Direction 3.3: Create a Dynamic, Diverse, and Inclusive University Culture

**Strategic Goal 4: Financial Strength**

- Strategic Direction 4.1: Optimize Campus Resources
- Strategic Direction 4.2: Increase External Support
- Strategic Direction 4.3:

**Strategic Goal 5: Campus Revitalization**

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

**Strategic Goal 6: Service to Communities and Region**

- Strategic Direction 6.1: Become the 1st-Choice Partner in Regional Educational, Economic, Cultural, and Social Development
- Strategic Direction 6.2: Become Nationally Prominent in Fields with Regional Relevance
- Strategic Direction 6.3: Bring EKU to Our Service Region
- Strategic Direction 6.4: Bring Our Service Region to EKU
SECTION TWO

RESIDENCY
STUDENT RESIDENCY

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

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


STATUTORY AUTHORITY: KRS 164.020(8)

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

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

Section 2. Scope.
(1) State-supported postsecondary education institutions were
established and are maintained by the Commonwealth of Kentucky primarily for the benefit of qualified residents of Kentucky. The substantial commitment of public resources to postsecondary education is predicated on the proposition that the state benefits significantly from the existence of an educated citizenry. As a matter of policy, access to postsecondary education shall be provided so far as feasible at reasonable cost to a qualified individual who is domiciled in Kentucky and who is a resident of Kentucky.

(2) In accordance with the duties established in KRS 164.020, the Council on Postsecondary Education may require a student who is neither domiciled in, nor a resident of, Kentucky to meet higher admission standards and to pay a higher level of tuition than resident students.

(3) Unless otherwise indicated, this administrative regulation shall apply to all student residency determinations, regardless of circumstances, including residency determinations made by:
(a) The state-supported institutions for prospective and currently-enrolled students;
(b) The Southern Regional Education Board for contract spaces;
(c) Reciprocity agreements, if appropriate;
(d) The Kentucky Virtual University;
(e) Academic common market programs;
(f) The Kentucky Educational Excellence Scholarship Program; and
(g) Other state student financial aid programs, as appropriate.

Section 3. Determination of Residency Status; General Rules.

(1) A determination of residency shall include:
(a) An initial determination of residency status by an institution:
   1. During the admission process;
   2. Upon enrollment in an institution for a specific academic term; or
   3. For admission into a specific academic program;
(b) A reconsideration of a determination of residency status by an institution based upon a changed circumstance; or
(c) A formal hearing conducted by an institution upon request of a student after other administrative procedures have been completed.

(2) An initial determination of residency status shall be based upon:
(a) The facts in existence when the credentials established by an institution for admission for a specific academic term have been received and during the period of review by the institution;
(b) Information derived from admissions materials;
(c) If applicable, other materials required by an institution and consistent with this administrative regulation; and
(d) Other information available to the institution from any source.

(3) An individual seeking a determination of Kentucky residency status shall demonstrate that status by a preponderance of the evidence.

(4) A determination of residency status shall be based upon verifiable circumstances or actions.

(5) Evidence and information cited as the basis for Kentucky domicile and residency shall accompany the application for a determination of residency status.

(6) A student classified as a nonresident shall retain that status until the student is officially reclassified by an institution.

(7) A student may apply for a review of a determination of residency status once for each academic term.

(8) If an institution has information that a student’s residency status may be incorrect, the institution shall review and determine the student’s correct residency status.

(9) If the Council on Postsecondary Education has information that an institution’s determination of residency status for a student may be incorrect, it may require the institution to review the circumstances and report the results of that review.

(10) An institution shall impose a penalty or sanction against a student who gives incorrect or misleading information to an institutional official, including payment of nonresident tuition for each academic term for which resident tuition was assessed based on an improper determination of residency status. The penalty or sanction may also include:
(a) Student discipline by the institution through a policy written and disseminated to students; or
(b) Criminal prosecution.

Section 4. Presumptions Regarding Residency Status.

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

(2) A presumption arising from subsection (1) of this section shall only be overcome by preponderance of evidence sufficient to demonstrate that a person is domiciled in and is a resident of Kentucky.

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

(1) In a determination of residency status, an institution shall first determine whether a student is dependent or independent. This provision shall be predicated on the assumption that a dependent person lacks the financial ability to live independently of the person upon whom the student is dependent, and therefore, lacks the ability to form the requisite intent to establish domicile.
A determination that a student is independent shall be one (1) step in the overall determination of whether a student is or is not a resident of Kentucky.

(2) In determining the dependent or independent status of a person, the following information shall be considered, as well as other relevant information available when the determination is made:

(a) 1. Whether the person has been claimed as a dependent on the federal or state tax returns of a parent or other person for the year preceding the date of application for a determination of residency status; or
   2. Whether the person is no longer claimed by a parent or other person as a dependent or as an exemption for federal and state tax purposes; and
   (b) Whether the person has financial earnings and resources independent of a person other than an independent spouse necessary to provide for the person’s own sustenance.

(3) An individual who enrolls at an institution immediately following graduation from high school and remains enrolled shall be presumed to be a dependent person unless the contrary is evident from the information submitted.

(4) Domicile may be inferred from the student’s permanent address, parent’s mailing address, or location of high school of graduation.

(5) Marriage to an independent person domiciled in and who is a resident of Kentucky shall be a factor considered by an institution in determining whether a student is dependent or independent.

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

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

(1) The effect of a determination that a person is dependent shall be:
   (a) The domicile and residency of a dependent person shall be the same as either parent. The domicile and residency of the parent shall be determined in the same manner as the domicile and residency of an independent person; and
   (b) The domicile and residency of a dependent person whose parents are divorced, separated, or otherwise living apart shall be Kentucky if either parent is domiciled in and is a resident of Kentucky regardless of which parent has legal custody or is entitled to claim that person as a dependent pursuant to federal or Kentucky income tax provisions.

(2) If the parent or parents of a dependent person are Kentucky residents and are domiciled in Kentucky, but subsequently move from the state:
   (a) The dependent person shall be considered a resident of Kentucky while in continuous enrollment at the degree level in which currently enrolled; and
   (b) The dependent person’s residency status shall be reassumed 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.
The following facts, although not conclusive, shall have

(a) A determination of Kentucky domicile and residency shall be based upon verifiable circumstances or actions. A single fact shall not be paramount, and each situation shall be evaluated to identify those facts essential to the determination of domicile and residency.

(b) 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.

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

(d) 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 for 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 determining that a person is domiciled in and is a resident of Kentucky:

(a) Kentucky automobile registration;

(b) Kentucky driver’s license;

(c) Registration as a Kentucky voter;

(d) Long-term lease of at least twelve (12) consecutive months of noncollegiate housing; and

(e) Continued presence in Kentucky during academic breaks.

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

Section 9. Beneficiaries of a Kentucky Educational Savings Plan Trust. A beneficiary of a Kentucky Educational Savings Plan Trust shall be granted residency status if the beneficiary meets the requirements of KRS 164A.330(6).

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

(1) A determination of Kentucky domicile and residency shall be based upon verifiable circumstances or actions. A single fact shall not be paramount, and each situation shall be evaluated to identify those facts essential to the determination of domicile and 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 for 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 determining that a person is domiciled in and is a resident of Kentucky:

(a) Kentucky automobile registration;

(b) Kentucky driver’s license;

(c) Registration as a Kentucky voter;

(d) Long-term lease of at least twelve (12) consecutive months of noncollegiate housing; and

(e) Continued presence in Kentucky during academic breaks.

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

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

(1) If a person becomes independent or if the residency status of a parent or parents of a dependent person changes, an institution shall reassess residency either upon a request by the student or a review initiated by the institution.

(2) Upon transfer to a Kentucky institution, a student’s residency status shall be assessed by the receiving institution.

(3) A reconsideration of a determination of residency status for a dependent person shall be subject to the provisions for continuous enrollment, if applicable.

Section 12. Student Responsibilities.

(1) A student shall report under the proper residency classification, which includes the following actions:

(a) Raising a question concerning residency classification;
(b) Making application for change of residency classification with the designated office or person at the institution; and  
(c) Notifying the designated office or person at the institution immediately upon a change in residency.  
(2) If a student fails to notify an institutional official of a change in residency, an institutional official may investigate and evaluate the student’s residency status.  
(3)(a) If a student fails to provide, by the date specified by the institution, information required by an institution in a determination of residency status, the student shall be notified by the institution that the review has been canceled and that a determination has been made.  
(b) Notification shall be made by registered mail, return receipt requested.  
(c) Notification shall be made within ten (10) calendar days after the deadline for receipt of materials has passed.  
(4)(a) The formal hearing conducted by an institution and the final recommended order shall be a final administrative action with no appeal to the Council on Postsecondary Education.  
(b) A formal administrative hearing conducted by the Council on Postsecondary Education for residency determinations related to eligibility for the Academic Common Market and Regional Contract Programs shall be conducted pursuant to the provisions of KRS Chapter 13B and 13 KAR 2:070. The recommended order issued by the President of the Council shall be a final administrative action.  
(5) A student shall not be entitled to appeal a determination of residency status if the determination made by an institution is because a student has failed to meet published deadlines for the submission of information as set forth in subsection (3) of this section. A student may request a review of a determination of residency status in a subsequent academic term.  

Section 13. Institutional Responsibilities. Each institution shall:  
(1) Provide for an administrative appeals process that includes a residency appeals officer to consider student appeals of an initial residency determination and which shall include a provision of fourteen (14) days for the student to appeal the residency appeals officer’s determination;  
(2) Establish a residency review committee to consider appeals of residency determinations by the residency appeals officer. The residency review committee shall make a determination of student residency status and notify the student in writing within forty-five (45) days after receipt of the student appeal;  
(3) Establish a formal hearing process as described in Section 14 of this administrative regulation; and  
(4) Establish written policies and procedures for administering the responsibilities established in subsections (1), (2), and (3) of this section and that are:  
(a) Approved by the institution’s governing board;  
(b) Made available to all students; and  
(c) Filed with the council.  

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

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

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

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

3. UNIVERSITY RESIDENCY REVIEW COMMITTEE
Pursuant to the Regulation, Eastern Kentucky University has a Residency Review Committee (hereinafter referred to as the “Committee”) to review and evaluate student affidavits for reclassification and to consider changes in the residency classification.

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

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

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

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

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

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

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

4.3 Formal Hearing Procedures
The hearing shall be conducted in accordance with the following procedures:

4.3.1. Notice of Hearing
- 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;
  - a statement advising the student of his/her right to legal counsel.

4.3.2. Hearing Procedure
- 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.
OFFICE OF FINANCIAL AFFAIRS AND TREASURER

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

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

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

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

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

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

Financial Appeals

An appeals process exists for students who feel that individual circumstances warrant exceptions from published policy. Financial Appeals may be submitted if a student had an unforeseeable and unavoidable situation during the semester the charges were incurred that prevented them from attending classes and completing the semester. All appeal letters should be submitted by the student in writing clearly stating the reason for the appeal. Documentation should be attached to all appeal letters to validate the situation. Circumstances that do not qualify for financial appeal include pre-existing conditions, routine pregnancy, employment opportunities and financial hardship, including denial of financial aid. In most cases, any refund that is the result of an approved appeal will be returned to the source of the payment, either the student, the financial aid lender or a third party entity. Financial Appeals should be submitted to the Financial Appeals Committee at Whitlock Bldg. CPO 60, 521 Lancaster Avenue, Richmond, KY 40475.

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

Barnes & Noble at EKU Bookstore

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 Keen Johnson Building. 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, magazines, gift items, greeting cards, diploma frames, nursing shop.
- Convenience items
- Under Armour, Nike, Adidas, Cutter & Buck, and much more – your headquarters for officially licensed EKU merchandise.
- Backpacks
- Online Textbook reservations
- Barnes & Noble gift cards
- Book signings
- Faculty receptions

The 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 give out the most cash back to students during Book Buyback

- Book Buyback begins directly before Finals Week
The Colonel 1 Card has three different accounts associated with it:

- **Colonel Cash** - This is a prepaid account that can be used at the EKU Dining Services locations, the EKU Bookstore, the EKU Computer Store, campus vending machines, and laundry rooms in the residence halls. This account will carry balances over from year-to-year.

- **Meal Plans** - EKU Dining Services has several different meal plans to accommodate any student’s needs. Meal plans can be used at any EKU Dining Services location. Please check with EKU Dining Services regarding terms and conditions associated with meal plans. Please note that EKU Dining Services follows the same refund schedule, for full term, which is outlined by the University. (See Refund Policy above.) EKU’s Colonel Compass http://www.eku.edu/compass/deadlines/ lists all important dates and deadlines associated with each term.

- **Optional Flex** - This is a prepaid account that can be used at any EKU Dining Services location. Please check with EKU Dining Services regarding terms and conditions associated with this account.

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

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

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

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

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

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

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

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

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

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

Regular EKU Bookstore hours are:

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

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

**Colonel 1 Card Office**
Powell Building 1st Floor
Phone: (859) 622-2179  Fax: (859) 622-6226

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

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

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

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

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

- **Colonel Cash** - This is a prepaid account that can be used at any EKU Dining Services location. Acceptable methods of payment for meal plans, Optional Flex, or Colonel Cash accounts are cash, check, Visa, Mastercard, University student account (meal plans only).

- **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.

- **Meal Plans** - EKU Dining Services has several different meal plans to accommodate any student’s needs. Meal plans can be used at any EKU Dining Services location. Please check with EKU Dining Services regarding terms and conditions associated with meal plans. Please note that EKU Dining Services follows the same refund schedule, for full term, which is outlined by the University. (See Refund Policy above.) EKU’s Colonel Compass http://www.eku.edu/compass/deadlines/ lists all important dates and deadlines associated with each term.

- **Student Health Services**

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

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

Dr. Laurie Carter, Executive Vice President for Student Success & University Counsel
Whitlock Bldg. 540 (859) 622-8835  
www.studentaffairs.eku.edu

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

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

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

Admissions
Whitlock 112  
Phone: (859) 622-2106

The Office of Admissions is responsible for recruitment and admission of qualified undergraduate students to 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
Alumni Coliseum 103  
Phone: (859) 622-1628  
www.saasc.eku.edu

The Bratzke Student-Athlete Academic Success Center provides academic support programs 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.

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

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

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

- Full line of weight and fitness equipment
- Group Exercise Room
- Multipurpose gymnasiums
- Locker Rooms
- Indoor Track
- Climbing Wall
- Student Lounge with computers
- Bouldering Wall
- Full Swing Golf Simulator
- Hot stone, deep tissue, therapeutic massage. It is a holistic therapy

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

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

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

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

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

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

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

**Counseling Center**
Whitlock Building 571
Phone: (859) 622-1303 Fax: (859) 622-1305
www.counseling.eku.edu

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

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

**Career Counseling Seminar (GCS 199 - one credit hour)**
This course is offered each semester for students who are unsure of their major and career direction. Forty sections are offered each year and are taught by the Counseling Center staff and part-time staff.

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

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

**EKU Housing**
Whitlock Building 552
Phone: (859) 622-1515 Fax: (859) 622-8384
www.housing.eku.edu

EKU Housing is dedicated to providing a variety of housing options that best meet the needs of all Eastern Kentucky University students. The residence halls are living-learning environments dedicated to supporting students’ ability to live, learn, work, and play while attending Eastern Kentucky University.

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

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

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

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

**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 Colonel Dollars 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 RA's 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.

There are multiple residence halls on campus which include male, female, and coed living arrangements:

**Male Residence Halls:** Martin Hall (South Wing), Dupree Hall

**Female Residence Halls:** Burnam Hall, Martin Hall (North Wing), and Todd Hall.

**Coed Residence Halls:** Case Hall, Clay Hall, Combs Hall, Commonwealth Hall, Keene Hall, McGregor Hall, Palmer Hall, Sullivan Hall, Telford Hall, Walters Hall, and Brockton apartments.

**Financial Aid**

Mr. Bryan P. Erslan, Director
Whitlock Building 251
Phone: (859) 622-2361 Fax: (859) 622-2019
Email: finaid@eku.edu

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

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

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

**ENTITLEMENTS**

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

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

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

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

**FELLOWSHIPS**

African-American students who have been accepted to the graduate school and are 1) eligible for in-state resident fee status and 2) registered as part-time students may apply for a $500.00 African American Graduate Fellowship through the graduate office. Awards are available for the fall and spring semesters and can be applied toward tuition, books/material and incidentals.

**GRADUATE ASSISTANTSHIPS**

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

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

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

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

**Dr. Rodney Gross Scholarship**

The Dr. Rodney Gross Scholarship provides financial assistance to high-achieving black U.S. citizens who are residents of the Commonwealth of Kentucky as defined by the Council on Higher Education’s residency-for-fees policy. Applications may be obtained by contacting the Scholarship Office by phone (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 1 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 EKU 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 130, between 8:00 am – 4:30 pm (M-F) or by phone at 859-622-5094, option 1.

**Office of First Year Programs**
Whitlock Building 372
Phone: (859) 622-2285
E-mail: FYP@eku.edu www.firstyear.eku.edu

The mission of the Office of First Year Programs is to aid in the transition to college for first year students and their family members by providing useful and timely information in a professional manner. The Office of First Year Programs is committed to encouraging first year students to grow socially and academically and to respect themselves and all others in the Eastern Kentucky University community. First Year Programs is committed to delivering orientation services and transition programming to all new students and their families.

**Orientation**

Orientation is phase one of the first year experience for new students. During Orientation, students and families visit campus, meet with faculty, staff, and students, and learn more about life at Eastern Kentucky University. Students also register for their first semester of classes. Representatives from many areas are available during Orientation to answer questions about financial aid, tuition payment, housing, dining services, and tutoring services. There are various dates and schedules for first year, transfer and nontraditional students.

**Colonel Camp**

Colonel Camp was established in 2007 to allow new students to get a jump start on college life at EKU. Colonel Camp serves as a bridge between Orientation and New Student Days and aims to connect new students to campus, current student leaders, and their peers. The camp occurs before Move-In Day in August and provides the participants with the opportunity to serve other new students as volunteers during Move-in.

**New Student Days**

The New Student Days (NSD) program is phase two of the first year experience at Eastern Kentucky University. New Student Days programming kicks off on the Sunday before classes start and continues throughout the first weeks of classes. NSD is a required program for all new students and is incorporated into the curriculum of the student success seminars. The purpose of this program is to enable students to meet other new students and participate in a wide variety of campus activities. The President’s Picnic, educational sessions, and social events are just some of the highlights. All new students are required to attend.

**EKU Reads Program**

The EKU Reads program is designed to provide new students with a common introduction to academic life at Eastern Kentucky University. Many first year courses including first-year English courses utilize the book in class discussions throughout the semester. The EKU Reads program is facilitated by a faculty committee in collaboration with First Year Programs.

**Family Programs**

The Eastern Family Network began in the summer of 2000 to get parents and other family members involved in Eastern Kentucky University. By informing family members about campus happenings, we hope they will be supportive and engaged in the
Meditation Chapel
University Chaplain
Phone: (859) 622-1723
www.studentaffairs.eku.edu/chapel/

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

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

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

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

Office of Military and Veterans Affairs
317 Lancaster Avenue, Burnam House
Phone: (859) 622-2345 Fax: (859) 622-5076
www.va.eku.edu

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

The Post 9-11 GI Bill will pay 100% of tuition and fee costs for undergraduate, graduate, and online instruction provided the student service member has 36 months of active federal service. Veterans with less than 36 months of service will receive a prorated amount based on number of months served on active duty beyond initial training. Basic Allowance for Housing (BAH) is based upon E-5 with dependents for the 40475 zip code and is also prorated. Online-only Post 9-11 student veterans will draw BAH at one half of the national BAH average. All out-of-state veterans who are Post 9-11 GI Bill eligible will receive in-state tuition and fees rates. Veterans needing assistance in obtaining a copy of their Joint Service Transcripts or CCAF transcripts should email ekuveteransaffairs@eku.edu or call 859-622-2345.

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

Children of Kentucky War Veterans
If you are the child of a Kentucky War Veteran you may also be entitled to a tuition waiver in addition to your DEA benefits. Under the provision of KRS 164.505 and 164.515 children of Kentuckians who were killed in military action or who were permanently and totally disabled in wartime military services are eligible for this waiver. For additional information contact the Kentucky Department of Veterans Affairs, Tuition Waiver Coordinator at (800) 928-4012.

Multicultural Student Affairs
110 Powell Building
Phone: (859) 622-4373 Fax: (859) 622-2402
www.studentaffairs.eku.edu/multicultural/

The EKU Cultural Center seeks to bring issues of cultural diversity to the forefront of campus conversation through educational programs and services. The Center 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. The Center encourages the utilization of campus resources, participation in campus life, understanding and respecting cultural differences, and encouraging tolerance and inclusiveness.

The Center is actively engaged in collaborative efforts with other departments and academic areas on campus and provides co-curriculum learning experiences. Our Center 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 new E.K.U. Cultural Center in the Powell Student Center, the Cultural Center is actively engaged in collaborative efforts with other departments and academic areas on campus including Women and Gender Studies, African/African-American Studies, Appalachian Studies, International Education, and Campus Ministries. The center also supports the efforts of various Eastern Kentucky University student organizations such as Men of Color Mentorship Program, Black Student Union, M.S.A. (Muslim Student Association), M.A.R. (Men Against Rape), Eastern Kentucky University Gospel Ensemble, OWLS (Older, Wiser, Learners), S.I.S.T.A., Pride Alliance, International Student Association, the National Pan-Hellenic Council (N.P.H.C.) EKU Capoeira Club, Latino Student Association, Saudi Student Association, the National Pan-Hellenic Council (N.P.H.C.) EKU Capoeira Club, Latino Student Association, Saudi Student Association, Feminists for Change, African /African American Studies Group, the Alphabet Lounge Student Group, the Minority Colligate Connection and Collegiate Black and Christian.
NOVA Program (TRiO Student Support Services)
Turley House 2
Phone: (859) 622-1047 Fax: (859) 622-1074
www.nova.eku.edu

The NOVA Program is a Student Support Services/TRiO project with the legislative purpose to facilitate persistence and graduation of eligible learners. NOVA pre-identifies first-year EKU students who demonstrate a potential for success in college and who meet the economic and/or first-generation-college-student eligibility criteria. The NOVA service delivery design is a holistic retention plan based on the learner’s needs for success. NOVA provides instruction in Student Success Seminar and Leadership Dynamics and provides the following support services throughout the learner’s EKU academic career from orientation to graduation:

• Instruction in Academic Orientation, Leadership Development and Peer Mentoring
• Academic Advising
• Financial Aid and Financial Literacy Consulting
• Scholarship and Grant Aid Award
• Personal and Career Consulting
• Graduate School Planning
• Service Learning
• Peer Mentoring
• Living Learning Community
• Registered Student Organization
• Academic Assistance and Monitoring

NOVA learners earn a degree from EKU at a statistically significant higher rate as compared to other EKU students from the same background. NOVA is located on the second and third floors of the Turley House and is open from 8:00 a.m. - 4:30 p.m. Monday-Friday. Please visit www.nova.eku.edu or phone (859) 622-1047.

Services for Individuals with Disabilities
Charles Douglas Whitlock Building 361, CPO 66
Phone: (859) 622-2933
www.disabilities.eku.edu

The Office of Services for Individuals with Disabilities assists students, faculty and staff with disabilities by coordinating campus and program accessibility as well as providing support in the attainment of educational and work goals. The disabilities office staff, the OSID test proctoring service and the Project SUCCESS Program are located in the Charles Douglas Whitlock Building, room 361. Appointments are made by calling (859) 622-2933 (V/TDD) or coming to WHITLOCK 361.

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

Applications for Project SUCCESS, a comprehensive program for students with specific learning disabilities, attention deficit disorders and other cognitive disorders are located in WHITLOCK, room 361. Project SUCCESS provides participating students with academic coaching and individualized tutoring and is a fee based program. Appointments are made by calling (859) 622-2933 (V/TDD) or coming to WHITLOCK, room 361.

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

ADA/504 Coordinator
The ADA/504 Coordinator serves the University by hearing individual ADA cases including appeals for course substitutions and waivers and other ADA cases as a member of the ADA appeals Committee. Appointments with the Coordinator are made through OSID. Services for Individuals with Disabilities are made available in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and amended ADAA of 2008. Current students, faculty, staff and others interested in disability issues are invited to attend the EKU ADA Awareness and Accessibility Committee. A schedule of meetings and committee notes are available on line at http://access.eku.edu.

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

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

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

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

• Outpatient acute medical care
• Allergy shots
• Basic laboratory tests
• Family planning clinic
These many opportunities through our Part-Time Job & Volunteer college. Opportunities vary and are continuous, so a time can be the community, learn about yourself, or gain experience for after community partners within driving distance of campus. By signing Saturday of each month. Transportation is provided. Each event is a one-time commitment, working with a different community partner, either in Richmond or nearby their busy schedules.

Students interested in taking a more active role in service have the opportunity to take up student leadership positions including joining some of our service-focused RSOs and the Service Council. For more information visit: www.communityservice.eku.edu or www.facebook.com/EKUcommunityservice.

**Fraternity & Sorority Life**
Eastern Kentucky University is home to a vibrant fraternity and sorority community comprised of three governing councils: Interfraternity Council, National Pan-Hellenic Council (NPHC), and Panhellenic Council.

Our over 25 chapters are 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. As a result, members of the fraternity and sorority community consistently boast a collective grade point average above their non-affiliated counterparts. In Spring 2014, they earned a 3.0412!
- 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. Each chapter holds a minimum of one signature philanthropy event each year to raise money for their selected cause. Additionally, members complete countless hours of community service both together as a chapter and individually.
- Leadership – Holding a leadership position in a student organization is a great way to develop personal leadership skills, to network, and to build your resume. Many notable leadership positions on campus are held by members of fraternities and sororities including: Orientation Leaders, GURUs, Student Government Association officers, and Student Athletes. Additionally, the fraternity and sorority community gives members many opportunities to lead within the chapters and in the community. Each chapter also has a development program including workshops on how to become an effective leader. The leadership skills you build at Eastern Kentucky University can help you be successful in the future.
- Life – Membership is a lifelong commitment. Fraternity men and sorority women value brotherhood/sisterhood and being together for support and fellowship. To join a Greek organization is to find your home away from home. At EKU, members engage in a variety of activities together. Students will attend regular chapter meetings, plan annual philanthropy events, and participate in brotherhood/sisterhood activities. Brotherhood/sisterhood activities might include movie nights, road trips, social gatherings, or spontaneous hangouts on the chapter’s floor in Dupree or Todd Hall. Notable community traditions include Greek Sing, a song

**Student Life**
Powell Building 128
Phone: (859) 622-3855 Fax: (859) 622-6598
www.studentlife.eku.edu

The Office of Student Life 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. Student Life provides numerous activities for EKU students including Community Service, Fraternity & Sorority Life, Leadership, Registered Student Organizations (RSOs), and Student Activities. Student Life also provides these unique educational opportunities to assist students in their holistic development.

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

**Community Service**
The Community Service program coordinates a variety of service opportunities throughout the year that EKU students, faculty, and staff can participate in both on and off campus. Whether it’s to fulfill a class requirement or just to get involved, students looking for volunteer opportunities can visit our website to connect with local volunteer opportunities that meet their individual needs and fit their busy schedules.

There are five main ways you can engage with the Community Service program at EKU:

- **Volunteer with Saturdays for Service:** Since 2004, EKU students have been partnering with local entities for service opportunities. Each event is a one-time commitment, working with a different community partner, either in Richmond or nearby in our service region. Saturdays for Service occur on the first Saturday of each month. Transportation is provided.
- **Commit to a Community Partner:** Our office has a variety of community partners within driving distance during our Part-Time Job & Volunteer Fair hosted during Welcome Week.
- **Immerse and Serve on an Alternative Break:** Alternative break trips are offered year round (fall, winter, spring, summer, and even weekends). Each trip has a focus on a particular social issue, such as (but not limited to) disaster relief, poverty, education reform, hunger, and environmental stewardship. Students learn about the social issues and then perform week-long projects with local non-profit organizations.
- **Join in on a Day of Service:** Day of Service events include onetime events throughout the academic year. Major Days of Service include 9/11 Day of Service and Remembrance & Martin Luther King Jr. Day. Throughout the year these days of service include both on and off campus on time opportunities to serve and support our community.
and dance competition; Homecoming, including the construction of floats for the parade and celebration of the Football Team; and participation in various intramural sports.

Students interested in joining a fraternity or sorority can visit www.greeklife.eku.edu to learn about upcoming recruitment events. You can also follow us on Twitter for updates: @EKUGreekLife. Be Greek!

Leadership
Leadership development programs are a new and exciting opportunity to get involved with at EKU. Whether you consider yourself a leader or have always held a great interest in leading, our leadership development programs are created to serve emerging to advanced student leaders. Our co-curricular programs focus on helping you cultivate skills that will bolster your collegiate experience as well as help you be better prepared for successfully leading in life after graduation. We offer a variety of leadership development programs to allow you to grow in your leadership abilities in an assortment of formats including retreats, ropes courses, workshops, conferences, and the Colonel Leadership Internship. The semester kicks off with the Leadership Social and the Emerging Leaders Program, an opportunity for first-year students to begin their leadership journey at EKU. Students who are looking to further bolster their leadership talents can participate in the Leadership Certificate Programs. Please visit www.studentlife.eku.edu for further information on the upcoming list of leadership programs.

Registered Student Organizations
EKU currently has over 230 Registered Student Organizations (RSOs) available for students. The 230 RSOs are categorized into 10 specific areas: departmental, governance, religious, honorary, residence hall, service, sports, fraternities/sororities, and special interest organizations. All of our student organizations are identified, created, and led by EKU students. Joining an organization is a wonderful opportunity to make a difference, meet others, and develop your personal leadership skills. Many of our RSOs will showcase who they are and invite you to be a part of their organization at the Student Involvement Fair during Welcome Week. For the complete list of organizations and to learn organization meeting times, information, and upcoming events, please visit www.eku.orgsync.com.

Student Activities
Student Life hosts dozens of events each semester aimed at educating, entertaining, and meeting the needs of EKU students. We host various guests including comedians, singer/songwriters, and illusionists that are free for students to attend. We also have many programs in which we collaborate with various departments across campus to enhance the out-of-classroom experience. We encourage you to explore our upcoming events at www.studentlife.eku.edu, or by following us on Facebook at www.facebook.com/EKUOSL.

Student Rights and Responsibilities
1 Turley House
Phone: (859) 622-1500

The Office of Student Rights and Responsibilities and 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. He or she also assumes the role of a citizen of the community and agrees to abide by the regulations and standards of conduct operative in the University community. The Office of Student Rights and Responsibilities provides a fair and impartial student judicial system for students, faculty and staff of Eastern Kentucky University.

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

OTHER STUDENT SERVICES

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

The Eastern Kentucky University International Alumni Association serves as a link between the University and its alumni by maintaining records, fostering communication, and sponsoring programs and activities designed to enhance this relationship. All Eastern Kentucky University degree recipients and former students with 25 or more credit hours are considered alumni of EKU. The International Alumni Association is served by a board of 25 alumni volunteers, representing the diversity of our alumni constituency, who meet three times annually. Their work includes selection of the Alumni Awards, Alumni Scholarship recipients, and other duties.

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

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

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

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

Career Services assists students who are seeking employment and/or clarifying their career direction. The career services staff is available by appointment to discuss individual job search questions.
Career Exploration
For students who have a tentative career direction or major in mind, Career Services can help by providing information on what opportunities are available with that major, career paths, supply and demand, destinations of past graduates, salaries, potential employers, etc. Online career-planning tools are available to help students explore their interests and provide detailed information on a wide variety of occupations. FOCUS, an online career planning tool, is available to help students explore their interests and provide detailed information on a wide variety of occupations.

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

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

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

Community Service and Student Engagement
128 Powell Building
Phone: (859) 622-3855
www.communityservice.eku.edu

Who We Are
The Office of Community Service and Student Engagement, located within the Office of Student Life, directs the University’s community service programs. The Office coordinates a variety of service opportunities throughout the year that EKU students, faculty, and staff can participate in both on and off campus.

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

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

What We Do
- Promote a culture of service to the EKU community to enhance student learning and personal development while teaching the need for civic responsibility and life-long service.
- Offer diverse programming ranging from one-time service events to on-going year-long opportunities meeting a range of needs in our local communities.
- Expose EKU students to diverse cultures and populations through community service activities.
- Provide a centralized location for EKU students, faculty and staff to connect with local community agencies.
- Educate students, faculty, and staff on how to plan, organize, and carry out community service events.
- Work with Registered Student Organizations (RSO’s), Living Learning Communities, and individual students to counsel and connect them with local volunteer and leadership opportunities.
- Provide local community partners with an accessible location on the EKU campus to publicize volunteer opportunities and recruit student leaders.

EKU Police
Division of Policy, Compliance and Governance
Mattox Hall
Phone: (859) 622-1111 Fax: (859) 622-2243
www.police.eku.edu

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

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

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

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

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

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and foot patrol officers.

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

**Parking and Transportation Services**

Division of Policy, Compliance and Governance  
Mattox Hall Suite A  
Phone: (859) 622-1063 Fax: (859) 622-2243  
[www.parking.eku.edu](http://www.parking.eku.edu)

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

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

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

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

**Student Automobiles**

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

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

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

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

**Speech-Language-Hearing Clinic**

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

The Communication Disorders Program in the Department of Special Education offers services to students, faculty, staff, and members of the community at the Speech-Language-Hearing Clinic in Wallace 278.

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

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

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

**Student Health Promotion and Education**

Rowlett Building 103  
Phone: (859) 622-3621  
(859) 622-6221, Health Educator Information  
[www.healthervices.eku.edu/HEAT/](http://www.healthervices.eku.edu/HEAT/)

The Office of Student Health Promotion and Education works in partnership with students, faculty, and staff to promote optimal health. Our mission is to share information, develop skills and empower students to make healthy lifestyle choices. We support health and wellness throughout the University community and provide opportunities for University-wide collaboration.

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

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

**Student Involvement and Leadership**

Powell Building 128  
Phone: (859) 622-3855  Fax: (859) 622-6598  
www.studentlife.eku.edu

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

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

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

**Workshops and Seminars**

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

**Student Activities**

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

**Student Publications**

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

**The Eastern Progress**

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

**Aurora**

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

**Technology and Related Resources**

IT Help Desk Combs Building 208  
Phone: (859) 622-3000  
Website: it.eku.edu

**PASSWORDS & ACCOUNTS** are sent by mail to all students when admitted to EKU.

- Students receive a student ID number: this is your I.D. 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. 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 can keep 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

THE IT WEBSITE offers more than 150+ support articles 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, secure parking permits, check grades and more with EKU Direct.
Directions for EKUDirect: it.eku.edu/ekudirect

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

BLACKBOARD is 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.

WIRELESS INTERNET ACCESS is available at EKU. Both secured (requires username and password) and unsecured (guest) wireless is available campus wide. 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.

COMPUTER LABS are located in Crabbe Library, Powell Building and the Whitlock Building.

IT SERVICE/HELP DESK is the computer user’s first point of contact for all service issues, questions, troubleshooting and consultation. Call 622-3000 for assistance or complete the IT Service Request Form on the IT homepage, it.eku.edu. Find out more about the IT Service/Help Desk: it.eku.edu/help-desk

Login to EKU is located in the top right corner of the EKU homepage. Select Login to EKU 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 EKU network. Downloading copyrighted materials and illegal downloading of music is prohibited.

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

NOTE: IT @ EKU will NEVER request passwords or other personal information via email. Messages requesting such information are fraudulent and should be deleted.
SECTION FOUR

GENERAL ACADEMIC 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**

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

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

**First Day of Class Attendance:**

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

Graduate Cooperative Education

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

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

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

Program Planning

At the time of admission to the Graduate School, each student shall be assigned an advisor by the department offering the degree program into which the student plans to matriculate. The student shall take the initiative to become familiar with the objectives of his/her particular degree program and pertinent regulations, as they are described in this Catalog, prior to scheduling a conference with the assigned advisor. Discussion of the student’s personal and program objectives should take place prior to the first registration.

During the first term, the student must meet with his/her advisor as listed in DegreeWorks. Subsequent changes of the program plan are permissible, but must be approved on the appropriate exception form by the advisor, the department chair, and the Dean of the Graduate School.

Student Responsibilities

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

Use of Coursework from Non-Degree or Certification Programs on Degree Programs

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

ACADEMIC REGULATIONS

Academic Bankruptcy of Graduate Work

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

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

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

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

Academic Integrity

EKU students are expected to adhere to the highest standards of academic integrity. Students who are found guilty of academic dishonesty will be sanctioned in a manner that is appropriate to the infraction. Sanctions may range from receiving a failing grade on the assignment to being assigned a failing grade in the course.
Stronger sanctions are possible in the event a case is assigned to the Student Disciplinary Council. For a full description of academic dishonesty, including plagiarism, cheating, and fabrication, refer to the section entitled Academic Integrity Policy in the University Handbook for Students.

**Academic Load**

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

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

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

**Academic Probation and Dismissal**

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

**Grading System**

1. **Graduate Letter Grades**

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

*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.

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

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

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

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

A graduate student may enroll in a course for the third time (second repeat) only under unusual circumstances and with the written approval of the advisor, the department chair/program coordinator of the student’s major, the dean of the college of the student’s major, and the Dean of the Graduate School. If a student enrolls in a course for a third or subsequent time without approval, the student may be administratively withdrawn from the course. The grade earned in a course taken at another institution will not replace a grade earned at Eastern Kentucky University. A grade of “S,” “CR,” or “P” will not replace a letter grade.

4. Grade Change

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

5. Changes to Transcript

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

6. Pass-Fail Grades and Audit

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

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

Graduate Course Credit

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

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

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

Transfer of Credit

A student may transfer from other regionally-accredited or professional graduate schools up to 12 hours of course work that has been accepted by his/her Master’s or Specialist degree program without transferring in all graduate course work taken at that institution. Up to 15 hours of coursework may be transferred into graduate degree programs requiring 45 or more hours and up to 18 hours for graduate degree programs requiring more than 54 hours. Only the transferred work for the degree program will be used to calculate the overall grade point average. Any programs covered by an articulation agreement between Eastern Kentucky University and other colleges or universities are excluded from the 12-hour transfer limit.

Official copies of transcripts must be submitted and evaluated before any transfer credit can be accepted. Certain courses submitted for transfer may not be considered equivalent to specified program requirements even though course titles are the same. Official requests for transfer of credits must be
recommended by the student’s advisor, the department chair, the college dean, and approved by the Office of Graduate Education and Research. Students who would like to enroll in courses at another institution while enrolled at EKU and expect to transfer credits to meet program requirements at EKU should obtain official approval prior to registration for the courses at the other institution. Official transcripts of approved transfer credits must be submitted to the Office of Graduate Education and Research, Eastern Kentucky University, Whitlock 310, CPO 68, 521 Lancaster Avenue, Richmond, KY 40475-3168 within 60 days after the course has been completed.

Transfer credits taken during the final semester of a program will delay graduation and certification approval until official transcripts have been received in the Graduate School Office. If transfer work is taken during the semester in which a student is to graduate with a degree, the official graduate school transcript must be received in Eastern’s Office of Graduate Education and Research within two (2) weeks of the end of the semester. Credits earned at other institutions may be transferred only when grade points of “B” (3.0 on a 4.0 scale) or above has been earned. The credit-producing experience must be taught by a graduate faculty member with scholarly competence in the subject matter area to be considered for transfer. Graduate credit for “special workshop courses” may be considered for transfer only when it can be clearly documented that the course in question meets Eastern Kentucky University’s graduate instructional standards and is clearly distinguishable from undergraduate work and from continuing education activities. Students on academic probation cannot take a course from another institution for the purpose of transferring the credit to their program.

APPLICATION TO THE GRADUATE SCHOOL

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

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

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

Transcripts—One official copy of transcripts from the degree-granting institution showing all grades received and any degrees or certificates that have been awarded must be provided by each applicant at the time of application. An official transcript must bear the seal and signature of the registrar from the sending institution. Graduates from all schools other than Eastern Kentucky University should contact their registrar(s) and request the official copy of their transcript be forwarded directly to the Office of Graduate Education and Research, Eastern Kentucky University, Whitlock 310, CPO 68, Richmond KY 40475-3168. 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). Some graduate programs do not require the GRE/MAT/GMAT requirement for applicants whose cumulative undergraduate GPA is 3.0 (A=4.0) or higher. Please refer to the program areas for specific information on required tests and target scores. All official test scores should be sent to: The Office of Graduate Education and Research, Eastern Kentucky University, Whitlock 310, CPO 68, 521 Lancaster Avenue, Richmond, KY 40475-3168.

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

Letters of Recommendation—Some graduate programs require letters of recommendation in support of an application. Letters of recommendation should be submitted to the Graduate School with your application materials. Certain programs may withhold admission until letters have been received. Please refer to program areas for specific requirements regarding letters of recommendation.

ADMISSION TO THE GRADUATE SCHOOL

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

Eligibility for admission to the Graduate School does not insure admission to a specific graduate program. Some programs may have additional requirements beyond the University minimums. All students who intend to pursue a particular graduate program should refer to the specific program requirements listed in the college and/or department section of this Catalog. In certain programs, the University may need to limit the number of students accepted for graduate work if the number of applicants exceeds the capacity of available facilities/faculty. In no case does meeting the minimum criteria for admission guarantee acceptance into the Graduate School or graduate program.

No student may receive graduate credit for a course without admission to the Graduate School. Attendance in the Graduate School at Eastern Kentucky University is not a right. It is a privilege which may be withdrawn by the University or any area of...
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 or of 2.75 (4.0 = A) on the last 60 semester hours of the baccalaureate program (all hours attempted in the semester in which the 60th hour occurs will be counted).
C. Submission of acceptable official Examination (GRE/MAT/GMAT). Applicants with a cumulative undergraduate GPA of 3.0 or higher or 3.25 (4.0 = A) in the last 60 semester hours* of the baccalaureate program are exempt from the Entrance Examination requirement unless the GRE/MAT/GMAT is required by the graduate program.

*All hours attempted in the semester in which the 60th hour occurs will be counted.

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

Provisional Admission

An applicant unable to supply an official transcript showing the awarding of an undergraduate degree and/or official Entrance Examination scores, but who otherwise meets the admission requirements, may be granted provisional admission upon the recommendation of the appropriate department and approval of the Office of Graduate Education and Research. Complete and satisfactory credentials must be received by the Office of Graduate Education and Research before a student is permitted to register for any subsequent term.

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

Probationary Admission

An applicant who has submitted all required application materials but does not meet either the minimum GPA requirement or attained acceptable entrance examination scores may be considered for probationary admission. To receive probationary admission, the applicant must show promise for successful graduate study and receive the recommendation of the appropriate department chair and approval of the Dean of Graduate 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, academic dean, and/or the Office of Graduate Education and Research.

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

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

Non-Degree Admission

General Non-Degree Admission

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

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

An individual wishing to take graduate courses 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.

Undergraduate Concurrent Admission

An Eastern Kentucky University undergraduate student who needs 30 or fewer credit hours to complete all of the requirements of the baccalaureate degree may be considered for undergraduate concurrent admission to the Graduate School to enroll in graduate course work or be considered for special provisional admission to a graduate degree program. To be eligible for undergraduate concurrent admission, the student must have an overall undergraduate grade point average of at least 3.0 at the time of admission. The student must maintain an overall undergraduate grade point average of at least 3.0 and a graduate grade point average of at least 3.0 to continue in the undergraduate concurrent program. Students who wish to be considered for provisional admission to a graduate degree program are advised to take the GRE or other appropriate test during their junior year or during the first semester they hold undergraduate concurrent admission status. Students may earn a maximum of 12 graduate credit hours while holding undergraduate concurrent admission status. A maximum academic load of 15 hours during a regular fall or spring semester and of nine hours during the summer session is permissible when the student is concurrently enrolled in graduate and undergraduate level course work.

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

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

Senior Citizens Admission

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

Readmission

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

International Student Admission

International students who meet specific program requirements and for whom Eastern Kentucky University has appropriate programs at the graduate level are invited to make application. Such applications must be supported by satisfactory evidence of their qualifications to pursue a full course of study at this institution. Applications for admission of international students are not considered complete without official transcripts showing grades and degree(s) awarded, official scores from Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS), official scores of the Graduate Record Examination (GRE), Declaration and Certification of Finances, and three letters of recommendation. Students who are applying for a Master of Business Administration program must provide official scores on the Graduate Management Admission Test (GMAT). Each of these examinations is given in a large number of centers throughout the world. Specific information on center locations, test dates, fees, and application materials should be requested from Educational Testing Service, CN 6000, Princeton, New Jersey 08541-6000, U.S.A. or www.ets.org.

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

**Conditional Admission - International Students**

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

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

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

**SPECIAL INSTRUCTIONS FOR INTERNATIONAL STUDENTS ONLY**

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

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

**Transcript Requirements**

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

When credentials are submitted in support of any application, they should be the original document (in certain rare cases, certified “true copies” bearing the United States Embassy official seal may be accepted). An official translation must be attached to these records if they are in a language other than English. Credentials must include a record of all degrees earned, detailing all subjects taken and grades obtained. Remember that uncertified photostat copies are not acceptable.

**English Proficiency Requirement**

Eastern Kentucky University requires the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper-based, 213 on the computer-based, or 79 on the internet based exams, or the International English Language Testing System (IELTS) with a minimum overall score of 6.5 and no sub score below 5.0. Applicants from countries where English is the Official Language, as opposed to an Official Language, are excluded from the English Language Proficiency Requirement. International applicants may also satisfy the English Language Requirement through successful completion at Level 112 of EKU’s ELS Language program (see Conditional Admission of International Students for details).

Applicants may register for the TOEFL through the website at www.toefl.org. To register for the IELTS exam, you should visit the website www.ielts.org. Applicants who are unable to register through these websites should contact the American embassies or consulates in their home countries for more information.

The Graduate School does not grant waivers of the English Language Proficiency Requirement.

**Financial Resources Requirement**

Graduate applicants **must** complete the Declaration and Certification of Finances form which accompanies the application for admission to Graduate School. Applicants should have available the approximate sum of $25,044 American dollars for each academic year at Eastern Kentucky University, exclusive of travel expenses. We estimate this amount will cover the bare minimum cost of tuition fees, books and supplies, room and meals, health insurance (see below) and incidentals for a single person. It should also be indicated how expenses will be met for subsequent years of study if the program of study will require more than one year. It should be kept in mind when computing expenses that students holding F-1 visas will be not authorized to work by the Bureau of Citizenship and Immigration Services except under extraordinary circumstances. Therefore, the applicant should not look to employment, either part-time during the academic year or full-time during the summer, as a significant means of support while attending Eastern Kentucky University.

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

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

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

At the beginning of each registration period, the student will be expected to pay in full the established fees for tuition, housing, and health insurance.

Health Insurance Requirement

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

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

University Housing

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

Application Requirements

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

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

Visiting Scholars

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

GRADUATE ASSISTANTSHIPS

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

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

Graduate Assistants must be enrolled in a graduate degree program and must be enrolled in a minimum of 9 hours of graduate coursework applicable to their degree. Students in their final semester of graduate study who have applied for graduation may hold an assistantship with less than full-time enrollment. Graduate Assistants must maintain and 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. Requests 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.”

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

DEGREE COMPLETION REQUIREMENTS

Application for Graduation

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

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

Degree Conferral Dates

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

Below are the EKU degree conferral dates:

<table>
<thead>
<tr>
<th>Term</th>
<th>Date</th>
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<tbody>
<tr>
<td>Fall</td>
<td>December 31</td>
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<tr>
<td>Spring</td>
<td>May 31</td>
</tr>
<tr>
<td>Summer</td>
<td>Date the summer term final grades are due to the Registrar’s Office (usually during the first week of August)</td>
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Language Requirements

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

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

Time Requirements

For master’s degree programs of 40 or fewer hours, a graduate student is expected to complete requirements for the master’s degree no later than seven years after beginning course work (e.g., a student whose initial registration for courses was Fall 2014 must complete the program in order to include this course work by the end of the Summer term 2021). 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). Two approval pages bearing original signatures of the graduate committee must be included with an electronic copy of the thesis or dissertation in either a PDF or Microsoft Word document format and presented to the Office of Graduate Education and Research at least three weeks prior to the end of the term. Electronic copies will be posted in EKU’s Encompass institutional repository and in the ProQuest EMI database.

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

**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.

**Additional Degree Requirements**

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

**Second Master’s Degree Requirements**

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

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

**Specialist’s Degree Requirements**

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

#### DEGREES AWARDED

Eastern Kentucky University confers the following degrees:

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

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

**Specialist:**
- Specialist in Education
- Specialist in Psychology (PsyS)

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

**Doctoral:**
- Doctor of 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 the Undergraduate Catalog. Options at the graduate level are found in this Catalog. Eastern Kentucky University cooperates with the University of Kentucky in offering joint doctoral programs.

#### MAJORS

<table>
<thead>
<tr>
<th>Major</th>
<th>Degrees</th>
</tr>
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<tbody>
<tr>
<td>Accounting</td>
<td>BBA</td>
</tr>
<tr>
<td>Agriculture</td>
<td>BS</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>BS</td>
</tr>
<tr>
<td>Anthropology</td>
<td>BA</td>
</tr>
<tr>
<td>Apparel Design and Merchandising.</td>
<td>BS</td>
</tr>
<tr>
<td>Applied Engineering and Technology Management</td>
<td>BS, MS</td>
</tr>
<tr>
<td>Art</td>
<td>BA, BFA</td>
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<tr>
<td>Art, Teaching (See Art B.A.)</td>
<td>BA</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>BS, MS</td>
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<tr>
<td>Aviation</td>
<td>BS</td>
</tr>
<tr>
<td>Biology</td>
<td>BS, MS</td>
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<tr>
<td>Biology/Teaching</td>
<td>BS</td>
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<tr>
<td>Broadcasting and Electronic Media</td>
<td>BA</td>
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<tr>
<td>Business Administration</td>
<td>MBA</td>
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<tr>
<td>Business and Marketing Education/Teaching</td>
<td>BS</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>AAS, BS, MS</td>
</tr>
<tr>
<td>Chemistry</td>
<td>BA, BS, MS</td>
</tr>
<tr>
<td>Child and Family Studies</td>
<td>BS</td>
</tr>
<tr>
<td>Clinical Psychology</td>
<td>PsyD</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>BS, MA in Ed</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>BA</td>
</tr>
<tr>
<td>Community Health Education</td>
<td>MPH</td>
</tr>
<tr>
<td>Comparative Humanities</td>
<td>BA</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>BBA</td>
</tr>
<tr>
<td>Computer Science</td>
<td>BS</td>
</tr>
<tr>
<td>Computer Science, Applied</td>
<td>MS</td>
</tr>
<tr>
<td>Construction Management</td>
<td>BS</td>
</tr>
<tr>
<td>Correctional and Juvenile Justice Studies</td>
<td>BS, MS</td>
</tr>
<tr>
<td>Creative Writing</td>
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<tr>
<td>Criminal Justice</td>
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<tr>
<td>Deaf and Hard of Hearing</td>
<td>BS</td>
</tr>
<tr>
<td>Deaf Studies</td>
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<tr>
<td>Dietetics, General</td>
<td>BS</td>
</tr>
<tr>
<td>Earth Science/Teaching</td>
<td>BS</td>
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<tr>
<td>Economics</td>
<td>BA</td>
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<tr>
<td>Educational Leadership</td>
<td>MAEd</td>
</tr>
<tr>
<td>Elementary Education (P-5)/Teaching</td>
<td>BS, MA in Ed</td>
</tr>
<tr>
<td>Emergency Medical Care</td>
<td>BS</td>
</tr>
<tr>
<td>English</td>
<td>BA, MA, MFA</td>
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<tr>
<td>English/Teaching</td>
<td>BA</td>
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<tr>
<td>Environmental Health Science</td>
<td>BS, MPH</td>
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<td>Environmental Studies</td>
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<td>Field of Study</td>
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<td>Family and Consumer Sciences Education</td>
<td>BS</td>
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<tr>
<td>Finance</td>
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<td>Fire, Arson, and Explosion Investigation</td>
<td>BS</td>
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<tr>
<td>Fire Protection Administration</td>
<td>BS</td>
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<tr>
<td>Fire, Protection, and Safety Engineering Technology</td>
<td>BS</td>
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<td>Forensic Science</td>
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<td>French/Teaching</td>
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<td>General Business</td>
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<tr>
<td>General Psychology</td>
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<td>General Studies</td>
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<tr>
<td>Geography</td>
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<td>Geology</td>
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<tr>
<td>Globalization and International Affairs</td>
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<tr>
<td>Health Services Administration</td>
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<tr>
<td>History</td>
<td>BA, MA</td>
</tr>
<tr>
<td>History/Teaching</td>
<td>BA</td>
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<tr>
<td>Homeland Security</td>
<td>BS</td>
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<tr>
<td>Horticulture</td>
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<tr>
<td>Human Services</td>
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<td>Industrial Hygiene</td>
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<td>Individualized Studies</td>
<td>BIS</td>
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<td>Industrial and Organizational Psychology</td>
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<td>Instructional Leadership</td>
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<td>Interpreter Training Program</td>
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<td>Journalism</td>
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<td>Leadership and Policy Studies</td>
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<td>Library Science</td>
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<td>Management</td>
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<td>Marketing</td>
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<td>Master of Arts in Teaching (Elementary, Middle Grade, Secondary)</td>
<td>MAT</td>
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<tr>
<td>Master of Arts in Mathematics</td>
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<tr>
<td>Master of Public Health</td>
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<td>Mathematics</td>
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<td>Music</td>
<td>BM, MM</td>
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<td>BM in Music Ed</td>
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<td>Network Security and Electronics</td>
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<tr>
<td>Nursing</td>
<td>ASN, BSN, MSN, DNP</td>
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<td>Occupational Safety</td>
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<td>Occupational Science</td>
<td>BS</td>
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<td>Occupational Therapy</td>
<td>MS, OTD</td>
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<td>Paralegal Studies/Science</td>
<td>AAS, BA</td>
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<td>Paramedicine</td>
<td>ASP</td>
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<td>Philosophy</td>
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<td>Physical Education</td>
<td>BS, MS</td>
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<tr>
<td>Physical Education/Teaching</td>
<td>BS</td>
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<tr>
<td>Physics</td>
<td>BS</td>
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<tr>
<td>Physics/Teaching</td>
<td>BS</td>
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<tr>
<td>Police Studies</td>
<td>AA, BS</td>
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<td>Political Science</td>
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<td>(Transfer Program)</td>
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<tr>
<td>Pre-Engineering</td>
<td>(Transfer Program)</td>
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</table>
MINORS

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

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

Actuarial Science
Advertising
Aerospace Studies
African/African-American Studies
Agriculture
American Sign Language (ASL) Studies
Anthropology
Appalachian Studies
Apparel Design and Merchandising
Applied Creative Thinking
Applied Engineering Management
Applied Ethics
Archaeology
Art History
Art, Studio
Art/Teaching
Asian Studies
Aviation Administration
Aviation Flight
Biology
Biology/Teaching
Broadcast News
Broadcasting and Electronic Media
Business
Chemistry
Chemistry, Teaching
Child and Family Studies
Coaching (Non-Teaching)
Communication Studies
Community Health Education (Non-Teaching)
Computer Electronics Technology
Computer Information Systems
Computer Science
Construction Management
Criminal Justice
Dance (Non-Teaching)
Dance Certification, Teaching
Design and Merchandising
Deviance/Criminology
Dispute Resolution
Earth Science, Teaching
Economics
Emergency Management
Emergency Medical Care
English
English, Teaching
Entrepreneurship
Environmental Health Science
Environmental Sustainability and Stewardship
Family and Consumer Sciences
Fire, Arson, and Explosion Investigation
Fire Protection Administration
Foodservice Administration
French
Geographic Information Systems
Geography
Geology
History
Homeland Security
Horses, Humans and Health
Horticulture
Humanities
Industrial Fire Protection
Informatics
Interactive Media
International Business
International Studies
Journalism
Land Surveying
Legal Studies
Managerial Communication
Mathematical Sciences
Mathematics
Mathematics, Teaching
Military Leadership
Music
Nutrition
Occupational Safety
Office Administration
Paralegal Studies
Personal Finance
Philosophy
Physical Education/Non-Teaching
Physics
Physics, Teaching
Police Studies
Political Science
Psychology
Public Administration
Public Relations
Quality Assurance Technology
Recreation and Park Administration/Non-Teaching
Religion
Risk Management and Insurance
Security Management
School Health P-12/Teaching
Social Justice
Social Welfare
Sociology
Soils
Spanish
Special Education
Statistics
Theatre Arts
Theatre Arts/Teaching
Traffic Safety/Non-Teaching
Veterans Studies
Visual Media
Web Publishing
Women and Gender Studies
EKU Undergraduate Certificates and Professional Certification/Endorsement Programs

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

   • Advanced Emergency Medical Care
   • African/African-American Studies
   • Basic Emergency Medical Technician
   • Construction Management
   • Corporate Communication
   • Emergency Management
   • Financial Literacy
   • French Conversation and Culture
   • German Conversation and Culture
   • Intelligence and National Security
   • Japanese Conversation and Culture
   • Post Masters Nursing Administration
   • Post-Graduate APRN-Psychiatric Mental Health Nurse Practitioner-Family
   • Labor and Employment
   • Post-Masters Psychiatric Mental Health Nursing Practitioner-Family Certificate
   • Productivity, Innovation and Technology
   • School Safety
   • Spanish Conversation and Culture
   • Veterans Studies
   • Women and Gender Studies

2. EKU University Level Certificates — These certificates are awarded by the University, and students receive a formal certificate produced in the same manner as a degree diploma. Students completing these programs must apply for graduation and are assessed a graduation fee. Students earning only certificates do not receive caps and gowns and do not participate in the commencement ceremony. The university graduation fee partially offsets the production and mailing of diplomas and certificates. The University absorbs cap and gown costs for degree earners. Application deadlines for completing university certificates follow the same time line as degree graduation.

   • Accounting*
   • Autism Spectrum Disorders
   • Correctional Intervention Strategies
   • Emergency Management
   • Geographic Information Systems
   • Homeland Security
   • Industrial Fire Protection
   • Industrial Hygiene
   • Land Surveying
   • Post-Graduate APRN Certificate-Family Nurse Practitioner
   • Post-Graduate APRN Certificate-Psychiatric Mental Health Nurse Practitioner
   • Paralegal Science*
   • Youth Services

3. Professional Certification and Endorsement Preparation Programs — These are programs of study which do not lead to a degree or to an EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional endorsement or certification by the Commonwealth of Kentucky Education Professional Standards Board.

   • Agriculture Education Teaching
   • Career and Technical Education
   • Career and Technical School Principal
   • Dance (Minor in Dance Certification - Teaching)
   • Driver Education (teaching certification endorsement)
   • School Safety Endorsement

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

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

**E-Campus Learning**

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

While the EKU Online student will have a program coordinator through the academic department offering their desired degree/certificate, EKU’s Office of e-Campus Learning serves as the primary contact for admission, financial aid, registration, degree audit, and general advising questions; centralizing all student services crucial to the distance-learning student. More information can be found at www.onlinedegrees@eku.edu.

**Online Associate Degree Programs**

- Associate of Applied Science in Paralegal Studies (For more details, see: www.paralegalonline.eku.edu/eku-online-paralegal-studies-aas)
- Associate of General Studies (For more details, see: www.kuonline.eku.edu/eku-online-general-studies)
- Associate of Arts in Law Enforcement (For more details, see: www.jsnet.eku.edu/info/law-enforcement-degree.asp)
- Associate of Science in Paramedicine

**Online Baccalaureate Degree Programs**

- Bachelor of Arts in General Studies (For more details, see: www.ekuonline.eku.edu/eku-online-general-studies)
- Bachelor of Arts in Paralegal Studies (For more details, see: www.paralegalonline.eku.edu/eku-online-paralegal-science-ba)
- Bachelor of Arts in Political Science
- Bachelor of Science in Child and Family Studies – Child Development Concentration. For more details, see: http://childandfamilystudiesonlinedegree.eku.edu/child-and-family-studies-child-development-concentration.
- Bachelor of Science in Corrections and Juvenile Justice Studies (For more details, see: www.justice.eku.edu/cj/onlineBS.php)
- Bachelor of Science in Emergency Medical Care – Administration Option
- Bachelor of Science in Fire Protection Administration (For more details, see: www.eku.edu/online-fire-admin-degree)
- Bachelor of Science in Fire Protection and Safety Engineering Technology (For more details, see: www.eku.edu/online-fire-protection-engineering-degree)
- Bachelor of Science in Homeland Security (For more details, see: www.eku.edu/homeland-security-degree)
- Bachelor of Science in Nursing – RN to BSN Concentration (For more details, see: http://onlinenursingprograms.eku.edu/rn-bsn-online-degree-program

**Online Post-Baccalaureate Certificate Program**

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

**Online Masters Degree Programs**

- Master of Arts in Education, Elementary Education
- Master of Arts in Education, Gifted Education
- Master of Arts in Education, Library Science P-12 (For more details, see: www.education.eku.edu/curriculum/grad.php)
- Master of Arts in Education, Literacy P-12
- Master of Arts in Education, Middle Grades Education
- Master of Fine Arts in Creative Writing (For more details, see: www.creativewriting.eku.edu)
- Master of Music in Music
- Master of Science in Corrections and Juvenile Justice Studies (For more details, see: www.justice.eku.edu/cj/onlineMS.php)
- Master of Science in Safety, Security and Emergency Management (For more details, see: www.eku.edu/online-security-management-degree)
- Master of Science in Nursing, Nursing Administration. For more details, see: http://onlinenursingprograms.eku.edu/master-science-nursing-public-health-concentration-education.
- Master of Science in Nursing, Psychiatric Mental Health Nurse Practitioner. For more details, see: http://onlinenursingprograms.eku.edu/master-science-nursing-psychiatric-mental-health.
- Master of Science in Nursing, Rural Health Family Nurse Practitioner. For more details, see: http://onlinenursingprograms.eku.edu/master-science-nursing-psychiatric-mental-health.
- Master of Public Administration
- Master of Public Administration

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

**Online Post Graduate Certificate Programs**

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

Departmental Post-Masters Nursing Administration Certificate

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

**Online Doctoral Degree Program**

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

Occupational Therapy Doctorate (OTD). For more details see: http://onlineoccupationaltherapyprograms.eku.edu/eku-online-doctorate-occupational-therapy.
Departments within the College of Arts and Sciences offer programs leading to the following degrees: Master of Arts; Master of Fine Arts; Master of Science; Master of Music; Master of Public Administration; and Specialist in Psychology.

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

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

**Graduate Course Credit**

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

**Cross Listed Courses**

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

**Gulf Coast Research Laboratory Courses**

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

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

**DEPARTMENT OF ART AND DESIGN**

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

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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

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

I. GENERAL INFORMATION

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

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

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

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

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

Core Requirements — Graduate students must complete a minimum of 30-36 graduate semester hours for the Master of Science degree, depending on whether a thesis or non-thesis program is followed. At least 50 percent of the course work hours (excluding thesis hours) must be at the 800 level. The planned program of study must consist of: (1) at least 18-24 semester hours of biology including Biostatistics (BIO 810; 3 hours) or Applied Statistical Inference (STA 700; 3 hours), Scientific Literature and Writing in Biology (BIO 801; 2 hours), Biology and Ethics (BIO 800; 1 hour), and (2) 12 semester hours of additional electives in biology or other courses in the natural and mathematical sciences. Should a student change from the Biology Thesis Program to the Non-Thesis Program, no more than 27 hours taken as part of the Thesis Program may be counted toward the Non-thesis Program.

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

III. PROGRAM REQUIREMENTS

Biology Thesis Program

<table>
<thead>
<tr>
<th>Biology Core</th>
<th>6 hours</th>
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<tbody>
<tr>
<td>BIO 801(1), BIO 801(2), BIO 810 or STA 700.</td>
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General Concentration: (select Thesis or Non-Thesis Track):

Thesis Track

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<td>Approved elective courses</td>
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<td>Program Total</td>
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Non-Thesis Track

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<tr>
<th>Non-Thesis Track</th>
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<td>BIO 880, two courses from BIO 727, 728, 731(4), 821, 831, 848, or 849</td>
<td>9-10 hours</td>
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<tr>
<td>Approved electives</td>
<td>20-21 hours</td>
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<td>Program Total</td>
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Applied Ecology Concentration:

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<tbody>
<tr>
<td>BIO 848, 849, 850(2); and one course from BIO 714, 721, 722, 725, 732, 736, 742, 753, 754, 756, 757, 758, 761, 802, 806, 816, 845, or 846</td>
<td>9-10 hours</td>
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<tr>
<td>Approved electives</td>
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<tr>
<td>Thesis: BIO 891</td>
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Exit Requirements

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<tr>
<th>Exit Requirements</th>
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</thead>
<tbody>
<tr>
<td>GRD 857a, 858a</td>
<td>30 hours</td>
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</tbody>
</table>

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

IV. EXIT REQUIREMENTS

All students must demonstrate their knowledge of biology by successfully passing an oral examination (GRD 857a) and by successfully defending their thesis (or, if pursuing the non-thesis program, their BIO 880 (Current Review of Biology) paper) in an oral examination (GRD 858a). The committee for a student pursuing the non-thesis program shall consist of the faculty member who has agreed to serve as the student’s advisor and the members of the department’s Graduate Affairs Committee.

Thesis program — Six semester hours of Thesis Research (BIO 891) are required in the 30-hour thesis program. A thesis based on the student’s research must be submitted. Twenty-four hours of additional coursework will complete the requirements for the degree. The Applied Ecology Concentration requires completion of a thesis. Credit will not be given for BIO 880 (Current Review of Biology) or BIO 881 (Independent Study) in the thesis program.
Non-Thesis program — Three semester hours of BIO 880 (Current Review of Biology) are required in the 36-hour non-thesis program. Thirty hours of additional coursework will complete the requirements for the degree. The Applied Ecology Concentration cannot be completed under this program. Credit will not be given for BIO 891 (Thesis Research) in this program.

DEPARTMENT OF CHEMISTRY

Dr. Lori Wilson, Interim Chair
Dr. Darrin Smith, 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 natural science departments and the College of Education in offering the degree of Master of Arts in Education with a concentration in Physical Science. The program is primarily for non-specialized science teachers and is described more thoroughly in the College of Education section of this Catalog.

Accelerated Dual Degree Programs (3+2)

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

MASTER OF SCIENCE (M.S.)
Chemistry

CIP Code: 40.0501

II. ADMISSION REQUIREMENTS

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

Prerequisites — The following requirements must be completed prior to clear admission to graduate study: 25 undergraduate hours of chemistry from a combination of introductory chemistry, organic chemistry, analytical chemistry, biochemistry, inorganic, or physical chemistry (each with a laboratory component). Additional requirements would be at least one semester of calculus, one year of physics, and completion of the Graduate Record Examinations (GRE) general test with expected scores of 144 or higher on the Verbal and 150 or higher on the Quantitative portions of the exam (target score - 294). Enrollment in graduate courses will be restricted until these prerequisites have been completed. For EKU students applying to the M.S. program through the 3+2 accelerated Dual Degree Program, the GRE general test will be waived.

III. PROGRAM REQUIREMENTS

Curriculum for the M.S. Chemistry Program

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

A. Core Requirements ................................................................. 27 hours

I. 700-level Requirements ......................................................... 12 hours
   a. CHE 715(5) and one of the following: CHE 770(4) or 774/774L(4) or
      775/775L(4) ................................................................. 9 hours
   b. Additional course in chemical/biological science or mathematics ........................................... 3 hours

II. 800-level Requirements ....................................................... 15 hours
   a. CHE 810(2), 811(1), 880(2), and 1 additional hour from
B. Program Tracks:
Students will pick one of the following tracks
Thesis Track: Graduate Research – Written Thesis Required
6 hours
CHE 899(6).
Internship Track: Applied Learning in Chemistry – Written Report Required………………………………..6 hours
CHE 839(6), or CHE 839(3) and 3 hours of CHE 700/800 level courses.
Coursework Track ........................................................................6 hours
6 hours CHE 700/800 level courses.

Total Requirements..............................................................................33 hours

IV. EXIT REQUIREMENTS

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

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

DEPARTMENT OF COMPUTER SCIENCE

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

MASTER OF SCIENCE (M.S.)
Applied Computing
CIP Code: 11.0101

I. GENERAL INFORMATION


Program Objectives
The objectives of the Master of Science in Applied Computing program are:
1. To provide an advanced degree accessible to computing professionals (offered evenings and weekends).
2. To improve the technical skills of computing professionals.
3. To improve the business skills of computing professionals, especially those in contracting positions.
4. To teach the analysis and design skills needed to make wise technical choices.

5. To provide in-depth studies in specific areas of computing.
6. To provide capable computing consultants.
7. To provide teachers for community colleges and technical schools.
8. To teach legal, social, and ethical issues related to computer professionals. The legal issues include obligations and liabilities.

II. ADMISSION REQUIREMENTS

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

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

Curriculum for the Applied Computing Program

Core Requirements ........................................................................12 hours
CSC 730, 745, 815, 834.
Concentration in Software Engineering and Computer Security................................................................12 hours
CSC 825, 831, 835; one of CSC 720, 744, 747, 748 or 749.
Electives .........................................................................................6 hours
Exit Requirement
GRD 857d
Total Curriculum Requirements .................................................30 hours

Concentration in Business Computing ..............................................12 hours
CIS 850, 3 courses selected from ACC 820, ACC 850, CIS 860, FIN 824, FIN 850, CCT 850 and QMB 850.
Electives .........................................................................................6 hours
Exit Requirement
GRD 857d
Total Curriculum Requirements .................................................30 hours

Concentration in Industrial Computing ..............................................12 hours
AEM 706, 801, 804, 805.
Electives .........................................................................................6 hours
Exit Requirement
GRD 857d
Total Curriculum Requirements .................................................30 hours

Concentration in Bioinformatics .....................................................18 hours
BIO 731, 801, and 810; MAT 765 or BIO 733, two (2) credit hours of BIO 798, and four (4) credit hours at 800
level Bioinformatics research at University of Kentucky or University of Louisville, to be transferred in as BIO 881.

Exit Requirement
GRD 857d

Total Curriculum Requirements .................................. 30 hours

Concentration in Statistical Computing .......................... 12 hours
STA 700, 775; STA 780 or 785; STA 840.

Electives ...................................................................... 6 hours

Exit Requirement
GRD 857d

Total Curriculum Requirements .................................. 30 hours

ELECTIVES
Select 6 hours of electives from the following: ACC 820, 850, BIO 731, 733, 798, 801, 810, 890, CCT 850, CIS 850, 870, CSC 707, 720, 735, 738, 740, 744, 746, 747, 748, 749, 750, 812, 825, 831, 833, 835, 842, 860, 890, 895, ECO 854, AEM 706, 801, 804, 805, FIN 824, 850, MAT 706, 755, 806, 871, 872, MGT 850, QMB 850, STA 700, 701, 720, 721, 775, 785, 880, TEC 830, 867. Credit in a student’s declared concentration does not apply toward the elective requirements.

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

DEPARTMENT OF ECONOMICS

Dr. Gyan Pradhan, Chair
www.economics.eku.edu
(859) 622-1769

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

DEPARTMENT OF ENGLISH AND THEATRE

Dr. James Keller, Chair
Ms. Alana Ghent, Theatre Coordinator
Dr. Gerald Nachtwey, MA Program Coordinator/Advisor
Prof. Derek Nikitas, MFA Program Coordinator/Advisor
www.english.eku.edu
(859) 622-5861

I. GENERAL INFORMATION

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

The Master of Arts in Education program: rhetoric and composition, literature, or generalist.

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

III. PROGRAM REQUIREMENTS

Students must complete the 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
- **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 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 and Theatre. 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.

**MASTER OF FINE ARTS: BLUEGRASS WRITERS STUDIO (M.F.A.)**

**Creative Writing**

**CIP Code:** 23.1302

**I. GENERAL INFORMATION**

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

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

**II. ADMISSION REQUIREMENTS**

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

**III. PROGRAM REQUIREMENTS**

Students must complete 48 hours in the program, as well as an approved creative thesis. Students must also pass a written exit examination. Each year in the program, full-time students...
generally attend two ten-day residencies (for a total of six credit hours), and enroll in 18 credit hours of online classes. The Winter MFA Residency (ENW 800) is held in early January each year at a hotel/conference center in Lexington, KY. The Summer Writing Residency (ENW 801) is held each year during June/July in an international location, such as Edinburgh, Scotland. The Summer Writing Residency is hosted by the EKU MFA program in partnership with the Brief-Residency MFA program of the University of New Orleans. EKU 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**

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

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

**MASTER OF PUBLIC ADMINISTRATION**

**M.P.A.**

**Public Administration**

CIP Code: 44.0401

**I. GENERAL INFORMATION**

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

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

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

**II. ADMISSION REQUIREMENTS**

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

Applicants who meet the criteria listed below may qualify for “Clear Admission” to the MPA program:

1. A complete application;
2. Meets the general requirements of both the Graduate School and MPA program;
3. Achieves a minimum grade point average (GPA) of 2.75 (on a 4.0 scale), or 3.0 on the last 60 semester hours of the baccalaureate program. In addition, applicants are expected to have verbal scores of 146 or above, and quantitative scores of 140 or above on the Graduate Record Exam (GRE). Applicants with a cumulative undergraduate GPA of 3.0 or higher are exempt from the GRE requirement.
4. Evaluation of academic potential based on two (2) letters of recommendation from persons familiar with the applicant’s academic or employment experience;
5. Evaluation of academic potential and appropriate interests based on a statement of career goals and objectives.

Students who fail to meet the targeted GPA or GRE scores specified above may be granted a probationary admission. The minimum condition for transfer from probationary admission status to clear admission status is the successful completion of at least nine hours of graduate course work with a grade point average of at least 3.0 and with no more than one grade, regardless of the number of course credit hours, of “C” or lower. Students must be removed from probationary admission prior to registering in any course work beyond an initial 12 hours. At least six hours of the first 12 hours must be in the common MPA core.

**III. PROGRAM REQUIREMENTS**

The MPA Degree program requires satisfactory completion of a minimum of 39 credit hours. All students take a common program core of 24 credit hours. The program core consists of courses in:

- Administration, Ethics and Public Policy
- Administrative Law
- Research Methods
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

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<th>Component</th>
<th>Hours</th>
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<tr>
<td>MPA Core</td>
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<td>Electives</td>
<td>12 hours</td>
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<td>Exit Requirements</td>
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<tr>
<td>Internship or Applied Analysis in Public Administration</td>
<td>3 hours</td>
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<td>Total Requirements</td>
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#### Community Health Administration Concentration

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<tr>
<td>MPA Core</td>
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<td>Community Health Core</td>
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<td>Exit Requirements</td>
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<td>Internship or Applied Analysis in Public Administration</td>
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#### Community Development Concentration

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<td>MPA Core</td>
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<td>Community Development Core</td>
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#### Environmental Health Concentration

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<td>MPA Core</td>
<td>24 hours</td>
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<tr>
<td>Environmental Health Core</td>
<td>12 hours</td>
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The Department of History offers the Master of Arts in history through both thesis and non-thesis program plans. Both program plans provide courses in American and non-American history. The College of Education offers the Master of Arts in Education degree in secondary education with a concentration in history, and regulations for that degree may be found in the College of Education section of this Catalog.

### MASTER OF ARTS (M.A.) History

**CIP Code:** 54.0101

**I. GENERAL INFORMATION**

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

**II. ADMISSION REQUIREMENTS**

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

- Satisfactory performance on the Graduate Record Examination with target scores of 153 or above on the Verbal and 4.0 or above on the Analytical Writing portions of the exam.
- An overall undergraduate grade point average of 2.5 or of 2.75 (on a 4.0 scale) on the last 60 semester hours of the baccalaureate program.
- Completion of at least a satisfactory undergraduate minor in
history or the equivalent. Applicants must arrange for submission of three letters of recommendation directly to the department.

III. PROGRAM REQUIREMENTS

Thesis Plan

Foundation Course ............................................................. 3 hours
HIS 800: Historiography and Criticism.
American History ............................................................... 9 hours*
Choose from HIS 716, 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.

IV. EXIT REQUIREMENTS

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

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

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

DEPARTMENT OF LANGUAGES, CULTURES, AND HUMANITIES

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

The Department of Languages, Cultures and Humanities cooperates with the College of Education in offering the Master of Arts in Teaching with the concentration in Spanish. The program is described in the College of Education section of this Catalog.
DEPARTMENT OF MATHEMATICS AND STATISTICS

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

The Department of Mathematics and Statistics offers the Master of Arts degree in Mathematics and the Master of Science degree in the Mathematical Sciences. 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 rank must have initial certification in secondary mathematics.

III. PROGRAM REQUIREMENTS

Applied Mathematics Program
Core Requirements .......................................................... 12 hours
MAT 720 or STA 720; MAT 865 and 866; MAE 704 or STA 775. No course may be counted under both core requirements and concentration requirements.

Concentration in Secondary Mathematics
Concentration Requirements .............................................. 9 hours
MAT 735; six hours from MAE 750, 843, 850, or 872.
Electives ........................................................................... 6 hours
Six hours of advisor-approved electives selected from 700- or 800-level courses with MAE, MAT, STA, or CSC prefixes.
Exit Requirement
Capstone............................................................................... 3 hours
MAT 898
Total Curriculum Requirements ...................................... 30 hours

Concentration in Applied Mathematics and Statistics
Concentration Requirements .............................................. 9 hours
Nine hours from MAT 727, 740, 750, 765, 777, 853, 856, 871, 880, STA 770, 775, 780, 785, 835, 840, or 880.
Electives ........................................................................... 6 hours
Six hours of advisor-approved electives selected from 700- or 800-level courses with MAE, MAT, STA, or CSC prefixes.
Capstone............................................................................... 3 hours
MAT 898
Total Curriculum Requirements ...................................... 30 hours

IV. EXIT REQUIREMENTS

Capstone — Students are required to complete 3 hours of MAT 898 (Capstone).

Each student must apply 15 or more hours from 800-level courses toward the M.A. degree.

MASTER OF SCIENCE (M.S.)
Mathematical Sciences
CIP Code: 27.0101

I. GENERAL INFORMATION

Program Objectives
The objectives of the graduate Mathematical Sciences program are the following:

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

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

Students admitted into the program will remain coded as undergraduate until fulfilling their B.S. requirements. Students admitted into the 3+2 program must complete the B.S. in Mathematics 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.

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, nine hours of calculus and courses in linear algebra, modern algebra, and real analysis would be sufficient.) Applicants who do not have this preparation may be granted admission without required prerequisites but are required to take the undergraduate courses needed to strengthen their backgrounds.

III. PROGRAM REQUIREMENTS

Mathematical Sciences Program
Core Requirements ................................................. 15 hours
MAT 809, 810, 815, and 850; three hours from MAT 720, 755, 760, or STA 720. No course may be counted toward both core requirements and concentration requirements.

General Program
Electives* .......................................................... 15 hours
Fifteen hours of advisor-approved electives selected from 700- or 800-level courses with MAE, MAT, STA, or CSC prefixes.
Exit Requirement
GRD 857h or MAT 899.
Total Curriculum Requirements ......................... 30 hours

Concentration in Mathematics
Concentration Requirements .............................. 9 hours
Nine hours of 700- or 800-level courses with a MAT prefix. Only three hours of MAT 880 may count toward fulfilling the concentration requirements.
Electives* .......................................................... 6 hours
Six hours of advisor-approved electives selected from 700- or 800-level courses with MAE, MAT, STA, or CSC prefixes.
Exit Requirement

Concentration in Computer Science
Concentration Requirements ................................ 12 hours
CSC 730 and 831; six hours from CSC 720, 744, 745, 746, 747, 748, 750, 815, 825, 833, 834, 842, or 880. Only three hours of CSC 880 may count toward fulfilling the concentration requirements.
Electives* .......................................................... 3 hours
Three hours of advisor-approved electives selected from 700- or 800-level courses with MAE, MAT, STA, or CSC prefixes.
Exit Requirement
GRD 857h or MAT 899.
Total Curriculum Requirements ......................... 30 hours

Concentration in Statistics
Concentration Requirements ................................ 12 hours
Twelve hours from STA 707, 720, 721, 770, 775, 785, 835, 840, or 880. Only three hours of STA 880 may count toward fulfilling the concentration requirement.
Electives* .......................................................... 3 hours
Three hours of advisor-approved electives selected from 700- or 800-level courses with MAE, MAT, STA, or CSC prefixes.
Exit Requirement
GRD 857h or MAT 899.
Total Curriculum Requirements ......................... 30 hours

*No student can apply more than 12 hours of CSC or 12 hours of STA credits toward the M.S. degree. Each student must apply 15 or more hours of MAT credits, at least 12 of which are from 800-level courses, toward the M.S. degree. Electives may include 3-6 hours of MAT 899 (Thesis).

IV. EXIT REQUIREMENTS

Comprehensive Examination or Thesis — Each student is required to pass a written examination (GRD 857h) covering the various components of the candidate’s program or complete 3-6 hours of MAT 899 (Thesis). A student who elects to submit a thesis for partial fulfillment of the requirements of the Master of Science in Mathematical Sciences must prepare it in conformity with the regulations approved by the Graduate Council and the Department of Mathematics and Statistics. Detailed information concerning the preparation and submission of the thesis may be obtained from the program coordinator.

Each student must apply 15 or more hours from 800-level courses toward the M.S. degree.

DEPARTMENT OF MUSIC

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

I. GENERAL INFORMATION

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

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

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

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

MASTER OF MUSIC (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 2.7 overall undergraduate GPA;
4. Submit 3 letters of recommendation;
5. Must demonstrate competent applied music skills through a performance audition for either applied study or for admission to music ensembles.
6. Achieve target scores of 144 or above on the Verbal and Quantitative, and 3.0 or higher on the Analytical Writing portions of the Graduate Record Exam. Applicants with cumulative undergraduate GPA’s of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE requirement.

Admission Requirements for Individual Concentrations

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

Note: Voice candidates in their audition must include works in French, Italian, and German and must have either a demonstrated competency or at least two semesters of undergraduate course work in any one language — French, Italian, or German. Candidates will also show two semesters of diction study and a vocal pedagogy course at the undergraduate level. Those who have not completed undergraduate foreign language, diction or pedagogy requirements will complete them as part of the Masters degree. The undergraduate language credits will not count as credit toward the MM degree, and diction and pedagogy (MUS 720 and 750) may count toward the MM degree electives.

Choral Conducting Concentration
Candidates must conduct before a committee of music faculty (videotaped auditions are allowed); and must possess either an undergraduate degree in music from an accredited institution or equivalent course work. Candidates must also demonstrate competency in foreign language including 2 semesters of undergraduate coursework in one language: French, Italian, or German, and 2 semesters of diction courses. Those who have not completed undergraduate foreign language or diction requirements will complete them during the Masters degree. The undergraduate language and diction credits will not count toward the degree.

The 2nd semester of diction, MUS 720 may be used as an elective course within the MM degree. Choral conducting candidates are also required to take at least one course in vocal pedagogy (MUS 750) as part of the degree electives unless vocal pedagogy courses were completed at the undergraduate level.

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

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

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

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

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

III. PROGRAM REQUIREMENTS
The general format of the program appears below:

Core Courses...........................................................................................................12 hours
MUS 755 or 756 (Music Literature)......................3 hours
MUS 872 (Music History)......................................3 hours
MUS 884 or 887 (Music Theory).........................3 hours
MUS 896, 897, or 899 (Project, Recital, or Thesis).....................3 hours

Concentration Courses.................................................................10-11 hours
Concentrations are available in performance, theory/composition, choral conducting, instrumental conducting and music
**Concentration in Performance**

Core Courses .................................................12 hours
Concentration Courses .....................................10 hours
Applied Music Courses

Electives* .................................................10 hours

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

Exit Requirement
GRD 857i or 858i

Total Requirements ........................................32 hours

**Concentration in Theory/Composition**

Core Courses .................................................12 hours
Must elect MUS 899 for an emphasis in theory or MUS 896 for an emphasis in composition.
Choose either the theory concentration or the composition concentration below.

Concentration with an Emphasis in Theory ............13 hours
MUS 886 (Counterpoint) ....................................3 hours
MUS 888 (Analytical Techniques II) ..................3 hours
MUS 889 (Advanced Composition) ....................2 hours
MUS 788 (Pedagogy of Theory) .......................2 hours
MUS 710 (Special Topics in Music) ....................3 hours

Concentration with an Emphasis in Composition ....12 hours
MUS 889 (Advanced Composition I) ..................2 hours
MUS 890 (Advanced Composition II) .................4 hours
MUS 886 (Counterpoint) .................................3 hours
MUS 888 (Analytical Techniques II) .................3 hours

Electives* ..................................................7-8 hours

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

Exit Requirement
GRD 857i or 858i

Total Requirements ........................................32 hours

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

**Concentration in Choral Conducting**

Core Courses .................................................12 hours
Choral Conducting concentration must elect MUS 756.

Concentration Courses .................................11 hours
MUS 765 (Advanced Choral Conducting) ..........2 hours
MUS 880 (Advanced Choral Procedures) ............2 hours
MUS 883 (Seminar in Choral/Instrumental Conducting) .....................2 hours

MUS 825 or 826 (Choir or University Singers) ......1 hour
MUS 898 (Research in Music and Music Education) ..........................3 hours
Applied Music .........................................1 hour

Electives ..................................................9 hours

Exit Requirement
GRD 857i or 858i

Total Requirements ........................................32 hours

**Concentration in Instrumental Conducting**

Core Courses .................................................12 hours
Instrumental Conducting concentration must elect MUS 755 and MUS 896.

Concentration Courses .................................11 hours
MUS 764 (Advanced Instrumental Conducting) ....2 hours
MUS 883 (Seminar in Choral/Instrumental Conducting) ...................2 hours
MUS 751 (Performance Literature) or MUS 754 (Band Lit.) ...........2 hours
MUS 835 or 855 (Orchestra or Band) ...............1 hour
Applied Music .........................................1 hour
MUS 898 (Research in Music and Music Education) ........................3 hours

Electives ..................................................9 hours

Exit Requirement
GRD 857i or 858i

Total Requirements ........................................32 hours

**Concentration in Music Education**

Core Courses .................................................12 hours

Concentration Courses .................................10 hours
MUS 878 (Foundations of Music) ...................3 hours
MUS 885 (Psychology of Music) .....................3 hours
MUS 712 or 750 (Piano or Teaching Tech) ......1 hour
MUS 898 (Research in Music and Music Education) ........................3 hours

Electives* ..................................................10 hours

Exit Requirement
GRD 857i or 858i

Total Requirements ........................................32 hours

*Elective credits must include at least 4 credits of applied music courses.

**IV. EXIT REQUIREMENTS**

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

Thesis — The thesis is optional in this program.
DEPARTMENT OF PHILOSOPHY
AND RELIGION

Dr. Michael Austin, Chair
www.philosophy.eku.edu
(859) 622-1400

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

DEPARTMENT OF PHYSICS AND
ASTRONOMY

Dr. Anthony Blose, Chair
www.physics.eku.edu
(859) 622-1521

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

DEPARTMENT OF PSYCHOLOGY

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

I. GENERAL INFORMATION

The Department of Psychology offers the Master of Science degree in Clinical Psychology, Industrial and Organizational Psychology, General Psychology, the Specialist in Psychology (Psy.S.) degree in School Psychology, and the Doctor of Philosophy (Psy.D) degree in Clinical Psychology. Clinical or school psychology students may apply for the Autism Spectrum Disorder Certificate, offered in cooperation with the Department of Occupational Therapy and Special Education. Requirements for this certificate can be found below.

II. ADMISSION REQUIREMENTS

Candidates must satisfy the following special requirements:

Master of Science in General Psychology, Industrial and Organizational Psychology, and the Specialist in Psychology (Psy.S.) degree in School Psychology

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

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

Doctoral Degree in Clinical Psychology

A minimum of five undergraduate courses in psychology: general psychology, statistics, and experimental psychology are required, as well as two other courses acceptable to the departmental admissions committee. Applicants are required to submit academic transcripts for any undergraduate and graduate work, and the GRE score report. Candidates are encouraged to complete the GRE Psychology Subject Test if Psychology was not their major as an undergraduate. Candidates with a GPA of 3.0 or higher and GRE scores at the 50th percentile or higher will be competitive. Admission is limited to available space. Meeting the minimum requirements, therefore, does not guarantee admission.

Applicants must submit a personal statement (2-3 typewritten, double spaced pages). In completing the personal statement, consider reflecting on the following areas: A) What personal characteristics do you possess that you believe are important to the practice of psychology? Do you possess any particular strengths that you feel will be an asset to you in graduate school? What about any personal challenges that you might hinder your progress? B) What are your professional goals and how do they match the mission of our program, particularly our focus on rural and underserved areas? C) Describe any experiences that have particularly prepared you for graduate study in clinical psychology (e.g., clinical co-op/internships, research experiences, particular coursework, etc.). D) If you feel that any portion of your application does not accurately reflect your academic skills or preparation for graduate school in psychology (e.g., GRE, GPA, etc.), please explain. Applicants must arrange for submission of three letters of recommendation from individuals familiar with your abilities relevant to graduate-level study in psychology, with at least one from psychology faculty. Applicants must also submit a curriculum vitae.

Applications are completed online and must be received by January 15. Top applicants will be invited for an on-campus interview. Notification regarding admission normally will be made in March.
III. PROGRAM REQUIREMENTS

MASTER OF SCIENCE (M.S.)
Clinical Psychology Program
CIP Code: 42.2801

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, 827(1), 841, 845, 857, 860, 838, and 881.

Research Courses .............................................................6 hours
PSY 820, and 862.

Theory Courses .............................................................24 hours
PSY 802, 803, 826, 837, 840, 841, 847, and 853.

Techniques Courses ........................................................16 hours
PSY 824, 825, 827(1), 850, 860, and 881.

Experiential Course .........................................................9 hours
PSY 838 (9 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
(2) Thesis Defense: Students who chose to conduct a thesis must register for an oral defense GRD 858k (0 credit hours) and pass the oral defense.

MASTER OF SCIENCE (M.S.)
General Psychology
CIP Code: 42.0101

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

Psychological Foundations ..................................................18 hours
PSY 820, 837, 840, 847, 853, 862.

Electives .................................................................9 hours
Thesis ................................................................6 hours
PSY 898
Exit Requirements*
GRD 857j, 858j
Total Requirements .......................................................33 hours

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

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

Psychological Foundations ..................................................18 hours
PSY 820, 837, 840, 847, 848, 862

Approved Electives .........................................................15 hours
(courses approved by the School Psychology Program Coordinator)

Exit Requirements*
GRD 857j .................................................................0 hours

Total Requirements .........................................................33 hours

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

MASTER OF SCIENCE (M.S.)
Industrial and Organizational Psychology
CIP Code: 42.2804

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

Psychological Foundations ..................................................19 hours
PSY 790, 820, 826, 837, 862, 868, and 898 or approved elective.

Industrial and Organizational
Psychology Core .............................................................21 hours
PSY 844, 870, 872, 873, 874, 875, 876.

Practicum .................................................................6 hours
PSY 843.

Electives** ...............................................................3 hours
Exit Requirements .........................................................0 hours
GRD 857l, 858l
Total Requirements .......................................................49 hours

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

Exit Requirements:
(1) Comprehensive Examinations: Students in the Industrial and Organizational Psychology Program must register for written and oral comprehensive examinations in their area of study (GRD 857l & GRD 858l (0 credit hours)), and must pass both of these examinations
(2) Thesis Defense: Students in the Industrial and Organizational Psychology Program who chose to conduct a thesis must register for an oral defense GRD 858q (0 credit hours) and pass the oral defense.
SPECIALIST IN PSYCHOLOGY (Psy.S.)
School Psychology Program
CIP Code: 42.2805

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

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

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

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

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

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

Research, Evaluation, and Statistics ....................................... 9 hours
   PSY 820, 862, and 866.

Internship ........................................................................... 12 hours
   PSY 896.

Exit Requirements
   GRD 857m, 858m ................................................................ 0 hours
Total Requirements .................................................................. 71 hours

IV. EXIT REQUIREMENTS

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

Total Requirements .................................................................. 121 hours

COURSES

SPECIALIZED COURSES

Autism Spectrum Disorder Certificate
CIP Code: 42.9999

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

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

   OTS 863 ........................................................................... 3 hours
   PSY 777 ........................................................................... 3 hours
   CDS 867 or CDS 878 or CDS 720 .................................... 3 hours
   SED 790 .............................................................. 3 hours
   OTS 831 (2 hours)* or PSY 843 or PSY 838 or CDS 874 or
   SED 897 .......................................................... 3 hours
   OTS 846 (4 hours)* or CDS 899 or PSY 887 or CDS
   898 or SED 897 or PSY 896 or PSY 899A or PSY 898
   ............................................................................ 3 hours
   GRD 858n ............................................................. 0 hours
Total Course Requirements .................................................. 18 hours

Comprehensive Examination: In addition to the exit requirements for their degree, candidates for the certificate will be required to successfully complete an oral examination on Autism Spectrum Disorders and register for GRD 858n.

*OTS 831 must be paired with OTS 846 to equal 6 hours.
College of Business and Technology

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

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

www.cbt.eku.edu

College of Business and Technology

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

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

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

The Master of Science degree in Career and Technical Education offers concentrations in:
1. Agriculture Education
2. Technical Education Administration
3. Technology Education
4. Occupational Training and Development

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

Vision

EKU’s College of Business and Technology...The College of Choice:
- Inspiring minds
- Enriching communities
- Creating leaders
- Making a difference

Mission

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

College core values
- Integrity
- Morality, ethical behavior, trust, and honesty
- Respect
- Openness and consideration of ideas, approaches, and thoughts

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

School of Applied Arts and Technology

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

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

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

The Department of Agriculture provides courses at the graduate level in technical agriculture and horticulture. Students receiving graduate credit must meet additional specified requirements. Graduate students have the choice of two degree options: a Master of Arts in Education with an Agriculture Education...
concentration or a Master of Science in Career and Technical Education with an Agriculture Education concentration.

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

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

DEPARTMENT OF APPLIED ENGINEERING AND TECHNOLOGY
Dr. L. Tim Ross, Chair
Whalin Technology Complex 302
www.technology.eku.edu
(859) 622-3232

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

MASTER OF SCIENCE (M.S.)
Career and Technical Education
CIP Code: 13.1309

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

I. GENERAL INFORMATION

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

Engineering/Technology Education — designed to meet the needs of experienced and prospective teachers of technology subjects in junior colleges, high schools, and middle schools. Upon completion of a degree in this concentration, graduates will be able to:
1) accurately synthesize their total program experiences;
2) conduct technical research related to emerging technology in the discipline; and 3) design a contemporary technology education facility.

Technical Education Administration — designed to meet the needs of experienced and prospective career and technical education administrators. The program provides students the opportunity for advanced study in career and technical administration, and also fulfills the graduate curriculum requirements specified for Kentucky career and technical administration certification. Upon completion of a degree in this concentration, graduates will be able to:  1) accurately synthesize their total program experiences; 2) demonstrate their competence for organizing and implementing administrative techniques; and 3) accurately address the administrative standards for technical education administrators.

Occupational Training and Development — designed to provide experiences through course work for those who desire to become trainers of existing or prospective employees in an occupational setting. Upon completion of a degree in this concentration, graduates will be able to: 1) plan and implement instruction for technical and professional content; 2) develop and apply appropriate instructional strategies for technical and professional content; 3) develop and demonstrate competence for organizing, developing and presenting instruction in a business and/or industry setting; and 4) accurately synthesize their total program experiences. Graduates of this program are usually employed in the human resource development sector of a business or industrial organization.

Agriculture Education — designed to meet the needs of experienced and prospective teachers of agriculture and horticulture in junior colleges, high schools, and middle schools. Upon completion of the concentration graduates will be able to:
1) demonstrate competence for organizing, developing and presenting instruction; 2) apply appropriate instructional strategies for technical and professional content; and 3) accurately synthesize their total program experiences.

II. ADMISSION REQUIREMENTS

Applicants are expected to present an appropriate undergraduate technical teaching major and provide proof of acceptable professional and scholarly aptitude. An undergraduate grade point average of 2.5 and individual Verbal and Quantitative scores of 144 or higher on the Graduate Record Examination are expected. Applicants may also submit scores on the Graduate Management Admission Test (GMAT) or the Miller Analogies Test (MAT) as a substitute for the GRE. GMAT scores of 420 or higher are expected. MAT scores of 380 or higher are expected. Applicants with cumulative undergraduate GPA’s of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/GMAT/MAT requirement.

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

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

III. PROGRAM REQUIREMENTS

Curriculum for Master of Science in Career and Technical Education

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

Agriculture Education Concentration

Agriculture Teaching
AGR 701, 770, 777, 807.
Supporting Work
Agriculture Education Concentration

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

Supporting Work
Agriculture Education Concentration

12 hours
12 hours
6 hours
MASTER OF SCIENCE (M.S.)
Applied Engineering and Technology Management
CIP Code: 15.1501

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

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

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

II. ADMISSION REQUIREMENTS
Applicants are expected to present proper prerequisite preparation or technical management experience. For the Construction Management and the Applied Engineering and Technology Management options, applicants should have an understanding of materials and processes, the principles of production control, and the economics of industry; computer literacy; the ability to communicate graphically; and the ability to apply statistics to the solution of industrial problems. For the Network Security Management (NSM) option, applicants should have an understanding of wired and wireless computer network communications, prior educational or work experience related to managing computer network software and hardware; effective communication skills; and the ability to identify, analyze and solve computer network related problems. An undergraduate grade point average of 2.5 and individual Verbal and Quantitative scores of 144 or higher on the Graduate Record Examination are expected. Applicants may also submit scores on the Graduate Management Admission Test (GMAT) as a substitute for the GRE. GMAT scores of 420 or higher are expected. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/GMAT requirement.

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

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

III. PROGRAM REQUIREMENTS
Individual plans of study will include work from the following areas:
Core Courses................................................................. 15 hours
AEM 801, 804, TEC 830, and six-credits of synthesis experience: AEM 820; AEM 821, 822 or 839.

Applied Engineering and Technology Management Concentration............................................. 9 hours
AEM 706, 802, and 805.

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

Network Security Management Concentration........9 hours
NSM 815, 845, and 895.

Supporting Courses....................................................... 6 hours
Courses for one option may serve as supporting courses for the other two option. For example, AEM 706, 802, and 805 are valid supporting courses for the Construction Management option and the Network Security Management option. NSM 815, 845, and 895 are valid supporting courses for the Applied Engineering and Technology Management option and the Construction Management option.

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

Exit Requirement
GRD 867c or 868b
Total Requirements.................................................. 30 hours

IV. EXIT REQUIREMENTS

Thesis - The thesis is not required in the Master of Science in Applied Engineering and Technology Management.

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

CERTIFICATE IN CONSTRUCTION MANAGEMENT

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

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

Requirements............................................................. 12 hours
Select four from the following six courses. AEM 804, CON 825, 826, 827, 828, or 829

DEPARTMENT OF
COMMUNICATION
Dr. Fran Dickson, Chair
Combs 317
www.communication.eku.edu
(859) 622-1871

The Department of Communication provides courses at the graduate level in public relations and communication. Students receiving graduate credit in these courses must meet additional specified requirements.

The Master of Business Administration program offers a major in Integrated Communication. Information and requirements for this major can be found in the Master of Business Administration section of this Catalog.

SCHOOL OF BUSINESS

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

EKU’s School of Business is comprised of the Department of Accounting, Finance, and Computer Information Systems; the Department of Management, Marketing, and International Business; and the Master of Business Administration Program.

MASTER OF BUSINESS ADMINISTRATION
(M.B.A.)
CIP Code: 52.0101

Dr. Leslie Vincent, MBA Director
Ms. Nikki Kowalski, MBA-AACSB Coordinator
Business and Technology Center 008
www.mba.eku.edu
(859) 622-1775

I. GENERAL INFORMATION

MBA Vision Statement

EKU’s MBA program will provide educational opportunities to enhance the professionalism and abilities of its students through an AACSB International accredited business program designed for working professionals and recent college graduates.

MBA Mission Statement

EKU’s MBA program is committed to providing students with the tools and experiences they need to broaden their professionalism and add value to their companies and the communities where they live. To ensure that MBA students achieve a competitive edge in today’s global marketplace, EKU’s MBA program is dedicated to these six major themes:

Quality — EKU’s MBA program is accredited by the premier accrediting body for business programs, AACSB International. Classes are taught by full-time graduate faculty who meet high standards of instruction and research.

Flexibility — Students may attend on a part-time or full-time
basis. Classes are scheduled on nights and weekends for working professionals. The program accepts both business and non-business degree applicants.

Specialization — Students may design their degree as a general business program building expertise in many areas or may choose to specialize.

Application — Student projects are designed based on real-world issues that may effectively solve workplace problems or provide new ways of looking at industry concerns. Emphasis is placed on discussions of business ethics.

Technology — Classes integrate technology at all levels of the curriculum whether in a traditional classroom or through Web-enhanced classes.

Professionalism — Challenging coursework and peer interactions provide opportunities for enhancing communication, leadership, team, and networking skills. The Master of Business Administration is available in three majors, only one of which will appear on the diploma:

MBA provides an innovative approach to preparing students for jobs that do not now exist. Through an applied integrated curriculum, students expand their knowledge of all functional areas of business.

MBA with Accounting Major is designed to enhance accounting skills and to prepare students with an undergraduate accounting degree to function effectively in a global economy with integrated managerial skills. Students in this major choose from a variety of courses that reflect their career interests such as auditing, taxation, international, or fraud/forensic accounting. Taking additional accounting courses helps prepare students for professional examinations such as the CPA, CMA, CIA, CFE, or Cr.FA.

MBA with Integrated Communication Major is a truly unique program. This major integrates public relations, marketing and corporations communications courses that are designed to enhance a student’s contribution to business organizations across a dynamic, global marketplace.

Program Objectives

The Master of Business Administration degree program provides for breadth of study in the functional areas of business administration and management. The program is intended to prepare students for responsible careers in business enterprises, governmental organizations, and nonprofit institutions. It is designed to provide opportunities for developing skill in scientific analysis and in an ability to integrate concepts and research findings of business and the social sciences. Students are prepared to draw logically sound conclusions, to think creatively, to communicate effectively, and to appreciate the role and responsibilities of business enterprise in our broad social framework.

Other Information — Classes for the MBA program are offered at times which are convenient for part-time students.

Each student must have his/her program of elective courses approved by the MBA-AACSB Coordinator. Determination of equivalent and substitute courses will be made by the MBA-AACSB Coordinator in consultation with department chairs.

Upon written petition, subject to approval by the Dean of the Graduate School and the Coordinator of the MBA Program, students may transfer a maximum of six semester hours of acceptable graduate level work from other AACSB-International accredited institutions.

The maximum course load for MBA students normally is nine semester hours. Students who have full-time employment are discouraged from taking more than six semester hours.

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

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

II. ADMISSION REQUIREMENTS

Minimum requirements for clear (unrestricted) admission to the Master of Business Administration program are as follows: Applicants must (1) hold a bachelor’s degree from a regionally accredited institution with a minimum overall undergraduate grade point average (UGPA) of 2.5 and (2) score no less than 450 on the Graduate Management Admission Test (GMAT) or at least 145 verbal and 147 quantitative on the Graduate Record Examination (GRE).

In addition to the above requirements, applicants must satisfy the following foundation requirements either by completing the courses with a minimum grade of “B-” from an AACSB accredited institution, testing out of them via a CLEP exam, or by completing the self-taught Foundations Learning Modules with a minimum score of 80 percent (see responsive.net for details).

ACC 201 or CLEP and ACC 202, or ACC 820, or ACC Module CIS 300 or Spreadsheet Module ECO 230 or CLEP and ECO 231 or CLEP, or ECO Module FIN 300 or FIN Module MGT 300 or CLEP MKT 300 or CLEP QMB 200 or QMB Module

Applicants who have not completed these courses or equivalents, or applicants who have completed these courses or equivalents, but have not met the grade requirement, but who meet the requirements stated above, could be admitted to the MBA Program. However, the prerequisite MBA foundation requirements must be completed prior to taking MBA core courses.

Students with undergraduate degrees older than seven years will need to have their transcripts further evaluated in order to determine which of the above prerequisites have been satisfied.

Expected Competencies — Applicants are expected to have sufficient background to function effectively in graduate courses that require computer-related knowledge or skills. Proficiency in word processing, spreadsheets, database management, and computer applications as well as knowledge of differential calculus...
is assumed.
In addition, the assumption is made that all applicants can demonstrate proficiency in spoken and written communication. On the basis of GMAT verbal scores, interviews, TOEFL scores, samples of written work, or other appropriate indicators of speaking and writing proficiency, MBA applicants may be required as a precondition for admission to satisfactorily complete courses or tutorial experiences designed to enhance their communication skills.

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

**Application Procedures**

MBA applicants must apply for admission through the Graduate School. MBA applicants are required to take the GMAT or GRE and meet all admission requirements prior to enrolling in MBA courses. An official GMAT or GRE score must be submitted to the Graduate School. TOEFL scores are required for all international students without a recent undergraduate degree from a regionally accredited institution within the United States.

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

1. Cover letter detailing the specific reason(s) why you are pursuing your MBA at EKU
2. Résumé
3. Three letters of reference. At a minimum, one letter of reference must comment specifically about your oral and written communication skills.

All application materials must be submitted, processed, and approved for admission by the Graduate School and the MBA Office prior to five weeks before the first day of classes of the intended enrollment. International students must check the Graduate School’s deadlines. Beyond University minimums, the MBA-AACSB Coordinator, in consultation with the MBA Admissions Committee, is responsible for administering and interpreting all admission requirements.

**III. PROGRAM REQUIREMENTS**

**Probation and Progress in the Program** — If, in any semester of study, a student’s graduate grade point average falls below 3.0 for all courses taken either after admission to the Program or for MBA core and elective courses, the student will automatically be on academic probation. The student will be dismissed from the program following any second semester with a cumulative GPA below 3.0 for either of the two categories indicated above.

A student in the MBA program is allowed to earn no more than one “C” and no “D”s or “F”s in courses taken after admission to the program. A second grade of “C” or one “D” or “F” for any course taken after admission will result in dismissal from the program.

**M.B.A.**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 850, CCT 850, CIS 850, FIN 850, GBU 851, MGT 850, MKT 850, QMB 850.</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

| Approved Business Electives | 9 hours |

<table>
<thead>
<tr>
<th>Exit Requirement</th>
<th>0 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRD 867a: Knowledge Test Exit Exam</td>
<td>30 hours</td>
</tr>
<tr>
<td>Total Course Requirements</td>
<td>30 hours</td>
</tr>
</tbody>
</table>

**M.B.A. with Accounting Major**

<table>
<thead>
<tr>
<th>MBA Core Courses (ACC 850 waived)</th>
<th>21 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCT 850, CIS 850, FIN 850, GBU 851, MGT 850, MKT 850, QMB 850.</td>
<td>9 hours</td>
</tr>
<tr>
<td>Accounting Electives</td>
<td>0 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>0 hours</td>
</tr>
<tr>
<td>Exit Requirement</td>
<td>0 hours</td>
</tr>
<tr>
<td>GRD 867a: Knowledge Test Exit Exam</td>
<td>30 hours</td>
</tr>
<tr>
<td>Total Course Requirements</td>
<td>30 hours</td>
</tr>
</tbody>
</table>

**M.B.A. with Integrated Communication Major**

<table>
<thead>
<tr>
<th>MBA Core Courses</th>
<th>24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 850, CCT 850, CIS 850, FIN 850, GBU 851, MGT 850, MKT 850, QMB 850.</td>
<td>9 hours</td>
</tr>
<tr>
<td>Elective</td>
<td>0 hours</td>
</tr>
<tr>
<td>Exit Requirement</td>
<td>0 hours</td>
</tr>
<tr>
<td>GRD 867a: Knowledge Test Exit Exam</td>
<td>30 hours</td>
</tr>
<tr>
<td>OR</td>
<td>6 hours</td>
</tr>
<tr>
<td>Thesis Requirement</td>
<td>33-39 hours</td>
</tr>
<tr>
<td>GBU 891</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

**IV. EXIT REQUIREMENTS**

Students may either complete a Knowledge Test Exit Exam (GRD 867a) or a thesis approved by a Thesis Committee of three MBA Faculty. The thesis will be guided by an Advisor, who is a member of the MBA Faculty, and who will chair the Committee. Students who pursue the Thesis Option will register for three credit hours of GBU 891 per semester, up to a maximum of six credit hours, until the thesis is approved. Those who pursue the Knowledge Test Exit Exam (KTEE) Option but fail the Knowledge Test Exit Exam are not allowed to pursue the Thesis Option. Students who pursue the Thesis Option but who do not complete the thesis may change to the Knowledge Test Exit Exam Option.

Knowledge Test Exit Exams are scheduled and administered by the MBA-AACSB Coordinator during the Fall and Spring semesters. Students pursuing the Knowledge Test Exit Exam Option must pass this exam during the Fall or Spring semester when they are enrolled in GBU 851 and must concurrently enroll in GRD 867a. The Dean of the Graduate School must receive certification of satisfactory completion of the Knowledge Test Exit Exam no later than ten days prior to commencement. A student
who fails the Knowledge Test Exit Exam may petition the Dean, College of Business and Technology, through the MBA-AACSB Coordinator for not more than one additional attempt to pass the Knowledge Test Exit Exam. The second examination must be taken and passed in the semester following the semester the student failed the first Knowledge Test Exit Exam.

DEPARTMENT OF ACCOUNTING, FINANCE, AND INFORMATION SYSTEMS
Dr. Oliver Feltus, Chair
Business and Technology Center 108
www.accounting.eku.edu
(859) 622-1087

The Department of Accounting, Finance, and Information Systems in cooperation with the Office of Graduate Education and Research and the College of Business and Technology participates in the Master of Business Administration program. The Master of Business Administration offers a major in Accounting. Information and requirements for this major can be found in the Master of Business Administration section of this Catalog.

DEPARTMENT OF MANAGEMENT, MARKETING, AND INTERNATIONAL BUSINESS
Dr. Lana Carnes, Chair
Business and Technology Center 011
www.management.eku.edu
(859) 622-1377

The Department of Management, Marketing, and International Business in cooperation with the Office of Graduate Education and Research and the College of Business and Technology participates in the Master of Business Administration program. The Master of Business Administration program offers a major in Integrated Communication. Information and requirements for this major can be found in the Master of Business Administration section of this Catalog.
College of Education

Dr. Laurence Hayes, Interim Associate Dean
(859) 622-1175
Combs 420
www.coe.eku.edu

I. GENERAL INFORMATION

Eastern Kentucky University has maintained a strong interest in and commitment to the preparation of teachers since its founding in 1906 and is dedicated to the preparation of teachers who function effectively in a culturally diverse society in order to meet the needs of all candidates.

The College of Education, in cooperation with the office of Graduate Education and Research, offers the Masters of Arts in Education degree programs for elementary teachers, middle grade teachers, secondary teachers, special education teachers, school counselors, library media specialists, speech-language pathologists, and instructional leaders. Other graduate programs include a Master of Arts in Teaching: Middle Grade Education, Secondary Education and P-12 programs; a sixth year program leading to Rank I certification; preparation for professional certification in Deaf and Hard of Hearing, Interdisciplinary Early Childhood Education, Learning and Behavior Disorders, and Moderate and Severe Disabilities; professional certification preparation for Director of Special Education, School Principal, School District Supervisor of Instruction, School District Administrator of Pupil Personnel Services, and School Superintendent; the Master of Arts degree in Mental Health Counseling; the Specialist in Education degree in Educational Administration and Supervision, and the Student Personnel Services in Higher Education and Doctor of Education Degree in Leadership and Policy Studies.

PROGRAMS OFFERED:

Doctor of Education Degree (EdD)


Specialist in Education (EdS)

EdS in Educational Administration and Supervision Dept. of Educ. Leadership & Policy Studies ......................... 87

Master of Arts (MA)

MA in Student Personnel Services in Higher Education Dept. of Counseling and Educational Psychology ......................... 86
MA in Clinical Mental Health Counseling Dept. of Counseling and Educational Psychology ......................... 89

Master of Arts in Teaching (MAT)

MAT Middle Grades 5-9 Dept. of Curriculum & Instruction ......................... 83
MAT Secondary Education Dept. of Curriculum & Instruction ......................... 84
MAT P-12 Programs Dept. of Curriculum & Instruction ......................... 83
MAT Interdisciplinary Early Childhood Education Dept. of Curriculum & Instruction ......................... 91

Master of Education (MAEd)

MAEd in Elementary Education Dept. of Curriculum & Instruction ......................... 79
MAEd in Communication Disorders Dept. of Special Education ......................... 91
MAEd in Gifted Education Dept. of Curriculum & Instruction ......................... 80
MAEd in Instructional Leadership Dept. of Educ. Leadership & Policy Studies ......................... 86
MAEd in Library Science Dept. of Curriculum & Instruction ......................... 81
MAEd in Middle Grade Education Dept. of Curriculum & Instruction ......................... 78
MAEd in Reading/Writing (Literacy) Dept. of Curriculum & Instruction ......................... 78
### MAEd in Secondary Education
Dept. of Curriculum & Instruction.......................... 78

### MAEd in School Counseling
Dept. of Counseling and Educational Psychology.......... 90

### MAEd in Special Education
Dept. of Special Education.................................. 91

#### Rank Preparation Programs

| Rank I - Elementary and Middle Grade Education | Dept. of Curriculum & Instruction.......................... 85 |
| Rank I – Secondary Education and P-12          | Dept. of Curriculum & Instruction.......................... 85 |
| Rank I – Library Science                       | Dept. of Special Education.................................. 85 |
| Rank I – Special Education                     | Dept. of Special Education.................................. 85 |
| Rank I – School Counseling                     | Dept. of Counseling and Educational Psychology......... 85 |

#### Certification Preparation Programs

| Deaf and Hard of Hearing Certification          | Dept. of Special Education.................................. 91 |
| Director of Special Education Certification    | Dept. of Special Education.................................. 94 |
| Interdisciplinary Early Childhood Education Certification | Dept. of Special Education.................................. 94 |
| Learning and Behavior Disorders                | Dept. of Special Education.................................. 93 |
| Moderate and Severe Disabilities Certification  | Dept. of Special Education.................................. 94 |
| Standard Guidance Certification               | Dept. of Counseling and Educational Psychology......... 94 |
| School District Supervisor of Instruction K-12 Certification | Dept. of Educ. Leadership & Policy Studies.............. 80 |
| School Superintendent Certification            | Dept. of Educ. Leadership & Policy Studies.............. 86 |

#### Endorsement Preparation Programs

| Elementary School Counselor seeking Secondary School Counseling Endorsement | Dept. of Counseling and Educational Psychology......... 91 |
| Elementary Mathematics Specialist (Grades P-5) Endorsement                 | Dept. of Curriculum & Instruction.......................... 91 |
| Environmental Education (Grades P-12) Endorsement                          | Dept. of Counseling and Educational Psychology......... 91 |
| Individual Intellectual Assessment Endorsement                            | Dept. of Curriculum & Instruction.......................... 91 |
| Gifted Education (Grades P-12) Endorsement                                 | Dept. of Curriculum & Instruction.......................... 85 |
| Instructional Computer Technology (Grades P-12) Endorsement                | Dept. of Counseling and Educational Psychology......... 90 |
| Teacher Leader Endorsement                                                | Dept. of Special Education.................................. 94 |

#### Non-Degree Program

| Providing Services to Deaf/Hard of Hearing | Dept. of Special Education.................................. 94 |
Master of Arts in Education (M.A.Ed.) Program Requirements

Specific curricula and requirements for the Master of Arts in Education and Master of Arts in Teaching degree programs are provided in the College of Education individual program sections of this catalog.

Program Planning — During the first term, the candidate must develop a planned program. Subsequent changes of the program plan are permissible, but must be approved on the appropriate form by the advisor, the department chair, the college dean, and the graduate dean.

Transfer Credits — Candidates for the Master of Arts in Education degree are restricted to transfer of not more than twelve semester hours.

Rank I Certification, the Sixth Year Program

The College of Education, in cooperation with the offering departments within the College of Education, other colleges of the University, and the Office of Graduate Education and Research, offers Rank I programs for teachers, school counselors, school administrators, supervisors, directors of pupil personnel, and directors of special education.

Program guidelines are highly flexible. General institutional guidelines include:

1. A minimum 30-semester hour program in addition to:
   a. requirements for Rank II classification, or
   b. 60 semester hours including the master’s degree.
2. Each program shall be planned in consultation with the candidate’s advisor prior to completion of nine hours of course work applicable to the program. The planned program shall be filed with the Office of Teacher Education Services. Upon application by the candidate and completion of the program, the College of Education certification officer shall recommend Rank I classification to the Kentucky Department of Education.
3. Candidates shall be fully admitted to the Graduate School prior to approval of the Rank I planned curriculum by the advisor and the filing of the curriculum with the Office of Teacher Education Services.
4. At least 15 semester hours shall be taken at Eastern Kentucky University. The remaining 15 semester hours credit may be taken at EKU or, upon approval by the advisor, at other accredited graduate schools and transferred.
5. All courses in the 30 semester hour requirement for Rank I shall be graduate level and a “B” average shall be required for certification. No credit shall be allowed for any course carrying a grade lower than “C.” At least 12 hours shall be courses open only to graduate candidates. Only graduate credits not used in the Rank II (fifth-year non-degree program) shall be considered in the Rank I program. All credits earned in the master’s degree program can be included in the 60 hours required for completion of the Rank I program.
6. The Rank I program shall include six additional semester hours of professional education, 24 hours of courses in a certified teaching field (combined in the Rank II and Rank I programs) and free electives to total 30 semester hours. Preparation-certification programs for school administrators, school counselors, pupil personnel directors, and directors of special education can be part of a Rank I program.
7. Course credit specified for Rank I cannot be more than 10 years old at the completion of the program.
8. For any specific requirement applicable to special fields or individual departments, contact the appropriate department or school.

OFFICE OF TEACHER EDUCATION SERVICES
Dr. Ryan Wilson, Director
Rose Skepple, Assistant Director
Bert Combs 423, (859) 622-1828

The Office of Teacher Education Services receives and processes applications for teaching certificates (Rank III, II and I) and additional certificates for school personnel (principals, superintendents, directors of special education, counselors, school psychologists, and pupil personnel directors). Questions may be directed to a College of Education certification officer at cocert@eku.edu or (859) 622-6852.

Planned programs for degree and non-degree teacher certification programs are received and maintained in the Office of Teacher Education Services.

Candidates seeking initial teaching certification must meet all the requirements for admission to the teacher education program as stated in the Undergraduate Catalog. Candidates pursuing an alternative route to certification will follow the admission requirements as described in the program display.

DEPARTMENT OF CURRICULUM AND INSTRUCTION
Dr. Faye Deters, Chair and Director
Graduate Coordinators/Advisors,
Dr. Diana Porter, MAEd, Rank II, Rank I, Endorsements;
Dr. Cynthia Resor, MAT;
Dr. Ralph Turner, Library Science
www.education.eku.edu
Combs 215, (859) 622-2154

I. GENERAL INFORMATION

The Department of Curriculum and Instruction is responsible for program advisement and development in elementary education, middle grade education, gifted education, reading/writing, secondary education, and library science. Programs of study may lead to the Master of Arts in Education degree, Rank II, Rank I, and Master of Arts in Teaching degree (Initial Certification). The secondary education program, in cooperation with appropriate departments throughout the University, offers specific program in agriculture, art, biology, business education, chemistry, earth science, English, environmental sciences, family and consumer science, mathematics: mathematics education, music, physical education, physics, school health, social studies: history, and technology.

The Department of Curriculum and Instruction offers a variety of choices (MAEd -Teacher Leader*, Rank I*, General Education Certification) to candidates who wish to extend or add to their certificates due to personal choice or changes in school configurations within their districts. Candidates who seek to add an additional area of certification are asked to contact the Department
apply for the Teacher Leader Endorsement upon completion of this program.

Teacher Leader Core .............................................. 15 hours 
ETL 800, 801, 803, 805, and 806.

Elementary Education Program ......................... 9 hours 
ELE 871, EME 874 ............................................. 6 hours
One of the following:
EMS 818, 830, 842, 855, 880, EDF 855, SED 800 ....... 3 hours

Subject matter: ...................................................... 6 hours
Courses selected to strengthen candidate’s knowledge of subjects taught.

Exit Requirement .................................................. 3 hours
ETL 806

Minimum Program Total ........................................ 33 hours

IV. EXIT REQUIREMENTS
The following are the exit requirements for Elementary Education:

Program GPA: Candidates must earn an 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.

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 elementary Kentucky teaching certification. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and submitted official test scores for either the GR E or Miller Analogies Test (MAT). Scores on the GR E/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. Candidates must also meet the general requirements of the Graduate School.

III. PROGRAM REQUIREMENTS

MASTER OF ARTS IN ELEMENTARY EDUCATION (M.A.Ed.) with
Teacher Leader Endorsement Preparation
CIP Code: 13.1202

This program is designed to help teachers certified to teach in elementary schools (P-5) improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and/or team leaders.

Teacher Leader Endorsement - Candidates will be eligible to
MASTER OF ARTS IN GIFTED EDUCATION (M.A.Ed.)

I. GENERAL INFORMATION

This program offers individuals certified to teach at the elementary, middle grade, and secondary levels, or variations thereof, an additional certification option in Gifted Education (P-12) while improving their professional skills, extending their knowledge of the subjects they teach, and increasing their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as gifted and talented coordinators, instructional leaders, teacher mentors, instructional facilitators, department chairs, and/or team leaders. Completion of this program may lead to a Gifted/Talented P-12 endorsement.

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

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and submitted official test scores for either the GRE or Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission.

III. PROGRAM REQUIREMENTS

Teacher Leader Core ............................................. 15 hours
ETL 800, 801, 803, 805, and 806.
Gifted Education Component .................................... 12 hours
EMS 855, 856, 857, 858
Program Specific Supporting Coursework ..................... 3 hours
One of the following: ESE 774, EMG 806, ELE 871, EPY 816, SED 800, EDF 855, EMS 818, 830, 842, 853, 854
Exit Requirement ................................................... 0 hours

MINIMUM PROGRAM TOTAL ........................................30 hours

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.
Exit Requirement ....................................................... 0 hours  
EME 865*(teacher leader capstone)  
Minimum Program Total ........................................ 30 hours

Candidates may apply for the Literacy Specialist (P-12) certification (endorsement) after completing EME 874, EMS 875, EME 877, and One of the following: ELE 871, EMG 806, or ESE 774. Candidates must pass the appropriate Praxis II Exam for this area of certification (http://www.kyepsb.net/assessment/index.asp).

IV. EXIT REQUIREMENTS

The following are the exit requirements for Reading / Writing:  
Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
Research Requirement: An action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, EME 865.

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

I. GENERAL INFORMATION

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

II. ADMISSION REQUIREMENTS

Admission to the Graduate School:  
• A bachelor’s or master’s degree with a cumulative grade point average of 2.75 on a 4.0 scale; or a grade point average of 3.0 on a 4.0 scale on the last 30 hours of credit completed, including undergraduate and graduate coursework.
• GRE: a.(i) Verbal Reasoning taken prior to August 1, 2011 - 450; or (ii) Verbal Reasoning taken after August 1, 2011 - 150;  
b.(i) Quantitative Reasoning taken prior to August 1, 2011 - 490; or (ii) Quantitative Reasoning taken after August 1, 2011 - 143; and c. Analytical Writing - 4.0.

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

• Initial Certification:
  ○ Must successfully complete the Praxis Core Academic Skills for Educators (CASE): Reading (156), Writing (162), Mathematics (150) exams OR Graduate Record Exam: Verbal Reasoning (150), Quantitative Reasoning (143), and Analytical Writing (4.0). Scores are good for five (5) years from the test date.
  ○ Two faculty references (EKU)
  ○ An interview with the Admission Committee
  ○ Demonstrate communication and creativity. Completion of LIB 800 with a grade of “B” or higher.
  ○ Demonstrate critical thinking and collaboration. Completion of LIB 801 with a grade of “B” or higher.

○ Professional Code of Ethics, Character Fitness Declaration, and Professional Dispositions
  • Candidates must review the Professional Code of Ethics for Kentucky School Certified Personnel established in 16 KAR 1:020 and sign a COE Professional Code of Ethics for Kentucky Declaration form.
  • Candidates must review the character and fitness questionnaire contained in Section III of the TC-1 (CA-1 Spring 2015) incorporated by reference in 16 KAR 2:010 and sign a COE Professional Character and Fitness Declaration form.
  • EKU College of Education requires a state criminal history background check approved by the College of Education as a condition of admission. Under certain circumstances, a national criminal history background check may be required as a condition of admission.
  • Candidates must demonstrate understanding of professional dispositions expected of professional educators.

NOTE: Based upon applicant disclosure, an interview by the Professional Education Admission Committee may be required.

Candidates 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 TCCT. A mentoring plan will be developed once the candidate has been admitted and receipt of employment letter. Mentoring plan requires 10 hours of direct observation from a University Mentor and participation from the candidate’s district through a district assigned mentor who will complete 5 hours of direct observation and support. Mentoring Plan is verified by candidate, University Mentor and District Mentor.

III. PROGRAM REQUIREMENTS

School Media Librarian (P-12) Core………………18 hours  
LIB 800, 801; LIB 802, 805; LIB 821, *EPY 869.  
*Candidates selecting a teacher leader endorsement option will replace EPY 869 with ETL 805.

Program Specific Coursework – Concentrations:
Initial Certification Concentration – (Online)……….. 18 hours  
CED 800(5), 820(5), 830(1), 840(1), and 897; EMG 806 or ELE 871 or ESE 774; ETL 803, LIB 831, and 863.

Additional Certification Concentration – (Online)… 15 hours  
ELE 871 or EMG 806 or ESE 774; ETL 803, LIB 831, 863, 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
I. GENERAL INFORMATION

The curriculum is designed to help teachers certified to teach in secondary programs (P-12, 5-12, or 8-12) improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and/or team leaders. The Master of Arts Degree in Secondary Education includes specializations in the following content areas: Agriculture, Art, Biology, Business Education, English, Family Consumer Science, Mathematics: Computer Science, Mathematics: Mathematics, Music, Physical Education, Physical Science: Chemistry, Earth Science, or Physics, School Health, Social Studies: History, and Technology Education.

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

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall GPA of 3.0 or higher in their last 60 hours of undergraduate work and a Verbal score of 144 and a Quantitative score of 144 on the GR E or a score of 375 on the Miller Analogies Test (MAT). Scores on the GR E/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GR E/MAT requirement.

III. PROGRAM REQUIREMENTS

Teacher Leader Core .................................................. 15 hours
ETL 800, 801, 803, 805, and 806

Supporting Coursework ........................................... 6 hours
EMG 806 or ESE 774 .............................................. 3 hours
One of the following: EMS 818, 830, 842, 855, 880, EDF 855, SED 800. ........................................ 3 hours
Content Area Specialization ................................. 9 hours
Subject matter: courses selected to strengthen candidate's knowledge in area(s) of certification.

Exit Requirement .................................................... 0 hours
ETL 806

Minimum Program Total ......................................... 30 hours
Specialization Options ........................................... 9 hours
Courses selected from candidate's area(s) of certification.

Agriculture ......................................................... 9 hours
AGR 701*, 770*, 777, 807*, or OHO 807. (*May be retaken to a maximum of 6 hours with advisor approval.)

Art ................................................................. 9 hours
AED 761, ART 760*, 762, 800*, 810*, 820*, 830*, 840*, 863*, 870*, or 880.* (*May be retaken to a maximum of 6 hours with advisor approval.)

Biology ......................................................... 9 hours
9 hours of 700/800 level courses in BIO or CNM with advisor approval.

Business Education ................................. 9 hours
ACC 721, 750, 820, 850, CCT 760, 770, 780, 850, CIS 850, 860, ECO 790, 810, 850, GBU 850, 855, MGT 821, 850, others with advisor approval. You may also select your elective from this list.

English ......................................................... 9 hours
At least one course from each of the following areas:
AREA I: ENG 730, 750, 833, 850, 853, 854, 860, 861, 862, 870, 873, 876, 878, 880, others with advisor approval.
AREA II: ENG 702, 710, 715, 720, 725, 800, 804, 807, 808, 809, 810, 825, 863, others with advisor approval.
Three hours of ENG 805 Writing Project may be used in Area II.

Family and Consumer Science

Education ......................................................... 9 hours
ADM 750, 810, CDF 741, 744, 747, 750, 849, FCS 750, NFA700, 709, 717, 811, 841.

Mathematics:

Mathematics Education ................................ 9 hours
9 hours of 700/800 level courses in MAT, MAE, STATA, or CSC with advisor approval.

Music ......................................................... 9 hours*
MUS 713, 751, 754, 755, 756, 764, 765, 789, 845, 846, 847, 850, 872, 880, 883, 885. (*At least one three hour course at the 800 level must be selected.

Physical Education ........................................ 9 hours
Select two courses from one category and one course from each of the remaining categories.
9 hours from at least two different foundation areas:
• Physical-Quantitative Foundation Area:
PHE 775, 812, 821, 831, 895
• Social-Cultural Foundation Area:
PHE 822, 848, 891
• Professional-Administrative Foundation Area:
PHE 835, 851, 869, 875
• Developmental-Behavioral Foundation Area:
PHE 762, 823, 833, 852

IV. EXIT REQUIREMENTS

The following are the exit requirements for School Media Librarian:
- Program GPA: Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.
- Signature Assessments: Candidates will have opportunities to demonstrate professional growth through signature assessments covering major program components.
- A professional portfolio review and presentation (GRD 878y).
- Initial Certification Concentration: Successful completion of The Professional Semester for the initial certification concentration.
- 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

ETL 800, 801, 803, 805, and 806

3 hours
3 hours
3 hours
Physical Science: Chemistry, Earth Science, or Physics ........................................... 9 hours
  9 hours of 700/800 level courses in CHE, GLY, or PHY with advisor approval.

School Health ..................................................... 9 hours
  HEA 875, MPH 810; 6 hours from HEA 790, 792, 793, 795, 807, 855, 880, other options with advisor approval.
*Candidates seeking initial certification in School Health must also complete EME 786 (this course may be used as an elective).

Social Studies: History ......................................... 9 hours
  HIS 716, 800, 849, 860, 861, 862, 863, 864, 865, others with advisor approval.

Technology Education ........................................ 9 hours
  CTE 861, 863, 864, 865, 888, TEC 801, 830, 831, 833, 867, other options with advisor approval.

Exit Requirement ............................................. 0 hours
  ETL 806

Total Requirements ........................................... 30 hours

IV. EXIT REQUIREMENTS
The following are the exit requirements for all Master of Arts in Education - Secondary Education programs. Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C. Research Requirement: an action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar or designated course in each program.

ALTERNATIVE ROUTES TO INITIAL CERTIFICATION

MASTER OF ARTS IN TEACHING (M.A.T.)
CIP Code: 13.1206

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

II. ADMISSION REQUIREMENTS
Candidates seeking admission to the program must meet all admission requirements for the Graduate School including:
  - A bachelor’s or master’s degree with a cumulative grade point average of 2.75 on a 4.0 scale OR a grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework.

  (EPSB regulation 16 KAR 5:020 requires a grade point average of 3.0 on a 4.0 scale in the last thirty (30) hours of credit completed, including undergraduate and graduate coursework.)

Admission to the Program:
  - Must successfully complete the Praxis Core Academic Skills for Educators (CASE): Reading (156), Writing (162), Mathematics (150) exams OR Graduate Record Exam: Verbal Reasoning (150), Quantitative Reasoning (143), and Analytical Writing (4.0). Scores are good for five (5) years from the test date.
  - Students who do not have a cumulative undergraduate GPA of 3.0 or 3.25 in the last 60 hours must complete the GRE to meet the Graduate School Entrance Exam requirement.
  - Must successfully complete the Praxis II content exam in the desired certification area with the exception of IECE, elementary, and music concentrations. For middle grades concentration, must successfully complete one of two required Praxis II content exams.
    - A professional resume
    - An autobiography documenting relevant life/work/educational experience
    - Three letters of reference
    - Demonstrate communication, creativity, critical thinking, and collaboration in two writing assignments given by the School.
    - An interview with the MAT Admission Committee
  - Professional Code of Ethics, Character Fitness Declaration, and Professional Dispositions
    - Candidates must review the Professional Code of Ethics for Kentucky School Certified Personnel established in 16 KAR 1:020 and sign a COE Professional Code of Ethics for Kentucky Declaration form.
    - Candidates must review the character and fitness questionnaire contained in Section III of the TC-1 (CA-1 Spring 2015) incorporated by reference in 16 KAR 2:010 and sign a COE Professional Character and Fitness Declaration form.
    - EKU College of Education requires a state criminal history background check approved by the College of Education as a condition of admission. Under certain circumstances, a national criminal history background check may be required as a condition of admission.
    - Candidates must demonstrate understanding of professional dispositions expected of professional educators.

NOTE: Based upon applicant disclosure, an interview by the Professional Education Admission Committee may be required.

- Candidates Seeking Option 6 Alternative Route:
  - 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 school 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 is in receipt of an 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

Professional Education Core ........................................ 22 hours
  CED 810(5), 820(5), 830(1), 840(1), and 897; EGC 826; EGC 827(1), 837(1), or 847(1); EMS 810, 850 or SED 825 (for IECE only); ESE 854, and SED 808.

Program Specific Coursework – Concentrations:
  1. Interdisciplinary Early Childhood Education 19 hours
     ELE 719, ELE 718, 722, 790, 811(4), and OTS 715.
  2. Elementary Education P-5 Teaching ........................................ 22 hours
     ELE 820, 821, 822, 823, 824, 825, 826(2), and 827(2).
  3. Middle Grades 5-9 Teaching ........................................ 9 hours
     EGC 835; 6 hours of content with advisor approval.
  4. Agriculture (Grades 5-12) ........................................... 9 hours
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.
- Signature Assessments: Candidates will have opportunities to demonstrate professional growth through signature assessments covering major program components.
- A professional portfolio review by the candidate’s advisor
- Oral presentation of Action Research in ETL 806.
- Initial Certification Concentration: Successful completion of The Professional Semester for the initial certification concentration.

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

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

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

RANK I NON-DEGREE PROGRAMS

Rank I Classification, the Sixth Year Program

I. GENERAL INFORMATION
General policies governing the sixth year program leading to Rank I classification appear in the general section of the College of Education.

II. ADMISSION REQUIREMENTS
Candidates must have a Master’s degree or Rank II certification through a regionally accredited institution.

III. PROGRAM REQUIREMENTS
Curriculum for Sixth Year Rank I Program
Elementary and Middle Grade Education

Professional Education .............................................. 6 hours

Courses in Certified Teaching Area............................ 12-15 hours
Elementary (P-5) ................................................. 12 hours
Middle Grade (5-9) ............................................. 15 hours

Electives .............................................................. 9-12 hours
Elementary (P-5) ................................................. 12 hours
Middle Grade (5-9) ............................................. 9 hours
Selected with prior approval of the advisor.

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

Curriculum for Sixth Year Rank I Program
Secondary Education and P-12

Professional Education .............................................. 6 hours

Courses in Certified Teaching Area............................ 12 hours

Electives .............................................................. 12 hours
Selected with prior approval of the advisor.

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

Curriculum for Sixth Year Rank I Program
Library Science

Professional Education .............................................. 6 hours
(As approved for Rank I Programs) Candidates who have not previously completed a graduate reading methods course must take ........................................................................

ELE 871, EMG 806, or ESE 774.

Library Science Courses* ........................................... 25 hours
- LIB 802, 803, 804, 806, 820, 831, 863, and 870.

Total Program Hours ................................................. 31 hours

IV. EXIT REQUIREMENTS
Rank I programs require an exit interview and portfolio review.
ENDORSEMENTS PREPARATION PROGRAMS
These are programs of study which do not lead to a degree or to an EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional endorsement by the Commonwealth of Kentucky Education Professional Standards Board. In some cases, the endorsement may be earned as part of a degree program.
For information on the following endorsement programs, go to the Curriculum and Instruction website at www.education.eku.edu/curriculum/.
Endorsement Area Required Hours
Driver Education (Grades 8-12) ........................................ 12 hours
Elementary Mathematics Specialist (Grades P-5) ..................... 15 hours
English as a Second Language (Grades P-12) ............................. 12 hours
Environmental Education (Grades P-12) .................................... 12 hours
Gifted Education (Grades P-12) ............................................. 12 hours
Instructional Computer Technology (Grades P-12) .................... 12 hours
Literacy Specialist (Grades P-12) ............................................ 12 hours
Reading (Grades P-12) ....................................................... 12 hours

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES
Dr. James Bliss, Chair, Graduate Coordinator/Advisor for EdD and EdS
Dr. Robert Biggin, Associate Chair, Graduate Coordinator/Advisor for MAEd and Certification
www.education.eku.edu
Combs 406, (859) 622-1125

MASTER OF ARTS IN EDUCATION (M.A.Ed.) in Instructional Leadership
CIP Code: 13.0401

I. GENERAL INFORMATION
The Instructional Leadership program is designed to prepare teachers to be essential contributors to the shared leadership in the school. Teacher leadership is a ground level collaborative to strengthen teacher performance. This degree program provides two concentrations. The first concentration, Teacher Leadership for Student Learning, will provide the proficiency knowledge base for teachers who may later choose to pursue a school principal master’s degree. The second concentration, Safety and Facilities Management in Educational Settings, will provide teachers with an avenue for earning a School Safety Endorsement. Teacher Leader Endorsement - Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. ADMISSION REQUIREMENTS
Candidates must meet the admissions requirements of the Graduate School. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. If candidates do not have a 3.0 in GPA in their undergraduate degree or in their last 60 hours, then they may submit scores on the GRE/MAT which can be considered in granting admission. The GRE target score is a total score of 28 on the combined tests. The MAT target score is 375. Applicants with cumulative undergraduate GPAs of 3.0 or higher, or 3.0 or higher in their last 60 hours of undergraduate work and/or an earned master’s degree are exempt from the GRE/MAT requirement.

III. PROGRAM REQUIREMENTS
Curriculum Requirements
Teacher Leader Core ......................................................... 15 hours
ETL 800, 801, 803, 805, and 806.
Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of these 15 hours.

Concentration 1: Teacher Leadership for Student Learning ..........5 hours
EAD 811, 812 ................................................................. 6 hours
EME 866, ESE 750, ESE 774 (choose one) ....................... 3 hours
EME 873, EMG 806, or ESE 774 (choose one) .............. 3 hours
SED 775, 800, or 810 (choose one) .......................... 3 hours

Concentration 2: Safety and Facilities Management in Educational Settings ........................................ 15 hours
EAD 840; SSE 870, 871, 873 ............................................. 12 hours
SSE 872 or COU 847 ..................................................... 3 hours
Candidates will be eligible to apply for the School Safety Endorsement upon completion of these 15 hours.
Exit Requirement .......................................................... 0 hours
GRD 877i or 878q
Total Program Hours ....................................................... 30 hours

IV. EXIT REQUIREMENTS
Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C. A field-based research project, which culminates in a technology-enhanced presentation, is required in the Capstone Seminar or in a designated course in each concentration, or as part of the comprehensive examination. A portfolio review may be required.

Additional Certification Options
The Supervisor of Instruction program prepares instructional supervisors for district-wide leadership. Initial certification for supervisor of instruction requires completion of an approved master’s degree, the courses required for Level II principal certification, and three years of teaching experience.
Supervisor of Instruction .............................................. 15 hours
EAD 849, 851, 856, 859, and EMS 850.
(Level I principal courses required.)

The Director of Pupil Personnel program prepares directors and assistant directors of pupil personnel services for school district-wide leadership. Initial certification for director of pupil personnel services requires completion of an approved master’s degree, the courses required for Level I principal certification, and three years of teaching experience.
Director of Pupil Personnel Services ............................... 15 hours
EAD 808, 821, 849, 851 and 856.
(Level I principal courses required.)
The Superintendent of Schools program prepares highly qualified candidates for district-wide leadership. Initial certification for school superintendent requires completion of an approved master’s degree, the courses required for Level II principal certification, three years of teaching, and two years of administrative experience.

Superintendent of Schools ..............................................12 hours
EAD 839, 849, 859, 879.
(Level II principal courses required.)

MASTER OF ARTS (M.A.)
Student Personnel Services in Higher Education
CIP Code: 13.0406

I. GENERAL INFORMATION
The Student Personnel Services in Higher Education degree prepares individuals to work in a variety of Student affairs settings in institutions of higher education.

II. ADMISSION REQUIREMENTS
Candidates must meet the admissions requirements of the Graduate School. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. If candidates do not have a 3.0 in GPA in their undergraduate degree or in their last 60 hours, then they may submit scores on the GRE/MAT which can be considered in granting admission. Applicants with cumulative undergraduate GPAs of 3.0 or higher, or 3.0 or higher in their last 60 hours of undergraduate work and/or an earned master’s degree are exempt from the GRE/MAT requirement.

Core .................................................................27 hours
EAD 844, 845, 860, 861, 862, 863; EPY 816, 839, 869.

Electives.................................................................9 hours
To be selected with advisor approval.

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

Total Program Requirements......................................36 hours

SPECIALIST IN EDUCATION (Ed.S.)
Educational Administration and Supervision
CIP Code: 13.0401

I. GENERAL INFORMATION
The Specialist in Education degree is a professional degree designed for those preparing for positions which call for a level of study and specialization beyond the master’s degree. The specific goal is to provide the additional preparation needed for principal certification. The 30 hour minimum requirement is a structured program oriented toward the candidate’s professional objectives.

II. ADMISSION REQUIREMENTS
Admission to the specialist in education degree program includes the following requirements, beyond a master’s degree.
1. Documentation of three (3) years teaching experience.
2. Provision of a one-page statement indicating their professional objectives and desire to become a principal.
3. Provision of a written statement of support from a district representative.
4. Provision of a written statement indicating ability to improve student achievement, to lead, and to possess advanced knowledge of curriculum, instruction, and assessment.
5. Principals provide a written statement indicating candidate’s level of advanced knowledge about curriculum instruction and assessment.
6. Completion of an on-site interview and assessment process.

III. PROGRAM REQUIREMENTS
The program of study will consist of 10 courses:

Core* ........................................................................... 24 hours
EAD 827, 828, 851, 852, 853, 854, 856, and SSE 870.

Electives, ........................................................................ 6 hours
Choose 3 elective courses (9 hours) from the following:
EAD 807, 808, 821, 849, 857, 858, 859, 896, or EMS 850

DOCTOR OF EDUCATION (Ed.D.)
CIP Code: 13.0401

I. GENERAL INFORMATION
The Doctor of Education (Ed.D.) includes a common core of coursework and two areas of concentration including (1) Leadership and Policy Studies and (2) Counselor Education and Supervision. Students in either concentration complete common core coursework which provides foundational training in three areas including research, academic, and rural studies. Basic general information about each concentration appears below.

CONCENTRATION 1: Leadership and Policy Studies.
P-12 and Postsecondary leaders are challenged with directing broad educational programs that increase excellence and equity as measured by outcomes. Schools and school districts need professionals who use current knowledge and possess strong leadership skills to design and administer programs that can improve teaching and learning to accomplish these outcomes. Moreover, they need leaders who know about and respond to the specific challenges and strengths of the communities they serve. The Doctor of Education (Ed.D.) program at Eastern Kentucky University will play a significant role in developing such leaders. Participation in this doctoral program will lead to enhanced understanding and practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental entities and processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work
professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Résumé of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- A brief essay describing the relationship between the applicant’s professional goals and their chosen Ed.D. program concentration area.
- At least three letters of recommendation—including at least one each from a peer, a supervisor, and a college/university faculty member.

Note: 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.

Evaluation Process:

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed. Interviews will be conducted within thirty (30) days of the application deadline.

Admission Requirements:

Admission Requirement #1

- A review of the candidate’s completed application packet, using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate’s written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation (an assessment of attitudes and behaviors practiced in the areas of personal responsibility, ethics, emotional management, communication, and work ethics) of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol

Admission Requirement #2

- An interview with Doctoral Program Committee members
  The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Admission Requirement #3

The candidate must have successfully completed (with a grade of “B” or higher) a graduate level course in educational research and statistics and/or successfully completed and defended a thesis or specialist project demonstrating research proficiency within the last four years, counting from the semester of admission.

If the candidate has not completed course work in statistics and research methodology nor successfully completed and defended an appropriate thesis or specialist project, additional course work in these areas may be required.

Candidates who do not meet the above requirement may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses.
III. PROGRAM REQUIREMENTS
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.)

Research Core ................................................................. * 9 hours
EDL 810, 811, 812 or 910.
Academic Core .................................................................. * 9 hours
EDL 820, 821, 822, 823, 826, 924, or 925.
Rural Studies Core .......................................................... * 6 hours
EDL 930, 931, or COU 905.

Concentration 1: Leadership and Policy Studies ...... 12 hours
Selected from advanced graduate course offerings and aligned with the student’s program of study to create an individualized track that is both cognizant of background experiences and prior knowledge and relevant to professional objectives. (At the time of transfer, no courses older than eight(8) years old will apply.)

Cognate Area ...................................................................... 6 hours
Two advanced graduate courses chosen from a department or program outside the leadership specialization area. (At the time of transfer, no courses older than eight(8) years old will apply.)

Field Experience ................................................................. 6 hours
EDL 900.

Dissertation/ Capstone ...................................................... 12 hours
EDL 999 (register multiple times)

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

Minimum Program Total .................................................... 60 hours

*No other course may be substituted for a core course.

Concentration 2: Counselor Education and Supervision .................................................. 18 hours
Students complete the following courses COU 886, COU 887, COU 901, COU 902, COU 903 OR COU 904, and COU 910
Practicum ........................................................................... *3 hours
COU 980
Internship ............................................................................ *6 hours
COU 981
Dissertation/ Capstone ....................................................... *12 hours
EDL 999 (register multiple times)
Exit Requirements ............................................................ 0 hours
GRD 878P (Qualifying Exam) and GRD 878Z (Dissertation/ Capstone Defense)

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

*No other course may be substituted for a core course.

IV. EXIT REQUIREMENTS
Qualifying Examination – The student’s Program Advisory Committee prepares and scores the Qualifying examination. This examination consists of two (2) options, which include (1) written responses by the student to the prepared questions written by the Program Advisory Committee or (2) an oral defense of a written prospectus detailing a research plan prepared by the student and evaluated by the Program Advisory Committee. The Program Advisory Committee will require students to rewrite any failed portion of the Qualifying examination by the last day of classes during the following semester.

Dissertation – The purpose of the dissertation is for students to demonstrate the ability to conceptualize and complete an inquiry project. The dissertation process, during which students register for twelve (12) credit hours, includes three (3) stages. First, there is the development of a proposal that the Program Advisory Committee reviews and approves. Second, students prepare the dissertation document. Finally, students defend the dissertation to the Program Advisory Committee.

For additional information, consult the department chair for Educational Leadership and Policy Studies: Dr. James Bliss or Counselor Education and Supervision: Dr. Larry Sexton.

ENDORSEMENTS
PREPARATION PROGRAMS
TEACHER LEADER ENDORSEMENT

I. GENERAL INFORMATION
The Teacher Leader Endorsement is designed to prepare teachers to be essential contributors to the shared leadership in the school. Teacher leadership becomes a ground level collaborative to strengthen teacher performance.

II. ADMISSION REQUIREMENTS
Candidates apply to the EKU Graduate School requesting admission to the Teacher Leader Endorsement Program. Candidates must have completed an initial teaching certification program and have earned a Master’s degree. Candidates who completed a Rank II 5th year program prior to December 31, 2010 are waived from the master’s degree requirement for admission to the program. In addition, candidates must have earned an overall 3.0 graduate GPA.

III. PROGRAM REQUIREMENTS
Curriculum Requirements
Teacher Leader Core .................................................... 15 hours
ETL 800, 801, 803, 805, and 806.

IV. EXIT REQUIREMENTS
Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.
A field-based research project, which culminates in a technology-enhanced presentation, is required in the Capstone Seminar or a designated course. A portfolio review may be required.

SAFETY AND FACILITIES MANAGEMENT IN EDUCATIONAL SETTINGS ENDORSEMENT

I. GENERAL INFORMATION
The Safety and Facilities Management in Educational Settings endorsement is designed to prepare certified P-12 educators and school administrators to promote and maintain a positive, safe, and healthy school culture, climate and environment which is conducive to high academic achievement.
Endorsements to existing teaching or other education certifications
of this kind are awarded by the Kentucky Education Professional Standards Board (EPSB) after recommendation from the College of Education.

III. PROGRAM REQUIREMENTS
Endorsement Requirements ........................................... 15 hours
EAD 840, SSE 870, 871, 873; SSE 872 or COU 847.
(Teacher and/or administrator certification required)

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
Dr. Larry Sexton, Chair
www.education.uky.edu/cep
Combs 417, (859) 622-1124

I. GENERAL INFORMATION
The Department of Counseling and Educational Psychology offers degree and non-degree graduate programs in School and Mental Health counseling and in Human Services: Student Personnel Services in Higher Education.

Master of Arts
Clinical Mental Health Counseling

Master of Arts in Education
School Counseling

Rank I and Rank II Programs
School Counseling

Endorsements
Elementary School Counseling, Secondary School Counseling, Individual Intellectual Assessment

Counseling and Educational Psychology
The Counseling and Educational Psychology program area offers graduate programs in school counseling and mental health counseling as well as human services (with an emphasis in student personnel services in higher education). The Clinical Mental Health and School Counseling Programs are nationally accredited by CACREP. The School Counseling Program meets curriculum standards of the Kentucky Department of Education, and the Clinical Mental Health program meets the standards of the Kentucky Board for Licensed Professional Counselors.

Counseling and Educational Psychology Program Descriptions

The Clinical Mental Health program will prepare professional counselors to work in a variety of mental health settings, such as comprehensive care centers, regional mental health centers, hospitals and other settings in which mental health services are provided.

The School Counseling program is designed to prepare individuals to become school counselors. The Provisional School Counseling Certificate will be awarded by the EPSB upon completion of the 48 hour degree. The School Counseling 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 http://www.education.uky.edu/cep/. Additionally, the applicant must meet one of the following requirements for admission to the programs:

1. an undergraduate overall grade point average of 3.0 on a 4.0 scale or
2. an undergraduate grade point average of 3.0 on a 4.0 scale on the last 60 hours or
3. a minimum of 400 on the verbal section of the Graduate Record Exam (GRE) or
4. a minimum of 400 on the performance section on the Graduate Record Exam (GRE) or
5. a minimum of 365 on the Miller Analogies Test (MAT)

III. PROGRAM REQUIREMENTS

MASTER OF ARTS (M.A.)
Clinical Mental Health Counseling
CIP Code: 13.1101

Major Requirements .......................................................... 60-66 hours
Core .............................................................. 51-57 hours
*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, 851, 852, 853, 856, 870, 871, 872, 885 and 891 are approved 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
Course Sequence: COU 813, 840, and 846 must be taken in semester sequence or as corequisites.
*3-9 hours if internship is taken over 2-3 semesters.

Exit Requirement ............................................... 0 hours
GRD 877i or 878u
*A grade of B or higher is required in every course for degree completion for M.A.Ed. in School Counseling.

Provisional Counseling Certification is available with Masters

GRD 875 or 878
*A grade of B or higher is required in every course for degree completion for M.A.Ed in School Counseling.
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 include a total of at least 60 graduate hours in a planned program to be selected with advisor approval.

ENDORSEMENT PREPARATION PROGRAMS
These are programs of study which do not lead to a degree or to an EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional endorsement by the Commonwealth of Kentucky Education Professional Standards Board.

Elementary Education Counselor seeking Secondary School Counseling Endorsement
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 CPCE, a national examination.

DEPARTMENT OF SPECIAL EDUCATION
Dr. Sonia Michael, Graduate Coordinator
www.coe-specialed.eku.edu
Wallace 245, (859) 622-4442

The Department of Special Education offers graduate programs leading to the Master of Arts in Education in Communication Disorders, the Master of Arts in Education in Special Education with Teacher Leader Endorsement, Rank I, and Director of Special Education. Concentrations for the Master of Arts in Education in Special Education with Teacher Leader Endorsement are Advanced Study in Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, and Interdisciplinary Early Childhood Education or the Master of Arts in Education Adding Certification in Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing or Interdisciplinary Early Childhood Education. In addition, the Department offers the Master of Arts in Education in Communication Disorders. Concentrations for certification programs are Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, Interdisciplinary Early Childhood Education, and Moderate and Severe Disabilities. The Master of Arts in Education, non-teaching option, is offered in interdisciplinary early childhood education. Candidates should consult with a graduate advisor for the desired certification program as early as possible.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
Special Education -
Teacher Leader Track
CIP Code: 13.1001

I. GENERAL INFORMATION
Options include the Master of Arts in Education in Special Education with Teacher Leader Track with Advanced Study or Additional Certification in Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, or Interdisciplinary Early Childhood Education.

II. ADMISSION REQUIREMENTS
For clear admission to all MAEd program options the student must have:
• an undergraduate GPA of 3.0 overall or a 3.25 in the last 60 hours completed
• a verbal score of 150, a qualitative score of 140 on the GRE
• OR a Miller Analogies Test (MAT) scaled score of 389. Applicants with cumulative undergraduate GPA’s of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

III. PROGRAM REQUIREMENTS
A. Curriculum for students pursuing advanced LBD, DHH, IECE study:
   ETL 800, 801, 803, 805, and 806.
Teacher Leader Core .......................................................... 15 hours
Advanced Study Areas:
1. Learning and Behavior Disorders (LBD)
Prerequisite: LBD provisional certification SED 803, 804, 805, 810, and one elective as approved by advisor.........................................................15 hours

2. Interdisciplinary Early Childhood Education (IECE)
   (available as either teaching or non-teaching)
   a) Teaching:
      Prerequisite: IECE provisional certification SED 801, 802, 805, 810, and one elective as approved by advisor.........................................................15 hours
   b) Non-teaching:
      Prerequisites for entering the IECE option are a bachelor’s degree in special education or in a related discipline from an accredited institution. Prerequisite coursework (completed or equivalent): SED 104 or 575/775; SED 260, CDS 360 or SED 522/722; SED 341 or 590/790; SED 352, 372, or 576/776; SED 518/718; SED 375 or 574/774 or documented successful work experience with pre-school children with disabilities approved by the academic advisor. SED 801, 802, 805, 810, and elective as approved by advisor.........................................................15 hours

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

B. Curriculum for students pursuing additional certification:
   Teacher Leader Core
ETL 800, 801, 803, 805, and 806.................................15 hours

Additional Certification Areas:
1. Learning and Behavior Disorders (LBD)
   Prerequisites: KY Provisional Teaching Certificate in P-5, 5-9 or Secondary for Classroom Teachers. Successful completion of equivalent coursework for ELE or EMG 445, 447 or 806; MAT 201 and 202; SED 104, 260, 522, 575, 722, or 775; SED 341, 590, or 790. SED 776, 778, 856, 790, 897(3-6), and graduate elective(s) as needed.........................................................16 hours

2. Deaf and Hard of Hearing (DHII)
   Prerequisites: KY Provisional Teaching Certificate in P-5, 5-9 or Secondary for Classroom Teachers. Successful completion of equivalent coursework for ASL 101 and 102; ELE or EMG 445; EMG 447 or 806; MAT 201 and 202; SED 104, 260, 522, 575, 722 or 775. SED 710, 738, 780, 781, 830, 897(3-6)..........................18-21 hours

3. Interdisciplinary Early Childhood Education (IECE)
   a. Teaching
      Prerequisites: KY Provisional Teaching Certificate in P-5, 5-9 or Secondary for Classroom Teachers. Successful completion of equivalent coursework of SED 260, 522, or 722; SED341, 590, or 790 CDF 741 or 744; OTS 715, SED 718, 811(4), and 897(3-6)..........................................................16-19 hours
   b. Non-Teaching
      Prerequisites for entering the IECE option are a bachelor’s degree in special education or in a related discipline from an accredited institution. Prerequisite coursework (completed or equivalent): CDS 360, SED 260, or 522/722; SED 104 or 575/775; SED 341 or 590/790; SED 352, 372, or 576/776; SED 518/718; SED 375 or 574/774 or documented successful work experience with pre-school children with disabilities approved by the academic advisor. SED 801, 802, 805, 810, and elective as approved by advisor.........................................................15 hours

Comprehensive Written Exam: GRD 877m..........................0 hours
Total Requirements.........................................................31-36 hours

IV. ADDITIONAL INFORMATION REGARDING EXIT REQUIREMENTS
   The following are exit requirements for Master of Arts in Education in Special Education candidates:
   Program GPA: Candidate must earn an overall GPA of 3.0 or higher, with no grade below a C.
   Research Requirement: An action research project which culminates in a satisfactory written research report and oral presentation is required in the Capstone Course (ETL 806).
   Comprehensive Examinations: Candidate enrolled in Option A programs must pass written comprehensive examination GRD 877m.
   Graduate Practicum Requirement: For candidates in the MAEd with Teacher Leader and Additional Certification (Option B), the candidate is required to successfully complete practicum in their area of their additional certification.
   Praxis II Series Examinations: For candidates in the MAEd with Teacher Leader and Additional Certification, the candidate is required to take all required Praxis II exams for the new area of certification.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
Communication Disorders
CIP Code: 13.1012

I. GENERAL INFORMATION
   The Master of Arts in Education Program in Communication Disorders is a two-year, full time program leading to eligibility for certification/licensure in Speech-Language Pathology by the American Speech-Language-Hearing Association, Kentucky Board of Speech-Language Pathology, and Kentucky Teacher Certification in Communication Disorders. Since this program leads to initial teacher certification, the criteria and guidelines set by Kentucky Education Professional Standards Board (16 KAR and 5:040) must be met/followed.

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

   Admission to the Program:
   To be eligible for consideration for admission into the MAEd. Program in Communication Disorders, applicants must have
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 “C’s”, or one “D”, or one “F” in courses taken after admission, will be dismissed from the program.

Communication Disorders Core ............................................................ 36 hours
CDS 863, 867, 873, 874 (3-hour course taken 3 times), 875, 876,
877, 878, 879, 880.

Approved Electives in Communication Disorders/Research Option ......................................................... 9 hours
Candidates who apply for and are selected to the Research Option will take CDS 899 for 3 hours and will take 6 hours of approved electives from areas such as CDS, CDF, EDF, ENG, EPY, NUR, OTS, PSY, and/or SED. If candidates have not completed a course equivalent to EPY 839, SED 800, STA 700, CDS 741, 771, or 772 with a grade of “C” or higher, these courses must be completed to meet the requirements for graduation, certification/licensure in Speech-Language Pathology by the American Speech-Language-Hearing Association, Kentucky Board of Speech-Language Pathology, and Kentucky Teacher Certification in Communication Disorders.

Professional Semester I ................................................................. 9 hours
CDS 870 and 898 or 897.

Professional Semester II ............................................................... 9 hours
CDS 897 or 898 and approved elective.

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

Minimum Program Total .............................................................. 63 hours

IV. EXIT REQUIREMENTS

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

• Program GPA: Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.
• Signature Assessments: Candidates will have opportunities to demonstrate professional growth through signature assessments covering major program components.
• A thesis and oral defense - GRD 877n (Research Option) or a written comprehensive examination covering education and major program components – GRD 878w (Non-Research Option).
• Initial Certification Concentration: Successful completion of The Professional Semester for the initial certification concentration.

Clinical Clock Hours Requirement
Candidates must complete 375 clinical clock hours before exiting from the graduate program. This requirement will meet the number of hours specified for national certification by the American Speech-Language-Hearing Association and will meet or exceed the hours required for Kentucky Teacher Certification in Communication Disorders and for Kentucky Licensure in Speech-Language Pathology. Clinical experiences for accruing clock hours are offered through CDS 874, 897, and 898. A maximum of 50 clinical clock hours accrued at the undergraduate level may be available.
counted with appropriate documentation. A minimum of 25 clock hours of (documented) clinical observation must be completed prior to earning these clinical clock hours.

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

PRAXIS DISCLAIMER: Kentucky educator certification requirements are subject to change. Before registering for the test(s), please check the Education Professional Standards Board website at www.espb.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.

CERTIFICATION PREPARATION PROGRAMS
These are programs of study which do not lead to a degree or to an EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional certification by the Commonwealth of Kentucky Education Professional Standards Board.

I. GENERAL INFORMATION
Candidates pursuing special education certification in Learning and Behavior Disorders, Interdisciplinary Early Childhood Education, and Deaf and Hard of Hearing must hold at least provisional certification in a teaching field. The certification options are listed below. Additional hours may apply toward a sixth year program (Rank I). It is very important that candidates seek early advisement from the department.

II. ADMISSION REQUIREMENTS
To be eligible for admission into any special education nondegree graduate program (Rank II, I, Director of Special Education), a candidate must have a minimum undergraduate GPA of 2.5 overall or in the last 60 hours of course work. In addition, applicants for certification as Director of Special Education must have a master’s degree or planned fifth-year program; a valid Kentucky certificate for teachers of exceptional children (including speech-language pathologist) or for school psychologist; three years experience (full-time) as a teacher of exceptional children, speech-language pathologist, or school psychologist.

III. PROGRAM REQUIREMENTS
CERTIFICATION PREPARATION PROGRAMS

Deaf and Hard of Hearing Certification
The prerequisites are an undergraduate degree and KY Provisional Teaching Certificate in P-5, 5-9, or High School for classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work.

Prerequisite Courses ....................................................12 hours
ELE 445 or EMG 445; ELE 446 or EMG 447 or 806;
MAT 201, 202.

Required Courses .....................................................33-36 hours
SED 775, ASL 101, 780, 745, 710, 718, 722, 738,
781, 830, and 897.

Note: Completion of the above program will not suffice for completion of a Rank program. For DHH Certification, the PRAXIS test in the area of a specialty must be passed.
*SED 774 can be waived with one year of successful teaching of candidates with DHH.

Interdisciplinary Early Childhood Education Certification (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 Requirements .................................................31-34 hours
Core requirements ..................................................25-28 hours
CDF 741 or 744; SED 718, 722, 730, 775, 790, 811(4) and 897
(3-6).

Supporting Courses ..................................................6 hours
OTS 715, and SED 711.

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 CARES Office of Licensure and Certification at 859-622-6852 for additional requirements.
Note: A Master’s Degree is required for completion of Rank II.

Learning and Behavior Disorders
The prerequisites are an undergraduate degree and KY Provisional Teaching Certificate in P-5, 5-9, or High School for classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work:

Prerequisite Courses .....................................................12 hours
ELE 445 or EMG 445; ELE 446 or EMG 447 or 806;
MAT 201, 202.

Required Courses .....................................................24-27 hours
SED 722, 775, 776, 778; SED 356 or 856; SED 745,
790, and 897.

Note: Completion of the above program will not suffice for completion of a Rank program. For LBD Certification, the PRAXIS test in the area of a specialty must be passed.
*SED 774 can be waived with one year of successful teaching of candidates with LBD.

Moderate and Severe Disabilities Certification
The prerequisites are an undergraduate degree and KY Provisional Teaching Certificate in IECE, P-5, 5-9, or High School for classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work:

Prerequisite Courses .....................................................6 hours
ELE 445; MAT 201.

Required Courses ....................................................30-33 hours
SED 700, 704, 722, 775, 735, 745, 777, 790; OTS 715
or SED 718; SED 774*, 897.

RANK PROGRAMS

Rank I (Sixth Year) Program
The Rank I requires a minimum of 60 hours if a master’s program is included or a minimum of 30 additional hours after completion of a planned Rank II program.

Special Education Courses
Approved by Advisor ..............................................15 hours
Elective .................................................................9 hours
Professional Education ................................................. 6 hours
Minimum Total Program ............................................ 30 hours

*SPLASH training will not be counted for the MAEd in Special Education nor for the certifications or endorsements in LBD and MSD, but it may be counted toward Rank I/II if approved as an elective by the advisor. In-service training programs offered by the Kentucky Department of Education may not be counted for a degree, certification, or rank program.

**Director of Special Education Professional Certification**

The prerequisites for admission to the program for Director of Special Education Professional Certification are:
(a) a valid Kentucky certificate for teachers of exceptional children (including speech-language pathologists) or for school psychologists
(b) three years of experience as a full-time teacher of exceptional children or speech-language pathologist and/or three years of experience as a full-time school psychologist
(c) a minimum of a master’s degree or planned fifth year program.

**Prerequisite Courses** ............................................... 12 hours
*The following or equivalent courses at the undergraduate or graduate level:
SED 775 or 800, and 790; either SED 356, 793, 804, 806 or 809, and 886.

**Required Courses** .................................................. 15 hours
SED 810, 814, 816 (six hours), EAD 849.

For the Professional Certificate for Director of Special Education, candidates must enroll in SED 816 within three years of completing SED 810 and 814. All required courses (EAD 801, SED 810, 814, and 816) must be completed within five years.

**NON-DEGREE PROGRAM**

Providing Services to the Deaf/Hard of Hearing

The following course work cluster is designed to meet the needs of individuals trained in a variety of paraprofessional and professional programs who, upon graduation, are interested in the provision of services to deaf and hard of hearing children, youth, and adults. The program provides an introduction to culture awareness and the development of communication skills through the following course work cluster:

**Prerequisite Courses** ............................................... 15 hours
ASL 101, 102, 201, 202; ITP 115.
* These courses or the equivalent of these courses demonstrated through proficiency in American Sign Language and an equivalent orientation to deafness.

**Required Courses** .................................................. 9 hours
SED 774**, SED 830, PSY 845.
** Practicum assignments will be interfaced with the individual’s specialty area, and placement will be in a setting serving deaf or hard of hearing children, youth, and adults.
# College of Health Sciences

**Dr. Deborah Whitehouse, Dean**  
Rowlett 204  
(859) 622-1523  

**Dr. Sheila Pressley, Associate Dean**  
Rowlett 204  
(859) 622-1523

<table>
<thead>
<tr>
<th>Dr. Michael Ballard, Part-Time Associate Dean</th>
<th>Dr. Colleen Schneck, Part-Time Associate Dean</th>
</tr>
</thead>
</table>
| Begley 421  
(859) 622-1142 | Dizney 103  
(859) 622-6301 |

## Departments

### Baccalaureate and Graduate Nursing
- **Dr. Mary Clements, Chair**  
  (859) 622-1956  
mmary.clements@eku.edu  
Rowlett 225
- **Dr. Brooke Bentley, FNP Coordinator**  
  (859) 622-1969  
brooke.bentley@eku.edu  
Rowlett 235
- **Dr. Mary DeLetter, DNP Coordinator**  
  (859) 622-1966  
mmary.deletter@eku.edu  
Dizney 232
- **Dr. Melanie Adams-Johnson, Nursing Admin. Coordinator**  
  (859) 622-6335  
melanie.johnson@eku.edu  
Rowlett 301C

### Environmental Health Science
- **Dr. Carolyn Harvey, Chair**  
  (859) 622-6342  
carolyn.harvey@eku.edu  
Dizney 221

### Exercise and Sport Science
- **Dr. Jack Rutherford, Chair**  
  (859) 622-1887  
jack.rutherford@eku.edu  
Moberly 233
- **Dr. Heather Adams-Blair, MS PE Graduate Coordinator**  
  (859) 622-1898  
heather.adams-blair@eku.edu  
Moberly 224
- **Dr. Eric Fuchs, ATC EMT Director, Athletic Training Program**  
  (859) 622-8173  
eric.fuchs@eku.edu  
Moberly 109

### Family and Consumer Sciences
- **Dr. Dana Keller Bush, Chair**  
  (859) 622-3445  
dana.bush@eku.edu  
Burrier 102
- **Mrs. Karina Christopher, Graduate Coordinator**  
  (859) 622-1165  
karina.christopher@eku.edu  
Burrier 102

### Health Promotion and Administration
- **Dr. Michael Ballard, Chair**  
  (859) 622-1142  
michael.ballard@eku.edu  
Begley 421
- **Dr. Phyllis Bryden, Graduate Coordinator**  
  (859) 622-1147  
phyllis.bryden@eku.edu  
Begley 428

### Health Sciences Learning Resource Center
- **Mrs. Raglena Salmans**  
  (859) 622-2091  
raglena.salmans@eku.edu  
Rowlett 311

### Master of Public Health
- **Dr. Sheila Pressley, Interim Director**  
  (859)622-6339  
sheila.pressley@eku.edu  
Dizney 132

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

### Recreation and Park Administration
- **Dr. Jon McChesney, Chair & Graduate Coordinator**  
  (859) 622-1833  
jon.mcchesney@eku.edu  
Begley 405
The College of Health Sciences, in association with the Office of Graduate Education and Research, offers the following degrees:

Master of Public Health degree with concentrations in Community Health Education, Public Health Nutrition, Environmental Health Science, and Industrial Hygiene.

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

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

Doctor of Nursing Practice with concentrations in Organizational Leadership and Neuroscience for APN’S

Occupational Therapy Doctorate

Accelerated pathway to Occupational Therapy Master’s Degree and Doctorate

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

Master of Science degree in Athletic Training

Master of Science degree in Recreation and Park Administration.

Clinical Facilities — The University maintains formal contracts with many health care agencies located throughout Kentucky and the southeastern United States. The University is not liable for, nor is there a fund from which payment can be made for those who are inconvenienced or incur expenses based upon canceled classes, assignments, or clinical placement, etc. Programs reserve the right to make changes as necessary to ensure a quality educational experience.

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

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

HEALTH SCIENCES LEARNING RESOURCE CENTER

Mrs. Raglena Salmans, Director
www.hslrc.eku.edu
(859) 622-2091
Rowlett 310

The Health Sciences Learning Resource Center is a multimedia library, study, and computer center for the College of Health Sciences. It provides support to the instructional needs of the faculty through multimedia resources, equipment, and other services. The primary purpose of the Center is to provide the student an opportunity to reinforce previous learning of clinical classroom content through independent review of multimedia materials and computer aided instructional software.

Students also have access to other resources such as anatomical models and charts, interactive video resources, professional articles, email, the Internet, literature searches, bibliographic manager, epidemiology mapping courseware, and word processing. The Learning Resource Center is located in the Rowlett Building, room 310.

DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING

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

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

CIP Code: 51.3818

I. GENERAL INFORMATION

The Department of Baccalaureate and Graduate Nursing offers the Doctor of Nursing Practice program. The program is designed to allow nurses who possess a graduate degree in nursing to prepare for an expanded nursing practice role. The program is intended to be accessible to nurses in the commonwealth and particularly in underserved rural areas.

Graduates of the DNP program will have specific competencies derived from The Essentials of Doctoral Education for Advanced Nursing Practice (American Association of Colleges of Nursing, 2006) for which they will be prepared. The Doctor of Nursing Practice student learning outcomes include:

1. Develop, evaluate, translate, and integrate theory-based nursing and interdisciplinary knowledge in new practice approaches to enhance health and health care delivery.
2. Create and evaluate principles of organizational and systems theory to provide leadership in improving health outcomes and promoting excellence in practice.
3. Utilize analytic methods, information technology, and research methods to critically appraise evidence-based practice data to evaluate outcomes of practice, practice patterns, and health systems against national benchmarks, to improve health care outcomes.
4. Assimilate and process aggregate data, using information systems, informatics and technology, as well as evaluation and assessment tools, current research and outcome data, to translate this knowledge to improve or transform patient and health care systems.

5. Actively influence health policy that addresses health disparity, access, quality, and financing at institutional, local, state, federal, and international levels.

6. Employ effective communication and interprofessional collaboration to design, implement, and evaluate individual and system level interventions, to improve health and create change in health care delivery systems.

7. Implement clinical prevention and population health activities to improve the health of individuals and populations.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission to the DNP program include 1) a master’s degree in nursing from a nationally accredited program, 2) a free and unrestricted RN license in Kentucky (or recognized compact state) with no Kentucky Board of Nursing imposed restrictions on practice, voluntary or otherwise, 3) a graduate GPA of at least 3.0 (4.0 scale) and 4) all Neuroscience concentration applicants must be certified as a Nurse Practitioner. Admission is competitive and limited to available space. In addition to the Graduate School application, applicants must also submit to the department a separate completed department application form, a resume or curriculum vitae, a short essay (500-700 words) describing the relationship between the applicant’s professional goals and the DNP program, and at least 3 positive letters of recommendation. As a limited number of applicants are accepted for admission, selection will be based on careful consideration of all information included in the admission application packet and the degree to which each candidate meets the requirements. Complete applications, which include all requested information, are given priority in the selection process. In order to be competitive, all material and documentation must be submitted by the deadline. After review of the application materials, the DNP Admission Committee will select those applicants to be interviewed by the committee members as a final step in the selection process.

Please refer to the Department of Baccalaureate and Graduate Nursing website at http://www.bsn-gn.eku.edu/doctor-nursing-practice-dnp for specific information on the application process for admission and progression plans for study, or contact the department at (859) 622-1838 for information on the application process for admission.

Progression Policy — To progress, students must complete all required course work with a grade of “B” or higher and must complete any pre-requisite courses before advancing to the next course. Refer to course descriptions in this Catalog for specifics. A student who does not satisfactorily progress in the program must be given permission by the DNP Admission/Progression Committee to repeat a course and continue in the program.

III. PROGRAM REQUIREMENTS

DOCTOR OF NURSING PRACTICE (DNP) DEGREE PROGRAM

DNP Core Courses ................................................................. 25 hours

NSC 905, 940, 942, 950, 954, 960(4), 990, 992

Concentrations (select one):

Organizational Leadership .............................................. 11-14 hours
NSC 900(1-3), 901(1-2), 994(9)

Neuroscience for APNs ..................................................... 15 hours
NSC 902, 903, 996(9)

Total Hours ..................................................................... 36 – 40 hours

*Required hours will be individually evaluated on a planned program of study for each student, depending on academic background and career goals.

IV. EXIT REQUIREMENTS

Capstone Project (either NSC 994 or 996) – Candidates are required to satisfactorily complete and present a capstone project before they are eligible to graduate from the program. Hours are incorporated into the student’s area of concentration.

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

CIP Code: 51.3801

I. GENERAL INFORMATION

The Department of Baccalaureate and Graduate Nursing offers the Master of Science in Nursing degree. The program is designed to allow nurses with a baccalaureate degree to prepare for rural health advanced or advanced practice roles. Master’s degree concentrations available include Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, and the Nursing Administration Concentration. Graduates of the M.S.N. program will have specific competencies related to rural health nursing practice either as a Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, or as A Nursing Administrator. 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

Minimum requirements for admission to the program include 1) a baccalaureate degree in nursing from a nationally accredited program, 2) RN license from an approved state that is free and unrestricted, meaning that it has not been subject to reprimand, revocation, probation, suspension, restriction, limitation, disciplinary action, discretionary review/hearing or encumbrance nor had any type of complaint filed against it, 3) an undergraduate GPA of at least 3.0 (4.0 scale) cumulative or in last 60 hours, 4)
a three hour graduate or undergraduate course in statistics with a grade of “C” or higher and 5) acceptable scores on the Verbal, Quantitative, and Analytical Writing sections of the Graduate Record Exam (GRE) as determined by the admissions committee. Applicants with cumulative undergraduate GPA’s of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE requirement. Admission is competitive and limited to available space. In addition to the above criteria, consideration is also given to the applicants’ professional work experience, the applicant’s statement of Personal and Professional Objectives submitted with the Graduate School application and also with the department application, the three required professional references, and the rural nature of the site identified for matriculation or proposed for future practice.

Please refer to the Department of Baccalaureate and Graduate Nursing website at http://www.onlinenursingprograms.eku.edu for specific information on the application process for admission and progression plans for study, or contact the department at (859) 622-7927.

Progression Policy — To progress, MSN students must achieve a grade of “B” or higher in all of the prerequisite courses. Refer to the course descriptions in this Catalog for specifics. When a student is given permission to repeat a practicum course, the student must also enroll in the corequisite hours of NSC 800 or 802, whichever is applicable.

III. MSN PROGRAM REQUIREMENTS

MSN Core Courses ........................................................................................... 15 hours
NSC 840, 842, 890, 892, and MPH 855.
Concentration (see below) ............................................................................ 24 hours
Exit Requirements ....................................................................................... 0 hours
GRD 888b
MSN Degree with Concentration Total Requirements ........................................... 39 hours*
*(Plus additional clinical clock hour requirement)

Concentrations (select one):
A. Rural Health Family Nurse Practitioner ........................................ 24 hours
   • Advanced Practice Core Courses ................................... 9 hours
     NSC 830, 832, 834
   • Practicum Courses .................................................. 15 hours
     NSC 870, 872, 874, 876
     (Plus 9 hours of NSC 800 - Clinical clock hour requirement)
B. Rural Psychiatric Mental Health Nurse Practitioner ........................... 24 hours
   • Advanced Practice Core Courses ................................... 9 hours
     NSC 830, 832, 834
   • Practicum Courses .................................................. 15 hours
     NSC 880, 881, 882, 884, 886
     (Plus 7 hours of NSC 800 - Clinical clock hour requirement)
C. Nursing Administration ........................................................................... 24 hours
   • Nursing Administration Core Courses ................................ 9 hours
     NSC 854, 856, 858.
   • Practicum Courses .................................................. 15 hours
     NSC 837, 850, 852, 860, 862.
     (Plus 2 hours of NSC 802 - Clinical clock hour requirement)

IV. EXIT REQUIREMENTS
MSN Exit Requirement ............................................................................... 0 hours
GRD 888b

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

MSN Degree with Concentration Total Requirements
.................................................................................................................. 39 hours*
*(Plus additional clinical clock hour requirement)

CERTIFICATES
Post-Master of Science in Nursing/Post-Graduate APRN

I. GENERAL INFORMATION

The College of Health Sciences offers Post-Master Certificates in Nursing Administration for nurses who have completed a Master of Science in Nursing degree. The College of Health Sciences also offers Post-Graduate APRN Certificates in Rural Family Nurse Practitioner and Rural Psychiatric Mental Health Nurse Practitioner, for APRN’s who wish to obtain a second nursing specialty. The number of credit hours required for completion varies by specialty. All MSN/DNP policies apply to the Post-MSN/Post-Graduate APRN Certificate students.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission to the program include:
1. Admission to the Graduate School.
2. A master of science in nursing degree from a nationally-accredited program for Nursing Administration, or an MSN or DNP degree from a nationally accredited program for the Post-Graduate APRN certificates.
3. RN license from an approved state that is free and unrestricted, meaning that it has not been subject to reprimand, revocation, probation, suspension, restriction, limitation, disciplinary action, discretionary review/hearing or encumbrance nor had any type of complaint filed against it, admission is competitive and limited to available space.

In addition to the above criteria, consideration is also given to the student’s statement of Personal and Professional Objectives submitted with the Graduate School application, the three required professional references, and the rural nature of the site identified for matriculation or proposed for future practice. Priority is given to degree-seeking applications. Please refer to the Department of Baccalaureate and Graduate Nursing website at http://www.onlinenursingprograms.eku.edu for specific information on the application process for admission and progression plans for study, or contact the department at (859) 622-7927 for information on the application process for admission.

III. PROGRAM REQUIREMENTS

University Certificates

Nurse Practitioner Concentration Prerequisites:
Prerequisite for both Nurse Practitioner Concentrations:
NSC 830 Advanced Pharmacology ........................................ 3 hours
NSC 832 Advanced Health Assessment ................................ 3 hours
NSC 834 Advanced Pathophysiology .................................... 3 hours

Post-Graduate APRN Certificate – Family Nurse Practitioner
CIP Code: 51.3805
NSC 870 FNP I ....................................................... 3 hours
NSC 872 FNP II ...................................................... 3 hours
The Department of Environmental Health Science is one of three departments that participate in the Master of Public Health (MPH) program. The department houses the MPH: Environmental Health Science concentration and the Industrial Hygiene Concentration. The program is tailored to meet the needs of the individuals working in or planning to work in a public health profession. Information and requirements for the MPH concentrations in Environmental Health Science and in Industrial Hygiene can be found in the Master of Public Health section of this Catalog.

**GRADUATE CERTIFICATE IN INDUSTRIAL HYGIENE**

*CIP 51.2206*

I. GENERAL INFORMATION

The College of Health Sciences through the Master of Public Health in Environmental Health offers a Master’s level Certificate in Industrial Hygiene. The Certificate program is designed for both degree-seeking and Certificate-seeking students. The number of credit hours required for completion is 18 hours of which 9 hours can be used as electives in the MPH-EHS graduate program.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission include:

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

III. PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Total Requirements</th>
<th>18 hours</th>
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<tbody>
<tr>
<td>EHS 710, 840, 841, 865, 875, and 885</td>
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</tbody>
</table>

**DEPARTMENT OF EXERCISE AND SPORT SCIENCE**

**Dr. Jack Rutherford, Chair**

www.athletictraining.eku.edu

(859) 622-8139

**MASTER OF SCIENCE (M.S.)**

**Athletic Training**

**Dr. Eric J. Fuchs, ATC EMT Director**

www.athletictraining.eku.edu

(859) 622-8173

I. GENERAL INFORMATION

**MS in Athletic Training Description**

Eastern Kentucky University (EKU) offers the Professional Master’s Degree in Athletic Training (MS in AT). Any student who has completed a bachelor’s degree from EKU or a regionally accredited four-year institution, and has completed the prerequisite courses and admission requirements listed below is eligible for consideration for admission to the EKU MS in AT. Currently, we do not require a specific undergraduate degree for program admission, but a strong background in basic sciences is desirable.
The MS in AT is a full-time, 2-year program including summers, that provides athletic training students with an effective blend of evidence-based didactic information, clinical experiences for skill and theory integration, and exposure to a variety of practice settings for athletic trainers. The EKU AT program thoroughly addresses compliance with CAATE accreditation standards, from which the EKU MS in AT Program is seeking accreditation, and Board of Certification (BOC) requirements. Please check the AT Program website and the Centralized Athletic Training Application Services (ATCAS) website for the most current and up-to-date information for any programmatic or curriculum changes.

Mission Statement

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

Program Objectives and Goals

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

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

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

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

• Development of critical thinking skills that will guide future clinical practice and foster commitment to lifelong continuing education.

• Provision of classroom instruction that emphasizes scientific foundations for clinical theories and evidence-based clinical decision making as they relate to entry level competencies.

• Provision of clinical education experiences that develop entry level clinical Knowledge, Skills and Abilities (KSA’s) in AT. Cultivation of a strong commitment to a high standard of ethical conduct and professional excellence.

• Promotion of student professionalism in appearance, demeanor and clinical practice.

• Development of the ability to effectively communicate with both written and oral presentations.

• Development of the ability to effectively utilize technology in athletic training for injury surveillance.

• Facilitation of student understanding of the athletic trainer’s evolving role within the U.S. health care delivery system.

• Empowerment of students to assume leadership roles while in the program to develop future athletic training professionals who are involved professional in the leadership of the profession.

II. ADMISSION REQUIREMENTS

• Program Prerequisite Courses:

  Basic Anatomy (3) and Human Physiology (3) or A & P I (3hrs) and A & P II (3hrs)
  Exercise Physiology (3hrs)
  Biomechanics or Kinesiology (3hrs)
  Statistics (3hrs)
  Strength & Conditioning (3hrs)
  Medical Terminology (3hrs)
  Intro to Psychology (3hrs)
  Intro to Athletic Training or Care & Prevention of Athletic .... Injuries (2 to 3 hrs)
  First Aid Certification or Equivalent (i.e EMT-B licensed in KY)
  American Heart Association Health Care Provider CPR (AHA preferred)
  Additional Program Application Requirements (See ATCAS and Application for Full Details and most current information)

• Undergraduate Cumulative GPA 2.75 and a 3.0 GPA in Prerequisite Courses

• 50 Hours of documented clinical observation/experience under an ATC obtained within 2 years prior to program application. Hours must have been obtained under an ATC. Hours under the supervision of a physical therapist DO NOT count unless the individual is dual credentialed as an ATC and the hours were obtained in a traditional athletic training facility or field setting, not in an outpatient physical therapy clinic. Upon admission students will be required to purchase clinical uniform and supplies (see website for cost and details.)

• GRE

Recommended scores of 144 on verbal and quantitative sections. Applicants with cumulative undergraduate GPAs of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE Completion of a College of Health Science Required Criminal Record Background Check (see ATCAS online application for more details)

• Completion of a Medical Physical Exam using our AT program form see application online, Shot Record Review, and completion of Technical Standards Document as Outlined in the application packet see program website and application for details.

Current American Heart Association Health Care Provider CPR is preferred. Attendance at one (1) of two (2) Open House Sessions is highly recommended but not required. (Invitations to Open
I. GENERAL INFORMATION

The Department of Exercise and Sport Science offers the Master of Science degree in Physical Education with three concentrations: Exercise and Sport Science, Exercise and Wellness, and Sports Administration. The concentrations in Exercise and Sport Science and Exercise and Wellness are designed for persons interested in studying the art and science of human movement. The Sports Administration concentration is designed for the prospective sports administrator in both school and non-school settings. All concentrations afford opportunity for in-depth study and research for purposes of advanced graduate work. The Department of Exercise and Sport Science also provides specialized courses used by the College of Education for Master of Arts in Education degree programs and certification programs leading to Rank II and Rank I, Physical Education. The Master of Arts in Education degree in Physical Education, the sixth year non-degree program, and the fifth year non-degree program in physical education are supported by the Department of Exercise and Sport Science and can be found in the College of Education section of this Catalog.

II. ADMISSION REQUIREMENTS

In order to be granted clear admission into the graduate program, students must meet the following requirements:
1. Bachelors degree in a related field
2. Minimum 2.75 undergraduate GPA
3. Two letters of reference sent directly to the Graduate Coordinator
4. Plus one of the following:
   • Miller Analogies Test (MAT) minimum score of 365
   • Graduate Record Examination (GRE) minimum scores of 147 in each of Verbal & Quantitative areas and 3.5 in the Analytical area

Students with a cumulative undergraduate GPA of 3.0 or higher are exempt from the GRE or MAT for admission. Students may be granted provisional admission for their first semester if they have a minimum undergraduate GPA of 2.75 but have not yet taken either the GRE or MAT. Contact the Graduate Coordinator for more information about the requirements for provisional admission.

Admission into the Master of Science degree program in Physical Education requires demonstration of adequate undergraduate preparation in physical education or in a field related to graduate study in physical education. Adequate preparation may be demonstrated in one of two ways:
1. Completion of a baccalaureate degree program with a major or minor or equivalent in physical education/exercise sport science or similarly named major or related discipline. Transcripts serve as adequate documentation for admission.
2. Submission of a professional portfolio, which includes a combination of relevant academic and experiential preparation. Presentation of a professional portfolio of work experiences serves as documentation for admission consideration. Portfolio materials must document experiences and may include assessments by supervisors or other valid assessment reports.

Note: Students must submit relevant documents with their original application for admission to the Graduate School.

III. PROGRAM REQUIREMENTS

Probation and Progress in the Program — If, in any semester of study, a student’s graduate grade point average falls below 3.0 for all courses taken after admission to the program, the student will automatically be on academic probation. The student will be dismissed from the program following any second semester with a cumulative GPA below 3.0. A student in the program is allowed to earn no more than one “C” and no “D”s or “F”s in courses taken after admission to the program.

Exercise and Sport Science Foundations ..........15-18 hours
PHE 800 or EPY 869 and select 12-15 additional hours from: PHE 762, 775, 790, 810, 812, 814, 821, 822, 823, 825, 831, 833, 848, 851, 852, 865, 869, 875, 891, 895; or 700 and/or 800 level course with prior departmental approval from non-PHE graduate departments (not to exceed 12 credit hours.)

Select one of the following concentrations ..........12-15 hours
Exercise and Sport Science Concentration
Select one 800 level PHE course (3 hours) plus nine hours of
PHE 700 and/or 800 level courses.* Or PHE 897 (6 hours) plus six hours from PHE 700 and/or 800 level courses.

**Sports Administration Concentration**
PHE 835, PHE 730, and PHE 870 (6 hours) or PHE 839 (6 hours).

**Exercise and Wellness Concentration**
PHE 717, PHE 812, PHE 821, PHE 871 (6 hours).

**Total Requirements** ................................................................. 30 hours
*A maximum of nine hours of 700 level course works is allowed.

**Note:** For information on the Master of Arts in Education Degree in Physical Education, see College of Education.

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### IV. EXIT REQUIREMENTS

**Exercise and Sports Science Exit Requirement** ................. 0 hours
GRD 887b

**Sports Administration Exit Requirement** ...................... 0 hours
PHE 896

**Exercise and Wellness Exit Requirement** .......................... 0 hours
GRD 888d

**Thesis Defense** — The thesis is optional in this program with the Exercise and Sport Science Concentration.

**Comprehensive Examination (GRD 887b or GRD 888d)** —
Candidates in the Exercise and Sport Science Concentration (non-thesis) shall perform satisfactorily on a written examination of their program of study (GRD 887b). Candidates in Exercise and Wellness will be required to successfully complete a project, with a summary and oral presentation for fulfillment of exit requirements (GRD 888d).

**NOTE:** The comprehensive exam exit requirement for students who successfully complete PHE 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 PHE 896.

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### DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

**Dr. Dana Bush, Chair**
Mrs. Karina Christopher, Graduate Coordinator/Advisor
www.fcs.eku.edu
(859) 622-3445

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

The Department of Family and Consumer Sciences also offers two degrees in cooperation with the College of Education: the Master of Arts in Education (MAEd) degree with a concentration in Family and Consumer Sciences Education and the Master of Arts in Teaching (M.A.T.) degree with a concentration in Family and Consumer Sciences. The MAEd is for individuals who are currently certified to teach in Family and Consumer Sciences. The M.A.T. leads to teacher certification for those who have completed a B.S. (non-teaching) in one of the programs in Family and Consumer Sciences. The requirements for the MAEd degree and the M.A.T. degree may be found in the College of Education section of this Catalog.

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### DEPARTMENT OF HEALTH PROMOTION AND ADMINISTRATION

**Dr. Michael D. Ballard, Chair**
Dr. Phyllis Bryden, Graduate Coordinator/Advisor
www.healthed.eku.edu
(see link to www.mph.eku.edu)
(859) 622-1142

The Department of Health Promotion and Administration is one of three departments that participate in the Master of Public Health (MPH) program. The department houses the MPH: Community Health Education concentration. The program is tailored to meet the needs of individuals working in or planning to work in a public health profession. Information and requirements for the MPH concentration in Community Health Education 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 and Allied Health Sciences Education. Rank II and Rank I certifications are also supported by departmental curricular offerings.

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

**PUBLIC HEALTH**

*CIP Code: 51.2201*

**Dr. Sheila D. Pressley, Interim MPH Director**
www.mph.eku.edu
859-622-6339

**I. GENERAL INFORMATION**

The College of Health Sciences at Eastern Kentucky University offers a Master of Public Health (MPH) degree with concentrations in Community Health Education, Public Health Nutrition, Environmental Health Science, and Industrial Hygiene. The three participating departments include the Department of Environmental Health Science, the Department of Family and Consumer Sciences, and the Department of Health Promotion and Administration. The program is tailored to meet the needs of individuals working in or planning to work in a public health profession. Classes are offered on evenings, Saturdays, and via the
Mission — The mission of the EKU Master of Public Health Program (MPH) is to provide quality education for preparing competent public health practitioners to enhance the health status and quality of life in local, state, regional and global communities.

Program Goal — To achieve its mission, the MPH Program prepares professionals for broad-based practice in public health, through integration of core competencies in the five areas of knowledge basic to public health (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration) with specialized knowledge, competencies, and expertise in a selected public health discipline.

Education Objectives — Students who complete the MPH degree will be able to:
1. Contribute to the public health profession through sound professional public health attitudes, values, concepts and ethical practices.
2. Recognize and facilitate diversity of thought, culture, gender, and ethnicity through communication and collaboration.
3. Participate in professional development, scholarship, service, and educational activities that contribute to public health.
4. Integrate and apply the crosscutting knowledge and skills (competencies) within five core public health areas of knowledge (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health administration).
5. Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to community health education, environmental health science, and public administration.

II. ADMISSION REQUIREMENTS
Clear admission to the MPH program requires a baccalaureate degree from an accredited institution with a minimum 2.5 grade point average, and a combined score of 291 with a minimum 143 on each area of the Graduate Record Exam (GRE). Applicants may use the Miller Analogy Test with a score of 385 or higher as a substitute for the GRE. Applicants with cumulative undergraduate GPA’s of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement. A TOEFL score of at least 580 (237 computerized) is also required for international applicants. Satisfying the minimum entrance requirements does not guarantee admission.

To apply:
Submit all application materials online to the Graduate School at www.gradschool.eku.edu/apply:
• Graduate School application and fee;
• Official transcripts;
• GRE or MAT scores: TOEFL score;
• Statement of personal and professional objectives (1 1/2 to 2 pages); and
• 3 letters of recommendation from employers and/or previous professors.

Application Deadlines
All materials must be submitted online to the Graduate School no later than:

Fall admission April 15 - international applicants
July 1 - domestic applicants
Spring admission October 15 - domestic and international applicants

III. PROGRAM REQUIREMENTS

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

Core Courses ................................................................. 21 hours
MPH 800 or 840; MPH 810, 816, 825, 830, 850, and 855.

Concentrations (select one of the following concentrations):

Community Health Education Concentration (offered by the Department of Health Promotion & Administration)
Required Courses .............................................................. 12 hours
HEA 820, 825, 875, and 898
Elective ........................................................................... 3 hours
HEA 791, 792, 793, 795, 804, 856, EHS 880, or POL 877
Practicum ......................................................................... 3 hours
HEA 890
Research ........................................................................... 3 hours
HEA 880

Environmental Health Science Concentration (offered by the Department of Environmental Health Science)
Prerequisites: Applicant must have completed at least 12 hours of biology and/or chemistry in their undergraduate program.
Required Courses .............................................................. 9 hours
EHS 855, 865, and 880.
Electives ........................................................................... 6 hours
Approved electives include: EHS 710, 730, 740, 841, 845, 860, 875, 885, SSE 815, 822.
Practicum ......................................................................... 3 hours
EHS 839 or 863.
Research ........................................................................... 3 hours
EHS 890

Industrial Hygiene Concentration (offered by the Department of Environmental Health Science)
Prerequisites: Applicant must have completed at least 12 hours of biology and/or chemistry in their undergraduate program.
Required Courses .............................................................. 9 hours
EHS 840, 841 and 865
Electives ........................................................................... 6 hours
Approved electives include: EHS 710, 875, or 885.
Practicum ......................................................................... 3 hours
EHS 839 or 863.
Research ........................................................................... 3 hours
EHS 890

Public Health Nutrition Concentration (offered by the Department of Family and Consumer Sciences)
Required Courses .............................................................. 12 hours
NFA 805, 812, 817, and 826
Elective ........................................................................... 3 hours
EHS 880, HEA 791, 820, 825, 856, or 898.
Practicum ......................................................................... 3 hours
NFA 840
Research ........................................................................... 3 hours
II. ADMISSION REQUIREMENTS

Applicants must meet the following criteria for admission to the OTD Program:

1. A degree from an entry level occupational therapist program that is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE). International applicants must have met all requirements for practice in their own country and graduated from an accredited or World Federation of Occupational Therapy (WFOT) approved occupational therapy program.

2. Certification by the National Board for Certification in Occupational Therapy (NBCOT). International applicants must provide documentation that they are eligible to practice as an occupational therapist in their home country.

3. A master’s degree.

4. A graduate research methods course.

5. Expected GRE scores of 147 or higher on the verbal and 147 or higher on the quantitative sections and a 3.5 or higher on the analytical writing section. The GRE will be waived if the applicant has earned a graduate degree from a regionally accredited institution.

6. Three letters of recommendation for applicants who do not have an M.S. in Occupational Therapy from EKU.

7. A one-to-two page statement of professional goals.

8. A resume and/or professional portfolio.

9. Transcripts of undergraduate and graduate coursework.

10. An online graduate application.

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

1. Candidates are required to satisfactorily complete and present capstone projects.

2. Candidates are required to satisfactorily complete and present a professional portfolio.

V. EXIT REQUIREMENTS

The Department of Occupational Therapy participates in a collaborative Rehabilitation Sciences Doctoral Program with the University of Kentucky. The Doctoral Program in Rehabilitation Sciences is designed to produce academic leaders, researchers, and clinical leaders. The curriculum will provide the students with general knowledge of the full spectrum of the rehabilitation process as well as in-depth knowledge of one specific area of a discipline, such as Occupational Therapy, Physical Therapy, Athletic Training, or Speech and Communication. The degree is awarded by the University of Kentucky.

II. ADMISSION REQUIREMENTS

Applicants must meet the following criteria for admission to the OTD Program:

1. A degree from an entry level occupational therapist program that is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE). International applicants must have met all requirements for practice in their own country and graduated from an accredited or World Federation of Occupational Therapy (WFOT) approved occupational therapy program.

2. Certification by the National Board for Certification in Occupational Therapy (NBCOT). International applicants must provide documentation that they are eligible to practice as an occupational therapist in their home country.

3. A master’s degree.

4. A graduate research methods course.

5. Expected GRE scores of 147 or higher on the verbal and 147 or higher on the quantitative sections and a 3.5 or higher on the analytical writing section. The GRE will be waived if the applicant has earned a graduate degree from a regionally accredited institution.

6. Three letters of recommendation for applicants who do not have an M.S. in Occupational Therapy from EKU.

7. A one-to-two page statement of professional goals.

8. A resume and/or professional portfolio.

9. Transcripts of undergraduate and graduate coursework.

10. An online graduate application.

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

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2. Certification by the National Board for Certification in Occupational Therapy (NBCOT). International applicants must provide documentation that they are eligible to practice as an occupational therapist in their home country.

3. A master’s degree.

4. A graduate research methods course.

5. Expected GRE scores of 147 or higher on the verbal and 147 or higher on the quantitative sections and a 3.5 or higher on the analytical writing section. The GRE will be waived if the applicant has earned a graduate degree from a regionally accredited institution.

6. Three letters of recommendation for applicants who do not have an M.S. in Occupational Therapy from EKU.

7. A one-to-two page statement of professional goals.

8. A resume and/or professional portfolio.

9. Transcripts of undergraduate and graduate coursework.

10. An online graduate application.
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 [www.mc.uky.edu/rehab sciences/index.html](http://www.mc.uky.edu/rehabiences/index.html).

IV. EXIT REQUIREMENTS
Successful completion of a planned program, comprehensive exam, and a dissertation are required for completion of the Rehabilitation Sciences Doctoral Program

MASTER OF SCIENCE (M.S.)
Occupational Therapy
CIP Code 51.2306

I. GENERAL INFORMATION
The Department of 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, either BS OS Entrance or MS Transition Entrance, is highly dependent on the applicant’s prior education and therefore the admission criteria should be reviewed carefully. The BS OS Entrance is for the individual with a baccalaureate degree in occupational science, and the MS Transition Entrance is for the individual with a baccalaureate degree in a discipline other than occupational science or occupational therapy. The Post-Professional Concentration is for students who currently hold a baccalaureate degree or post-baccalaureate certificate in occupational therapy from an accredited occupational therapy program.

The graduates of the Master of Science degree program in Occupational Therapy will demonstrate the ability to:
1. Design, provide and analyze evidence-based occupational therapy services that engage people in occupation to support their participation in context.
2. Collaborate with others to promote the health and well-being of diverse persons and communities.
3. Contribute to occupational therapy practice, education and research through the ethical application of reasoning abilities.
4. Reflect the profession’s values, principles and beliefs in carrying out professional responsibilities.
5. Inform, negotiate, advocate, and consult with diverse persons, disciplines, and communities to facilitate and promote health.

II. ADMISSION REQUIREMENTS

**PROFESSIONAL CONCENTRATION**

**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. GRE combined score (verbal and quantitative reasoning) of at least 750 and a minimum score of 3.0 on the analytical writing score.
5. Three letters of recommendation.

Specific Criteria
Students with a baccalaureate degree in occupational science should apply to the Graduate School by February 1 of their senior year for admission into the Master of Science in Occupational Therapy. Students will be admitted on a competitive basis using a weighted matrix.

**MS Transition Entrance**

1. Bachelor’s degree in a discipline other than Occupational Science from a regionally accredited university.
2. “C” or better in all prerequisite coursework.
3. 3.0 GPA on the most recent 60 hours of coursework (prerequisites to the transition year not included in the most recent 60 hours will be added in the calculation of GPA) or a 3.0 overall undergraduate GPA (all hours attempted in the semester in which the 60th hour occurs will be counted) determined by May 1st program application deadline.
4. GRE combined score (verbal and quantitative reasoning) of at least 750 and a minimum score of 3.0 on the analytical writing score.
5. Three letters of recommendation.

Specific Criteria
An undergraduate degree in a discipline other than occupational science or occupational therapy and prerequisite course work in Human Anatomy, Human Physiology, Psychology, and Statistics. Students should apply through the undergraduate school by May 1st. Prerequisite course work must be completed by the end of the Spring semester of the application year. Students may be requested to submit a course description of prerequisite course work with the application. Students will be admitted on a competitive basis using a weighted matrix.

Students accepted into the MS Transition program are required to take a year of transition courses prior to beginning Master of Science course work. The deadline for applications for the MS Transition program is May 1st. Students who are accepted into the MS Transition program must be enrolled in Fall semester transition year courses by July 1st and may continue on into the Master of Science program after completing the transition year courses, if they maintain a GPA of 3.0 during the transition year, complete all transition year courses with a “C” or better and are accepted by the Graduate School. Students will apply to the Graduate School during the transition year of course work. The deadline for application to the Graduate School is February 1st.

**Transition Year Course Work** — The following undergraduate courses are completed as a post-baccalaureate undergraduate during the year prior to the Master’s coursework: BIO 271, 371, OTS 362, 402, 422, 430, 478, and 499.

**Post-Professional Concentration**

1.) Bachelors degree or post-baccalaureate certificate from an accredited occupational therapy program.
2.) GRE combined score (verbal and quantitative reasoning) of at least 750 and a minimum score of 3.0 on the analytical writing score.

Specific Criteria
An undergraduate degree or post-baccalaureate certificate from an accredited occupational therapy program. Students with a
baccalaureate degree of a certificate in occupational therapy may apply at any time.

III. 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 Concentration

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, CDS 867, SED 790.

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

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

Total Minimum Requirements............................56 hours

Post-professional Concentration

Core Courses ..................................................9 hours
OTS 720, 850, 853, 880, 882, 884, 885.
Three Core Courses must be selected from the seven options, at least one of which must be a research class - either OTS 880 or OTS 884.

Electives/Cognates.........................................15 hours
OTS 720, 825, 835, 837, 850, 851, 852, 853, 855 or 855S,
862, 863, 864, 865, 866, 870, 875, 880, 882, 883,
884, 885, 890, PSY 777, CDS 867, SED 790, OTS 831.
Cognates may be selected from related areas such as Business, Special Education, Therapeutic Recreation, Education, Nutrition, Child Development, Psychology, Sociology, etc.

Research ..........................................................6 hours
Non-thesis
OTS 896 and an elective.
Comprehensive examination required (GRD 887d).
OR
Thesis
OTS 898, 899, GRD 888c (Oral Defense of Thesis).

Total Minimum Requirements............................30 hours

V. EXIT REQUIREMENTS

Thesis — A thesis is optional in this program. If thesis option is selected, an oral defense of the thesis is required (GRD 888c).

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

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

Post-Professional

Online Occupational Therapy Masters and Doctorate Degrees
A 4-yr pathway to earn both the M.S. and O.T.D. degree.

Restricted to students with bachelor degrees or post-baccalaureate certificates from an accredited occupational therapy program.

This is a program where students can earn both the Master of Science (MS) in Occupational Therapy and the Doctorate in Occupational Therapy (OTD) within 4 years. This coordinated curriculum allows some OTD courses to count toward both degrees, resulting in an accelerated and more cost effective pathway to both degrees.

All classes meet online and some may include Saturday face-to-face meetings.

Master of Science portion

MS Core .........................................................9 hours
OTS 850, 880, 884, 885

MS Elective/Cognate .......................................6 hours
Select from: 862, 863, 864, 865, 885; or an online cognate from another program (e.g. Education, Nursing, Public Administration, etc.)

MS/OTD Electives ..........................................12 hours
OTS 853, 882, 886, 910

MS Research – chose one of the following options:

Option 1
Research Contribution ....................................6 hours
OTS 896; and one 3 hr elective from the list above or a 3 hr online cognate from another program (e.g. Education, Nursing, Public Administration, etc.)

Option 2
Thesis .........................................................6 hours
OTS 898, OTS 899

Students will have the MS degree awarded after completing all cr. hrs. and all MS/OT degree requirements; students are then expected to continue with required coursework and complete doctoral requirement listed below.

Doctorate portion

OTD Core .......................................................21 hours
OTS 901, 902, 903, 904, 911, 912, 913.

Exit Requirements .........................................7 hours
OTS 905(6)*, 906(1)
*OTS 905 may be taken for 3 hrs over 2 semesters or 6 hrs in one term.

TOTAL HOURS ...............................................61 hours
(for earning both the M.S. and O.T.D. degrees)

The professional course work for the Master of Science in
Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane Bethesda, MD 20814, (301) 652-2682. Following successful completion of the Master of Science in Occupational Therapy, the graduate is eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination. For additional information on the examination, contact NBCOT, 800 S. Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150, (301) 869-8492.

Professional level graduates must apply for licensure and/or certification prior to practicing in any state. A criminal record (excluding minor traffic violations) may make a person ineligible for national certification examination and/or licensure or state certification for practice. Students with such a history should contact NBCOT and relevant licensing or certifying bodies prior to enrollment to determine their situation.

For more information regarding the profession, contact the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Bethesda, Maryland, 20814, www.aota.org.

Program changes may occur in response to accrediting agencies. Students should contact the department to verify program requirements.

DEPARTMENT OF RECREATION AND PARK ADMINISTRATION

Dr. Jon McChesney, Chair
Dr. Jon McChesney, Graduate Coordinator/Advisor
www.recreation.eku.edu
(859) 622-1833

The Department of Recreation and Park Administration offers a Master of Science degree in Recreation and Park Administration. Graduates pursue supervisory and management positions in the delivery of recreation, parks, and 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).

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

Applicants are expected to have an undergraduate grade point average of at least 2.5 overall and a combined score on the Graduate Record Examination (GRE) of at least 143 on the verbal section and 138 on the quantitative section, to receive clear admission to the degree program or the Miller Analogy Test (MAT) scaled score of 365. Applicants with cumulative undergraduate GPA’s of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

An undergraduate major or minor in recreation, parks, or leisure is preferred. REC 350 and 460 (or course equivalents) are undergraduate prerequisites for students not holding a BS degree in recreation, parks, or leisure services.

Courses open to graduate students require a minimum understanding of foundations in recreation and park administration, knowledge of facility operation, agency budgeting, and legal issues. Students with limited field experience may be required to complete a graduate practicum course.

III. PROGRAM REQUIREMENTS
Curriculum for the General Program

Recreation Core Requirements................................................18 hours
A. Foundation. REC 825......................................................3 hours
B. Administration. REC 830, 840, 850..................................9 hours
C. Research. REC 801 ......................................................3 hours
D. Advanced Study. REC 809................................................3 hours

Supporting Courses ....................................................................9 hours
Select from the following courses: REC 711*, 712*, 716, 720*, 730, 790, 815, 870*, 871*, 890, and 897.

Elective Courses ........................................................................3 hours

Exit Requirement
GRD 887e

Total Requirements.....................................................................30 hours

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

IV. EXIT REQUIREMENTS
Thesis — A thesis is optional in this degree program.
Comprehensive Examination — A comprehensive examination is required (GRD 887e).
The College of Justice and Safety offers three master’s degrees: (1) the Master of Science degree in Justice Policy and Leadership, (2) the Master of Science degree in Criminology and Criminal Justice, and (3) the Master of Science degree in Safety, Security and Emergency Management.

SCHOOL OF JUSTICE STUDIES

TBA, Associate Dean
(859) 622-7888
Stratton Building, Room 354

Dr. Peter Kraska, Chair, Graduate Program Director
Stratton Building, Room 467
(859) 622-1980

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

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

I. GENERAL INFORMATION

Graduates of the program are expected to demonstrate advanced-level critical and analytical thinking; to apply principles from multiple academic disciplines to problems in adult corrections, juvenile justice, and policing in an effort to formulate creative solutions and to respect, evaluate, and synthesize information from diverse sources. A central goal is to develop the student’s leadership/communication/critical thinking skills in order to improve their administrative effectiveness. Further, graduates are required to show competency in the following areas: (1) the historical, theoretical, and legal foundations of the field; (2) the methods of gathering and analyzing information for research purposes; (3) knowledge of the major bases of literature; and (4) the ability to function responsively in leadership positions within adult corrections, juvenile justice, and policing agencies.

II. ADMISSION REQUIREMENTS

Applicants must (a) meet the requirements of the Graduate School; (b) hold a baccalaureate degree from an accredited institution; (c) have achieved an undergraduate grade point average (GPA) of 3.0 overall or in the last 60 hours of the baccalaureate program; (d) have achieved Graduate Record Examination (GRE) score of 146 or above on Verbal, 140 or above on the Quantitative and 4.0 or above on the Analytical Writing portions of the GRE; and (e) have two persons qualified to assess the applicant’s potential for graduate work submit letters of recommendation directly to the Graduate Coordinator in the School of Justice Studies (Stratton 467). Applicants who do not meet these GPA or GRE requirements, but who otherwise demonstrate promise for successful graduate study, may be granted probationary admission, but such applicants must comply with all requirements of the Graduate School regarding probationary admission. The Master of Science in Justice, Policy, and Leadership must be completed online. Contact the Graduate Program Coordinator for additional details.

III. PROGRAM REQUIREMENTS

A minimum of 30 semester hours of graduate credit is required. A maximum of nine hours of approved, outside credit may be transferred to this degree program. All outside credit must be approved by the Department Graduate Committee.

Core Courses ................................................................. 15 hours
JPL 809, 810, 812, 818, and 835.

Concentration ............................................................... 12 hours

Concentration in Corrections Policy and Leadership
JPL 840 (3); Select 9 hours from the following: JPL 823, 825, 826, 828, 830, 839, 850, 856, 897, or approved electives

Concentration in Juvenile Justice Policy and Leadership
JPL 820 (3); Select 9 hours from the following: JPL 823, 825, 826, 828, 830, 839, 850, 856, 897, or approved electives

Concentration in Police Policy and Leadership
CRJ 814 (3); Select 9 hours from the following: CRJ 802, 860, 862, 864, 875, JPL 823, 839, 897, or approved electives

Exit Requirements Capstone Applied Research Project .................................................... 3 hours
JPL 878.

Total Curriculum Requirements ........................................... 30 hours

Note: No more than 6 hours total may be applied to a degree from JPL 839 and 897 (singularly or combined).

IV. EXIT REQUIREMENTS

Capstone Applied Research Project - Prerequisites: Complete all core courses and be in the last semester of coursework prior to graduation. Candidates are required to satisfactorily complete applied research project (COR 878) before they are eligible to
graduate from the program.

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

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 in the last 60 hours of undergraduate course work and a combined score of 1250 on the general section of the Graduate Record Examination under the GRE scoring system in use until October 1, 2002 or a combined verbal and quantitative score of at least 850 and an analytical writing score of at least 4.0 under the scoring system in use after October 1, 2002.

Probationary admission may be granted to applicants not meeting these conditions but who present additional evidence for successful graduate study. All applicants must submit two letters of recommendation directly to the Criminology and Criminal Justice Graduate Program Coordinator in the College of Justice and Safety. Students may be required to complete prerequisite course work. Introductory statistics and research methods are prerequisites for CRJ 808 and CRJ 888.

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

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

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

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

Curriculum for the General Program**
Core 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

TBA, Associate Dean
(859) 622-7888
Stratton Building, Room 354

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

MASTER OF SCIENCE (M.S.)
Safety, Security, and Emergency Management
CIP Code: 43.9999

I. GENERAL INFORMATION
The School of Safety, Security, and Emergency Management offers the Master of Science degree in Safety, Security, and Emergency Management. The M.S. degree program is designed to provide students with a broad background in safety, security, and emergency management, in addition to the option for more in-depth knowledge of at least one area of Occupational Safety, Homeland Security, Fire, Emergency Management, and School Safety. 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.

2015-2016 EKU GRADUATE CATALOG 109
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 3.0 grade point average overall or in the last 60 hours of undergraduate coursework. Students with an undergraduate grade point below 3.0 will be 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 candidacy. Students must also meet general requirements of the EKU Graduate School.


III. PROGRAM REQUIREMENTS

Safety, Security, and Emergency Management**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>18 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSE 815, 826, 827, 833, 865, and 885</td>
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<tr>
<td>Core Electives</td>
<td>12 hours</td>
</tr>
<tr>
<td>Twelve hours selected from the following:</td>
<td></td>
</tr>
<tr>
<td>HLS 800, 810, 820, 825, 830, 831, 835, SSE 820, 822, 824, 825, 828, 829, 830, 832, 834, 839, 841, 845, 860, 880, 890, 897, or Concentration.</td>
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</tr>
<tr>
<td>Concentration in Emergency Management</td>
<td>12 hours</td>
</tr>
<tr>
<td>HLS 800, 830, 831, and 835.</td>
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<tr>
<td>Concentration in Fire and Emergency Services</td>
<td>12 hours</td>
</tr>
<tr>
<td>SSE 820, 824, 825, and 829.</td>
<td></td>
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<tr>
<td>Concentration in Homeland Security</td>
<td>12 hours</td>
</tr>
<tr>
<td>HLS 800, 810, 820, and 830.</td>
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<tr>
<td>Concentration in Occupational Safety</td>
<td>12 hours</td>
</tr>
<tr>
<td>SSE 828, 832, 834, and 845.</td>
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<tr>
<td>Concentration in School Safety</td>
<td>12 hours</td>
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<tr>
<td>SSE 870, 871, 872, and 873.</td>
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<tr>
<td>Total Curriculum Requirements</td>
<td>36 hours</td>
</tr>
<tr>
<td>(select one of the three options below):</td>
<td></td>
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<tr>
<td>Comprehensive Examination – Prerequisites: Candidate must have completed or currently be taking 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.</td>
<td></td>
</tr>
<tr>
<td>Capstone Applied Research Project – Prerequisites: Complete all core courses and be in the last semester of coursework prior to graduation. Candidates are required to satisfactorily complete applied research project (SSE 896) before they are eligible to graduate from the program. Candidates not able to complete all required research within the academic term must register for SSE 896-a (1 hour) for each term until the applied research is completed and approved.</td>
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</tr>
<tr>
<td>Thesis Option – Prerequisites: Students must successfully complete SSE 885 and must acquire the approval of the Thesis Coordinator before being permitted to pursue this option.</td>
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</tbody>
</table>

CERTIFICATES

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in Emergency Management, Fire and Emergency Services, Homeland Security, Occupational Safety School Safety, or Intelligence and National Security. These certificates are granted by the School of Safety, Security and Emergency Management and the College of Justice and Safety. The certificate may be completed online. The 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

<table>
<thead>
<tr>
<th>Certificate Requirements</th>
<th>12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 800, 830, 831, and 835.</td>
<td></td>
</tr>
</tbody>
</table>

Total Curriculum Requirements

Certificate in Fire and Emergency Services

<table>
<thead>
<tr>
<th>Certificate Requirements</th>
<th>12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSE 820, 824, 825, and 829.</td>
<td></td>
</tr>
</tbody>
</table>

Total Curriculum Requirements

Certificate in Homeland Security

<table>
<thead>
<tr>
<th>Certificate Requirements</th>
<th>12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 800, 810, 820, 830.</td>
<td></td>
</tr>
</tbody>
</table>

Total Curriculum Requirements

Certificate in Intelligence and National Security

This certificate is collaboratively offered by the Bluegrass State Intelligence Community Center of Academic Excellence with consortium members Eastern Kentucky University, Kentucky State University and Morehead State University. Certificates are issued
by the consortium.

Certificate Requirements..................................................12 hours
   HLS 800, 820, 825, 840.
Total Curriculum Requirements .......................................12 hours

Certificate in Occupational Safety
Certificate Requirements..................................................12 hours
   SSE 828, 832, 834, and 835.
Total Curriculum Requirements .......................................12 hours

Certificate in School Safety
Certificate Requirements..................................................12 hours
   SSE 870, 871, 872, and 873.
Total Curriculum Requirements .......................................12 hours
Course Prefixes

ACC Accounting
ADM Apparel Design and Merchandising
AEM Applied Engineering and Technology Management
AGR Agriculture
ARH Art History
ART Art
ATR Athletic Training
BIO Biology
CCT Corporate Communication and Technology
CDF Child and Family Studies
CDS Communication Disorders and Sciences
CHE Chemistry
CIS Computer Information Systems
CMS Communication Studies
COM Communication
CON Construction Management
COR Correctional and Juvenile Justice Studies
COU Counseling
CRJ Criminal Justice
CSC Computer Science
CTE Career and Technical Education
DES Design
EAD Educational Administration
ECO Economics
EDC Educational Core
EDF Educational Foundations
EGC Graduate Certification
EHE Higher Education
EHS Environmental Health Science
ELE Elementary Education
EME Elementary and Middle Grade
EMG Middle Grade Education
EMS Elementary, Middle Grade, and Secondary Education
ENG English
ENW English Creative Writing
EPY Educational Psychology
ESE Secondary Education
ETL Education Teacher Leader
FCS Family and Consumer Sciences
FIN Finance
FMT Fermentation Science
FRM Family Resource Management
GBU General Business
GEO Geography
GLY Geology
HEA Health Education
HIS History
HLS Homeland Security
INF Informatics
JPL Justice, Policy & Leadership
LAS Paralegal
LIB Library Science
MAT Mathematics
MGT Management
MKT Marketing
MPH Master in Public Health
MUS Music
NET Networking
NFA Nutrition, Foods, and Food Administration
NSC Nursing
NSM Network Security Management
OHO Ornamental Horticulture
OTS Occupational Therapy
PHE Physical Education
PHI Philosophy
PHY Physics
POL Political Science
PSY Psychology
PUB Public Relations
QMB Quantitative Methods
REC Recreation and Park Administration
RMI Risk Management and Insurance
RST Real Estate
SED Special Education
SPA Spanish
SSE Safety, Security & Emergency Management
STA Statistics
TEC Technology, General
THE Theatre Arts
TRS Traffic Safety

Course Numbering

Courses are numbered according to the following plan:

700-899 are for graduate students only

Course Descriptions

The semester hours which may be earned by successful completion of a course are indicated in parentheses immediately following the course title, e.g., (3).

I, II, and A used in the description of a course indicate the course will be offered the fall semester, spring semester, and by announcement, respectively. A course is offered during the indicated semester or by announcement on the assumption there will be adequate enrollment. If a course does not obtain adequate enrollment, it is subject to cancellation. The University reserves the right to cancel any course if the enrollment is not sufficient, to divide a course if the enrollment is too large for efficient instruction, and to change instructors when necessary.

The description of the course format for courses which include a laboratory experience is found at the end of the course description. A course which consists of three hours of classroom lecture and two hours of laboratory per week is described as “3 Lec/2 Lab.”
ACC—Accounting
Dr. Oliver Felts, 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. Special problems with consolidations. International topics: standards, foreign exchange transactions, and translation of financial statements of foreign subsidiaries.

ACC 721 Fund Accounting. (3) I. Prerequisite: ACC 302 with a minimum grade of “C.” Advanced study in accounting and fiscal procedures for institutions and for federal, state, county, and municipal governments.

ACC 723 Taxation of Corporations. (3) A. Prerequisite: ACC 322 with a minimum grade of “C.” Federal income tax report preparation with emphasis on partnership and corporate returns; estate and trusts; gift and estate taxes; special problems in preparation of tax returns.

ACC 725 Forensic Accounting. (3) A. Prerequisites: ACC 301, 322 or 322S and GBU 204 with a grade of “C” or better or departmental approval. A study of investigative accounting procedures and techniques used in litigation support. Topics to be covered include financial reporting fraud, employee fraud, income reconstruction methods, testifying as an expert witness, evidence management, cyber crime, and business valuation.

ACC 727 Advanced Management Accounting Seminar, (3) II. Cross-listed as ACC 527. Prerequisites: ACC 302, ACC 327, AEM 202, and FIN 300 with a grade of “C” or better in each course. Addresses financial, nonfinancial, and ethical dimensions of decision-making related to planning, control, and reporting. Course content goes beyond creation and accumulation of information, emphasizing appropriate application, use, and interpretation 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 subject/topics vary.

ACC 820 Survey of Accounting, (3) I. Designed for students who have completed a non-business degree and now wish to acquire a background in accounting and/or business. Cannot be used as an MBA elective.

ACC 850 Managerial Accounting, (3) II. Prerequisite: Admission to the MBA program and successful completion of any required prerequisite MBA foundation courses or departmental approval. Focus on managerial accounting concepts, including costing, budgeting, forecasting, planning and control. Emphasis on preparing and using financial statements as well as various managerial reports for decision-making.

ACC 857 Research in Taxes. (3) A. Prerequisite: ACC 322 with a minimum grade of “C” and instructor approval. An intensive analysis of the Internal Revenue Code. Research and discussion of tax problems involving business and tax planning.

ACC 860 Seminar in Accounting, (3) A. Prerequisite: Full admission to the MBA program or departmental approval for non-MBA students. This course involves directed readings and intensive investigations into controversial and specific areas of accounting. Oral and written reports are required.

ACC 880 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.
visual arts. Current processes, materials, and theoretical foundations will be considered. May be retaken with different topics for a maximum of nine hours.

ART 762 Seminar in Art Criticism. (3) I, II. Prerequisites: ART 390 and 391. Study of various topics and problems which relate to the student’s understanding and practice of visual arts.

ART 800E 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 course. May not be taken for more than 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.

ART 800 Practical Aspects AT Lab. (3) A. Prerequisite: Adm. to MS in AT. Course instructs clinical AT skills. Students provided clinical lab opportunities to master required KSA's needed for practicums where skill mastery develops.

ART 801 Practical I. (3) A. Prerequisite: Admin. to MS in AT. Provides student’s clinical skill opportunities. KSA’s are practiced and assessed. Student’s complete 40-60hrs/wk clinical experience with assigned preceptor/affiliated site Aug 1 till day before fall semester starts.

ART 802 Practical II. (3) A. Prerequisite: Admin to MS in AT. Students learn lower extremity/ lumbar evaluation/diagnosis. Introduces proper assessment techniques used by AT’s. Students complete 20-25hrs/wk clinical experience at assigned site as approved by preceptor.

ART 803 Practical III. (3) A. Prerequisite: ATR 802. Clinical experience in AT requiring 20-25hrs/wk as assigned by preceptor at an affiliated clinical site. Students must complete required Knowledge, Skills and Abilities in lab or clinical experience.

ART 804 Practicum IV. (3) A. Prerequisite: ATR 803. Pre-season practicum in AT requires 40-60hrs/wk clinical experiences as assigned by preceptor at an affiliated site from August 1 until day before Fall semester starts.

ART 805 Field Experience I in Athletic Training. (9) A. Prerequisite: ATR 804. During extensive, supervised clinical experiences, students complete 40-60hrs/wk in clinical to enhance KSA mastery. Students are responsible for all costs associated with Field Experience (i.e. Transportation, housing, etc.).

ART 806 Field Experience in Athletic Training II. (9) A. Prerequisite: ATR 805. This experience allows students to clinically integrate KSA's. Students complete 40-60hrs/wk in clinicals to enhance KSA mastery. Students are responsible for all costs associated with Field Experience (i.e. Transportation, housing, etc.).

ART 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 on clinical labs. Introduces and assesses students' knowledge of musculoskeletal, nerve and vascular structures.

ART 810 Practical Aspects in Athletic Training II. (2) A. Prerequisite: ATR 800. Instructs students in advanced clinical procedures (i.e. casting, bracing, and splinting). Classroom/lab sessions designed to provide introduction to specific KSA’s as defined by accrediting body.

ART 811 Assessment & Diagnosis of Medical Conditions. (3) A. Prerequisite: ATR 800. I. Study of general medical conditions, evaluation, treatment and differential diagnosis.

ART 812 Lower Extremity Evaluation (3) A. Prerequisite: Admin to MS in AT Co-Req: 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. Basic athletic training. Techniques will include peripheral nerve and vascular structures.

ART 813 Upper Extremity Evaluation. (3) A. Prerequisite: Admin MS in AT program. Co-requisite: ATR 813L. Evaluation/differential diagnosis of injuries to the head, face, and upper extremity. Classroom/ laboratory experiences will provide opportunities to master upper extremity differential diagnosis.

ART 813L Orthopedic Assessment UE - Lab (1) A. Co-requisite: ATR 813. Properly evaluate common injuries of the upper extremity/cervical spine. Emphasis on recognizing and demonstrating skills utilized during the evaluation process.

ART 822 Therapeutic Modalities. (2) A. Prerequisite: ATR 820. I. Admission into the MS in AT program. I. Co-requisite: ATR 822L. Study physiological responses related to physical effects, indications, and contraindications of contemporary therapeutic modalities and therapy techniques.

ART 822L Therapeutic Modalities II. (1) A. Co-Req: ATR 822. Therapeutic exercise programs are designed to demonstrate an understanding of the application, theories and principles used in effective treatment for a patient’s pathology.

ART 832L Therapeutic Exercise Lab I. (1) A. Co-Requisite: ATR 832L. 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.

ART 833L Therapeutic Exercise Lab II. (1) A. Co-Requisite: ATR 832L. 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.

ART 834 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 human resource management, and organizational structures in health care organizations and systems.

ART 843 Seminar in AT (1) A. Prerequisite ATR 800. Integration and applied life skills needed as a professor in the AT field. Students develop alternative and innovative strategies for BOC Exam, explore contemporary issues and changing practice paradigms in AT.

BIO—Biological Sciences

Dr. Robert Frederick, Chair

BIO 700 Environmental Issues (3) III. Cross-listed as ENV 700. Students will learn to identify, investigate and evaluate environmental issues as well as plan appropriate action based on their analysis. Credit will not be awarded to students who have credit for ENV 700 or 800.

BIO 711 Experimental Approaches in Molecular Biology. (3) I. Laboratory experience-based course in molecular biology techniques. Subject will be introduced in a lecture setting and practical training. Techniques will include PCR-based methodologies, immunological approaches, and basic protein and nuclear acid manipulations. 1 Lec/4 Lab.

BIO 714 Evolution. (3) I. A study of Darwinism, the history of life in the context of Malthusian biology. The course will address the evidences and mechanisms of evolutionary change, with particular emphasis on human evolution and the challenges of teaching and understanding evolution in modern society.

BIO 721 Plant Ecology. (4) A. Ecological concepts and principles relevant to terrestrial ecosystems. Required weekend field trips labs and fall break field trips. 2 Lec/4 Lab.

BIO 722 Grasses and Grasslands. (3) I. Prerequisite: instructor approval. Development and composition of grasslands; phylogeny, classification, and identification of grasses. Emphasis on North American grasses and grasslands, with field trips to native and managed grasslands. 1 Lec/4 Lab.

BIO 725 Aquatic and Wetland Plants. (3) A. Collection, systematics, distribution, ecology, and reproduction of aquatic and wetland vascular plants. 1 Lec/4 Lab.

BIO 727 Immunology. (3) A. Prerequisites: BIO 320, CHE 361 or instructor approval. Characteristics of immune reactions at the molecular level and in vivo. Nature and interactions of antibodies and allergens, and allergic phenomena. 2 Lec/3 Lab.

BIO 728 Virology. (3) A. Principles of classification, structure, and pathogenesis of viruses. Host-virus interactions and their applications to medicine and industry. Related areas of immunology, cell culture procedures and applications will be introduced. 2 Lec/3 Lab.

BIO 729 Microbiology in Everyday Life. (3) A. Microbes in medicine, agriculture, and industry; emphasis on teaching microbiology in the classroom. Course open to Biology-Teaching or Education majors.

BIO 731 Principles of Molecular Biology I. (4) A. An in-depth study of the structure, function, and technological applications of nucleic acids and proteins. Laboratory experiences will involve the manipulation of DNA and RNA molecules for the purpose of isolation, genetic engineering, forensics, and gene expression analysis. Credit will not be awarded for both BIO 731 and 731S. 2 Lec/4 Lab.

BIO 731S Principles of Molecular Biology I. (4) A. An in-depth study of the structure, function, and technological applications of nucleic acids and proteins enhanced with a service-learning component. Laboratory experiences will involve manipulation of DNA and RNA molecules for the purpose of isolation, genetic engineering, forensics, and gene expression. Credit will not be awarded for both BIO 731S and 731S. 2 Lec/4 Lab.

BIO 732 Conservation Biology. (3) I. Prerequisite: BIO 316 or instructor approval.
This course will cover the descriptions of freshwater invertebrates. Collection, systematics, distribution, behavior, ecology, and economic importance, distribution, and behavioral control measures of bacterial and mycotic diseases. 2 Lec/4 Lab.

BIO 736 Dendrology. (3) I. Woody plant taxonomy with emphasis on field identification of trees and shrubs in summer and winter conditions; habitats and distributions; economic importance; forest regions of North America. 1 Lec/4 Lab.

BIO 742 Freshwater Invertebrates. (3) A. Collection, systematics, distribution, behavior, ecology, and life histories of freshwater invertebrates. 2 Lec/3 Lab.

BIO 746 Histology. (4) II. This course will provide students with an essential understanding of functional morphology in vertebrate tissues and organs. Pathology examples will be used to explain the cellular and molecular basis of normal function related to structure. 2 Lec/4 Lab.

BIO 747 Comparative Vertebrate Embryology. (4) II. Gametogenesis, fertilization, morphogenesis, and organogenesis of the frog, bird, and mammal. BIO 747 is placed on mammalian development. 2 Lec/4 Lab.

BIO 750 Animal Behavior. (4) A. Advanced study of behavior with emphasis on inherited behavioral patterns in relation to the evolution and ecology of animals. 3 Lec/2 Lab.

BIO 752 Hormones and Behavior (3) A. Provide an understanding of modern-day issues in endocrinology by exploring the effects of hormones on behavior within all major animal groups. 3 Lec/3 Lab.

BIO 753 Mammalogy. (3) A. Classification, natural history, field methods, and distribution of mammals. BIO 316 or 342 recommended prior to enrollment. 1 Lec/4 Lab.

BIO 754 Ornithology. (3) A. Avian biology with emphasis on field identification of local avifauna, anatomy, physiology, ecology, evolution, migration, economic importance, distribution, and behavioral patterns. Early morning field trips required. 2 Lec/4 Lab.

BIO 755 Behavioral Ecology. (3) A. Prerequisite: BIO 316 or instructor approval. How behavior is influenced by natural selection in relation to ecological conditions. Emphasis on quantitative and experimental methods as an integrating theoretical ideas with field and laboratory experience.

BIO 756 Herpetology. (3) A. Natural history of the amphibians and reptiles including taxonomy, general ecology, behavior, distribution, breeding, and food habits. 2 Lec/3 Lab.

BIO 757 Ichthyology. (3) A. A phylogenetic examination of morphological, ecological, and behavioral diversifications of fishes in the world, with special attention to the Appalachian fauna. Laboratory devoted to anatomical, identification, and reproductive strategies. 2 Lec/4 Lab.

BIO 758 Freshwater Ecology. (3) A. Prerequisite: BIO 316 or instructor approval. Ecology of lakes, streams with reference to physical, chemical, and biological factors. To include a variety of methods and instruments. 2 Lec/3 Lab-Disc.

BIO 761 Fish Biology and Management. (3) A. Methods for assessment and analysis of fish populations and aquatic habitats, including age and growth, fecundity, food habits, and yield. Emphasis on economic and ecological importance of management decisions. Optional weekend field trips. 2 Lec/4 Lab.

BIO 790 Ecology for Teachers (3) I. Cross-Listed as ENV 790. This course introduces ecology and the environment from a interdisciplinary approach beginning with the physical environment progressing to whole ecosystems and onto analyses of ecological sustainability. Classroom strategies and techniques will be modeled. Course credit is given to students who have credit for ENV 790 or CNM 799.

BIO 798 Special Problems. (1-3) I, II. Prerequisite: students must have the independent study proposal form approved by the faculty supervisor and department chair prior to enrollment. Independent research in the biological sciences, under the guidance of a faculty member, which allows students to design a research problem and make experimental observations and conclusions. May be retaken to a maximum of four hours.

BIO 799 Topics in Biological Sciences: . (1-6) A. Prerequisite: departmental approval. Special topics in the biological sciences of current interest to faculty and students, including advanced lecture, discussion, lab and field experiences, and report. May be retaken to a maximum of nine hours.

BIO 800 Biology and Ethics. (1) I. Responsibilities and ethics of research and teaching in the biological sciences. 1 Lec.

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 delineation of problem, 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 is determined by the needs of students in specialized areas of biology. May be retaken to a maximum of eight hours.

BIO 803 Big Game Ecology. (3) A. Prerequisite: BIO 316, BIO 381 or instructor approval. Biology and ecology of the megafauna species found in North America with emphasis on current management practices and problems.

BIO 806 Aquatic Entomology. (3) A. Prerequisite: BIO 341 or 355 or instructor approval. To develop an understanding of, and an appreciation for, aquatic insects. Techniques on collecting as well as the biology, ecology, and systematics of each of the aquatic insect orders will be considered. 2 Lec/3 Lab.

BIO 810 Environmental Biology. (3) I. Statistical analysis of biological data. Students participate in the taking and processing of data by use of well-established statistical techniques. 2 Lec/2 Lab-Disc.

BIO 816 Biogeography. (3) A. Physical and biotic factors influencing the evolution, diversity, distribution of Earth’s biota; ecogeographic principles, patterns and theories related to the diversity and distributions of organisms.

BIO 820 Principles of Pharmacology: Molecular Drug Targets and Therapeutics (3) A. An in-depth study of how drugs interact and alter biological systems in the body. The concepts of drug metabolism, physiological response, and therapy will be emphasized. 3 Lec.

BIO 821 Applications in Flow Cytometry (3) A. This course focuses on principles, applications and quality assurance of flow cytometry in research and clinical use in immunology, hematology and oncology. 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 supervisor 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 supervisor 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 the organization of animal and plant populations and the physical and biological factors affecting spatial and temporal patterns.

BIO 848 Aquatic Ecosystems. (3) A. Prerequisite: BIO 558 or 758 or instructor approval. Emphasis on methods for analysis on interactions of aquatic ecosystems. To include fieldwork involving various methods, and the calculation and discussion of currently used metrics. 2 Lec/3 Lab.

BIO 849 Field Methods in Ecology. (3) A. Field sampling techniques and methods of observation applicable to describing terrestrial plant and animal communities. Field data utilized to develop an environmental impact statement. 6 Lab-Disc.

BIO 850 Dynamics of Ecosystems. (2) A. Energy flow, nutrient cycling, and interrelationships among organisms and environments in terrestrial ecosystems; consultation with faculty committee. Required of graduate students in non-thesis option; cannot be used in thesis option.

BIO 880 Current Review of Biology. (3) A. Prerequisite: BIO 801 or departmental approval. Survey and critical evaluation of current research in a particular area of biology or in one related area. Course evaluations and examinations must be completed 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 a 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. Lan Carter, 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 communication processes, 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 with six hours of dedication, and for profit organizations.

CCT 780 Office Technology Seminar. (3) A. Prerequisites: CIS 250 or CSC 104 or CIS 212, and CCT 300W or CCT 201, ninety hours completed. This capstone course requires synthesis and applications of concepts related to current office systems topics.

CCT 850 Business Research and Communication. (3) A. Business research design and methodology, report writing, oral presentations, and communication strategies for organizations.

CDF—Child and Family Studies
Dr. 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, or six hours of CDF, or by 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. 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 232 or 247, 343 or 248, and 344, or departmental approval. Routine topics include defining and discussing 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 on assessment 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 have received credit for the course at the 500 level may take this course to a maximum of six hours, including a maximum of six hours credit. 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. (3) A. Prerequisite: CDF 548 or 748 or instructor approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. The student chooses a problem and works under the supervision of the instructor. May be taken to a maximum of six hours provided topics vary.

CDS—Communication Disorders and Sciences
Dr. Deborah Hayden, Chair

CDS 720 Augmentative and Alternative Communication Systems. (3) A. An overview of various approaches to aided non-oral systems of communication. Various devices and symbol systems will be discussed.

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

CDS 730 Therapeutic Relationships in Special Education. (3) II. Prerequisite: Admission to CDS 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 processes.

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

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

CDS 772 Speech and Hearing Science. (3) II. Prerequisite: admission to the CDS program or instructor approval. Study of the physics of sound, acoustic characteristics, and processes, perceptual correlates, production of speech, and psychophysical processes of communication. Software applications and instrumentation are also covered.

CDS 781 Communication Disorders in Atypical Populations. (3) A. Prerequisite: admission to communication disorders and sciences program or by departmental permission. An overview of associated speech, language, or hearing problems commonly identified in atypical or special populations that may be encountered by the speech-language pathologist.

CDS 863 Motor Speech Disorders. (3) II. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Study of the neurophysiology, assessment, and treatment of various motor speech disorders, including dysarthria and apraxia.

CDS 867 Advanced Language Disorders. (3) A. Prerequisite: 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 teaching and narrative sampling analysis techniques and use of language within the natural context.

CDS 870 Professional Issues in Communication Disorders. (3) A. Prerequisite: admission to communication disorders and sciences program or by departmental permission. Scope of practice, professional Code of Ethics, trends in service delivery, pertinent legislation, legal concerns, and other issues which impact the field of communication disorders will be examined.

CDS 871 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, assessment, and treatment of phonological and articulation disorders. Issues related to accent enhancement and modification, including assessment and intervention are explored.

CDS 874 Graduate Practicum: Speech-Language Pathology. (3) A. Prerequisite: admission to communication disorders and sciences program or by departmental permission. Supervised clinical practice in speech-language pathology. Must be retaken for a total of nine hours for the MA degree.

CDS 875 Adult Neurogenic Language Disorders. (3) II. Prerequisites: admission to the communication disorders and sciences program or by departmental permission. The study of the neurophysiological bases of aphasia classification systems, evaluation procedures, and treatment strategies.

CDS 876 Advanced Voice Disorders. (3) I. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Study of the research and bases of laryngeal phonation deviation, including etiology, diagnosis, and treatment of functional and organic voice disorders; assessment and use of clinical techniques with a variety of voice disorders.

CDS 877 Advanced Fluency Disorders. (3) II. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Critical study of research literature on etiology, theory, assessment and intervention strategies for preschool, school age, and adult fluency disorders.

CDS 878 Diagnosis of Communication Disorders. (3) I. Prerequisite: admission to communication disorders and sciences program or by departmental permission. Diagnosis of language and speech disorders with emphasis on the use of dynamic assessment and comprehensive test batteries to describe the communication skills of children and adults. Profile analysis will be utilized to determine relative strength and weakness.

CDS 879 Dysphagia. (3) II. Prerequisite: admission to communication disorders and sciences program or by departmental permission. Diagnosis of language and speech disorders with emphasis on the use of dynamic assessment and comprehensive test batteries to describe the communication skills of children and adults. Profile analysis will be utilized to determine relative strength and weakness.

CDS 880 Research Methodology in Communication Disorders. (3) I. Prerequisites: admission to communication disorders and sciences program or by departmental approval. Critical examination of research methodology in communication disorders and sciences. Students acquire the fundamental motivation, knowledge, and skills for conducting clinical and basic science research and for reading and critically evaluating research literature.

CDS 885 Cognitive Rehabilitation. (3) A. Prerequisites: admission to communication disorders and sciences program and CDS 571 or 771 or by departmental permission. Study of the neuropsychological, cognitive, neuropsychological, and social/emotional issues associated with traumatic brain injury in children and adults, including principles of linguistic/cognitive assessment and intervention.

CDS 897 School Experiences in CD. (6) I, II. Prerequisites: CDS 874 (9 credit hours), completion of CD core courses and admission to student teaching. Supervision of 12-week, full-time clinical practice with a variety of communication disorders in selected school settings. For CDS graduate students seeking certification in speech-language pathology.

CDS 898 Externship in Communication Disorders. (6) I. Prerequisites: CDS 874 (nine credit hours) and completion of graduate core coursework in communication disorders and sciences. Supervised 12-week, full-time clinical practice with a variety of
CHE 811 Professional Training (2). A. Prerequisite: departmental approval. Course demonstrates professional skills and experiences in a professional setting. May be taken 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 chemistry and related independent study. May be taken for a maximum of 6 credit hours provided topics are different. Lec/Lab.

CHE 899 Thesis. (1-6). A. Laboratory research in an area of the major area 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 899C.

CIS—Computer Information Systems

Dr. Oliver Feltus, Chair

CIS 850 Management of Information Systems. (3). II. Prerequisite: Successful completion of any required prerequisite MBA foundation courses or departmental approval. Examines existing and emerging information technology within and among organizations. The focal points are infrastructure technologies, the role IT plays in business processes, and the manager’s role in developing, acquiring and managing information resources.

CIS 860 Contemporary Topics in Information Technology. (3). A. Prerequisite: CIS 850. Topics include some of the following: office automation, telecommunications, decision support systems, knowledge-based systems, executive information systems and executive support systems. May be retaken to a maximum of six hours if topics are different.

CIS 890 Independent Study in Computer Information Systems. (1-4). A. Prerequisite: Advisor/Departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

CMS—Communication Studies

Dr. Fran Dickson, 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.

communication disorders in selected extenions sites. CIS 899 Research Project/The thesis Option. (3). II. Prerequisite: CDS 880 or instructor approval. Completion of a research project related to a specific 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 CDS 899 and CIS 899.

CDS 805 Advanced Inorganic Chemistry. (3). A. Prerequisite: CHE 450 or departmental approval. Molecular symmetry in inorganic chemistry, mechanisms of inorganic reactions, and catalysis by coordination and organometallic complexes.

CDS 860 Advanced Organic Chemistry (3) A. Prerequisite: CHE 362 and 362L or departmental approval. Structure and reactivity of organic molecules and an in-depth study of reactions involved in molecular, macromolecular, and supramolecular systems and multiple step synthesis for polyfunctional molecules.

CHE 881 Chemistry Practicum (1-2). A. Prerequisite: departmental approval. Topics offered are at the discretion of the chemistry faculty and department majors. May be retaken to a maximum of two hours.

CHE 881 Graduate Colloquium (1) I, II. Discussions of recent developments in chemistry (and related fields) based on literature and/or experimental developments from local or visiting scholars. One weekly meeting. Cannot be taken concurrent with CHE 810 or 880.

CHE 899 Thesis. (1-6). A. Laboratory research in an area of the major area 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 899C.

CHE 774L Physical Chemistry Lab I (1). A. Prerequisites or Corequisites: 774L and PHY 131 or 201. Laboratory component of CHE 774. Experimental work to illustrate principles of physical chemistry that include thermochromy, thermodynamics, equilibrium, and reaction kinetics. (1-3). A.

CHE 774L Physical Chemistry Lab II. (1) A. Prerequisites or Corequisites: 774L and PHY 131 or 201. 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. (1-3). A.

CHE 775L Physical Chemistry Lab II. (1) A. Prerequisites or Corequisites: 775L and PHY 131 or 201. 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. (1-3). A.

CHE 830 Applied Biochemistry (3) A. Prerequisite: CHE 430 or departmental approval. Structure, analysis, and organization of proteins; drug design; methods for disseminating chemical data, chemical safety, as well as professional ethical conduct. CHE 811 Chemistry Practicum (1-2). A. Modern practices in chemical analysis. Sampling, sample preparation, spectroscopic and chromatographic methods.

CHE 845 Chemical Laboratory and Demonstration Techniques. (1-4). A. Prerequisite: six semesters or undergraduate work in chemistry or departmental approval. Techniques of constructing and demonstrating apparatus to illustrate principles of chemistry. Primarily for high school and community college science teachers. 3-12 Lab.

CHE 850 Advanced Inorganic Chemistry. (3). A. Prerequisite: CHE 450 or departmental approval. Molecular symmetry in inorganic chemistry, mechanisms of inorganic reactions, and catalysis by coordination and organometallic complexes.

CHE 860 Advanced Organic Chemistry (3) A. Prerequisite: CHE 362 and 362L or departmental approval. Structure and reactivity of organic molecules and an in-depth study of reactions involved in molecular, macromolecular, and supramolecular systems and multiple step synthesis for polyfunctional molecules.

CHE 880 Graduate Seminar. (1) II. Presentation of significant developments in chemistry to members of the chemistry faculty and department majors. May be retaken to a maximum of two hours.

CHE 897 Clinical XI: Graduate Practicum. (3-6). A. Prerequisites: CED 840. 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).

CIS—Computer Information Systems

Dr. Oliver Feltus, Chair

CIS 850 Management of Information Systems. (3). II. Prerequisite: Successful completion of any required prerequisite MBA foundation courses or departmental approval. Examines existing and emerging information technology within and among organizations. The focal points are infrastructure technologies, the role IT plays in business processes, and the manager’s role in developing, acquiring and managing information resources.

CIS 860 Contemporary Topics in Information Technology. (3). A. Prerequisite: CIS 850. Topics include some of the following: office automation, telecommunications, decision support systems, knowledge-based systems, executive information systems and executive support systems. May be retaken to a maximum of six hours if topics are different.

CIS 890 Independent Study in Computer Information Systems. (1-4). A. Prerequisite: Advisor/Departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

CMS—Communication Studies

Dr. Fran Dickson, Chair

CMS 805 Independent Studies in Communication Studies. (1-3). A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of six hours. Individual
research and reading on a specific speech communication subject. Regular consultation and final paper required.

COM—Communication
Dr. Fran Dickson, Chair

COM 750 Readings in Mass Communications. (3) A. Prerequisites: Departmental approval and ninety or more hours. Critical reading of selected books and magazines relating directly or indirectly to mass communications. Features reviews and seminar discussion of readings chosen to reflect student’s individual interests.

COM 799 Independent Study in Communication. (1-3) A. Prerequisites: Graduate student status; students must have the Independent Study Proposal Form approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of three hours, providing additional study projects differ.

CON—Construction Management
Dr. Dennis Field, Director and Dr. Scott Arias, 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, license, 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 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.

COR—Correctional/Juvenile Justice Studies
Dr. Victor E. Kappeler, Chair

COR 839 Applied Learning in Corrections and Juvenile Justice. (5-3) A. Prerequisites: departmental approval and graduate GPA of at least 3.0. Students work in an agency in corrections, juvenile justice, or related area. Accompanying classroom and lab work are designed to promote integration of work and academic experiences. A minimum of 80 hours work is required for each hour of academic credit.

COR 848 Thesis. (1-6) A. Students develop a thesis under faculty direction. While various combinations of hours per semester are possible, students selecting a thesis option must complete six hours total. Students must confer with the thesis advisor before enrolling.

COU—Counseling
Dr. Connie Callahan, Interim Chair

COU 803 Mental Health Counseling and Consultation. (3) I, II. Prerequisites: COU 840. Includes professional standards of mental health counseling and consultation, the development and management of mental health services, programs, needs assessment, intervention, and evaluation.

COU 804 Counseling Diverse Population. (3) I, II. Prerequisites: COU 813, 840, 846. An examination of the application of counseling methods and concepts to non-majority groups. The lifestyle, values, customs and attitudes of non-majority population will be explored.

COU 807 Counseling. (1-3) A. Prerequisite: advisor/departmental chair approval. Workshops, special topics, or seminars. May be retaken under different subtitles.

COU 812 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 personnel organization, 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 and personal counseling; 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, 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, interpretation, and selection of 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/Co-requisite: 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. Prerequisite/Co-requisites: 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 Advanced Clinical Supervision (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 considerations.

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, 846. Addictive disorders and behaviors ranging from chemical dependency, compulsive gambling, sex addiction to workaholism with a focus on biopsychosocial model, 12-Step and peer therapy, assessments, and interventions for adolescent and adult populations.

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

COU 851 Counseling GLBT Clients. (3) A. Critical examination of gay, lesbian, bisexual, and transgender identity, politics, culture. Focus on counseling competencies for GLBT clients.

COU 852 The Counseling Process in Grief and Loss. (3) A. This is an advanced skills course which will teach the theoretical and skill-based grief and loss intervention and treatment models for working with clients. Students will explore professional issues in the field, including diversity issues related to grief and loss.

COU 853 The Counseling Process in Clinical Sexuality. (3) A. This is an advanced skills course that will teach theoretical and skill-based clinical sexuality intervention and treatment models to work with clients. Students will explore professional issues in the field, including diversity issues related to clinical sexuality.

COU 855 Diagnosis and Treatment in Counseling. (3) A. Prerequisites: COU 813, 840, 846. This course addresses diagnosis and 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 845.

COU 856 Practicum in Intellectual Assessment. (3). A, II. Prerequisites: COU 826, 827. Advanced laboratory practice in giving tests and interpreting results. Attention given to intelligence tests, measurements of special aptitudes, inventories for self-appraisal, and measure of personality.

COU 870 Introduction to Play Therapy. (3) A. Prerequisites: EPY 839, COU 813, 840, 846. This course discusses understanding the person of the therapist, playroom and materials, theories, history, process, techniques, relationships 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. Clinical practicum providing the professional development of the Play Therapist through practical application of Play Therapy theories, techniques and skills.

COU 880 Counseling Practicum: Elementary, Secondary, or Mental Health. (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 886 Advanced Clinical Supervision (3) A. Prerequisite: Admission to the CEP doctoral program. Advanced, integrative study of theories, models, and current issues in clinical supervision.
COU 887 Supervision of Counseling Practicum
(3) A. Prerequisite: Admission to the CEP doctoral program. Supervised practice of supervision of master’s level counseling practicum students.

COU 891 Advanced Counseling Theories (3) A. Prerequisite: Admission to the doctoral program. An examination of the philosophical foundations of counseling theory and practice.

COU 902 Advanced Group Counseling (3) A. Prerequisite: Admission to the doctoral program. Theoretical foundations of advanced group counseling (includes supervised experiential component via facilitation of master’s level groups for in COU 820 course).

COU 903 Advanced Issues in Clinical Mental Health Counseling and Counselor Education (3) A. Prerequisite: Admission to the doctoral Program. Current topical issues related to advanced counseling practice and counselor education.

COU 904 Advanced Issues in School Counseling (3) A. Prerequisites: Admission to the doctoral program, Pedagogical foundations of teaching and conducting scholarly activity as counselor education faculty.

COU 905 Seminar in Rural/Appalachian Issues (3) A. Prerequisite: Admission to the doctoral program. This seminar examines historical and contemporary issues related to counseling in rural areas, especially Appalachia.

COU 910 Teaching, Research, and Scholarship in Counselor Education (3) A. Prerequisite: Admission to the doctoral program. Pedagogical foundations of teaching and conducting scholarly activity as counselor education faculty.

COU 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)

CRJ—Criminal Justice
Dr. Victor E. Kappeler, Chair
Dr. Peter Kraska, Graduate Coordinator

CRJ 800 Advanced Criminal Justice Studies. (3) A. An orientation to our field of study as well as an examination of the criminal justice and crime control apparatus. Includes a review of the assumptions, theories, research, and normative orientations that underlie and drive criminal justice thinking and practice.

CRJ 801 History of Criminal Justice. (3) A. An examination of the historical development of the criminal justice system.

CRJ 802 Violence Against Women (3) A. This course provides students with a human right framework and cross-cultural understanding of violence against women, and efforts across societies to translate international knowledge into local justice for gender-based violence and female victims.

CRJ 808 Analysis of Criminal Justice Data. (3) A. An examination of statistics and analysis in criminal justice research. Addresses epistemological presuppositions, statistical assumptions, results, and use of research in decision making.

CRJ 810 Advanced Police Administration. (3) A. An examination of the functions of the police in the criminal justice system; concepts and principles of police organizational structure; concepts and principles of administrative management with an emphasis on the environment, change, conflict, strategy and evolution.

CRJ 813 Analysis of Police Operations. (3) A. An analysis of the strategies and programs utilized in modern police work. Previous research studies and contemporary methods for assessing the effectiveness of police practice will be reviewed.


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 crime, criminality and political violence 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/desparate outcomes within particular institutions.

CRJ 823 Social Justice and Music. (3) I, II. This course analyzes how American society and justice are reflected in popular music and its performance. The course examines connections between music, culture, history and society. A knowledge of music is not a prerequisite.

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 830 Youth Gang 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 the issue of 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 842 Human Rights & Justice. (3) A. Studies human rights movements, international law, and issues such as war on terrorism. Applies a paradigm of global human-rights justice to identify problem exemplars, exemplary problems solutions, and failing as well as failed paradigms.

CRJ 843 Advanced Issues in Criminal Law. (3) A. Advanced study of criminal law and procedure with emphasis upon judicial supervision of law enforcement and review of convictions.

CRJ 844 Innocence Project Extremism. (3) A. Corequisite and or Prerequisite: CRJ 843 and CRJ 845. This course is designed to teach students the fundamental components of effective criminal investigation. Students will have the opportunity to apply investigation skills and knowledge offered in the classroom to cases which may contain previously overlooked exculpatory evidence.

CRJ 846 Legal Issues in Criminal Justice Administration. (3) A. Legal research methodology; examination of employment problems including labor-management relations and discrimination; administrative agencies; civil liability, including vicarious liability and related issues.

CRJ 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 and change.

CRJ 862 Race, Identity & Policing. (3) A. Examines why racial injustices exist in criminal justice and policing, using historical and contemporary studies of connections between race, poverty, and the criminal justice system.

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 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. An examination of 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 culture. Examination of the social and symbolic construction of crime will be included through analysis of film, literature, music, and academic literature.

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

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

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

CRJ 878 Ideology and Criminal Justice. (3) A. An assessment of the interrelatedness of crime and ideology. Includes an examination of the ideological construction of crime and crime control. The course will include an introduction to the importance of symbols, and assumptions that underlie our understanding of the concept of justice.

CRJ 881 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 taken to a maximum of nine hours on different topics.

CRJ 897 Independent Study in Criminal Justice. (1-6) A. Student must have the independent study proposal form approved by faculty supervisor, department chair, and the criminal justice graduate program coordinator in the College of Justice and Safety prior to enrollment. Individual investigations in criminal justice. Under the supervision of a faculty advisor. May be taken up to a maximum of nine hours.

CRJ 898 Thesis I. (3) A. This course-oriented
students toward the production of a proposal suitable for a thesis.

CSC—Computer Science

Dr. Ka-Wing Wong, Chair

CSC 707 Special Topics. (1-3) A.
Prerequisite: departmental approval. Topics vary with offering. May be retaken to a maximum of six hours with approval, provided the topics are different.

CSC 720 Multimedia Systems and Forensics. (3) A.
Prerequisite: admission to the master’s degree program in computer science or to the master’s degree program in math (computer science option) or departmental approval. Integration of multimedia technologies, signal processing and compression of images, audio, and video, multimedia forensics and message hiding.

CSC 730 Concepts of Programming Systems. (3) A.
Prerequisite: three hours of a programming language or equivalent. The top-down design of algorithms, structured programming, control structures, subprograms, files and lists. Programs will be written in a high level language.

CSC 735 Discrete Structures. (3) A.
Prerequisite: MAT 107 or departmental approval.
Corequisite: CSC 730. Logic, sets, functions, Boolean algebra, probability and their applications, number theory, recursion, induction, proofs with application of these topics to computer science. Credit does not apply toward the M.S. degree in Mathematical Sciences.

CSC 738 Computer Crime and Forensics. (3) A.
Study in the areas of computer crime and forensics.

CSC 740 Integrated DB Applications. (3) A.
Prerequisite: CSC 730 or departmental approval.
Techniques and tools for creating an integrated database application. Topics include architecture of a client/server database; creation of named program units stored in the database and in the workstation file system, developer utilities, and domain integrity.

CSC 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 744 Database Admin and Security. (3) A.
Prerequisite: CSC 730 or departmental approval.
This course covers database management system concepts, database system architecture, installation and setup, data management, performance monitoring and tuning, backup and recovery, database security models and management, database auditing, and database technologies.

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. SC/MC 810. Pre- or corequisite: SC/MC 610 or equivalent.

CSC 747 Network Forensics and Investigation. (3) A.
Prerequisite: CSC 730 or departmental approval. Introduction to Windows network forensics. Topics include: Windows network structure; Windows password/authentication mechanisms; Windows ports and services; Live-analysis techniques; Windows registry, structure and evidence; Forensic analysis of events logs; Network forensics tools and reporting.

CSC 748 Personal Electronic Device Forensics. (3) A.
Prerequisite: 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: CSC 730 or departmental approval. For advanced students in computer science. Subject announced when offered. May be retaken to a maximum of six hours, provided that the topics are different.

CSC 812 Microcomputer Architecture and Software. (3) A.
Prerequisite: CSC 730 or departmental approval. Topics suitable for a microcomputer laboratory managers including IBM PC architecture and assembly language, local area networks, MS DOS, copyright law, virus, and boobytrapping techniques.

CSC 815 Computer Administration and Security. (3) A.
Prerequisite: admission to the master’s degree program in computer science, the master’s degree program in math (computer science option) or departmental approval 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 825 Network Applications and Security. (3) A.

CSC 831 Data Structures and Algorithms I. (3) A.
Prerequisites: CSC 730 or departmental approval.
Study in the areas of algorithms, data structures, files, searching, and sorting.

CSC 832 Data Structures and Algorithms II. (3) A.
Prerequisite: CSC 831. Pattern matching, graph theory algorithms, computational complexity, and cryptography.

CSC 834 Software Engineering and Project Management I. (3) A.
Prerequisite: CSC 730 or departmental approval. Planning, organizing, monitoring, and controlling the implementation of a software project.

CSC 835 Software Engineering and Project Management II. (3) A.
Prerequisite: CSC 834. A survey of current issues in software engineering, software testing, metrics, quality assurance, software reuse, and re-engineering.

CSC 839 Applied Learning in Computer Science. (1-3) A.
Prerequisite: departmental approval. May be retaken with approval to a maximum of three credits. Employment with faculty and field supervision in an area related to the student’s academic interests. A minimum of eighty hours of employment is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

CSC 840 Parallel Algorithms. (3) A.
Prerequisite: CSC 831. The design and analysis of parallel algorithms. Application to merging, sorting, combinatorics and numerical algorithms.

CSC 860 System Programming and Administration. (3) A.
Prerequisite: CSC 730.
Operating system concepts, concurrent programming, scheduling, security, recovery, methods and languages for operating system management. Layering protocols for computer networks, inter-process communications, TCP/IP Internet protocols, Web programming, and Web server management. Credit does not apply toward the M.S. degree in Mathematical Sciences.

CSC 880 Seminar in: (1-3) A.
Prerequisite: departmental approval. Advanced topics in computer science. May be retaken to a maximum of six hours provided the topics are different.

CSC 890 Independent Study in: (1-3) A.
Prerequisite: departmental approval. Independent study on a problem chosen by the student and instructor. Student must have the independent study form and course syllabus approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of nine hours, provided that the topics are different.

CSC 895 Applied Computing Project in: (3-6) A.
Prerequisite: departmental approval.
An individually developed project related to the solution of a typical problem in an applied computing environment. The result is to be presented in open forum. Credit does not apply towards the M.S. degree in Mathematical Sciences.

CTE—Career and Technical Education

Dr. Dennis Field, Director and Dr. Michael Walach, Coordinator

CTE 800 Occupational Training Materials. (3) A.
Instructional materials designed for the adult learner to include: the preparation and application of individualized learning packets; the identification and application of instructional computer software; the development and application of video instructional programs; organization and application of instructional sequences.

CTE 801 Occupational Training Methods. (3) A.
An examination and development of training methods in occupational programs. Content will include an analysis of learning student and occupational needs, objectives, syllabi and lesson preparation and an overview of teaching methods.

CTE 802 Occupational Training Practicum. (3) A.
A course designed to allow the trainee 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/labatory 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) I-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 design 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.

DE—Design

Mr. Herb Goodman, Chair

DES 717 Interior Design Study Tour II. (1-3) A. Prerequisite: departmental approval. Tour of interior design resources, wholesale, and retail showrooms. Study in museums, libraries, and interior design centers when possible. Special study projects. May be retaken to a maximum of six hours providing topics vary. Students having received credit for the course at the 500 level may take this course to a maximum of six hours, including the undergraduate credits. Those who have not received credit for this course at the undergraduate (500) level may retake it to a maximum of six hours.

DES 725 The Decorative Arts. (3) A. Furniture and accessories of the 18th, 19th, and 20th centuries. Emphasis upon the influence of major designers and their interpreters, their stylistic characteristics and technical habitations.

DES 821 Analytical Furniture Design. (3) A. Prerequisite: TEC 331 or departmental approval. Analysis of furniture in terms of integration of function and style with structure; coordination of furniture style with interior architectural expression. Design and research of components will result in scaled models and a complete set of working drawings.

EAD—Educational Administration

Dr. James Rinchert, Chair

EAD 801 Introduction to School Leadership and Administration. (3) I, II. The study of modern administrative theories, practices, and techniques in school leadership and administrative responsibilities. Emphasis will be upon facilitating leadership to create an organizational climate supportive of excellence in teaching and learning.

EAD 807 Educational Administration and Supervision: ______. (1-3) A. Prerequisite: advisor/departmental approval. Workshops, special topics, or seminars. May be retaken under different subtitles.

EAD 808 Administration of Pupil Personnel Services. (3) A. Prerequisite: departmental approval. Administrative problems relating to child accounting. Major areas emphasized will be attendance reports and records, school census, and social and economic factors influencing school attendance.

EAD 811 Utilizing Resources in Ed. (3) A. The course will help students analyze data to determine the needs of a school, develop a school improvement plan and develop a budget based on the plan.

EAD 812 Staff Selection and PD. (3) A. This course will prepare candidates to select teachers, supervise teachers and plan for their professional growth. AED 827 is a prerequisite 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. The role of the school leader as an ethical leader and the legal responsibilities of those are emphasized. Special attention is given to the site-based decision making process at the school level.

EAD 839 The School Superintendency. (3) A. The role of the school superintendent is explored and analyzed with reference to job responsibilities and organizational structure. Knowledge, skills, and dispositions necessary to serve successfully in the position are also examined.

EAD 840 Leadership for Safe Schools (3) A. Prerequisites: SSE 870, 871, 872 or COU 847, SSE 873. Lecture course educating educators with skills and information to analyze safety data, plan safety interventions and maintain them in exceptional settings.

EAD 844 Student Personnel Services in Higher Education. (3) I. Formerly COU 844. Study of student personnel services; emphasis upon relationship of these services to the total college program, research, and policy with respect to the organization. Credit will not be awarded for both EAD 844 and COU 844.

EAD 845 Internship in Student Personnel Services. (3) II. Formerly COU 845. Supervised experience for student personnel trainees. Opportunity provided to share responsibilities for all phases of student personnel services. May be retaken to a maximum of six hours. Credit will not be awarded for both EAD 845 and COU 845.

EAD 849 School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support.

EAD 851 Assessment for Learning. (3). A. Candidates will develop skills to analyze data, including common assessments, to improve school learning environment and student achievement. Finally, candidates will develop an action research plan.

EAD 852 Human Resources Leadership. (3). A. Candidates will evaluate school processes for selecting staff, induction of staff, pinpointing staffing, and providing staff professional development. Candidates will recommend ways to develop school human resources.

EAD 853 Conditions for Learning. (3). A. Candidates will use data from surveys and interviews to evaluate a school’s learning environment. Candidates will develop recommendations for improvement.

EAD 854 Fair Learning Changes. (3) A. Prerequisite: EAD 851. Candidates will complete the proposed development in EAD 851, working with school and community leaders to improve student learning or working conditions. Candidates will lead a team in developing, implementing, and evaluating the plan.

EAD 856 Learning for At-Risk Students. (3). A. The course will provide knowledge and strategies for aspiring school leaders to support staff, programs, and initiatives to reduce the impact of risk factors on student learning.

EAD 857 Principal Internship I. (3 or 6)

A. Prerequisite: Successful completion of the tests -- Kentucky Principal Test (KYP) and School Leadership Licensure Assessment (SLLA) -- or departmental approval. Candidates are principals, or have an approved plan, under the supervision of a mentor(s) to learn the principal role. In either case, candidates participate in seminars based on principal duties and responsibilities.

EAD 858 Principal Internship II. (3 or 6)

A. Prerequisite: Departmental approval and EAD 857. Candidates are principals, or have an approved plan, under the supervision of a mentor(s) to learn the principal role. In either case, candidates participate in seminars based on principal duties and responsibilities.

EAD 859 Instructional Planning for Student Learning. (3) A. 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/developmental course introducing 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 862. 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 personnel services.

EAD 879 Systems for Change. (3) A. Analysis of the school district superintendent’s role in practice with emphasis on understanding district-wide complex systems change and how change impacts student learning.

EAD 897 Independent Study. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of six hours. Designed for advanced graduate students who desire to investigate special problems relating to educational administration and/or supervision.

ECO—Economics

Dr. Gyan Pradhan, Chair

ECO 760 Special Problems in Economics: ______. (1-4) A. Prerequisite: advisor/departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent work, special workshop, special topics, or seminar.

ECO 790 Regional Economics. (3) A. Prerequisite: three hours economics. Analysis of patterns of regional growth and development. Use of economic models for regional forecasting and policy evaluation; the problems of marginal areas in developed economies.

ECO 807 Economics: ______. (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 943 or QMB 300 or STA 500 or STA 700 or ECO 320 or PSY 301 or STA 320.

ECO 855 Contemporary Economic Issues
(1-6) A. Prerequisite: ECO 850 or equivalent. Application of economic analysis to such issues as international trade, health care, education, environmental policy, monetary and fiscal policy, and income distribution. May be retaken to a maximum of six hours if topics are different.

ECO 860 Independent Study in Economics.
(1-6) A. Students must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

EDC—Educational Core
Dr. Dorie Combs, 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 coursework. 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 foundation for 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.

EDF—Educational Foundations
Dr. Dorie Combs, Chair

EDF 807 Educational Studies: . (1-3) A. Prerequisite: advisor/departamental chair approval. Independent work, workshop, special topics, or seminars. May be retaken under different subtitles.

EDF 837 Comparative Education. (3) A. Study of the development of educational thought and practice in selected nations of Europe, Asia, Africa, and South America. Emphasis will be placed on intellectual, historical, and sociological factors.

EDF 855 Foundations of Multicultural Education. (3) A. Examination of the education implications of cultural pluralism in America and selected societies of the world.

EDL—Educational Leadership
Dr. James Rinehart, Chair

EDL 810 Introduction to Quantitative Research Methods. (3) A. Introduction to the use of quantitative research methods in education. Topics include measures of central tendency, measures of variability, correlation, regression, testing statistical hypotheses, and design.

EDL 811 Introduction to Qualitative Research Methods. (3) A. Introduction to qualitative data collection and analysis in educational research. Review of origins, theory, and design of method; issues of validity, reliability, and human subject ethics.

EDL 812 Intermediate Quantitative Research Methods (3) A. Prerequisite: ELD 810 or departmental approval. The emphasis is on research design, the limitations of research design, and the analysis of data. Techniques include ANOVA, regression, and ANCOVA.

EDL 820 Cultural and Contextual Foundations of Leadership. (3) A. Investigation of cultural and social influences on the development of leadership in educational settings. Emphasis is on place and the application of sociocultural concepts to leadership issues and problems in educational settings.

EDL 821 Moral and Ethical Dimensions of Leadership. (3) A. Examination of the moral dimensions of the process and content of leadership from theoretical and practical perspectives. Emphasis is on the application of relevant theoretical constructs to leadership issues and problems in educational settings.

EDL 822 Social and Political Dimensions of Leadership. (3) A. Examination of social and political dimensions of the process and content of leadership from theoretical and practical perspectives. Emphasis is on the application of relevant theoretical constructs to leadership issues and problems in educational settings.

EDL 823 Assessment for Educational Leaders. (3) A. Application of appropriate and effective uses of different types of assessment data in a variety of educational settings to guide leadership practice.

EDL 826 Leadership for Change in Organizations (3) A. Focuses on the leader's role in changing educational organizations emphasizing the nature, characteristics, responsibilities, and contextual determinants.

EDL 830 College Teaching. (3) A. An introduction to teaching on the college level focusing on best practices in pedagogy and research.

EDL 899 Thesis for Specialists in Education. (3) A. Prerequisite: departmental approval. Completion of a scholarly and defend a research thesis in educational leadership, policy studies, or a related field. May be retaken to a maximum of six hours.

EDL 900 Ed.D. Field Experience. (3) A. Prerequisite: departmental approval. Minimum of eighty hours of field experiences relevant to the student’s planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. May be retaken to a maximum of six hours.

EDL 910 Seminar in Advanced Research Methodology and Design. (3) A. Prerequisites: ELD 810 and 811. In-depth study of research methodology and design (qualitative, quantitative, or mixed methods) as related to a specific research project or set of research questions. May be retaken to a maximum of six hours.

EDL 912 Higher Education Leadership (3) A. Designed to introduce major themes of higher education administration, organizational leadership and governance to students with special emphasis on administration and leadership in postsecondary educational settings.

EDL 924 Public Policy & Assessment. (3) A. Content includes the study of forces that influence education policy and decision making. Focus of study will be on policies relevant to P-12 and postsecondary education in the U.S. Students prepare and present policy briefs.

EDL 925 Organizational Behavior & Justice. (3) A. Examines the dynamics of educational organizations including the complex patterns of human dynamics and provides a rationale for principles of situational leadership. Facilitates understanding of organizations, their management, and implications for perceptions of fairness.

EDL 930 Seminar on Rural Schools and Communities. (3) A. Consideration of the relationship between schools and rural communities, including issues related to democratic localization, state and national education agendas, and economic development in rural areas.

EDL 931 Leadership in Rural Settings. (3) A. Analysis of general and specific skills required for leadership in rural schools. Comparisons are made with leadership demands in urban and suburban settings. Examine formal and informal interactions and individual and collaborative leadership networks.

EDL 999 Dissertation. (3) A. Prerequisite: departmental approval. Completion and defense of a research dissertation in educational leadership, policy studies, or a related field. May be retaken to a maximum of twelve hours.

EGC—Graduate Certification
Dr. Dorie Combs, Chair

EGC 820 Professional Studies I: Teachers, School, and Society. (3) A. Prerequisite: criteria for admission to the MAT program. Corequisite: EGC 830. An introduction to roles and responsibilities of teachers in standards-based schools, school organization, and relationship of school and society.

EGC 826 Graduate Practicum in Elementary Education. (8) I. Prerequisites: EGC 820, 830, MAT Core I-IV, admission to student teaching. Corequisite: EGC 827. Elementary Master’s Arts in Teaching Practicum. Observation, participation, and responsibility for classroom teaching including related professional activities.

EGC 827 Elementary Master of Arts in Teaching Seminar. (1) I. Prerequisites: admission to graduate practicum, EGC 820 and 830. Corequisite: EGC 826. Seminar with emphasis on questions and problems encountered in teaching including classroom management, state and national trends, and legal issues. Minimum sixteen clinical hours.

EGC 829 Master of Arts in Teaching

Capstone Seminar. (3) I. Prerequisites: EGC 820 and 830. MAT Core I-III. Mediated presentation of action research project completed in Core III, completion and assessment of graduate portfolio, plan for continued professional growth based on experienced teacher standards.

EGC 830 Professional Studies II: Learner, Teachers, and Action Research. (3) A. Prerequisite: criteria for admission to MAT program. Corequisite: EGC 820. Focus on theories and principles of human development and action research.

EGC 835 Content Methods and Curriculum for Middle Grades. (3) I. Prerequisites: admission to MAT in Middle Grade Education and Teacher Education; completion of EGC 820, 830. Examination of curriculum, responsibilities of teachers, and instructional materials for middle grades.

EGC 836 Middle Grades Practicum in Middle Grade Education. (1-8) I. Observation, participation, responsible classroom teaching including related professional activities.

EGC 837 Middle Grades Master of Arts in Teaching Seminar. (1) II. Prerequisite: admission to student teaching. Corequisite: EGC 836. Emphasis on questions and problems encountered in middle grades teaching including classroom management, state and national curriculum trends, and implementation and evaluation of instruction.

EGC 840 MAT Applied Learning in Education (3) A. Corequisite: EGC 820 and EGC 830. Directed field experience in educational settings. Minimum of 200 hours field experience required.

EGC 846 Graduate Practicum in the Secondary/P-12 School. (1-8) A. Observation, participation, responsible classroom teaching including related professional activities.

EGC 847 Secondary/P-12 M.A.T. Seminar (1-8) A. Prerequisite: admission to graduate practicum. Corequisite: EGC 846. Emphasis on questions and problems encountered in secondary/P-12 teaching including classroom management, state and national trends, and legal issues.

EGC 889 Master of Arts in Teaching

Capstone Seminar. (3) A. Prerequisite: 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
Students will be able to identify, evaluate and control radiation in the work environment; implement a radiation monitoring program; establish emergency plans for actions to be taken in event of radiological accident; develop risk assessment and communication program. Credit will not be awarded for both EHS 710 and EHS 410.

EHS 730 Environmental Control of Disease Vectors (3) I, II. The student will develop an understanding of the principles of identification, evaluation, and control of vectors, and vector borne diseases of public health concern including pesticides and their safe use.

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 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 Coordinated Study: Environmental Health. (3) A study of the impact of the workplace on worker’s health and the control of causative factors of disease. Prerequisite: advisor/departmental chair approval.

EHS 840 Industrial Hygiene Principles. (3) A. A study of the impact of the workplace on worker’s health and the control of causative factors of disease. Prerequisite: advisor/departmental chair approval.

EHS 840-E Essentials of Industrial Hygiene. (3) A. Identify primary sources of potential chemical, physical and biological agents, identify techniques for assessing the risk of worker exposures and understand health impacts of occupational exposures to workers.

EHS 845 Environmental Health Standards/Compliance. (3) A. The study of international and national environmental health standards, rules and regulations, application interpretations, and the statutes upon which they are based.

EHS 855 Emergency Sanitation/Shelter/Environments. (3) A. This course will provide students with environmental health principles required to protect the environmental health of a community in times of emergency/disaster.

EHS 860 Air Quality and Health. (3) A. A study of health impacts of air pollution from both outdoor and indoor sources. The course will also provide information about methods of reduction, control, and elimination of air pollution.

EHS 863 Field Experience in Environmental Health. (1-6) A. Cross listed with EHS 839. Supervised and directed field experience at official agencies at any level of government (state, local or national) or with private industry. The course administrator must approve all field-training sites before selection or assignment. Credit will not be awarded to students who have credit for EHS 839.

EHS 865 Environmental Toxicology. (3) A. Toxicology, the principles, concepts and thinking that are its foundation. The mechanisms by which the substances enter the cells of the body, the physiological processes, the target organs, classes of toxic substances, and potential exposures. EHS 875 Principles of Ventilation (3) A. Provides the student with the principles of ventilation including: design of fans, cleaners duct sizing; calculations, inspections, balancing the system, and overall maintenance. This course deals with use of ventilation to reduce or eliminate occupational exposures in the workplace.

EHS 880 Food/Waterborne Disease Control. (3) A. The management of safety and disease hazards inherent in administering community programs of food hygiene and water sanitation. Prerequisite: EHS 100.

EHS 885 Crisis Risk 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

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 seminar.

ELE 810 Elementary School Curriculum. (3) I, II. Study in depth of principles, materials, and procedures in current curriculum development and revision in the elementary school.

ELE 821 Literacy Instruction and Assessment P-5. (3) I, II. Intensive study of methods and materials appropriate for developing emergent, primary, and transitional literacy in grades P-5.

ELE 822 Literacy Instruction and Assessment P-5. (3) I, II. Intensive study of methods and materials appropriate for developing emergent, primary, and transitional literacy in grades P-5.

ELE 827 Literacy Instruction and Assessment P-5. (3) I, II. An examination of current trends and problems related to literacy instruction and assessment in grades K-5. Major emphasis on teaching and assessing reading, writing, listening, speaking, grammar, spelling, and handwriting.


ELE 829 Math Content, Pedagogy, and Assessment, Grades P-5. (3) I, II. 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. 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. Course teaches the content and pedagogical content knowledge in geography, U.S. 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 Thermatic Teaching (2) I, II. Exploration of integrated thematic teaching curriculum focused on making connections through the unification of multiple subjects and experiences.

ELE 871 Literary Programs: P-5 (3) A. Prerequisite: Admission to the Arts in Education or appropriate teacher certification program. Intensive study of methods and materials appropriate for developing emergent, primary, and transitional literacy in grades P-5.

ELE 897 Independent Study. (1-3) I, II. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. 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

EME 710 Art in the Curriculum. (3) A. Elements of the discipline, creativity, aesthetics, theory, philosophy and instructional facilities will be explored. Individual explorations of research and media.

EME 751 Linguistics in the Curriculum. (3) A. Investigations of elements in the science of linguistics and their application to communication skills of students.

EME 752 Teaching Grammar and Punctuation P-8 (3) (II). Review, practice and reflect on research-based instructional approaches to instruction and 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 552.

EME 786 Teaching of Health in P-R. (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 two cultural children.

EME 796 Physical Education for Children and Youth. (3) A. Comprehensive review of techniques used in teaching physical education in the early elementary and middle grades. Emphasis placed on health, evaluation, fitness testing, rhythmic activities, game activities, tumbling and self-testing.

EME 843 Teaching Math to Low Achievers. (3) A. Crosslisted as MATH 843. In-depth analysis of characteristics of low achievers, teaching resources, teaching strategies, and appropriate mathematics curriculum content. Credit will not be awarded for both EME 843 and MATH 843.

EME 863 Social Science in the Curriculum. (3) A. Emphasis on social science disciplines in the curriculum. New developments in social studies curricula are explored.

EME 865 Investigations in Reading. (1-3) A. Prerequisite: instructor approval. Individual research and study of investigative and theoretical literature dealing with the teaching of reading.

EME 866 Investigations in Mathematics. (1-3) A. Critical study of investigative and theoretical literature dealing with the teaching of mathematics.

EME 870 Trends in Science Education. (3) A. Exploration of modern trends, practices, and foundation programs drawn from appropriate disciplines which relate to the teaching of science.

EME 872 Mathematics in the Curriculum. (3) A. Cross-listed as MATH 872. Exploration of trends, concepts, and issues involved in modern mathematics programs. Research findings are examined and multi-sensory materials are presented. Credit will not be awarded for both EME 872 and MATH 872.

EME 873 Research Based Reading Instruction. (1-3) A. Advanced study of methods, materials, and organizational procedures appropriate for teaching developmentally different and multicultural children.

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.

**EMS 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.

**EMS 877 Practicum for Reading Specialists.** (3) A. Prerequisites: EMS 868 and 875. Supervised experiential study with specialists in diagnosing and instructing students with reading difficulties.

**EMG—Middle Grade Education**

**EMS 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 titles.

**EMS 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.

**EMS 807 Middle Grade Education:** 1-2. A. Prerequisite: student must have the independent study program 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.

**EMS 810 Curriculum in the Middle School.** (3) A. A study of the philosophical, social, emotional, and intellectual needs unique to the middle grade student and their implications for courses of study, the learning environment, and teacher characteristics.

**ENG—Early Elementary/Middle Grade/Secondary**

**EMS 761 Environmental Education Essentials (3).** 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 765.

**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 775.

**EMS 777 Multilingual and Bilingual Special Education for Gifted/Talented (1) III.** This course will examine the needs of the gifted and talented student. Methods and techniques appropriate for correction of reading problems. 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.

**EMS 800 Seminar on Composition.** (3) L. An introduction to current information and ideas on writing.
composition, with practical application, problem solving, and research especially relevant to college composition. Required for all students 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 of graduate work are completed.

ENG 803 Approaches to Creative Writing. (3) A. Study in depth of the various approaches to pedagogy of creative writing (e.g., Atelier, Great Works, Workshop) culminating in a major project demonstrating both mastery and synthesis of the approaches covered.

ENG 804 Seminar in Creative Writing: ______. (3) A. Writing and study in depth of a particular genre (e.g., fiction, poetry, drama) resulting in a coherent and limited project. May be taken with different topics to a maximum of nine hours.

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. Credit will not be awarded to students who have credit for ENG 806. Writing project focusing on language from various linguistic perspectives.

ENG 806 Topics in Modern Rhetoric: ______. (3) A. Study in depth of selected major authors, theories, research and/or pedagogical approaches in twentieth-century rhetoric. May be retaken with a different topic to a maximum of six hours.

ENG 807 Advanced Study of Language: Knowledge and Use. (3) A. Prerequisite: ENG 510/710 or equivalent. An advanced course in language knowledge (competence) and use (performance) from the perspective of language theory, focusing on aspects of language acquisition and literacy development.

ENG 808 Studies in Modern Composition Theory. (3) A. An advanced course in modern theories of composition writing for students of writing and for students interested in teaching writing; includes theory, practice, and evaluation.

ENG 809 Seminar in Scholarship and Writing. (3) A. Study of the range of scholarly tools and methods for research and writing, including print and electronic sources. Special emphasis on practical application to a specific research project.

ENG 810 Seminar in Linguistics. (3) A. Prerequisite: ENG 510/710 or equivalent. Study of language from various linguistic perspectives.

ENG 812 Seminar in Composition Research Methods. (3) A. Study of research methodology for rhetoric and composition, focused on gathering primary and secondary data, analyzing, integrating, and, reporting findings. Emphasis on practical application to a specific research project conducted as a class.

ENG 825 Old English Language and Literature. (3) A. Study of the structure of Old English (phonology, morphology, syntax) and of selected literary works in the original. Emphasis on language or literature based on individual students’ interests.

ENG 827 History of Rhetoric. (3) A. Study of classical rhetoric through the nineteenth-century as it applied to written discourse. Emphasis upon methods of invention, arrangement, and style to demonstrate their continuing utility.

ENG 830 Seminar in Literature. (3) A. An intensive study of an author(s) or a particular aspect of literature such as theme, a movement, or contemporary directions/experiments. May be retaken with different topics to a maximum of six hours.

ENG 833 Modern Literary Criticism. (3) A. Study of selected theoretical 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. Minimum of eight 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. Minimum of eight hours work required for each academic credit. Maximum of three hours credit may apply toward an M.A. degree in English.

ENG 850 Seminar in Early American Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in American literature through Cooper. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 853 Seminar in Nineteenth-Century American Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in American literature of the 19th century. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 854 Seminar in Twentieth-Century American Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in modern American literature. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 860 Topics in Reading & Teaching Lit. (3) A. Study of teaching literature to K-16 students. Designed for current and prospective elementary, middle and high school and postsecondary English teachers. (Counts towards MA, MAT, MAED, and Extension Certificate.) May be retaken with different topics to a maximum of six hours, upon advisor recommendation.

ENG 861 Reading and Teaching Poetry. (3) A. Focus on approaches to teaching poetry (reading, writing, interpretation) and on instruction to K-16 students. Designed for current and prospective teachers interested in developing strategies for teaching students to read, interpret and write poetry. (Counts toward MA, MAT, MAED, and Extension Certificate.)

ENG 862 Reading and Teaching Fiction. (3) A. Focus on approaches to teaching fiction. Emphasis on reading process and skills, critical interpretation, and teaching literary analysis, working with texts relevant to today’s K-16 students and schools’ curriculum plans. (Counts toward MA, MAT, MAED, and Extension Certificate.)

ENG 863 Writing and Teaching Writing. (3) II. Development of approaches for writing and teaching writing, with an emphasis on 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.) Credit will not be awarded to students who have credit for ENG 805.

ENG 864 Reading and Teaching Nonfiction (3) A. Focus on approaches to teaching nonfiction (reading, interpreting, writing). Emphasis on working with range of text types, print and digital, appropriate to K-16 students. Designed for current and prospective educators interested in teaching informational, explanatory, and argumentative texts. (Counts toward MA, MAT, MAED, and Extension Certificate.)

ENG 870 Seminar in Medieval Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in English literature of the Middle Ages. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 873 Seminar in Renaissance Literature. (3) A. Study in depth of Shakespeare or of several major authors, or of a significant literary movement, in English literature from 1485 to 1660. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 876 Seminar in Restoration and Eighteenth-Century Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in British literature from 1600 to 1800. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 878 Seminar in Nineteenth-Century British Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in British literature of the Romantic and Victorian periods. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 880 Seminar in Twentieth-Century British Literature. (3) A. A study in depth of several major authors, or of a significant literary movement, in modern British literature. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 890 Special Studies. (1-3) A. Independent research and writing designed to fulfill individual needs and interests of advanced students. Student must have the graduate special studies proposal approved by faculty supervisor, graduate program coordinator, and department chair.

ENG 895 Mentored Scholarly Project. (3) Prerequisite: ENG 801 or 809 or 812; and departmental approval. Research, writing, and/or revision of a culminating scholarly paper or project. Student may not attempt the comprehensive examination while enrolled.

ENG 898 Thesis I. (3) A.

ENG 899 Thesis II. (3) A.

ENV—Environmental Stewardship & Sustainability

ENV 700 Environmental Issues. (3) II. Cross-listed as BIO 700. Students will learn to identify, investigate and evaluate environmental issues as well as plan appropriate action based on their analysis. Credit will not be awarded to students who have credit for BIO 700, ENV 500, or CNM 800.

ENV 790 Ecology for Teachers (3) I. Cross-listed as BIO 790. This course introduces ecology and the environment through an interdisciplinary approach beginning with the physical environment progressing to whole ecosystems and onto analyses of ecological sustainability. Classroom strategies and techniques will be modeled. Credit will not be awarded to students who have credit for BIO 790, ENV 590, or CNM 799.

ENV—English Creative Writing

Dr. James Keller, Chair

ENV 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.

ENV 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.

ENV 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.

ENV 820 MFA Writing Workshop/Mentorship: ______. (6) A. ONLINE ONLY. Students work closely with instructor on drafts, revisions, and critical responses to contemporary literature. Students may take course up to four times. Content must vary.

EPY—Educational Psychology

Dr. Connie Callahan, Interim Chair

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

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

EYP 854 Mental Health and Personal Adjustment. (3) A. Study of the personal and social factors related to the development of individual mental health and mental illness.

EYP 869 Research and Program Evaluation. (3) A. This course is designed to provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation principles, models, and applications.

ESE—Secondary Education
Dr. Dorie Combs, Chair

ESE 707 Problems in Secondary Education: ______. (1-3) A. Prerequisite: advisor/departmental chair approval. Independent work, special workshops, special topics or seminars.

ESE 740 Teaching Art in the Secondary Schools. (3) I. Prerequisite: admission to the Master of Arts in Teaching program. Corequisite: AED 761. Developmentally appropriate materials and methods for teaching art in the secondary school. Minimum of 96 field/critical hours. Credit will not be awarded for both ESE 740 and AED 740.

ESE 743 Teaching Language Arts in the Secondary School. (3) I. Prerequisites: admission to the MAT program with a major in English, French, German, Spanish or speech and drama. Developmentally appropriate materials and methods for teaching language arts in the secondary school. Minimum of 90 field/critical hours.

ESE 749 Teaching Social Studies in the Secondary School. (3) I. Prerequisites: admission to the MAT program, a "B" or higher in EGC 820 and EGC 830, and a major in the social sciences. Developmentally appropriate materials and methods for teaching social sciences in the secondary school. Minimum of 90 field/critical hours.

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

ESE 752 Teaching of Career and Technical Education in Middle and Secondary Schools. (3) I. Prerequisite: admission to the MAT program. Developmentally appropriate materials and methods for teaching career and technical education in the middle and secondary schools. Minimum of 96 field/critical hours.

ESE 753 Family and Consumer Sciences Education Curriculum. (4) I. Prerequisite: admission to the MAT program. Developmentally appropriate materials and methods for teaching family and consumer sciences education curriculum in the secondary schools. Minimum of 96 field/critical hours.

ESE 761 Teaching Science in Secondary School. (3) I. Prerequisite: Admission into the secondary MAT program. Designed to introduce prospective teachers to the modern materials and methods of teaching biological and physical science at the secondary level. Minimum of 96 field/critical hours.

ESE 766 Teaching Physical Education in Secondary Schools. (3) I. Prerequisites: admission to the MAT program with a major in physical education. Developmentally appropriate materials and methods for teaching physical education in the secondary schools. Minimum of 96 field/critical hours.

ESE 773 Teaching Business and Marketing in Middle and Secondary Schools. (3) I. Prerequisite: admission to the MAT program. Developmentally appropriate materials and methods for teaching business and marketing education. Minimum of 96 field/critical hours.

ESE 774 Teaching Reading in the Secondary School. (3) A. Prerequisites: education core and admission to teacher education. Emphasis on developmental and content area reading skills, appraisal of reading abilities, appropriate materials, assessment, and organization of secondary reading program.

ESE 779 Music Education: Principles and Practices. (3) I. Prerequisites: admission to the MAT program or a music certification program and MUS 750. Developmentally appropriate materials and methods for teaching music education in secondary schools. Minimum of 96 field/critical hours.

ESE 787 Teaching 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/critical hours.

ESE 897 Secondary Education: ______. (1-3) A. Prerequisite: advisor/departmental chair approval. Independent work, workshops, special topics, or seminars. May be retaken under different subtitles.

ESE 849 Trends and Materials in Social Studies. (3) A. Designed to broaden the horizons of secondary social studies teachers. Attention focused on new curriculum materials, simulation, videotaped microteaching. Participants will be involved actively, and consultants will assist in areas of particular interest.

ESE 850 Trends in Secondary Math. (3) I. A. Crosslisted as MAE 850. Examination of curricular trends, modern programs, appropriate strategies, and innovative materials in secondary mathematics. Credit will not be awarded for both ESE 850 and MAE 850.

ESE 863 Secondary School Curriculum. (3) II. Aims of the public secondary schools; plans for evaluating curriculum procedures; qualities of good teaching; procedures of evaluating and improving classroom teaching; methods of making the school a more effective agency.

ESE 864 Special Problems in Family and Consumer Science Education. (1-3) A. Prerequisite: instructor approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of six hours.

ETL—Education Teacher Leader

ETL 800 Leadership Skills for Teachers. (3) A. In-depth study of the key concepts, theories, practices, and procedures of teacher leaders in educational environments. This course must be taken within the first six hours of a candidate’s program.

ETL 801 Leading Achievement Change. (3) A. Prereq / 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 will evaluate research-based instructional strategies for all learners. (Field work 13 hours).

ETL 805 Research for Teacher Leaders. (3) A. Formerly ETL 802. Prerequisites: ETL 800 and 801. Prerequisite/Corequisite: ETL 803. This course introduces research methods in education. Candidates create a research proposal, with a focus on student learning, student achievement, or school improvement. (40 hours field experience required). Credit will not be awarded to students who have credit for ETL 802.

ETL 806 Teacher Leader Capstone. (3) A. Formerly ETL 804. Prerequisites: ETL 803 and 805. Candidates will refine a research project begun in ETL 805. Candidates will collect, analyze, and interpret data for their capstone project. Course to perform an independent capstone project with a major in educational leadership. Credit will not be awarded for both ESE 850 and MAE 850.

FIN—Finance
Dr. Oliver Felts, Chair

FIN 850 Strategic Financial Management. (3) II. Prerequisites: QMB 850 and successful completion of any required prerequisite MBA foundation courses or departmental approval. Case-oriented, in-depth exploration of capital budgeting, dividend analysis, capital structure, cash and liquidity management, financial forecasting and planning, current assets and liabilities management, and institutional structures for finance. Focus on deconstructing financial statements.

FIN 855 Topics in Finance. (1-6) A. Prerequisites: FIN 850 and QMB 850. Study of contemporary topics from areas such as international finance, financial institutions and regulations, and investment analysis. May be retaken to a maximum of six times. Some topics are not offered every year.

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. Lori Wilson, Chair
Dr. Darrin Smith, Director

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 each credit hour.

FMT 740 Fermentation Microbiology. (3) A. Prerequisite: FMT 340 (C or better) and BHO 320 (C or better). Course focuses on the biochemistry, genetics, and behavior of microorganisms for the production of fermented beverages. Information will be presented in a lecture format with hands-on experiences performed in a laboratory setting. 2 Lab/3 Lab.

FMT 745 Chemical Analysis & Quality Control. (4) A. Prerequisite: CHE 325/325L (C or better) and FMT 340 (C or better). Course focuses on quality assurance and control (QA/QC) based on analysis using chemical and instrumental methods of initial feedstocks, water, and fermentation products. Analysis will be based on current industrial standards. 3 Lab.

FMT 749 Fermentation Project Lab. (2) A. Prerequisites: FMT 540 or 740 (C or better) and FMT 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 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 the faculty supervisor and department chair prior to enrollment. The student chooses a problem and works under the supervision of the instructor. May be retaken to a maximum of six hours provided topics vary.

**GBU—General Business**  
**Dr. Lana Carnes, Chair**

**GBU 850 Legal, Ethical, and Social Environment of Business.** (3) A. Examines what the responsible business-person must know about the Common Law, the regulatory environment, standards of ethical conduct, and the social responsibilities of the modern enterprise.

**GBU 851 Business Strategy.** (3) I, II. Prerequisites: ACC 850, CDT 850, CIS 850, FIN 850, MGT 850, MKT 850, and QMB 850. A capstone perspective integrating design of all functional areas and implementation of business strategic plan. A Knowledge Test Exit Exam (KTEE) will be administered.

**GBU 855 Special Topics in Business:** (3). 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 the Thesis Committee of the MBA faculty (Thesis Advisor included), in partial fulfillment of the MBA degree. The decision to complete a thesis must be made during the student’s second semester in the MBA Program. Three hours per semester, up to a maximum of six hours, may be taken. The grade for this course will be IP until either the thesis is completed and approved, or the MBA Knowledge Test Exit Exam (KTEE) is passed at which time the grade will become “S.”

**GEO—Geography**  
**Dr. Melissa Dieckmann, Chair**

**GEO 701 Advanced Geography:** (3) A. Prerequisite: departmental approval. In-depth study of physical, cultural, economic, or geographic technique (GIS) themes. May be retaken to a maximum of six hours provided subject matter differs each time.

**GLY—Geology**  
**Dr. Melissa Dieckmann, Chair**

**GLY 700 Earth Science Problems for Teachers:** (1-3) I, II. Prerequisite: departmental approval. Student must have the independent study proposal form approved by the faculty supervisor and department chair prior to enrollment. Designed to fit the needs of individual students majoring in education (general science) who need special instruction in the earth sciences. May be retaken to a maximum of nine hours provided topic is different each time.

**GLY 712 Geology of Soils.** (3) A. Prerequisite: any general education geology course or departmental approval. Composition, classification, and evolution of soil; role of climate, living organisms, physiography, and underlying geology in soil formation. Emphasis on clay mineralogy, analytical techniques, soil mapping, paleosols in the rock record, human interaction with soils, and the economic importance of soils. 2 Lec/2 Lab.

**GLY 735 Hydrogeology.** (3) I. Prerequisites: any general education geology course or departmental approval. Origin, occurrence, movement, utilization, and conservation of groundwater. Qualitative and quantitative presentation of geological, physical, and geochemical aspects of groundwater hydrology. 2 Lec/2 Lab.

**GLY 758 Evolution of the Earth.** (3) A. Prerequisites: GLY 703 and 704 or departmental approval. Capstone course: overview of geological principles from the perspective of earth’s history, physical and biological. Emphasis on critical thinking and expressive writing.

**GEO 769 Selected Topics:______ (1-3) A. Prerequisite: departmental approval. Designed to explore specific aspects of geology. May be retaken to a maximum of six hours provided topic is different each time.

**GLY 800 Selected Topics for Teachers:______. (1-3) A. Prerequisite: departmental approval. Designed to offer a range of geological topics for teacher education. May be retaken to a maximum of nine hours provided topic is different each time.

**GRD—Graduate Program and Research**

**GRD 857a MS Biology 1st Written Comprehensive Exam**

**GRD 857b MS Biology 2nd Written Comprehensive Exam**

**GRD 857c MS Biology 3rd Written Comprehensive Exam**

**GRD 857d MS Applied Computing Written Comprehensive Exam**

**GRD 857e MS English Written Comprehensive Exam**

**GRD 857f MPA Public Administration Written Comprehensive Exam**

**GRD 857g MA History Written Comprehensive Exam**

**GRD 857h MS Mathematics Written Comprehensive Exam**

**GRD 857i MS Industrial and Organizational Psychology Written Comprehensive Exam**

**GRD 857j MS Industrial and Organizational Psychology Written Comprehensive Exam**

**GRD 857k MS Industrial and Organizational Psychology Written Comprehensive Exam**

**GRD 857l MS Industrial and Organizational Psychology Written Comprehensive Exam**

**GRD 857m MS Specialist in Psychology: School Psychology Written Comprehensive Exam**

**GRD 858a MS Biology Oral Comprehensive Exit Exam**

**GRD 858b MS Chemistry Oral Defense**

**GRD 858c MS Chemistry Written Report Exit Requirement**

**GRD 858d MS Applied Computing Oral Comprehensive Exam**

**GRD 858e MS English Oral Thesi Defense**

**GRD 858f MFA Creative Writing Comprehensive Presentation**

**GRD 858g MPA Public Administration Oral Comprehensive Exam**

**GRD 858h MA History Oral Comprehensive Exit Exam**

**GRD 858i MS Music Oral Comprehensive Exam**

**GRD 858j MS General Psychology Oral Comprehensive Exam**

**GRD 858k MS Clinical Psychology Oral Comprehensive Exam**

**GRD 858l MS Industrial and Organizational Psychology Oral Comprehensive Exam**

**GRD 858m Specialist in Psychology: School Psychology Oral Comprehensive Exam**

**GRD 858n Autism Spectrum Certificate Oral Comprehensive Exam**

**GRD 867a Knowledge Test Exit Exam**

**GRD 867b MS Career & Technical Education Written Comprehensive Exam**

**GRD 867c MS Applied Engineering and Technology Management Written Comprehensive Exam**

**GRD 868a MS Career & Technical Education Oral Comprehensive Exam**

**GRD 868b MS Applied Engineering and Technology Management Oral Comprehensive Exam**

**GRD 868c MA Human Elementary Education Written Comprehensive Exam**

**GRD 877a MAH Written Comprehensive Exam**

**GRD 877b MAH Middle Grade Written Comprehensive Exam**

**GRD 877c MAH Written Comprehensive Exam**

**GRD 877d MAH Reading & Writing Written Comprehensive Exam**

**GRD 877e MAH Written Comprehensive Exam**

**GRD 877f MAT Middle Grade Written Comprehensive Exam**

**GRD 877g MAT Secondary Education Written Comprehensive Exam**

**GRD 877h MAT Interdisciplinary Written Comprehensive Exam**

**GRD 877i MAH Mental Health Counseling Written Comprehensive Exam**

**GRD 877j MAH Written Comprehensive Exam**

**GRD 877k MAH Written Comprehensive Exam**

**GRD 877l MAH Written Comprehensive Exam**

**GRD 877m MAH Written Comprehensive Exam**

**GRD 877n MAH Written Comprehensive Exam**

**GRD 878a MAH Written Comprehensive Exam**

**GRD 878b MAH Written Comprehensive Exam**

**GRD 878c MAH Written Comprehensive Exam**

**GRD 878d MAH Written Comprehensive Exam**

**GRD 878e MAH Written Comprehensive Exam**

**GRD 878f MAH Written Comprehensive Exam**

**GRD 878g MAH Written Comprehensive Exam**

**GRD 878h MAH Written Comprehensive Exam**

**GRD 878i MAH Written Comprehensive Exam**

**GRD 878j MAH Written Comprehensive Exam**

**GRD 878k MAH Written Comprehensive Exam**

**GRD 878l MAH Written Comprehensive Exam**

**GRD 878m MAH Written Comprehensive Exam**

**GRD 878n MAH Written Comprehensive Exam**

**GRD 878o MAH Written Comprehensive Exam**

**GRD 878p MAH Written Comprehensive Exam**

**GRD 878q MAH Written Comprehensive Exam**

**GRD 878r MAH Written Comprehensive Exam**

**GRD 878s MAH Written Comprehensive Exam**

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**GRD 878u MAH Written Comprehensive Exam**

**GRD 878v MAH Written Comprehensive Exam**

**GRD 878w MAH Written Comprehensive Exam**

**GRD 878x MAH Written Comprehensive Exam**

**GRD 878y MAH Written Comprehensive Exam**

**GRD 878z MAH Written Comprehensive Exam**

**GRD 887a MAH Written Comprehensive Exam**

**GRD 887b MAH Written Comprehensive Exam**

**GRD 887c MAH Written Comprehensive Exam**

**GRD 887d MAH Written Comprehensive Exam**

**GRD 887e MAH Written Comprehensive Exam**

**GRD 887f MAT Written Comprehensive Exam**

**GRD 887g MAT Secondary Education Written Comprehensive Exam**

**GRD 887h MAT Interdisciplinary Written Comprehensive Exam**

**GRD 887i MAH Written Comprehensive Exam**

**GRD 887j MAH Written Comprehensive Exam**

**GRD 887k MAH Written Comprehensive Exam**

**GRD 887l MAH Written Comprehensive Exam**

**GRD 887m MAH Written Comprehensive Exam**

**GRD 887n MAH Written Comprehensive Exam**

**GRD 887o MAH Written Comprehensive Exam**

**GRD 887p Edd Doctoral Qualifying Written Comprehensive Exam**

**GRD 887q Edd Doctoral Qualifying Written Comprehensive Exam**

**GRD 887r Edd Doctoral Qualifying Written Comprehensive Exam**

**GRD 887s Edd Doctoral Qualifying Written Comprehensive Exam**

**GRD 887t Edd Doctoral Qualifying Written Comprehensive Exam**

**GRD 887u Edd Doctoral Qualifying Written Comprehensive Exam**

**GRD 887v Edd Doctoral Qualifying Written Comprehensive Exam**

**GRD 887w Edd Doctoral Qualifying Written Comprehensive Exam**

**GRD 887x Edd Doctoral Qualifying Written Comprehensive Exam**

**GRD 887y Edd Doctoral Qualifying Written Comprehensive Exam**

**GRD 887z Edd Doctoral Qualifying Written Comprehensive Exam**
HEA 800 Health: ____ (1-3) A. Prerequisite: instructor approval. Independent study, special topics, or seminars. May be taken under different subtitles. Topics include first aid and safety for teachers, lifestyle and mental health, and health education for elementary teachers.

HEA 820 Human Sexuality: ____ (3) II. Overview of the relationship between epidemiological, economic, political, sociological and cultural factors that impact global health. Special emphasis is on methods of prevention/intervention utilized in coping with health problems on an international level.

HEA 824 Planning and Evaluation of Health Programs: ____ (3) II. The focus of this course is on the process of assessing a community and on strategies for planning, implementing, and evaluating health promotion programs in a variety of settings.

HEA 856 Applied Epidemiology: ____ (3) A. Prerequisites: MPH 830 and 855 and department approval. An applied epidemiology course with an emphasis on field investigations, public health surveillance, surveys and sampling, use of computers in epidemiologic descriptive epidemiology, designing studies, analysis, interpretation and communication of data, and intervention/evaluation.

HEA 875 Seminar in Contemporary Health Problems: ____ (3) A. Opportunity for in-depth study of current health problems and issues utilizing guest speakers as the primary source of information.

HEA 880 Scholarly Work in Community Health: ____ (3) A. Applied scholarship experience demonstrating synthesis and integration of advanced knowledge and skills in Community Health. Student must have approval of department prior to enrollment.

HEA 895 Public Health Capstone Seminar: ____ (3) II. Integration and application of competencies acquired through the MPH program to problems likely to be encountered in public health practice. Current challenges, money, politics, and public health ethics, as they impact the profession, are addressed.

HEA 897 Thesis: ____ (3-6) A.

HEA 898 Health Care Delivery: ____ (3) A. This course will provide a general survey of the various health professions, roles of comprehensive health planning concepts, and the role of the healthcare professional in the healthcare delivery system.

HEA 899 Practicum in Community Health: ____ (3) A. Student will be placed in a supervised work environment in community health.

HIS—History

Dr. Christianne Taylor, Chair

HIS 800 Historiography and Criticism: ____ (3) A. 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.

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.

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.

HIS 838 Practicum in Public History: ____ (3) A. Prerequisite: departmental approval. Supervised practice in public history settings. Selective participation varies with the student’s program and participation. May be retaken at the discretion of the department. Three credit hours will require approximately 150 hours of employment plus completion of an independent research project over the course of a semester. Maximum of three credit hours may be applied to the M.A. program in history.

HIS 839 Cooperative Study in Public History: ____ (1-3) Prerequisite: Departmental approval; must have been admitted to Masters in history program. Does not satisfy M.A. program in history. Work in placement related to public history. One to three hours credit per semester or summer. Total hours 3. A minimum of 80 hours employment required for each semester hour credit. May be retracted for a maximum of 3 hours.

HIS 840 History Topics for 4th-8th Grade Teachers: ____ (3) A. Seminar on selected topics in history specifically related to 4th- through 8th-grade social-studies curriculum. Course may be taken to a maximum of 9 hours provided the subject matter differs each time. Course is not open to History M.A. students or to secondary-education teachers. Course cannot be used to fulfill requirements for a History M.A.

HIS 845 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 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 889 Thesis: ____ (3-6) A. May be retaken to a maximum of twelve hours.

HIS 899C Thesis Continuation. ____ (3-0) 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—Homeless Security

Dr. Larry Collins, Chair

Dr. Michael Collier, Coordinator


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 Terrorism and Intelligence: ____ (3) A. Prerequisite: HLS 800 or department approval. Course focuses on terrorism and the application of intelligence support for preventing terrorist attacks.

HLS 825 Intelligence Analysis: ____ (3) A. Prerequisite: HLS 800 or department approval.
Justice research. Special attention to methodology most relevant to agency administration. Credit will not be awarded to students who have credit for COR 818.

JPL 820 Trends/Issues in Juvenile Institutional/Community Corrections. (3) A. Formerly COR 820. Examines trends/issues central to understanding contemporary juvenile corrections/crime, correctional trends, historical development; use/ effectiveness of various interventions (prevention, pre/post adjudicatory responses to juvenile offenders). Credit will not be awarded to students who have credit for COR 820.

JPL 823 Topical Seminar in Justice Policy and Leadership. (1-3) A. Formerly COR 823. This is a variable topic seminar meant to provide in-depth, critical analyses of contemporary issues in adult corrections, juvenile justice, or police policy. The course may be retaken to a maximum of six hours on different topics. Credit will not be awarded to students who have credit for COR 823.

JPL 825 Illicit Offender Networks (3) A. Formerly COR 825. Examines structure/functions of inmate exchange networks. Discussion on markets for illicit goods, services, interpersonal, collective, sexual violence; staff culpacity in illegal activities. Explore social/institutional and peer exchange networks. Credit will not be awarded to students who have credit for COR 825.

JPL 826 International Responses to Juvenile & Adult Offenders. (3) A. Formerly COR 826. Examines punishment, traditional and non-traditional, of various nations. Explore critical issues/trends from several perspectives to develop deeper understanding of prison and alternatives in the US and world. Credit will not be awarded to students who have credit for COR 826.

JPL 827 Corrections and Crime Mythology. (3) A. Formerly COR 827. Interrelatedness of social construction of issues in corrections, prisons, crime in popular media captures realities of these issues. Examination of social and symbolic construction through analysis of film, literature, popular culture, academic literature. Credit will not be awarded to students who have credit for COR 827.

JPL 828 Mental Health/Substance Abuse Issues in the Correctional Setting. (3) A. Formerly COR 828. Explores prevalence, diagnosis, best practices for treatment of mental illness/substance abuse disorders; pressing issues facing the criminal justice system in the correctional population. Credit will not be awarded to students who have credit for COR 828.

JPL 830 Understanding Corrections/ Juvenile Justice Institutions. (3) A. Formerly COR 830. Situates issues facing corrections/organizations in historical, political, economic, cultural contexts. Emphasizes applying theory and critical thinking to address problems/issues/trends facing leaders in corrections and juvenile justice. Credit will not be awarded to students who have credit for COR 830.

JPL 835 Advanced Justice Administration & Leadership. (3) A. Formerly COR 835. An examination of theoretical bases and contemporary approaches to justice organizations, administration and leadership. Emphasis placed on the social, cultural, and political setting of justice administration and management. Credit will not be awarded to students who have credit for COR 835.

JPL 839 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 committee students 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 835.

JPL 840 Trends/Issues in Adult/Institutional/ Community Corrections. (3) A. Formerly COR 840. This course analyzes current and emerging trends/issues in adult community and institutional corrections. The future of corrections is examined based on current and projected trends. Credit will not be awarded to students who have credit for COR 840.

JPL 850 Corrections and Juvenile Justice Interventions. (3) A. Formerly COR 850. This course provides critical analyses of research and theories guiding effective rehabilitation programs in corrections and juvenile justice. It examines how various factors contribute to criminal behavior and how assessment procedures can improve programs. Credit will not be awarded to students who have credit for COR 850.

JPL 856 Law and Ethics in Dealing with Offenders. (3) A. Formerly COR 856. Analyzes ethical and legal issues confronting leaders in adult and juvenile correctional agencies. Evaluates statutory law, case decisions, administrative promulgations from constitutional and socio-legal standpoints. Credit will not be awarded to students who have credit for COR 856.

JPL 857 Community Context of Adult/ Juvenile Corrections. (3) A. Formerly COR 857. Analyzes interaction between local communities/ institutional/community corrections. Explores how community shapes offenders entering the correctional system; how the correctional system impacts local communities. Emphasis on subcultural theories of crime and communities; implications of re-integrating offenders. Credit will not be awarded to students who have credit for COR 857.

JPL 878 Capstone Applied Research Project. (3) A. Formerly COR 878. Prerequisites: Complete core courses; final semester requires academic experience involving research of well-defined justice policy leadership topic. Emphasizes grounding the project in relevant literature, appropriate topical methods of inquiry, integrating knowledge gained throughout program. Credit will not be awarded to students who have credit for COR 878.

JPL 897 Independent Study. (1-6) A. Formerly COR 897. Students must have the independent study proposal form approved by faculty supervisor, department chair, and the graduate director before enrolling. Students engage in self-directed learning at the university or in a field setting under graduate faculty supervision. Students must have completed a minimum of 6 hours of JPL coursework and have clear admission status to be eligible to register for this course. Credit will not be awarded to students who have credit for COR 897.

LAS—Paralegal

LAS 735 Municipal Law. (3) A. Prerequisite: LAS 220 or director’s approval. Practical legal problems concerning municipal officials regarding law enforcement and public official liabilities, ordinances, tax levies, bonding, zoning, soliciting, licensing, open meetings, personnel, cut-back management, elections, and other issues.

LIB—Library Science

Dr. Dorie Combs, Chair

LIB 800 Organization and Administration of the School Media Center. (3) A. A course designed to instruct students in the philosophy, objectives, and administration of the media center in elementary and secondary schools. (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 encourages the development of young adolescents and young adults ten years and older will be explored. (10 clinical hours required).

LIB 805 Advanced Children’s Literature

JPL 828 Mental Health/Substance Abuse Issues in the Correctional Setting. (3) A. Formerly COR 828. Explores prevalence, diagnosis, best practices for treatment of mental illness/substance abuse disorders; pressing issues facing the criminal justice system in the correctional population. Credit will not be awarded to students who have credit for COR 828.

JPL 830 Understanding Corrections/ Juvenile Justice Institutions. (3) A. Formerly COR 830. Situates issues facing corrections/organizations in historical, political, economic, cultural contexts. Emphasizes applying theory and critical thinking to address problems/issues/trends facing leaders in corrections and juvenile justice. Credit will not be awarded to students who have credit for COR 830.

JPL 835 Advanced Justice Administration & Leadership. (3) A. Formerly COR 835. An examination of theoretical bases and contemporary approaches to justice organizations, administration and leadership. Emphasis placed on the social, cultural, and political setting of justice administration and management. Credit will not be awarded to students who have credit for COR 835.

JPL 839 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 committee students 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 835.

JPL 840 Trends/Issues in Adult/Institutional/ Community Corrections. (3) A. Formerly COR 840. This course analyzes current and emerging trends/issues in adult community and institutional corrections. The future of corrections is examined based on current and projected trends. Credit will not be awarded to students who have credit for COR 840.

JPL 850 Corrections and Juvenile Justice Interventions. (3) A. Formerly COR 850. This course provides critical analyses of research and theories guiding effective rehabilitation programs in corrections and juvenile justice. It examines how various factors contribute to criminal behavior and how assessment procedures can improve programs. Credit will not be awarded to students who have credit for COR 850.

JPL 856 Law and Ethics in Dealing with Offenders. (3) A. Formerly COR 856. Analyzes ethical and legal issues confronting leaders in adult and juvenile correctional agencies. Evaluates statutory law, case decisions, administrative promulgations from constitutional and socio-legal standpoints. Credit will not be awarded to students who have credit for COR 856.

JPL 857 Community Context of Adult/ Juvenile Corrections. (3) A. Formerly COR 857. Analyzes interaction between local communities/ institutional/community corrections. Explores how community shapes offenders entering the correctional system; how the correctional system impacts local communities. Emphasis on subcultural theories of crime and communities; implications of re-integrating offenders. Credit will not be awarded to students who have credit for COR 857.

JPL 878 Capstone Applied Research Project. (3) A. Formerly COR 878. Prerequisites: Complete core courses; final semester requires academic experience involving research of well-defined justice policy leadership topic. Emphasizes grounding the project in relevant literature, appropriate topical methods of inquiry, integrating knowledge gained throughout program. Credit will not be awarded to students who have credit for COR 878.

JPL 897 Independent Study. (1-6) A. Formerly COR 897. Students must have the independent study proposal form approved by faculty supervisor, department chair, and the graduate director before enrolling. Students engage in self-directed learning at the university or in a field setting under graduate faculty supervision. Students must have completed a minimum of 6 hours of JPL coursework and have clear admission status to be eligible to register for this course. Credit will not be awarded to students who have credit for COR 897.

LAS—Paralegal

Dr. Lynnette Noblitt, Chair/Diractor

LAS 735 Municipal Law. (3) A. Prerequisite: LAS 220 or director’s approval. Practical legal problems concerning municipal officials regarding law enforcement and public official liabilities, ordinances, tax levies, bonding, zoning, soliciting, licensing, open meetings, personnel, cut-back management, elections, and other issues.

Lib—Library Science

Dr. Dorie Combs, Chair

LIB 800 Organization and Administration of the School Media Center. (3) A. A course designed to instruct students in the philosophy, objectives, and administration of the media center in elementary and secondary schools. (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 encourages the development of young adolescents and young adults ten years and older will be explored. (10 clinical hours required).

LIB 805 Advanced Children’s Literature
Programs. Research findings are examined and multisinguerey materials are presented. Credit does not apply toward M.S. (non-teaching) degree requirements for programs offered within this department. Credit will not be awarded to students who have credit for EME 872.

MAE 880 Seminar in: ___________________________ (1-3) A.
Advanced topics in mathematics education. Topics vary with advisor and departmental approval. Seminar topics 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. Students must have the independent study proposal approved by faculty supervisor, department graduate committee, and department chair prior to enrollment. Independent study on a topic chosen by the student and instructor. May be retaken to a maximum of six hours, provided the topics are different.

MAT—Mathematics
Dr. Daniel Mundfrom, Chair

MAT 701 Applications of Mathematics for P-9 Teachers. (3) A.
Topics in the application of mathematical models appropriate for teachers of grades P-9. Credit does not apply toward M.S. or M.A. in Education - Secondary Education option in mathematics, degree requirements.

MAT 702 Geometry with Technology for P-9 Teachers. (3) A.
Topics in geometry appropriate for teachers of grades P-9. Credit does not apply toward M.S. or M.A. in Education - Secondary Education option in mathematics, degree requirements.

MAT 705 Foundations of Mathematics. (3) A.
The nature of mathematical thought; logical systems, axiomatic concepts and methods; consideration of the work of Hilbert, Peano, Whitehead, Russell, and others. It is strongly recommended that students have completed an abstract algebra course.

MAT 706 Number Theory. (3) A.
Fundamental properties of integers, linear Diophantine equations, linear and quadratic congruences, famous problems of number theory. It is strongly recommended that students have completed a course requiring proof-writing skills.

MAT 707 Seminar in Mathematics: ___________________________ (1-3) A.
Topics vary with offering. May be retaken to a maximum of nine hours, with advisor approval, provided the topics are different. Credit towards degree requirements will depend on the course content.

MAT 750 Teaching Mathematics in the Secondary School. (3) I.
Cross-listed as ESE 750. Prerequisite: admission to the MAT program. Developmentally appropriate materials and methods for teaching mathematics and computer science in secondary schools. Minimum of 96 field/clinical hours. Credit will not be awarded to students who have credit for EME 750.

MAE 843 Teaching Math to Low Achievers. (3) A.
Cross-listed as EME 843. In-depth analysis of characteristics of low achievers, teaching resources, teaching strategies, and appropriate mathematics curriculum content. Credit does not apply toward M.S. (non-teaching) degree requirements for programs offered within this department. Credit will not be awarded to students who have credit for EME 843.

MAE 850 Workshop in Special Materials and Resources. (3) A.
Cross-listed as ESE 850. Examination of curricular trends, modern programs, appropriate strategies, and innovative materials in secondary mathematics. Credit will not be awarded to students who have credit for ESE 850.

MAE 872 Mathematics in the Curriculum. (3) A.
Cross-listed as EME 872. Exploration of trends, concepts, and issues involved in modern mathematics matrix theory, linear and autonomous systems of differential equations, special functions, operational methods in the Lebesgue theory, Fourier series. It is strongly recommended that students have completed a course in differential equations.

MAT 750 Applications of Complex Analysis. (3) A.
Continuity, differentiation, integration, series, residue, 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 does not apply toward M.S. or M.A. in Education - Secondary Education option in mathematics, degree requirements.

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, comparison, and applications to analysis. It is strongly recommended that students have completed a course in real analysis 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 803 Number and Geometric Concepts for P-5 Teachers. (3) A.
Prerequisite: admission to the MAT program or departmental approval. Numeric and geometric concepts; problem solving with numbers, geometry, and data; reasoning; and connections. Credit does not apply toward the M.S. degree offered within this department. Credit will not be awarded to students who have credit for MAT 202.

MAT 806 Advanced Number Theory. (3) A.
Basic concepts from analytic and algebraic number theory including the Prime Number Theorem, Dirichlet’s Theorem, the Riemann Hypothesis, algebraic integers, ideals and factorization in algebraic number fields. Additional topics as time permits. It is strongly recommended that students have completed courses in number theory, abstract algebra, and real analysis or differential equations.

MAT 809 Modern Algebra. (3) A.
Study of groups, including fundamental isomorphism theorems, Sylow Theorems, and finitely generated abelian groups. It is strongly recommended that students have completed an abstract algebra course.

MAT 810 Modern Algebra II. (3) A.
Study of rings, integral domains, unique factorization domains, modules, vector spaces, fields and field extensions, including Galois theory. It is strongly recommended that students have completed an abstract algebra course.

MAT 815 Real Analysis. (3) A.
Further study of the concepts introduced in MAT 315. The convergence theorems, Lebesgue measure and measurable functions, the Lebesgue integral, Fourier series, allied topics. It is strongly recommended that students have completed a real analysis course.

MAT 839 Applied Learning in Mathematics. (5-3) A.
Prerequisite: departmental approval. May be
study of a mathematical or statistical concept. Use of mathematical typesetting software, presentation software, and research tools. Credit does not apply toward the M.S. degree requirements.

MAT 899 Thesis in: (1-6) A.

MGT—Management

Dr. Lana Carnes, Chair

MGT 850 Leading and Managing Organizations. (3) I. Prerequisite: Admission into the MBA program. Credit does not apply toward the M.S. degree requirements.

MGT 854 Advanced Management Concepts. (3) A. Prerequisite: MGT 821 or equivalent. Examines the evolution of management concepts and philosophies. An analysis of the contributions of various philosophies toward the synthesis of an eclectic philosophy of management.

MGT 860 Seminar in Human Resource Management. (3) A. Prerequisite: MGT 821 or equivalent and MGT 320. Advanced study of contemporary topics related to the effective management of human resources. May be retaken under different subtopics to a cumulative maximum of six hours.

MGT 865 Seminar in Global Management. (3) A. Prerequisite: MGT 850. Advanced study of the management of global or multinational organizations, with emphasis on areas of problems and managerial control techniques.

MGT 890 Independent Study in Management. (1-4) A. Prerequisite: Advisor/Departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

MKT 850 Marketing Management. (3) I. Prerequisite: Admission into the MBA Program and successful completion of any required prerequisite MBA foundation courses or departmental approval. Focus on evaluation of marketing plans including current business and social trends. Oriented toward: developing an understanding of marketing problem definition and analysis; market segmentation and targeting; marketing mix strategies, and secondary data sources.

MKT 851 E-Commerce Marketing Strategies. (3) A. Prerequisite: MGT 850 or equivalent. Study of marketing strategies as created for and implemented on the Internet’s World Wide Web and other computer mediated environments. Evaluation of contribution of marketing to development of e-commerce and evolution of offline marketing systems.

MKT 852 Marketing Research and Analysis. (3) A. Prerequisite: Admission into the MBA Program and successful completion of any required prerequisite MBA foundation courses or departmental approval. The role of research in marketing decision-making: the research process, with emphasis on collection, analysis, interpretation, and management of data as applied to solving marketing problems. Students are required to do a research project.

MKT 854 Global Marketing Strategies. (3) A. Prerequisite: MKT 850. Examination of marketing management within the international environment, with particular emphasis on the analysis of cases which illustrate international and global marketing decision-making.

MKT 880 Contemporary Issues in Marketing. (3) A. Prerequisite: MKT 850 and Advisor/Departmental approval. May be retaken under different subtopics to a cumulative maximum of six hours. Selected topics in contemporary marketing issues.
MUS—Music
Mr. Robert James, Chair

MUS 710 Special Topics in Music: ______. (1-3) A. Prerequisite: MUS 480 or equivalent, or departmental approval. Advanced topics in music. May be retaken to a maximum of six hours, provided the topics are different. Credit will not be awarded for both MUS 710 and 710S.

MUS 710S Special Topics in Music: ______. (1-3) A. Prerequisite: Departmental approval. Advanced topics in music pertinent to the student’s learning. May be retaken to a maximum of six hours, provided the topics are different. Credit will not be awarded for both MUS 710 and 710S.

MUS 712 Piano V. (1-4) I, II. May not be taken for credit by piano majors.

MUS 713 Techniques of Accompanying. (1) I, II. Practical training in the tradition, interpretation, and execution of accompaniments. May be retaken to a maximum of two hours.

MUS 720 Advanced Diction for Singers. (1) A. Prerequisite: departmental approval. For voice, education, and choral conducting students. Enunciation and projection; accurate pronunciation in German and Romance languages. May be retaken to a maximum of four hours.

MUS 722 Voice V. (1-4) I. May not be taken for credit by voice majors.

MUS 742 Organ V. (1-4) I, II. May not be taken for credit by organ majors.

MUS 750 Teaching Techniques. (1 or 2) A. Analysis of current teaching methods and materials with the intention of developing sound teaching procedures. May include observation and performance. Topics in woodworking, brass, percussion, strings, voice, piano, and organ. May be retaken to a maximum of two hours.

MUS 751 Performance Literature. (1 or 2) A. Literature for various performing media relative to performance practices and problems. Topics in woodwinds, brass, percussion, strings, voice, piano, and organ. May be retaken to a maximum of two hours.

MUS 754 Band Literature. (2) A. Designed to acquaint the student with European origins of the modern band; history of band music; and literature for various performing media relative to performance practices and problems. Topics in woodwinds, brass, percussion, strings, voice, piano, and organ. May be retaken to a maximum of two hours.

MUS 755 Symphonic Music Literature. (3) II. Prerequisite: MUS 371 and 372. Evolution of the symphony from its beginning to the 20th century with emphasis on reading and listening.

MUS 756 Choral Music Literature. (3) I. Prerequisite: MUS 371 and 372. Survey of choral music literature from the 15th century to the present.

MUS 765 Advanced Choral Conducting. (2 or 3) A. Prerequisite: MUS 367 or equivalent. Development of skills in score reading, preparation, interpretation, and conducting of representative orchestral and band works.

MUS 786 Workshop in Instrumental Music. (1-4) A. Topics in band or orchestra procedures. May be retaken to a maximum of four hours.

MUS 788 Pedagogy of Theory. (2) A. Comparative study of theory systems with emphasis on presentation and illustrative exercises dealing with related theoretical problems.

MUS 789 Workshop in Choral Music. (1-4) A. Techniques, literature, and materials pertinent to a particular area or areas of preparation and performance of choral music. Topics to be announced. May be retaken to a maximum of four hours.

MUS 805 Chamber Music. (5) A. May be taken to a maximum of five hours.

MUS 812 Piano. (1-5) I, II. Prerequisite: MUS 412. Four years or equivalent, as demonstrated by the student’s proficiency in piano. May be retaken.

MUS 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.

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 to a maximum of two hours.

MUS 827 Opera Workshop. (1) I, II. Prerequisite: instructor approval. Preparation and presentation of opera scenes and complete works. All phases of preparation and technical procedures of staging, costumes, and management.

MUS 832 String Instruments. (1-5) I, II. Four years or equivalent as demonstrated by the student’s proficiency on string instruments. Graduate applied instruction in violin, viola, cello, string bass, viola da gamba, or guitar. May be retaken.

MUS 835 Orchestra. (1) I, II. May be retaken to a maximum of two hours.

MUS 842 Organ. (1-5) I, II. Prerequisite: MUS 442. Four years or equivalent, as demonstrated by the student’s proficiency on organ. May be retaken.

MUS 845 Brass Instruments. (1-5) I, II. Prerequisite: MUS 445. Four years or equivalent, as demonstrated by the student’s proficiency on 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. (1-5) I, II. May be retaken to a maximum of one hour.

MUS 854 Woodwind Instruments. (1-5) I, II. Prerequisite: MUS 454. Four years or equivalent, as demonstrated by the student’s proficiency on woodwind instruments. Graduate applied instruction in woodwind instruments in public school music programs.

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 877 Foundations of Music. (3) A. Historical and philosophical foundations of music and music pedagogy. Diverse trends are compared with emphasis on materials and personal development in music for the general music specialist.

MUS 880 Chamber Choral Interpretation. (2) A. Application of advanced choral techniques related to performance practice and interpretation through analysis and score reading.

MUS 883 Seminar in Chamber/In 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. May be retaken to a maximum of four hours.

MUS 884 Research Techniques. (2) A. Prerequisite: instructor approval. Intensive work in part writing and structural analysis.

MUS 885 Psychology of Music. (3) A. Reactions to musical stimuli; musical aptitude and achievement; application of psychological theories to musical learning.

MUS 886 Advanced Counterpoint. (3) A. Prerequisite: MUS 481 or equivalent, or instructor approval. Continuation of MUS 481; compositions of the late Baroque, including canon, passacaglia, and choral preludes.

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 period. May be retaken to a maximum of three credit hours.

MUS 888 Analytical Techniques II. (3) A. Prerequisite: MUS 887 or equivalent. A more intense and specialized study of the compositional devices of important composers from Renaissance to Contemporary. May be retaken to a maximum of three credit hours.

MUS 890 Advanced Composition II. (2) A. Prerequisite: MUS 891 or equivalent. Individual guidance in the continued exploration of advanced compositional techniques with emphasis on larger forms. May be retaken to a maximum of four hours.

MUS 891 Advanced Composition I. (3) A. Prerequisite: MUS 890 or equivalent. Individual guidance in the exploration of advanced compositional techniques with emphasis on larger forms. May be retaken to a maximum of four hours.

MUS 893 Advanced Technology II. (2) I, II. Requirement for the Master of Music options in theory/composition, pedagogy, choral conducting and instrumental conducting. May be elected by other Master of Music options. May be fulfilled by theory project, composition, analytical paper, or recital. May be taken to a maximum of three credit hours.

MUS 895 Advanced Technology I. (3) A. May be retaken to a maximum of three credit hours.

NFA—Nutrition, Foods, and Foodservice Administration
Dr. Dana Bush, Chair

NFA 700 Nutrition Concepts and Issues. (3) A. Fundamental principles of human nutrition and their application in meeting nutritional needs of all ages. Not open to dietetic or foodservice administration majors.

NFA 705 Maternal and Infant Nutrition. (3) A. Prerequisite: NFA 317 or equivalent. Nutritional requirements prior to and during pregnancy, lactation, and infancy. Survey the effects of dietary toxicants, deficiency, and excesses of nutrients. Field experience.

NFA 707 Child and Adolescent Nutrition. (3) A. Prerequisite: NFA 201. Nutritional needs, problems, dietary habits, and motivations of the toddler through adolescent years. Field experience.

NFA 709 Nutrition and Aging. (3) A. Prerequisite: NFA 201. Theories of 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 topics in nutrition in the Community Nutrition Program. May be retaken to a maximum of six hours provided the subject matter differs each time. May be retaken to a maximum of six hours.
drug interrelationships, nutrient needs of high-risk groups, the chronically ill, and other high stress groups.

NFA 802 Advanced Applications of the Nutrition Care Process. (3, 6) Prerequisite: NFA 317 and 403. Advanced application of the Nutrition Care Process incorporating nutritional diagnosis and intervention for issues influencing the health of patients and populations in inpatient, outpatient, and public health settings.

NFA 804 Nutrition Assessment. (3, A) Prerequisite: NFA 301 or CHE 330 or instructor approval. Evaluation of biochemical, anthropometrical, and descriptive research methods used to assess nutritional adequacy of vitamins and other nutrients in humans, including accuracy of methods, specificity, ease of use, apparatus required, and applicability to nutrition surveillance.

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 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 community 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 816 Special Problems in Nutrition. (1-3, I) Prerequisite: NFA 401 and instructor approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. The student chooses a problem and works under the supervision of an instructor. May be repeated to a maximum of six hours provided the topics vary.

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 in the administration 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, I) 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) Prerequisite: 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 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, 1, II) Prerequisite: 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. Field experience.

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 841 Volume Foodservice Management. (3, A) Prerequisite: NFA 445 or departmental approval. An examination of foodservice management, production, and administration with emphasis on volume foodservice. Field experience.

NFA 850 Nutrition, Foods, and Foodservice Administration Workshop: ______. (1-3) A. Current trends, topics, and issues in nutrition, food, and foodservice administration. May be repeated to a maximum of six hours providing topics vary.

NSC 700 Early Childhood Healthcare. (3) A. Prerequisite: education major or permission of instructor. Focuses on the development of competencies necessary for quality management of early childhood (ages birth to five years) with special health care needs. Appropriate for non-health care professionals in the community or classroom.

NSC 800 Advanced Practice. (1-6) A. Advanced practice clinical experience. Students will retake for the minimum number of hours required for their specialty option.

NSC 802 Population-Focused Practice. (1-6) A. Advanced practice clinical experience. Students will retake for the minimum number of credit hours required for the specialty option.

NSC 806 Advanced Pharmacology. (3, A) Prerequisite: admission to MSN program or department approval. Application of pharmaco-therapeutic principles to the treatment and management of conditions across the life span.

NSC 822 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 occupational 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 taken 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 850 Program and Policy Development. (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 implementation of health care within communities and systems.

NSC 860 Nursing Administration Practicum. (3, A) Prerequisite: admission to MSN, five of community, government or private agency or organization. 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. Field experience.

NSC 870 Rural Health FNP I. (3, A) Prerequisite: NSC 830, 832, 834, 840, and MPH 855, each 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 872 Rural Health FNP II. (3, A) Prerequisite: NSC 870 and 852, each with a minimum grade of B and two hours of NSC 802. Internship allows the student to apply advanced knowledge and skills in implementing the role of a nurse for the specialty option. Focuses on population-focused health care, to improve health outcomes.

NSC 876 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 885 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 890 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 891 Advanced Practice. (1-6) A. Advanced practice clinical experience. Students will retake for the minimum number of hours required for their specialty option.

NSC 892 Population-Focused Practice. (1-6) A. Advanced practice clinical experience. Students will retake for the minimum number of credit hours required for the specialty option.

NSC 893 Advanced Pharmacology. (3, A) Prerequisite: admission to MSN program or department approval. Application of pharmaco-therapeutic principles to the treatment and management of conditions across the life span.

NSC 894 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 897 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 occupational 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 898 Topics for Advanced Practice. ______. (1-6, A) Selected topics will be offered as appropriate for enhancement of advanced practice nursing role. May be taken under different topics for a maximum of six credit hours.

NSC 899 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 900 Area Management. (1-6) A. Prerequisite: NSC 870, 872, 874, and 876, each with a minimum grade of B and maximum of six hours providing topics vary.

NSC 901 Enrollment Management. (1-6) A. Prerequisite: NSC 870, 872, 874 and 876, each with a minimum grade of B and maximum of six hours providing topics vary.

NSC 902 Planning and Administration. (1-6) A. Prerequisite: NSC 870, 872, 874 and 876, each with a minimum grade of B and maximum of six hours providing topics vary.

NSC 903 Advanced Decision Making. (3, A) Prerequisite: admission to MSN program. Theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of individuals across the life span. Emphasis is on the role of the nurse leader in the administration of health systems. Includes problem resolution and analysis of alternative approaches.

NSC 904 Nursing Administration Practicum. (3, A) Prerequisite: admission to MSN, five of community, government or private agency or organization. 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. Field experience.
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 PMHPN I. (2) A. Prerequisite: NSC 830, 832, 834, 840, and MPH 855, each with a minimum grade of B. Corequisites: NSC 800 and 881. Theoretical and diagnostic knowledge necessary to diagnose and treat psychiatric disorders across the life span. Competencies in working with individuals are developed.

NSC 881 Applied Psychopharmacology. (2) A. Prerequisite: NSC 830, NSC 832, and NSC 884, each with a minimum grade of B. Corequisite: NSC 880. Appropriate theoretical and diagnostic knowledge related to prescribed psychopharmacological treatment of psychiatric disorders across the life span.

NSC 882 Rural PMHPN II. (2) A. Prerequisite: NSC 880 and 881, each with a minimum grade of B. Corequisite: NSC 800. Theoretical and diagnostic knowledge necessary to diagnose and treat psychiatric disorders across the life span. Competencies in working with families are developed.


NSC 888 Rural PMHPN III. (3) A. Prerequisite: NSC 882 with a minimum grade of B. Corequisite: NSC 800. Theoretical and diagnostic knowledge necessary to diagnose and treat psychiatric disorders across the life span. Group skills, community resources and the context of professional practice are examined.

NSC 886 Rural PMHPN 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 necessary to diagnose and treat psychiatric disorders across the life span. Group skills, community resources and the context of professional practice are examined.

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 taken under different subtopics to a cumulative maximum of six hours.

NSC 900 Seminar I: Role Transition. (1-3) A. Prerequisite: Admission to DNP program. Explore issues pertinent to role transition and role assimilation for the DNP graduate.

NSC 901 Seminar II: Capstone Project Support. (1-3) A. Prerequisite: NSC 900(S) and NSC 990 with a minimum grade of "B". Provides an opportunity for synthesis of evidence-based theoretical concepts to incorporate into practice.

NSC 902 Neuroscience I for APN’s. (3) Prerequisites: NSC 940, NSC 950, NSC 960, NSC 992, each with a minimum grade of "B" or departmental approval. Theoretical and diagnostic knowledge necessary to provide care to patients with sub-acute and chronic neurologic disorders.

NSC 905 Analytical Methods for ERP. (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 Topiics 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 941 Advanced Clinical 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 translation, theory development, evaluation, and application.

NSC 942 Informatics in Healthcare Delivery. (3) A. Prerequisite: Admission to DNP Program. Focuses on theoretical basis of information systems in healthcare, impact of informatics on clinical practice and administrative decision-making, and strategies to evaluate and improve use of information technology in health care.

NSC 950 Public Health Policy and Health. (3) A. Prerequisite: Admission to DNP Program Analysis of the policy process in order to develop advanced nursing leadership skills for designing, implementing, and evaluating health policy.

NSC 954 Organizational Leadership. (3) A. Prerequisite: Admission to DNP Program. Explores theoretical foundations of leadership with an organization systems perspective. Examines principles of organizational systems, quality improvement, dimensions of health care organizations, and human resource management.

NSC 960 Healthcare Economics and Finance. (4) A. Prerequisite: NSC 954 with a minimum grade of "B". Examines healthcare economics and business practices and their relationship on health policy and clinical practice. Economic concepts and tools will be utilized to examine issues and solve problems/issues pertaining to healthcare delivery. Corequisite: NSC 899 Analytical Methods I. (3) A. Prerequisite: NSC 905 and NSC 942, each with a minimum grade of "B". Translate scientific nursing knowledge into complex interventions to improve practice and health outcomes.

NSC 994 Capstone Project. (3-9) A. Prerequisite: NSC 992, with a minimum grade of "B". Translate a body of evidence-based research in the implementation of a project to improve practice and health outcomes.

NSC 995 Independent Study in Nursing. (1-6) A. Prerequisite: Admission to DNP Program. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be taken under different subtopics to a cumulative maximum of six hours.

NSC 996 Capstone Project for Neuroscience APN’s. (3) Prerequisite: NSC 903 with a minimum grade of "B" or departmental approval. Translate a body of evidence-based research in the implementation of a project to improve practice and health outcomes.

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.

O.T.S.—Occupational Science and Occupational Therapy

Dr. Colleen Schneeck, 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 821 Practice Seminar I. (2) A. Corequisites: OTS 820 and OTS 822. Integration of occupation-based practice through reflection on curriculum themes, participation in a continuum of community learning experiences, exploration of Level II Fieldwork and development of a professional portfolio.

OTS 822 OBP: Health Policy. (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. Integrative study of occupation-based practice through reflection on curriculum themes, participation in community-based settings, preparation for Level II Fieldwork and ongoing development of a professional portfolio.

OTS 832 OBP: Community-Based Practice. (4) A. Corequisite: OTS 831. Theories, principles and methods of evaluation, intervention and outcome processes for individuals and groups assessing social systems through the lifespan. Course will focus on engagement in occupation for community participation.

OTS 834 OBP: Advanced Dimensions (3) A. Prerequisite: permission of department. Advanced conceptualization and synthesis of Occupational Science and planning models of Occupational Therapy for practice. Includes analysis and application of occupation-based practice and evidence within specialty areas.

OTS 835 Occupational Therapy Intervention in the Workplace. (3) I, II, A. Prerequisite: OTS 820 or departmental approval. Exploration of the direct and indirect service roles and functions of the occupational therapist in the workplace. Emphasis will be on the work-related behaviors and environmental assessments for health promotion and work adjustment.

OTS 836 OBP VI: Optimizing Occupation. (3) A. Prerequisite: graduate standing in the occupational therapy program; OTS 822 and 832. Specialized evaluation and intervention in occupational therapy, including the evaluation and analysis of 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 820 or departmental approval. This course focuses on advanced study of the upper extremity including evaluation and treatment techniques in evidence-based occupational therapy practice.

OTS 845 Health Care Practice Fieldwork Capstone. (6) II. Prerequisite: Successful completion of all didactic coursework or department approval. Twelve weeks of fieldwork in health care practice to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes online reflective seminar.

OTS 846 Community Practice Fieldwork Capstone. (3-5) A. Prerequisite: Successful completion of all didactic coursework. Six to ten-week fieldwork in community/education to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes online reflective seminar.

OTS 847 Emerging Practice Fieldwork Capstone. (3) A. Prerequisite: Successful completion of all didactic coursework. Two to six-week fieldwork in an emerging or traditional practice setting to develop/refine skills. Includes online reflective seminar.

OTS 850 Planning and Managing in OT Practice. (3) A. An OT perspective of management including: organizational theory, strategic planning, leadership, formulating decisions, consultation, political advocacy, health and social policy. Development of practice models including program evaluation based on agency, systems or community needs.

OTS 851 Strategic Communication in Occupational Therapy. (3) A. Prerequisite: undergraduate/graduate course in administration or consent of instructor. Study of change theory and factors affecting communication in practice settings.

OTS 852 OT Services in Mental Health Settings. (3) A. Prerequisite: OTS 820 or departmental approval. Examination of external forces influencing mental health services in models of occupational therapy service delivery, emphasizing community-based and rural health programs.

OTS 853 Leadership in Human Services. (3). A. Focus on the development and application of leadership skills, including transformational and transactional leadership. Students will demonstrate development of their own leadership skills through a major project.

OTS 855 The Role of OT & the Aging Adult. (3) A. Prerequisite: OTS 820 or departmental approval. Advanced study of occupational therapy’s role in delivering services to the aging adult in emerging/innovative programming. Identification and analysis of factors which promote/hinder quality of life.

OTS 855S The Role of the Aging Adult. (3) A. Prerequisite: OTS 820 or departmental approval. Advanced study of occupational therapy’s role in delivering services to the aging adult in emerging/innovative programming. Identification and analysis of factors which promote/hinder quality of life. Credit will not be awarded for both OTS 855 and 855S.

OTS 862 Therapeutic Modalities in OT Practice. (3) A. Address occupational therapy theoretical principles, neurophysiological and electrophoretical 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 interventions.

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 865 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 866 Occupational Therapy Practice in Schools. (3) A. Prerequisite: OTS 820 or departmental approval. Examination and application of occupational therapy theoretical models used in evaluation and intervention for this population and the external systems affecting service delivery.

OTS 870 Professional Trends and Issues in OT. (3) I, II. Trends and issues impacting the occupational therapy profession. Advanced of professional roles of consultant, entrepreneur, educator, leader and researcher.

OTS 871 Practice Seminar III. (2) A. Corequisite: OTS 830. Integration of occupation-based practice through reflection on curriculum themes, participation in community-based learning in education, preparation for Level II Fieldwork and completion of a professional portfolio. Credit will not be awarded for both OTS 871 and 871S.

OTS 871S Practice Seminar III. (3) A. Integration of occupation-based practice through reflection on curriculum themes, participation in community-based learning in education, preparation for Level II Fieldwork and completion of a professional portfolio. Credit will not be awarded for both OTS 871 and 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 approaches 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 Measurement. (3) A. Prerequisite: OTS 801. Exploration of advanced 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 work advancement approved by faculty supervisor and department chair prior to enrollment. Student initiated directed study. Regular consultation with faculty supervisor and final paper required. May be retaken under different subtopics to a cumulative maximum of six hours.

OTS 895 Special Project Proposal in OT. (3) I, II, A. Prerequisite: OTS 880. Development of special project proposal in a specific area of practice in occupational therapy. Student must have proposal form approved by instructor and department chair prior to enrollment.

OTS 896 Research Contribution. (3) A. Completion of a research contribution in a specific area of occupational therapy practice.


OTS 899 Thesis II. (3) A. Research leading to thesis as directed by chair of thesis committee.

OTS 899-C Thesis/Project Continuation. (1-3) I, II, A. Prerequisite: advisor/departmental approval. Continuation of research leading to thesis/special project as directed by the chair of student’s committee. May be retaken as necessary to complete research. May not be used to satisfy degree program requirements.

OTS 901 OTD Leadership Seminar I (3) A. Prerequisite: Enrollment in OTD Program. Foundational work for development of OTD capstone and Applied Leadership Experience. Conceptualize identity as a leader for change. Develop methods to assess population needs to improve occupation-based programming.

OTS 902 OTD Leadership Seminar II. (3) A. Prerequisite: OTS 901. Exploration of 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 emphasizes are
ethical leadership within change and OBP for diverse populations.

OTS 904 Capstone II: Implement & Evaluate (3) A. Implement capstone project. Evaluate capstone project outcomes to assess change in occupation-based programming.

Applied Leadership Experience (3 – 6) I.A. Prerequisite: OTS 902. Custom-designed field-based experiences in the Occupational Therapy Doctorate. Emphasizes on ethical leadership within change and excellence in occupation-based services for diverse populations.

OTS 906 OTD Capstone (1) A. Prerequisite: OTS 904. Integration and application of program outcomes through the capstone project and portfolio. Students present capstone project.

OTS 910 Policy Analysis for OT (3) A. Influence of social and healthcare policy on the profession of occupational therapy. Health disparities, disability studies and advocacy needs in emerging practice.

OTS 911 Applied Research for OT (3) I. Students will apply research methods, synthesize paradigms, designs, methods, and ethical issues related to research, and discuss funding options. The role of the researcher as an agent of change in practice will be emphasized.

OTS 912 Evidence-based Practice for OT (3) II. Evaluate and perform critical research appraisals to justify intervention decisions. Content focuses on: clinical reasoning, outcomes measurement, finding evidence, changes in practice, ethics, and communicating decisions.

OTS 913 Educational Practices for OT (3) I. Prerequisite: Experience in the OTD Program. Fundamental principles of designing and implementing educational programs across the lifespan. Educational strategies and learning theories will be analyzed and applied to clinical, community, and didactic settings and populations.

PHE—Physical Education
Dr. Jack Rutherford, Chair

PHE 717 Bioenergetics in Physical Activity (3) A. Study of bioenergetics processes and the relationship to energy storage, transformation and utilization in biological systems. Study of energy metabolism during different physiological conditions and the applications to clinical exercise science and sport.

PHE 730 Sports Information Programs (3) I. Study of the role and function of the sports information director. Includes public relations techniques applied to sports information; press releases, publications programs, office and staff organization, time utilisations, news media, and formats.

PHE 762 Adapted Physical Activity (3) I, II. Principles and practices of adapted physical education emphasizing the physical activity needs of people with disabilities. Emphasis will be placed on the importance of physical activity, recent legislation, assessments, individual education plans, and adapting activities.

PHE 775 Tests and Measurements in Physical Education. (3) I, II. Administration and scoring of tests, evaluation and use of results obtained.

PHE 790 Special Topics in Physical Education (1-4) A. Study of various topics in physical education and sport selected to meet special student needs and interests. May be retaken to a maximum of six hours with advisor’s approval provided subtitle is different.

PHE 800 Research Methods in Health/Physical Education/Recreation. (3) I, II. Cross listed with MPH 800. Application of research methods to health/physical education/recreation with emphasis on construction of research, methods of research, and tools and instrumentation for research in health/physical education/recreation. Credit will not be awarded to students who have credit for MPH 800.

PHE 805 Including Dance in the P-12 Curriculum. (3) A. The course teaches the basic dance concepts and skills that are to be covered in the P-12 school curriculum. Teachers of all levels and ages learn to how include dance in their own curriculum. Folk/ social, ethnic and art forms of dance are covered. No previous dance experience is necessary.

PHE 810 Financial Aspects of Sport. (3) A. Study of the principles, practices, and theories associated with finance planning and management of enterprises engaged in the provision of sport related services and/or products. Topics include budget planning and preparation, preparing and analyzing financial statements, revenue sources, money management, preparation of business plans and feasibility studies.

PHE 812 Lifetime Fitness and Wellness. (3) A. Philosophical and factual basis for lifetime fitness for professional lifetime fitness. 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.

PHE 814 Sport Marketing, Promotions, and Fund Raising. (3) A. Marketing, promotion, and fund raising within the context of the amateur and professional sport. An overview of sport business industry; theory; pricing, distribution, and promotional technique of sport; media relations; endorsement and sponsorships; and licensing.

PHE 821 Physiological Bases of Physical Fitness. (3) I. Effects of chronic exercise on neuromuscular, cardiovascular, respiratory, and metabolic function.

PHE 822 Sociology of Sport. (3) A. Meaning of sport in contemporary societies; relationship of selected social factors on development of social groups and attitudes in varying levels of sport; structure and function of sport in simple and complex social institutions.

PHE 823 Sport and Exercise Psychology. (3) II. Scientific study of people and their behavior in sport and exercise contexts and the practical applications of that knowledge.

PHE 825 Policy and Governance of Sport. (3) II. An in-depth study of major sport governing agencies including organizational structure, constitutions, policies, procedures, and membership requirements of sport agencies at the state, national, and international levels.

PHE 831 Laboratory Methods in Exercise Physiology. (3) I. Prerequisite: PHE 821 or instructor approval. Study of laboratory techniques in the measurement of methods of calometry; anthropometry; measurement of muscular strength, muscular endurance and cardiovascular-respiratory endurance; analysis of expired air; and determination of reliability and validity.

PHE 832 Motor Development. (3) A. Examination of physical activity as a factor in growth and development of children and adolescents. Including biological and behavioral science as the foundation for integrated study of physical growth, motor development, and physical activity.

PHE 835 Legal Issues in Sport. (3) I. Principles and concepts of sport in contemporary society with primary emphasis on legal issues that relate to amateur sport.

PHE 839 Applied Learning in Physical Education, Sports Administration Option. (5-6) A. Prerequisites: departmental approval; must have been admitted to the Master of Science/Sports Administration Option. Work under faculty and field supervisors in a cooperative placement related to student’s academic studies. One to six hours credit per semester or summer. Six hours may count toward master’s degree. A minimum of eighty hours work is required for each academic credit.

PHE 840 Disability Sport and Rehabilitation. (3) A. This course will introduce students to disability sport, and how exercise and adapted physical activity may be used to improve the quality of life for persons with disabilities.

PHE 848 History and Philosophy of Physical Education and Sport. (3) A. A study of organized physical activity of people in significant cultural epochs in history and the underlying philosophy that influenced these activities.

PHE 850 Event and Facility Management. (3) I. Focus on fundamentals of event and facility management: organizing and operating athletic events, planning and modifying facilities associated with athletic, physical education, fitness, and recreation programs.

PHE 852 Motor Learning and Performance. (3) I. Behavioral aspects related to the theory of learning and performance of motor skills taught in school and non-school environments; factors affecting learning and performance are also investigated.

PHE 853 Organization and Administration of Athletics. (3) II. Administrative patterns for high school and college athletics; topics include programs, personnel, facilities, athletic organization consideration.

PHE 870 Internship in Sports Administration. (1-6) A. Supervised experience in selected aspects of sports in a sports administration setting. May be retaken to a maximum of six hours.

PHE 871 Internship: Exercise/Wellness. (1-6) A. Supervised experiences of selected aspects of wellness programming within the P-12 curriculum. May be retaken to a maximum of six hours.

PHE 875 Seminar in Physical Education, Exercise, and Sport. (3) A. Research and discussion of critical questions in physical education; topics to be studied will vary according to the concerns of seminar students.

PHE 885 Independent Study. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of three hours. Designed for graduate students who have demonstrated the ability to conduct individual research relating to physical education.

PHE 891 Issues in Physical Education, Exercise, and Sport. (3) A. Identification of critical issues arising from current problems; exploration of points of view and possible solutions.

PHE 895 Assessment in Physical Education. (3) I. Prerequisite: PHE 775 or instructor approval. Comparative statistics, construction of measurement instruments, and evaluation techniques applied to physical education.

PHE 896 – Sports Administration Capstone (3) A. Comprehensive integrative 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.

PHE 897 Thesis. (3-6) A. For students preparing a thesis in partial fulfillment of the requirements for the master’s degree programs. May be retaken to a maximum of six hours.

PHI—Philosophy
Dr. Michael Austin, Chair

PHI 751 Classical Political Theory. (3) I. Cross-listed as POL 751. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, PHI 551W, POL 551, PHI 551W or POL 571.

PHI 752 Modern Political Theory. (3) I. Cross-listed as POL 752. Examination of Western political thought from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for POL 552 or POL 752.

PHI 753 Contemporary Political Theory. (3) I. Cross-listed as POL 753. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for POL 553 or POL 753.
PHY—Physics
Ph.D. Program in Science Education
(3) A. Prerequisite: Knowledge of the general principles of chemistry and physics. Credit is based on the number of hours actually taken.

PSY—Psychology
(3) A. Prerequisite: Knowledge of the general principles of psychology and the ability to work with numerical data. Credit is based on the number of hours actually taken.

SOC—Sociology
Sociology of Health and Illness
(3) A. Prerequisite: Knowledge of the general principles of sociology and the ability to work with numerical data. Credit is based on the number of hours actually taken.

PHYS—Physics
Physics for Scientists and Engineers
(3) A. Prerequisite: Knowledge of the general principles of physics and the ability to work with numerical data. Credit is based on the number of hours actually taken.

EDUC—Education
Educational Research Methods
(3) A. Prerequisite: Knowledge of the general principles of educational research and the ability to work with numerical data. Credit is based on the number of hours actually taken.

Mathematics
Calculus
(3) A. Prerequisite: Knowledge of the general principles of calculus and the ability to work with numerical data. Credit is based on the number of hours actually taken.

Chemistry
Chemistry Fundamentals
(3) A. Prerequisite: Knowledge of the general principles of chemistry and the ability to work with numerical data. Credit is based on the number of hours actually taken.

Physics
Physics of Contemporary Problems
(3) A. Prerequisite: Knowledge of the general principles of physics and the ability to work with numerical data. Credit is based on the number of hours actually taken.

Sociology
Sociology of Aging
(3) A. Prerequisite: Knowledge of the general principles of sociology and the ability to work with numerical data. Credit is based on the number of hours actually taken.
in professional settings. Emphasis on univariate statistical analyses. Credit will not be awarded to students who have received credit for PSY 820.

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 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 received credit for PSY 820.

PSY 824 Intellectual Assessment. (3) A. Prerequisite: departmental approval. Techniques, principles and problems in the administration, scoring, interpretation, and reporting of individual tests of intelligence for children and adults.

PSY 825 Personality Assessment. (3) A. Prerequisite: departmental approval. Techniques, principles and problems of evaluating personality via interviews, objective and projective testing. Emphasis on integration of results.

PSY 826 Professional Concerns I. (1-3) A. Prerequisite: departmental approval. Consideration of ethical and related problems of psychologists. Repeatable up to 4 total 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 academic/personnel assessment. Emphasis is on application in school and clinical settings.

PSY 837 Social Psychology and Cultural Diversity. (3) A. Prerequisite: departmental approval. Graduate level survey of topics in social psychology including social influence, persuasion, social cognition, self-justification, aggression and prejudice. Emphasis on multi-cultural diversity and tolerance of other groups.

PSY 838 Practicum in Clinical Psychology. (1-3) 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 840 Cognitive Bases of Behavior. (3) A. Prerequisite: departmental approval. Broad survey of findings in the areas of learning and conditioning, memory and cognitive processes.

PSY 841 Biological Pathology. (3) A. Prerequisite: departmental approval. Etiology and description of various aspects of psychopathology and ineffective behavior. Credit will not be awarded to students who have credit for COU 855.

PSY 842 Interventions: School & Home. (3) A. Prerequisite: departmental approval. Academic and behavioral interventions for school-age children will be reviewed. Emphasis is on identifying, selecting, and implementing research-based interventions for specific behaviors.

PSY 843 Practicum. (1-4) A. Prerequisite: departmental approval. Supervised practice in applied settings. Selective participation with an assigned agency varies with the student's program with level of preparation in course work, and with previous supervised field experience. Class meetings as arranged. May be retaken to a maximum of eleven credit hours. Graded Satisfactory/Unsatisfactory.

PSY 844 Industrial Psychology. (3) A. Prerequisite: departmental approval. Graduate level introduction to industrial psychology. Topics include legal issues, job analysis and evaluation, compensation, research in organizations, individual differences, occupational stress and work environments.

PSY 845 Clinical Issues and the Dead. (3) A. Prerequisite: departmental approval. Survey of clinical issues involved in providing mental health services to the deaf and hard-of-hearing. Topics will include the prevalence and nature of psychological problems among the deaf and hard-of-hearing, ethical and professional concerns, the interface between mental health and other services, and psychological assessment and therapy

issues and strategies.


PSY 847 Topics in Individual Differences. (3) A. Prerequisite: departmental approval. The development of individual differences in traits and behavior examined. Emphasis on personality and developmental psychology. Selected coverage of both seminal and current theoretical and empirical literatures.

PSY 848 Introduction to School Psychology. (3) A. Prerequisite: departmental approval. Theory and observation, and supervised practice in the role of school psychologist. Includes systems analysis, the consultation process, and interprofessional relationships. Intervention skills appropriate for dealing with those problems.

PSY 850 Psychotherapy and Behavior Change I: Basic Techniques. (3) A. Prerequisite: departmental approval. A didactic and experiential introduction to the theories and techniques facilitating personal growth and behavioral 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 nervous system, arousal, biofeedback, psychosomatic diseases, and psychophysiological correlates of psychopathology.

PSY 857S Child and Family Interventions. (3) A. Prerequisite: departmental approval. Conceptualization and intervention for childhood psychosocial disorders are reviewed and experienced through service learning pedagogy. Emphasis is on individual and group interventions. Credit will not be awarded for both PSY 857 and 857S.

PSY 860 Psychotherapy and Behavior Change II: Advanced Techniques and Theories. (3) A. Prerequisite: PSY 850 or departmental approval. The in-depth study of techniques selected from those presented in PSY 850. Emphasis will be placed on developing proficiency in such skills and techniques.

PSY 862 Statistics and Research Design II. (3) A. Prerequisite: PSY 820 or equivalent with departmental approval. Principles and techniques of scientific observation, control, and analysis, specifically oriented to multivariate research in psychology. Evaluation of research designs and their implementation in professional settings.

PSY 865 Psychological Consultation. (3) A. Prerequisite: departmental approval. Exploration of the theoretical and empirical underpinnings of psychological consultation process, and supervised practice in the provision of indirect psychological services.

PSY 868 Program Evaluation in the Social and Behavioral Sciences. (3) A. Prerequisite: PSY 820 or 862 or equivalent with departmental approval. Survey and application of program evaluation theory, designs, implementations and problems. Emphasis on preparing students to design and implement program evaluations of social, educational and organizational programs.

PSY 870 Cognition in the Workplace. (3) A. Prerequisite: departmental approval. Graduate level survey of theories and research in cognition, with a focus on applications to industrial and organizational psychology.

PSY 871 Group and Family Therapy. (3) A. Prerequisite: departmental approval. Theory and techniques of group and family therapy. Emphasis will be placed on developing and applying intervention skills.

PSY 872 Selection and Performance Appraisal. (3) A. Prerequisite: 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 career development, satisfaction, power, conflict, motivation, leadership, quality of work life, group/team processes, and organizational structure.

PSY 874 Organization Change and Development. (3) A. Prerequisite: departmental approval. Analysis of psychological theory, research and practice pertaining to organization change and development including the change process, culture, interventions, evaluation, consulting, and legal/ethical concerns.

PSY 875 Training and Development. (3) A. Prerequisite: departmental approval. Graduate level survey of psychological theory, research, and practice utilized in the training and development of human resources in the workplace.

PSY 876 Applied I-O Research (3) A. Prerequisites: PSY 790 (C) and PSY 820 (C), or department approval. Application of research methods, data analysis, and reporting pertaining to the field of Industrial-Organizational psychology. Topics may include criterion validation, adverse impact analysis, utility analysis, validity generalization, analyses of organizational surveys, and training evaluation.

PSY 880 Work Environments. (3) A. Prerequisite: departmental approval. Seminar examining the ways in which workers are influenced by the physical environment. Topics will include lighting, noise, temperature, aesthetics, privacy, crowding, territoriality, human factors, and ergonomics.

PSY 881 Advanced Children's Assessment. (3) A. Prerequisite: departmental approval. Theory and research regarding psychological and psychoeducational problems of childhood and adolescence in the context of diagnostic criteria, including training in the use of adaptive behavior scales and measures for screening academic achievement.

PSY 887 Independent Work in Psychology. (1-3) A. Prerequisite: Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Student is responsible for conceptualization and investigation of research problem and drawing formal conclusions. May be retaken to a maximum of six hours provided a different problem is studied each time.

PSY 888 Master's Research Project (3) A. Prerequisite: departmental approval. Empirical investigation of a selected topic in psychology, including submission of a report to the department. Graded Pass/Fail.

PSY 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. Prerequisite: departmental approval. Intensive supervised experience in an approved educational setting. 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: departmental 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) A. 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.
hours. 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.

PUB—Public Relations

Dr. Fran Dickson, Chair

PUB 720 Integrated Public Relations Strategies. (3) A. Examines integrated public relations skills used to achieve organizational objectives. Emphasizes strategic planning including forecasting and communicating future business plans. Includes an in-depth look at relevant communication theories explaining common public relations problems and strategies.

PUB 730 Sports Information Programs. (3) A. Study of the role and function of the sports information director. Includes public relations techniques applied to sports information: press releases, publications programs, office and staff organization, time utilization, news media, and formats.

QMB—Quantitative Management

Dr. Oliver Feltus, Chair

QMB 850 Statistical Methods for Business. (3) A. Prerequisite: Admission into the MBA program and successful completion of any required prerequisite MBA foundation courses or departmental approval. This course focuses on statistical model selection, model building, forecasting, and the interpretation of statistical results for decision making. Emphasizes critical thinking and analysis skills.

QMB 854 Topics in Quantitative Methods. (3) A. Prerequisite: QMB 850. Study of quantitative methods in the various functional areas of business: accountancy, 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.

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 themes.

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, occupational methods, and services. May be retaken under different subtitles.

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 legal 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 service.

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 settings.

REC 890 Independent Study in REC. (1-3) I, II. A student must have the independent study proposal form approved by the graduate program director and department chair prior to enrollment. Student initiated directed study for the purpose of conducting research or examining issues in park, recreation, and leisure services. May be taken to a maximum of three hours.

REC 897 Thesis. (3-6) A. Designed for students preparing a thesis in partial fulfillment of the requirements for the master's degree program.

RMI—Risk Management and Insurance

Dr. Oliver Feltus, Chair

RMI 720 Survey of Risk Management and Insurance. (3) Prerequisite: Instructor approval. The examination of risk management and insurance concepts and principles with an emphasis on application. Coverage will include a broad range of current and topical issues. May be retaken in this dynamic area and provide the student the background for improved decision making in dealing with risk.

RMI 878 Business Risk Management. (3) A. Analysis and treatment of the risks faced by all organizations and businesses, including legal liability and property risks, retention and self-insurance, captive insurers, loss prevention, risk avoidance and transfer, and insurability of risks.

SED—Special Education

Dr. Deborah Haydon, Chair

SED 700 Practices and Programming in Moderate and Severe Disabilities. (3) II. Introduction to teaching students with MSD. Educational needs, issues, legal mandates, and family concerns, best practices for inclusive school and community programs. Open to non-majors.

SED 707 Problems in Special Education: ______. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. School related work, special workshops, special seminars. May be retaken with different descriptions.

SED 710 Assessment and Methods for Deaf/HH. (3) A. Prerequisites: SED 260 or 338 and ELE or EMG 445 or their equivalent or instructor approval. Basic types and properties of standardized and informal assessments used to assess communicative knowledge of d/hh students. Sample curricula and instructional strategies used with d/hh.

SED 711 Family School Partnerships. (3). Cross-listed as SED 511. The needs of families related to family-school interactions, the impact of family variability on home-school collaboration, and effective methods of collaborating with families of children with disabilities. Credit will not be awarded to students who have credit for SED 511.

SED 718 Survey of Special Education in Early Childhood. (3) I, II. Prerequisites: SED 104 or SED 775, SED 260, or instructor approval. An overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains.

SED 718S Special Education in Early Childhood. (3) I, II. Prerequisite: SED 104 or 575 or 775. An overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains. Service learning is a component of this course. Credit will not be awarded for both SED 718 and SED 718S.

SED 722 Language Disorders of Students with Disabilities. (3) A. Overview of language development and related speech and language disorders including introduction to intervention methodology.

SED 730 Technology/Strategies for MSD. (3) I, II. Cross-listed as SED 530. The implementation of computer technology and assistive/adaptive devices and strategies for students with multiple and severe disabilities including dual sensory. The use of Milieu language strategies and symbolic/non-symbolic communication in natural environments and daily routines. Credit will not be awarded to students who have credit for SED 530.

SED 735 Teaching Students with Moderate and Severe Disabilities. (3) A. Functional assessment and systematic instruction for students with MSD. Use of assessment data to develop IEPs and instructional programs, including activity-based and community-based instruction. Methods and materials for implementing best practices across settings.

SED 738 Language of the Deaf and Hard of Hearing. (3) A. Prerequisite: SED 722 or departmental approval. Receptive and expressive conversational language development and written language acquisition from a developmental perspective. Concepts in bilingual education applied to the deaf. Methods to assess and facilitate language development.


SED 774 Field Experiences with Exceptional Learners. (3) A. Prerequisite: departmental approval. A practical experience with exceptional individuals. Emphasis is directed at behavior management, educational assessment, and IEP/IFSP.

SED 775 Nature and Needs of Exceptional...
Prerequisites: SED 775 or instructor approval. Principles of tests and measurement. Test administration, scoring, and interpretation applied to exceptional children. Assessment related to interdisciplinary teams.

SED 778 Behavior Disorders. (3) A. Prerequisite: SED 775 or instructor approval. Behavior disorders and interventions consisting of special education, psychological, and sociological phenomena. Definitions, characteristics, theoretical foundations, and programmatic approaches.

SED 780 Audiology for Teachers of the Deaf and Hard of Hearing. (II) Physics of sound; anatomy, physiology, pathology and medical treatment of the auditory system; introduction to the audiometer and basic pure-tone and speech (auditory) testing; hearing aids and devices.

SED 781 Speech for the Deaf and Hard of Hearing. (3) A. Prerequisite: SED 260 or instructor approval. Phonological development, acoustic aspects, anatomy of speech mechanisms, phonetic transcription, development, voice quality, articulation, rhythm, phrasing, accent, fluency, effects of hearing loss on speech, speech reading, auditory training.

SED 790 Applied Behavior Analysis. (3) A. Prerequisite: SED 775 or instructor approval. Behavior analysis to classroom and instructional management. Data collection, intervention procedures, and evaluation of behavior change.

SED 800 Exceptional Learners in the Regular Classroom. (5) A. Open only to non LBD, MSD, and DHH minors. Characteristics of mainstreamed students, identification procedures, and instructional strategies. Salient features of PL 94-142, IEP, roles and responsibilities of regular educators.

SED 801 Advanced Early Childhood Assessment. (3) A. Identification and diagnostic procedures of development delay and at-risk conditions in infants, toddlers, and preschoolers. Continuous assessment of children’s developmental, instructional, behavioral, and environmental needs; evaluation of effectiveness of services and family involvement.

SED 802 Advanced Early Childhood Intervention Programming. (3) A. Advanced curriculum and program development for infants, toddlers, and preschoolers in school centers or home settings, including collaboration with families and professionals, continuous assessment, and program evaluation.

SED 803 Advanced Special Education Assessment. (3) A. Prerequisite: provision of special education or department permission. Evaluation of educational, perceptual, conceptual, social, and psychological characteristics of exceptional individuals. Interpretation for educational and community interventions for exceptional children. Appropriate practical experiences provided.

SED 804 Educational Management of Learning and Behavior Disordered Students. (3) A. Prerequisite: certification in special education or department chair approval. Advanced management and programming for pupils with learning and behavior disorders. Selection, adaptation, development and evaluation of instructional approaches, methods and materials based on current research and best practice. Appropriate field experience required.

SED 805 Roles of Special Educators. (3) A. Prerequisite: certification in special education or department chair approval. Focuses on roles of special educators in alternative settings, utilizing related services, and working with parents. Emphasis on interpersonal relationships and professional development.

SED 807 Special Education: Non-majors. (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 taken under different subtitles.

SED 808 Diagnostic Prescriptive Teaching of the Deaf and Hard of Hearing. (3) A. Prerequisites: certification in Special Education or department chair approval and SED 354, SED 804 or instructor approval. Differential diagnosis and educational programming in academic, sociological, and vocational areas with emphasis on case presentation and individual educational plans.

SED 810 Special Education Statutes, Regulations, and Case Law. (3) A. A study of the administrative and legal components of special education leadership with emphasis on the understanding of the field of special education, related federal and state laws, administrative regulations, instructional arrangements, grant writing and budget.

SED 811 IECE Assessment and Intervention. (4) A. This course, for MAT IECE and MAEd with IECE certification students only, encompasses identification and program development/implementation for children ages 0-5. Collaboration with families/professionals and continuous assessment of individual needs and program efficacy is also addressed.

SED 814 Special Education Consultation and Supervision Techniques. (3) A. Consulting and supervisory supervision: selection, and utilization of support services, evaluation of personnel in special education and programs; staff development; and mediation techniques.

SED 816 Practicum in Special Education Administration. (6) A. Prerequisites: SED 810, 814, and EAD 801 or department chair approval. Supervised experiences in providing consultation services and performing all of the other functions of director of special education including procedures and policies, record keeping, public relations, and EAD 801. Focus on student supervision, staff development, and due process.

SED 830 Survey of Education for the Hearing Impaired. (3) A. Historical, philosophical, psychological, auditory, and social aspects of the hearing impaired. An orientation to problems, issues, and research in the field. Consideration of historic and current objectives, techniques and results, career education and adaptive P.E.

SED 832 Written Language of the Deaf and Hard of Hearing. (3) A. Prerequisites: certification in a special education or department chair approval. Methods of developing written language from preschool through secondary levels; including current and current methods of teaching written English. Evaluation of written language competence of deaf and hard of hearing students.

SED 851 Teaching Secondary LBD. (3) A. Focus on education of students with LBD in secondary settings, including academic instruction and learning strategies, social competence, school-wide management, career education and transition, adolescent sexuality, drug and alcohol use, and juvenile delinquency.

SED 856 Graduate Special Education Methods and Materials (3) Curricula 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 advanced literature in the education of exceptional individuals. Directed study based on student’s area of emphasis.

SED 890 Advanced Behavior Strategies and Interventions. (3) A. Prerequisites: SED 341, SED 590/790, or instructor approval. Study of techniques of applied behavior analysis, functional behavioral assessment, alternative procedures, interventions for severe problem behaviors, and maintaining a safe learning environment for all students.

SED 897 Practicum in Special Education. (3-6) A. Practicum for graduate students who seek certification in an area in special education.

SED 898 Capstone Research Project (1-3) A. Prerequisites: EDL 810, EDL 811 and minimum of 24 hours in Ed.S. program. Completion of research project using a formal or traditional methodology related to area of specialization in Special Education.

SPA—Spanish
Dr. Abbey Poffenberger, Chair

SPA 772 Hispanic Literature: (3) A. Prerequisites: SPA 301 and three hours from SPA 405, 406, 407. Study of a selected literary topic. May be retaken to a maximum of nine hours is course content is different.

SPA 880 Special Studies/Independent Study. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent study language or literature on a subject of special need or interest to the advanced student. May be retaken to a maximum of six hours.

SSE—Safety, Security and Emergency Management
Dr. Larry Collins, Chair
Dr. Tom Schneid, Graduate Coordinator

SSE 801 MS Safety Security Emergency Management Academic Orientation. (0) Academic orientation for the SSEM Graduate Program. This course will address the college experience at the graduate level and assist the student in building skills and competencies for academic success in the program.

SSE 815 Safety, Security, and Emergency Administration. (3) A. Examination of administrative concepts and principles regarding organizing and managing the functional areas of fire, safety, and security. Development of organizational and administrative structure to include policy formulation, goals and objectives, managerial tasks, and impact evaluations within an encompassing safety, security, and emergency framework.

SSE 820 Strategic Planning for the Fire and Emergency Services. (3) A. Comprehensive strategic planning including theory and value of strategic planning are examined. Steps to develop a strategic plan are examined and discussed. Students will assimilate a mock strategic plan for their organization that examines organizational development with consideration given to resource management.

SSE 822 Workers Compensation/Labor Laws. (3) A. Comprehensive study of workers compensation and regulations; National Labor Relations Act; Title VIII, A.D.E.A.; and other relevant laws applicable to the functional areas of safety, security, and emergency services.

SSE 824 Leadership in the Fire and Emergency Services. (3) A. Leadership issues including developing as a leader, leadership styles, decision skills, influencing, persuasion, and storytelling are examined. Characteristics of effective leaders are examined and discussed. Students will evaluate their leadership skills, shortcomings and develop a plan for obtaining needed inventory of leadership skills within themselves and their organizations.

SSE 825 Public Sector Finance and Budgeting. (3) A. This class examines the relationship of fire department budgeting within the scope of overall financial management of municipal governments. Funding sources including taxes, supplements from other governments, and grants are explored. Cost accounting and auditing are explored. Students will demonstrate their understanding of complex financial management issues by preparing arguments for prioritization of fire service issues over other governmental considerations.

SSE 826 Emergency Prep/Response. (3) A. In-depth study of the planning process, program development, training methods, etc., for response to man-made and natural emergencies/disasters for both private and public entities.

SSE 827 Issues in Security Management. (3) A. Survey of salient issues and concerns confronting security managers. Examines the application and
contribution of various management concepts and philosophies to asset protection issues such as financial 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 design, installation, and use of machinery and equipment, including control procedures, work-task analysis, risk identification and countermeasures, safety training, and pertinent safety management techniques.

SSE 829 Public Emergency Services. (3) A. Overview of the theoretical and practical management practices pertinent to the operation and delivery of public sector emergency services. Agency coordination, budgetary considerations, resource assessment, and liability issues are emphasized.

SSE 830 Organizational Continuity. (3) A. 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 principles of 29 CFR 1926. Emphasis will be placed on safety and health regulations of OSHA and a review of the various subparts of 29 CFR 1926.

SSE 833 Legislation & Regulatory Comp. (3) A. Legislation and regulatory compliance in health and safety regulations 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 commercial settings.

SSE 834 Corporate Compliance. (3) A. The assessment, analysis and development of safety, emergency management, security and environmental compliance plans. This course will address the regulatory requirements and best business practices for each of the compliance areas.

SSE 839 Applied Learning: ____. (5-6) A. Prerequisite: departmental approval. Work under faculty and field supervisor in a cooperative placement related to student's academic studies. May be retaken to a maximum of six hours, but only three hours may count toward master's degree. A minimum of 80 hours required for each hour of academic credit.

SSE 841 Applied Study in Safety, Security & Emergency Management. (3) A. Prerequisite: departmental approval. Supervised study in loss prevention setting to provide the student an opportunity to synthesize theory and on-the-job situations. Individual conferences.

SSE 845 Personal/Environmental Hazards. (3) A. Prerequisite: departmental approval. Analysis and investigation of hazard and threat control principles relating to personal and environmental risks within the workplace. Investigation techniques, inspection methodologies, management techniques, and prevention programs evaluating each worker within the safety, fire, and security functions are emphasized.

SSE 850 Ergonomics & Human Factors. (3) A. The assessment and analysis of ergonomic risk factors, identification of known musculoskeletal disorders, and development of effective ergonomic management techniques and compliance programs

SSE 851 Human Factors in Simple & Complex Systems. (3) A. Assessment and analysis of ergonomic risk factors as NIOSH Lifting Equation, Office Ergonomics, special issues, legal concerns with ergonomic related legislation. Human factor issues that influence design, implementation, evaluation of products and systems.

SSE 852 Ergonomics Process & Practice. (3) A. Assessment and development of efficient effective analysis methods specifically on ergonomic hazards in private sector industrial environments. Course will address physical methods, psychophysiological methods, behavioral and cognitive team methods, environmental & biomechanic methods of evaluation and assessment.

SSE 853 Applied Research In Ergonomics. (3) A. Ergonomics will be considered from the perspective of applied research into legal and practical implementation challenges. This course will address the identification of ergonomic research problems and the subsequent development of an applied research project.

SSE 860 Workers' Compensation Administration. (3) A. The administrative aspects of workers' compensation claim management. This course will address the evaluation of workers' compensation claims. Students will learn the procedures for the evaluation of workers' compensation claims.

SSE 861 Labor & Employment Issues for Safety Professionals. (3) A. Examination of labor and employment issues that impact safety/health management. Students will identify and analyze labor, management and safety related laws/regulations and new pending legislation.

SSE 862 Collective Bargaining & Labor Law for the Safety Professional. (3) A. Explores foundations of labor and employment law under the National Labor Relations Act, labor law, and safety professional role in union/non-union settings.

SSE 863 Discrimination Law for Safety Professionals. (3) A. Examination of anti-discrimination laws and issues that affect safety and health functions in organizations. Identify/analyze Title VII, ADA, ADEA, ADAAM and other laws.


SSE 870 School Prevention and Safety. (3) A. Examines a range of school and community crime prevention and crime intervention strategies and assesses their effectiveness. In addition, students will be required to develop a school and community prevention and safety plan.

SSE 871 Risk Management. (3) A. Examines the range of threats, risk management, and strategies used to evaluate safety and health conditions in organizations. Identify and analyze those factors that impact safety and health functions in organizations. Identify/analyze Title VII, ADA, ADEA, ADAAM and other laws.

SSE 872 School Crisis Response. (3) A. Examines a range of threat assessment and response strategies appropriate for school settings and explores their effectiveness. Credit will not be awarded to students who have credit for COU 872.

SSE 873 School Safety Evaluation. (3) A. Examines approaches for developing and evaluating effective school safety interventions.

SSE 880 Safety, Security, and Emergency Research/Planning. (3) A. Prerequisites: APS 465 or equivalent statistics course and departmental approval. Credit does not count toward degree requirements. Models and applications of research design and planning in safety, emergency services, and asset protection. Identification and evaluation of problems, information and data interpretation, and research planning methodology and its contemporary approaches to protective 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, measures 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: 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 896A SSE Capstone Continuation. (1) I, II and A. Prerequisite: SSE 896 or department approval. Continuation of research from SSE 896 - final research project and presentation; Students will collect, analyze, interpret and assemble data and conclusions related to issues in SSEM.

SSE 897 Independent Study. (3) A. Prerequisite: departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Designed for graduate students who have demonstrated the ability to conduct individual research relating to loss prevention and safety. May be retaken to a maximum of six hours.

SSE 898 Thesis. (3-6) A. Prerequisite or Corerequisite: SSE 880. For students preparing a thesis in partial fulfillment of the requirements for master’s degree program. May be retaken to a maximum of six hours.

STA — Statistics

Dr. Daniel Mundring, Chair

STA 700 Applied Statistical Inference. (3) A. Designed for students in all areas. A general background in statistical methods including hypothesis testing, point and interval estimation, hypothesis testing, regression, analysis of variance, and software packages. Credit does not apply toward the M.S. degree requirements.

STA 703 Statistics with Technology for P-9 Teachers. (3) A. Topics in statistics appropriate for teachers of grades P-9. Credit does not apply toward M.S. nor M.A. in Education - Secondary Education, academic specialization option in mathematics, degree requirements.

STA 707 Seminar in Statistics: ______. (1-3) A. Topics vary with offering. May be retaken with advisor approval, provided the topics are different. Credit towards degree requirements will depend on the course content.

STA 720 Mathematical Statistics I. (3) A. Cross listed as MAT 720. Descriptive statistics, discrete and continuous probability distributions for one and two variables, functions of random variables, sampling distributions, expectations and generating functions. Credit will not be awarded to students who have credit for MAT 720.

STA 721 Mathematical Statistics II. (3) A. Prerequisite: STA 520 or STA 720. A continuation of STA 720. Estimation theory, tests of hypothesis, linear regression, analysis of variance, aliased topics. It is strongly recommended that students have completed an undergraduate 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. Statistical methods focusing on the use of the SAS computer package and interpretation of data. Assumptions of parametric and nonparametric tests. It is strongly recommended that students have completed a statistics course.

STA 780 R and Introductory Data Mining. (3) A. Prerequisite: STA 700, CSC 730, and any Calculus class, or departmental approval. Data set manipulation, application of statistical techniques in R, statistical programming, and data mining skills.

STA 785 Exploratory Data Design. (3) A. Introduction to analysis of variance and experimental design with emphasis on authentic applications and use of statistical software packages. Includes completely
randomized designs, factorial experiments, multiple comparisons, checking model assumptions, randomized blocks, Latin squares, fixed and random models, and nested-factorial experiments. It is strongly recommended that students have completed a statistics course.

STA 835 Linear Models. (3) A. Prerequisite: Completion of at least 12 hours toward the M.A. in Applied Mathematics degree. Use of matrix algebra to develop theory of linear models. General linear models, estimability, multivariate normal distribution, estimation, testing, prediction, restricted models, models with general covariance structure, reparameterization, multi-part model, and random and mixed models. It is strongly recommended that students have completed a course in applied statistics and a course in linear algebra.

STA 839 Applied Learning in Statistics. (5-3) A. Prerequisite: departmental approval. May be retaken with approval to a maximum of three credits. Employment with faculty and field supervision in an area related to the student’s academic interests. A minimum of eighty hours of employment is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

STA 839 A-F Cooperative Study: Statistics. (5-3) A. Prerequisite: departmental approval. May be retaken with approval to a maximum of three credits. Employment with faculty and field supervision in an area related to the student’s academic interests. A minimum of eighty hours of employment is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

STA 840 Applied Multivariate Statistical Analysis. (3) A. Prerequisite: Completion of at least 12 hours toward the M.A. in Applied Mathematics degree. 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 STA 700, 721, or two courses in applied statistics.

STA 880 Seminar in: Statistics. (1-3) A. Advanced topics in Statistics. May be retaken to a maximum of six hours provided the topics are different. Credit towards degree requirements will depend on the course content.

STA 890 Independent Study in: Statistics. (1-3) A. Prerequisite: departmental approval. May be retaken to a maximum of nine hours, provided the topics are different.

THE—Theatre

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

TRS 788 Laboratory Instructional Programs in Drive and Traffic Safety. (3) A. Designed to provide the background, knowledge, and competencies to instruct the laboratory phases of the multiple-car driving range and on-street instruction. Provided are experiences related to implementation and administration of such programs.

UNP—University Programs, Study Abroad

UNP 700 Study Abroad:___________ (1-6) Participate in an approved educational experience at a foreign university. Student may earn up to 6 hours for this course, provided topic is not repeated.

WLD—Wildlife Management

WLD 784 Upland Wildlife Management. (4) A. Formerly BIO 784. Ecological principles and management strategies to preserve and enhance forest and grassland wildlife and their habitats. Credit will not be awarded for both WLD 784 and BIO 784.

WLD 785 Wildlife Resource Policy and Administration. (3) A. Formerly BIO 785. Discussion of state, regional, national, and international policies and agencies which impact management of wildlife resources; with emphasis in North America. Credit will not be awarded for both WLD 785 and BIO 785.

WLD 786 Wetland Wildlife Management. (4) II. Formerly BIO 786. Ecology and management of migratory and resident wetland wildlife populations and their habitats, with a focus on waterfowl. 2 Lec/4 Lab. Credit will not be awarded for both WLD 786 and BIO 786.

WLD 787 Urban Wildlife Management. (3) A. Formerly BIO 787. The strategies employed to manage urban wildlife and prevent/control animal damage in North America will be discussed. Credit will not be awarded for both WLD 787 and BIO 787.
GRADUATE FACULTY

ADAMS-BLAIR, HEATHER R. (2000), 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.

ALTHAUSER, KRISTA (2007), Associate Professor, Curriculum & Instruction. BA, MAEd, EdD, Eastern Kentucky.

ANYANWU, OGECHI (2006), Associate Professor, History. BA, Abia State University; MSc, Io State University; PhD, Bowling Green State University.

APPLETON, THOMAS H. (2000), Professor, History. BA, Memphis; MA, PhD, Kentucky.

ASHBY, DOMINIC J. (2014), Assistant Professor, English & Theatre. 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), Assistant Professor, Safety, Security & Emergency Management. BS, Murray State; MS, EdD, Eastern Kentucky.

BALLARD, MICHAEL (2002), Professor, Health Promotion & Administration. BA, MAEd, Eastern Kentucky; EdD, Tennessee.

BALTISBERGER, JULIE (2005), Assistant Professor, Occupational Therapy, OTR/L. BA, University of California at Berkeley; MS, Eastern Kentucky.

BANKS, ALAN (1981), Professor, Sociology. BS, Indiana State; MA, PhD, McMaster.

BARNETT, DARRYL (2001), Professor, Environmental Health Science. BS, East Tennessee State; MPH, DPH, Oklahoma University Health Sciences Center.

BARRACCA, STEPHEN (2005), Associate Professor, Political Science. BS, SUNY-Oswego; MA, University of Miami; PhD, University of Texas-Austin.

BEATY, LEANN (2008), Associate Professor, Government. BA, Alaska Pacific; MPA, Missouri State; PhD, Northern Illinois.

BENNETT, DANIEL (2014), Assistant Professor, Government. BA, George Fox University; PhD, Southern Illinois.

BENTLEY, BROOKE. (2012), Associate Professor, Baccalaureate and Graduate Nursing. BSN, Eastern Kentucky; MSN, Eastern Kentucky; PhD, Kentucky.

BIHANDARI, MICHELYN (2004), Professor, Health Promotion & Administration. BS, MPH, Western Kentucky; DrPH, Kentucky.

BIGGIN, ROBERT (2001), Associate Professor, Educational Leadership. BS, Pennsylvania; MS, PhD, Pittsburg.

BISHOP-ROSS, RACHEL (2013), Assistant Professor, Mathematics and Statistics. BS, MA, PhD, Alabama.

BLAIR, EARL H. (2014), Assistant Professor, Safety, Security & Emergency Management. BA, Ashbury College; MS, West Virginia; PhD, Kentucky.

BLEAKEY, APRIL (2010), Assistant 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, KIRSTIE (2011), Associate Professor, Criminal Justice. BA, East Tennessee State; MA, East Tennessee State; PhD, University of Cincinnati.

BLISS, JAMES (2010), Associate Professor, Criminal Justice. BA, Cornell; MS Ed, Syracuse; PhD, Cornell.

BLYTH, HAROLD (1972), Professor of English & Theatre and Foundation Professor. BA, Kentucky Southern; MA, Florida; PhD, Louisville.

BOROWSKI, WALTER (2001), Professor, Geosciences BA, Case Western Reserve; MS, Tennessee; PhD, North Carolina.

BOSLEY, LISA (2004), Associate Professor, English & Theatre. BA, Centre; MA, Chicago.

BOTTIS, THERESA (1989), Assistant Professor, Psychology. BS, MS, Eastern Kentucky; PhD, Kentucky.

BOWES, JOHN (2006), Associate Professor, History. BA, Yale; MA, PhD, UCLA.

BRACCA, AMY (2010), Assistant Professor, Biological Sciences. BS, Virginia Tech; MS, Georgia; PhD, Virginia Tech.

BRADLEY, MICHAEL (2012), Assistant Professor, Recreation & Park Administration. BS, Oklahoma State; MS, Western Illinois; PhD, Oklahoma State.

BRISMAN, AVIAD (2012), Associate Professor, Justice Studies. MFA, Pratt Institute; JD, Connecticut; PhD, Emory.

BROCK, MARTIN L. (1990), Associate Professor, Chemistry. BA, California (San Diego); PhD, Illinois; Post doctoral research, Imperial (London), Southern CA.

BROWN, DAVID (2008), Assistant Professor, Biological Sciences. BS, Colorado; MS, Southeastern Louisiana; PhD, Tulane.

BROWN, GARY (2001), Professor, Environmental Health Science. BA, New York (Buffalo); MS, Hunter College; DrPH, Alabama (Birmingham).

BRUBAKER, ROBERT G. (1984), Chair, Professor and Foundation Professor, Psychology. BA, Oklahoma City; MA, Indiana State; PhD, South Florida.

BRYANT, JESSICA (1991), Professor, English & Theatre. BA, Kentucky State; MA, EdD, Kentucky.

BRYDEN, PHYLLIS (2007), Associate Professor, Health Promotion & Administration. BS, MS, MPH, PhD, Kentucky.

BUCKNAM, JULIE A. (1995), Professor, Art Education. BA, MAEd Eastern Kentucky; PhD, South Carolina.

BUNNY, MYRA BETH (1996), Professor, Psychology. BS, Transylvania; PhD, South Carolina.

BUSH, DANA (1998), Assistant 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.

CALTNER, THOMAS (2006), Associate Professor, English & Theatre. BA, Loyola, MA, PhD, Notre Dame.

BYRD, RICHARD (2007), Associate Professor, Music. BM, DePauw; MM, PhD, Kentucky.

BYRD, SUZANNE (1991), Associate Professor, Biology. BS, Austin Peay; BS, PhD, South Alabama.

CALDERON, LINDSAY (2013), Assistant Professor, Biological Sciences. BS, MS, PhD, Kentucky.

CALIE, PATRICK J. (1992), Professor, Biology. BS, Rutgers; MS, PhD, Tennessee.

CALLAHAN, CONNIE (1997), Professor, Counseling & Educational Psychology. BA, Missouri Southern State; MS, EDS, Pittsburg State; PhD, New Mexico.

CARMAN, 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 & Theatre. BA, MA, PhD, University of Central Florida.

CARUCCI, CHRISTINE A. (1993), Assistant Professor, Music, BM, Eastman School of Music; MM, Southern California; PhD, Kentucky.

CASSIDY, KARINA (2011), Associate Professor, Baccalaureate and Graduate Nursing. BSN, Texas Women’s; MSN, University of Kentucky PhD, University of 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.

CHOMENTSOWSKI, PETER (2011), Assistant Professor, Exercise & Sports Science. BAUNC Wilmington; MS, University of Pittsburgh; PhD, University of Pittsburgh.

CHRISTENSEN, BURKE A. (2006), Lecturer, Management. BS, Utah State University; JD, University of Utah, CLU.

CHRISTOPHER, KARINA (2012), Assistant Professor, Family and Consumer Sciences. BS, Northeast Missouri State; MS, Eastern Kentucky; PhD, Kentucky.

CLEMENT, CATHERINE R. (1989), Professor, Psychology, AB, California (Berkley); MA, PhD, Clark.

CLEMENTS, MARY HAUSER (2001), Assistant Professor, Nursing. ASN, Eastern Kentucky; BSN, Kentucky; MSN, EdD, Spalding.

CLEMMER, DAVID (2013), Assistant Professor, Music. BA, University of Texas at Arlington; MM, University of Oklahoma; PhD, University of Missouri-Kansas City.
Cleveland, Roger (2011), Associate Professor, Educational Leadership.

Colbert, Janet L. (2006), Professor, Accounting. BS, University of Illinois-Urbana; MBA, Auburn; PhD, University of Georgia.


Coleman, David W. (1998), Professor, History. BA, Emory; MA, PhD, Illinois at Urbana-Champaign.

Collier, Michael (2008), Assistant Professor, Homeland Security. BS, U.S. Coast Guard Academy; MS, Defense Intelligence College; PhD, Florida International University.

Collins, Larry R. (1990), Associate Professor, Safety, Security, & Emergency Management. AS, Allegheny; BS, MEd, California (UPA); EdD, West Virginia.

Collins, Pamela A. (1986), Professor, Assets Protection. BS, MS, Eastern Kentucky; EdD, Kentucky.

Combs, Dorothy Z. (1997), Professor, Curriculum & Instruction, Language Arts Education. BA, MEd, South Carolina; PhD, Kentucky.

Corley, Donna (2009), Professor, Baccalaureate and Graduate Nursing. BSN, Medical University of South Carolina; MSN, University of Kentucky; PhD, University of Kentucky.

Cormier, Joel (2012), Associate Professor, Exercise and Sport Science. BPE, University of New Brunswick; MA, Central Michigan; PhD, New Mexico.

Costello, Patricia S. (1982), Professor, Statistics. BA, Thomas More; MS, PhD, Ohio State.

Costello, Patrick J. (2014), Professor, Mathematics. BS, University of Southern Mississippi; MEd, William Carey College; PhD, University of Southern Mississippi.

Cranfill, Tamara (2008), Associate Professor, Occupational Therapy. PhD, University of Kentucky.

Cropper, Matthew (2000), Professor, Mathematics. BS, Northern Kentucky; MS, PhD, West Virginia.


Couch, Lawrence (2014), Assistant Professor, Counseling & Educational Psychology. BA, North Central College; MA, Ball State University; PhD, Southern Illinois University.

Cunningham, Thomas (2005), Associate Professor, Music. BM, Loyola University-New Orleans; MM, PhD, Louisiana State.

Cupp, Jr., Paul V. (1974), Professor, Biology. BS, MS, Eastern Kentucky; PhD, Clemson.

Curra, John O. (1975), Professor, Foundation Professor, Sociology. BA, MA, San Diego State; PhD, Purdue.

Custer, Melba (2007), Associate Professor, Occupational Therapy. BS, Kentucky; MS, Eastern Kentucky; PhD, Kentucky.


Davis, William E. (1979), Associate Dean, College of Business and Technology, Professor, Applied Engineering and Technology. BS, MA, MS, Eastern Kentucky; EdD, Cincinnati.

Day, Lisa (2001), Associate Professor, English & Theatre. BA, MA, Western Kentucky; PhD, Southern Illinois.

Dean, Margaret (1988), Professor, English & Theatre. AB, Radcliffe; MA, Colorado; PhD, Kentucky.

Deleter, Mary (2011), Associate Professor, Baccalaureate and Graduate Nursing. BSN, University of Louisville; MSN, UNC Chapel Hill; PhD., University of Kentucky.

Dent, Delinda (2001), Associate Professor, Educational Leadership. BA, Lincoln Memorial; MA Ed, Xavier; EdD, Indiana.

Deters, N Faye (2001), Professor, Curriculum & Instruction. Ed D, University of Kentucky.

Dickson, Fran C. (2014), Professor, Communication. BA, SUNY Buffalo; MA, West Virginia; PhD, Bowling Green State University.

Dieckmann, Melissa S. (1995), Professor, Geography & Geology. BA, DePauw; PhD, Notre Dame.

Dodd, Luke E. (2014), Assistant Professor, Biological Sciences. BS, Arkansas Tech University; MS, PhD, Kentucky.

Dotson, Ronald (2008), Associate Professor, Safety, Security, & Emergency Management. BA, Marshall University; MS, Eastern Kentucky.

Dunlap, Erik S. (2008), Associate Professor, Safety and Security and Emergency Management. BA, Tennessee Temple University; MS, E&U; PhD, University of Memphis.

Dust, Scott B. (2013), Assistant Professor, Management, Marketing & International Business. BS, MBA, Indiana; PhD, Drexel University.

Dyer, Bryan (2009), Associate Professor, Applied Engineering and Technology. BS, University of Kentucky; MS, University of Kentucky; PhD., University of Kentucky.

Elia, Erinn (2003), Associate Professor, Family & Consumer Sciences. BS, MS, Eastern Kentucky.

Elliot, Charles L. (1985), Professor, Biology and Foundation Professor. BS, Frostburg State; BS, Idaho; MS, Brigham Young, PhD, Alaska.

Elrod, Preston (1997), Professor, Safety, Security, & Emergency Management. BA, Presbyterian College, (SC); MA, PhD, Western Michigan.

Embry, Dusty (2012), Associate Professor, Special Education. BA, Eastern Kentucky; MA, Lexington Theological Seminary; EdD, Cincinnati.

Emery, Lynn (1993), Professor, Occupational Therapy. OTR/L; BA, Marshall; MEd, Missouri; EdD, Arkansas.

Engle, Robert (1989), Professor, Management. BBA, MBA, Eastern Kentucky; DBA, Kentucky.

Engling, Ezra (2006), Professor, Foreign Languages & Humanities. BA, University of Wisconsin; MA, PhD, University of the West Indies (UWI), Mona, Jamaica.

Ericksen, Paul (2001), Associate Professor, Educational Leadership. BS, Colorado State; MA, San Diego State; MA, Salve Regina; MA, U.S. Naval War College; PhD, Claremont State/San Diego State.

Esper, Zekeriya (2005), Associate Professor, Finance. BA, Bosphorus University; MA, Boston College; PhD, Kentucky.

Everett, Kari (2013), Assistant Professor, Mathematics & Statistics. BS, University of Southern Mississippi; MEd, William Carey College; PhD, University of Southern Mississippi.

Fair, Ginni (2001), Associate Professor, Curriculum & Instruction. BA, MA, Eastern Kentucky; EdD, Kentucky.

Farrar, Stewart S. (1985), Professor, Geography & Geology. BS, Syracuse; PhD, SUNY (Binghamton).

Fehringer, Elaine K. (1992), Assistant Professor, Occupational Science and Occupational Therapy. BS, Colorado State University; MA, University of Northern Colorado.

Feltus, Oliver (1991), Associate Professor, Accounting, Finance & Information Systems; Accounting. BBA, MS, Memphis State; PhD, Alabama; CPA, Tennessee.

Fenton, Jr, Edmund D. (2000), Professor, Accounting. BS, MBA, Murray State; DBA, Kentucky, CPA, Kentucky and Tennessee. CMA, CR, FA.

Ferguson, John (1982), Associate Professor, Exercise & Sport Science. BS, Findley; MS, DA, Middle Tennessee.

Field, Dennis (2004), Coordinator, Applied Engineering and Management and Graduate Applied Engineering and Technology Management Programs, Professor, Applied Engineering and Technology. BS, MS, PhD, Iowa State; MBA, Southern Methodist.

Fields, Charles B. (1997), Professor, Criminal Justice & Police Studies. BA, MA, Appalachian State; PhD, Sam Houston State.

Fister, Susan (1998) Professor, Nursing. ASN, Midway; BSN, MSN, PhD, Kentucky.

Fitch, John (2005), Associate Professor, Communication. BA, Ashbury College; MFA, Savannah College of Art & Design.

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.

Frederick, Helyne (2011), Associate Professor, Family and Consumer Sciences. BA, Midwestern State; MS, PhD, Texas Tech.

Friedman, Robert B. (1982), Professor, Biology. BS, Virginia Polytechnic Institute; MS, PhD, Iowa State.

Frederickson, Ed (2011), Associate Professor, Agriculture. BS, Oregon State; MS, Montana State; PhD, New Mexico State.

Friisbe, Malcolm P. (1987), Professor, Biological Science. BA, Williams; PhD, Pennsylvania State.

Fuchs, Eric (2005), Associate Professor, Exercise & Sports Science. BS, Ohio; MA, San Jose State; PhD, Middle Tennessee State.
GNOISE, ANNE F. (2001), Associate Professor, English & Theatre. BA, Delaware; MA, PhD, Pennsylvania State.


GRAY, KISHONNA (2011), Assistant Professor, Criminal Justice. BS, MS, Eastern Kentucky; PhD, Arizona State.

GREENWELL, DONALD L. (1980), Professor and Foundation Professor. Mathematical Sciences. BS, Murray State; MS, PhD, Vanderbilt.

HAARR, ROBIN (2006), Professor, Criminal Justice. BA, State University of New York at Brockport; MS, PhD, Michigan State University.

HALCOMB, KATHLEEN (1999), Associate Professor, Baccalaureate and Graduate Nursing. BSN, Hawaii Loa College; MSN, Georgia Southern; EdD, University of Kentucky.

HALE, E. CARROLL (2005), Associate Professor, Communication. BA, MS, State University of NY at New Paltz; PhD, Kentucky.

HARREL, SHERRY L. (2000), Associate Professor, Consumer Sciences. BS, Kentucky State; MHA, Cincinnati.

GRANDE, JIM (2014), Associate Professor, Occupational Science and Occupational Therapy. BS, Eastern Kentucky University; OTD, Chatham University.

HARRINGTON, MARY R. (2013), Associate Professor, Family and Consumer Sciences. BS, Kentucky State; MHA, Chapman.

HARLEY, JOHN P. (1970), Professor of Biology and Foundation Professor. BA, Youngstown State; MA, PhD, Kent State.

HARREL, SHERRY L. (2000), Associate Professor, Biology. BGS, Louisiana at Monroe; PhD, Mississippi State.

HART, BEVERLY (1988), Professor, Nursing. BSN, Eastern Kentucky; MS, Bellarmine; PhD, Cincinnati.

HARTCH, TODD (2003), Associate 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.

HARVEY, CAROLYN (2001), Professor, Environmental Health. BS, East Tennessee State University, MS, University of Houston - Clear Lake; PhD, University of Texas School of Public Health.

HAUSMAN, CHARLES (2009), Associate Professor, Educational Leadership. PhD, Vanderbilt.

HAYDEN, CYNTHIA (2011), Associate Professor, Occupational Therapy BS, Eastern Kentucky; MS, Kentucky; PhD, A. T. Still University.

HAYDON, DEBORAH (2008), Chair, Associate Professor, Special Education. EdD., University of Missouri-Columbia.

HEARN, JESSICA (2011), Assistant Professor, Educational Leadership & Policy Studies. BS, James Madison; M Ed, University of Virginia; PhD, Virginia Commonwealth.

HENNING, JAIME (2007), Associate Professor, Psychology. BA, Missouri State University; additional graduate work, Texas A&M.

HENSLEY, JULIE (2008), Associate 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.

HIGGINS, LESLEE (2010), Associate Professor, Accounting. BA, California; MBA, Louisville; PhD, Cincinnati.

HINTON, SAMUEL (1990), Professor, Educational Studies. BA, Durham, England; Msd, Virginia; MA, Kent State; EdD, Virginia.

HOLBROOK, MARY BETH (2008), Associate Professor, Accounting. BA, Harvard; BA, Alice Lloyd; MS, ABD, Kentucky.

HOLCOMB, DEREK (2000), Associate Professor, Health Education. BS, Illinois; MS, PhD, Southern Illinois.

HOLCOMB, DEREK (2000), Associate Professor, Health Education. BS, Illinois; MS, PhD, Southern Illinois.

HOWELL, DANA (2006), Professor, Occupational Therapy, OTR/L. BS, Colorado State; OTD, Creighton University; PhD, University of Idaho.

HUBBARD, CHARLOTTE A. (1995), Assistant Professor, Special Education. BS, Kansas; MA, Wichita State; PhD, Tennessee.

HUCK, 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.

HUNTER, KAREN M. (1990), Associate Professor, Health Education. AA, Oakland Community; BS, MPH, Michigan.

HUNTER, SANDY (1996), Professor, Emergency Medical Care. REMT P; BS, Western Carolina; graduate work, Medical University of South Carolina.

ISAACS, PATRICIA (2011), Associate Professor, Accounting, Finance & Information Systems. BBA, Eastern Kentucky University; MBA, Eastern Kentucky University; PhD Kentucky.

JACKSON, CHRISTOPHER (2007), Associate Professor, Art & Design. BFA, University of Tennessee; MFA, Maryland Institute College of Art.

JAMES, ROB (1988), Professor, Music. BM, Oakland; MM, Miami (OH).

JAY, JACQUELINE (2008), Assistant 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), Assistant Professor, English & Theatre. BA, Indiana; MFA, Vermont College of Norwich.

JOHNSON, ROBERT DEAN, (2008), Assistant Professor, English and Theatre. MA, Kansas State University; MFA, Creative Writing, Arizona State University.

JOHNSON, WARDELL (2003), Associate Professor, Exercise and Sport Science. BS, Knoxville College; MS, Eastern Kentucky; PhD, Kentucky.

JONES, ALICE (1997), Professor, Geography & Geology. BJ, Texas at Austin; MAG, Southwest Texas State; PhD, The Ohio State.

JONES, KIRK (1990), Associate Professor, Mathematics. BA, MA, Northern Iowa; PhD, Iowa State.

JONES, RONALD L. (1981), Foundation Professor, Foundation Professor, Biological, BA, David Lipscomb; PhD, Vanderbilt.

KALKEN, KEREM O. (2014), Assistant 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), Associate 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), Assistant Professor, Communication. MS, PhD, Ohio.

KLINE, TERRY (1997), Professor, Traffic Safety. BS, Millersville State; MS, Central Missouri State; EdD, Texas A&M.

KOPACZ, PAULA (1985), Professor of English and Foundation Professor. AB, Mount Holyoke; MA, Connecticut; PhD, Columbia.

KOSLOW, JENNIFER (2010), Assistant Professor, Biological Sciences. BS, Emory; MS, University of Miami; PhD, Indiana.

KRASKE, PETE (1994), Professor, Criminal Justice & Police Studies. BA, Alaska; MA, PhD, Sam Houston State.

KRISTOFIK, PAULA (1997), Associate Professor, English. BS, Indiana of Pennsylvania; MA, Carnegie Mellon; PhD, Pittsburgh.

KROEG, SUSAN M. (2001), Professor, English & Theatre. BA, Alma College; MA, PhD, Michigan State.

KUHNNHENN, GARY (1979), Interim Associate Vice President, Enrollment Management. Professor, Geography & Geology. BS, Morehead State; MS, Eastern Kentucky; PhD, Illinois.

KUMOJI-ANKRAH, IDA (2005), Professor, Art & Design. BA, College
of St. Catherine; MFA, University of Minnesota.

LAMANNA, ANTHONY J. (2013), Assistant Professor, Applied Engineering and Technology. BSEE, Catholic University of America; MSCE, Purdue; MS, PhD, Wisconsin.

LANE, MICHAEL (2014), Assistant 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.

LARKIN, LAURIE (2005), Associate Professor, Health Promotion & Administration. BS, University of Wisconsin - River Falls; MS, University of Wisconsin - LaCrosse; PhD, Purdue.

LAWSON, ADAM (2007), Associate Professor, Psychology. BA, Columbia College; MS, PhD, Oklahoma State.

LEICHTMAN, ELLEN C. (2003), Associate Professor, Criminal Justice. BA, Queens College; MA, Hunter College; MA, ABD, Temple University; PhD, Brown University.

LIERMAN, R. THOMAS (2002), Assistant Professor, Geography & Geology. BS, Morehead State; MS, Miami (Ohio); PhD, George Washington.

LIN, CHANG-YANG (1983), Professor, Computer Information Systems. BA, Taiwan; PhD, Arkansas.

LIU, CHAOYUAN (2006), Associate Professor, Mathematics. MS, PhD, University of Illinois.

LOAN, THEREZA (2000), Associate Professor, Nursing. BSN, Marshall; MSN, PhD, Kentucky.

LORDEN, ROSANNE B. (1986), Professor, Psychology. BA, Armstrong State; MS, PhD, Georgia.

LOVIN, CHRISTINA (2012), Lecturer, English and Theatre. MFA, New England College.

LOWRY, JOHN (2001), Associate Professor, History. BA, Oberlin College; MP, PhD, Yale.

LOY, STEPHEN (1991), Associate Professor, Computer Information Systems. BS, East Tennessee State; MBA, Georgia; PhD, Texas Tech.

LYKINS, EMILY (2011), Assistant Professor, Psychology. BA, Indiana University-Bloomington; MS, Kentucky; PhD, Kentucky.

MADEEN, ANGELA (2011), Associate Professor, Curriculum and Instruction. BA, Transylvania University; MA, EdD, University of Kentucky.

MAHANEY, ROBERT (2007), Associate Professor, Computer Information Systems. BS, Morehead State; MA, PhD, Kentucky.

MAHANNA-BODEN, SUSAN (1986), Associate Professor, Special Education. BSED, Kansas; MS, Phillips; PhD, Wichita State.

MAISON, AUGUSTINE (1993), Associate Professor, Mathematics. BS, Ghana; MS, Warwick, UK; PhD, London.

MALOLEY, KAREN (2009), Associate Professor, Curriculum & Instruction. BS, Grand Valley State; MA, Western Michigan; PhD, Michigan State.

MAPLES, JAMES N. (2014), Assistant Professor, Anthropology, Sociology & Social Work. BA, MA, PhD, Tennessee.

MARCHANT, MARLOW J. (1991), Professor, Applied Engineering and Technology. BS, Brigham Young; MS, Arizona State; PhD, Texas A&M.

MARION, JASON (2012), Assistant Professor, Environmental Health Science. BS, Morehead State; MS, Morehead State; PhD, Ohio State.

MARKEN, DORY (1995), Associate Professor, Occupational Therapy. OT/L; BS, North Dakota; MS, North Dakota; Gerontology Certificate, Kentucky.

MARSHALL, AMY (2010), Assistant Professor, OT. Ph.D University of Kentucky; MS in OT, Eastern Kentucky; BS in OT Western Michigan University.

MARTIN, MICHAEL (2002), Professor, Literacy Education. BA, MEd, New Orleans; PhD, Georgia.

MARTIN, SARAH H. (2002), Professor, English & Theatre. BS, MEd, Georgia; PhD, Louisiana State.

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Accreditation Commission for Education in Nursing (ACEN) (Associate Degree Nursing)
Accreditation Council for Occupational Therapy Education (ACOTE)
Accredited Schools and Programs of Public Health
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Commission on Accreditation for the Education of the Deaf
Commission on Accreditation for Health Informatics and Information Management
Commission on Accreditation of Allied Health Education Programs of the Emergency Medical Technician/Paramedic (Emergency Medical Technician/Paramedic)
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National Accrediting Agency for Clinical Laboratory Sciences (Baccalaureate Degree Programs)
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American Speech-Language-Hearing Association, Council on Academic Accreditation (Graduate Degree Program)
Computing Accreditation Commission of ABET (Baccalaureate Degree Program)
Council on Social Work Education (Baccalaureate Degree Program)
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Kentucky Board of Nursing
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National Council for Accreditation of Teacher Education
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)
American Council for Construction Education
American Nurses Credentialing Center
American Academy of Forensic Science (B.S. in Forensic Science)
Masters in Psychology Accreditation Council (Clinical Psychology M.S. 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
Community Nutrition (Master of Science Degree Program)
Council of Applied Masters Programs in Psychology
Clinical Psychology (Master of Science Degree Program)
School Psychology (Specialist in Psychology Degree Program)
Federal Aviation Administration (FAA)
Aviation (Professional Flight) (Baccalaureate Degree Program)
Kentucky Board of Nursing
Nursing (Associate and Baccalaureate Degree Programs)
Kentucky Department of Education
School Psychology (Specialist in Psychology Degree Program)
National Association for Sport and Physical Education
Physical Education, P-12 Teaching Option (Baccalaureate Degree Program)
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)

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The American Dietetics Association General Dietetics
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American Occupational Therapy Association
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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 Technology and Engineering Education Association (ITEEEA)
International Television Association
Kentucky Academy of Science
Kentucky Association of Collegiate Registrars and Admissions Officers
Kentucky Association of Department of English
Kentucky Aviation Association (KAA)
Kentucky Broadcasters Association
Kentucky Council of Associate Degree Nursing
Kentucky Occupational Therapy Association
Kentucky Agriculture Council
Kentucky Paramedic Association
Kentucky Press Association
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Kentucky Tourism Council
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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)
Screen Printing and Graphic Imaging Association
Southeastern Airport Managers Association
Southeastern Association of Advisors for the Health Professions
Southeastern College Art Conference
Southern Association of Colleges and Schools, Inc.
Southern Association of Collegiate Registrars and Admission Officers
Southern Association of Community, Junior, and Technical Colleges
Southern Council on Collegiate Education for Nursing
Southern Regional Education Board
Southern Regional Honors Council
Teacher Education Council of State Colleges and Universities
Trainer of School Psychologists
Travel and Tourism Research Association
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