OHO 349 A-N Cooperative Study: Horticulture. (.5-8) A. Work under faculty and field supervisors in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours work required for each academic credit.

OHO 351 Turfgrass Management. (4) I. Prerequisite: AGR 215. The establishment and maintenance of greenspaces utilizing turfgrass species and cultivars adapted to variable intensities of culture. Relationships of environmental factors and cultural practices are emphasized. 3 Lec/2 Lab.

OHO 353 Sports Turf Management. (3) A. Management techniques for today's specialized athletic fields. The agronomic aspects of football, soccer, baseball, and some specialty fields are presented. Field trips and classroom exercises develop a practical understanding of field construction and management.

OHO 354 Irrigation Systems. (2) I. An introduction to irrigation systems, their design and installation for efficient water utilization in crop production and maintenance. Overhead, drip, and subirrigation systems are evaluated.

OHO 362 Topics in Landscape Gardening. (1-6) A. Students may enroll once in each topic for a total of seven hours.

OHO 362A Home Landscape Option. (1)(L)
OHO 362D Disease and Insect Control Option. (1)(L)
OHO 362E Floral Design Option. (2)(L) (2 credit hours: 1 Lec/2 Lab)
OHO 362G Problems of Golf Course Operation Option. (1)(L)
OHO 362K Interior Plantscaping Option. (L)

OHO 364 Advanced Floral Design. (2) A. The study and practice of advanced floral design techniques; includes construction of conventional and contemporary floral designs. 1 Lec/2 Lab.

OHO 365 Deciduous Flowering Trees, Flowering Shrubs, Vines and Broadleaf Evergreens. (3) I. Study of deciduous flowering trees, flowering shrubs, vines and broadleaf evergreens including their biological identification, growth habits, ornamental features, environmental adaptation, utilization, and management in the landscape.

OHO 366 Deciduous Shade Trees and Narrow Leaf Evergreens. (3) II. Study of deciduous trees and narrow leaf evergreens including their identification, growth habits, ornamental features, environmental adaptation, utilization, and management in the landscape.

OHO 367 Herbaceous Ornamental Plants (3) A. Identification, culture, and landscape use of bulbs, annuals, and herbaceous perennials, including ornamental grasses.

OHO 368 Landscape Design using CAD. (2) I. Introduces computer aided design (CAD) for landscape design. The course also provides experience in the use of commercially available programs for landscape design, project management, pricing, and bid preparation. 4 Lab.

OHO 370 Landscape Operations Management. (3) II. Management of labor, estimating and bidding along with basic maintenance of trees, shrubs, and herbaceous plants in the landscape operation. 2 Lec/2 Lab.

OHO 372 Nursery Retail Technology. (3) A. Prerequisites: OHO 131 and 132. The design, development, and management of a retail nursery outlet primarily a retail nursery garden center. Students will develop a model retail business including all phases of applied sciences such as business record keeping, with the help of microcomputers.

OHO 373 Fruit Production. (3) A. Study of domestic and commercial production practices of fruits including identification, agricultural and environmental characteristics, horticulture, and marketing. Fruits include tree fruits, vines, brambles, and soft fruits. 2 Lec/2 Lab.

OHO 374 Vegetable Production. (3) A. Study of domestic and commercial production of vegetables including identification, agricultural and environmental characteristics, horticulture, and marketing. 2 Lec/2 Lab.

OHO 375 Post Harvest Technology of Horticultural Crops (3) A. The science and procedures for handling, packaging, storing and transporting fresh fruits, vegetables and ornamentals.

OHO 384 Greenhouse Floral Crops. (3) A. The study of specialized greenhouse floral crops and methods of producing them; includes bed and container growing production cycles to meet peak demands and marketing techniques. 2 Lec/2 Lab.

OHO 385 Production of Foliage Plants. (3) A. Identification of green foliage plants, usually called houseplants; propagation techniques, rooting mediums, disease and insect control, and arranging plants in planters and baskets for marketing.

OHO 388 Greenhouse Operation and Management. (3) II. Plant propagation and growing techniques in a greenhouse. The student learns operation procedures and the economics of operating a greenhouse and using cold and hot frames.

OHO 391 Landscape Methods and Related Businesses. (3) A. Prerequisite: OHO 365 or 366. Elements of design and the execution of the landscape architect plan. Additional emphasis will be placed on occupations related to ornamental horticulture including industrial grounds management. 2 Lec/2 Lab.

OHO 392 Landscape Construction Techniques. (3) II. Comprehensive study of common landscape construction materials and their use in current landscape applications. Class will include laboratory exercises involving the construction of such components as retaining walls, water features, decks, and patios.

OHO 410 Special Problems in Horticulture. (1-3) I, II. Prerequisite: Departmental approval. Cross listed as AGR 410. Students choose a problem and work under the supervision of the instructor in the field of the problem. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken for a maximum of 6 credit hours provided topics are different. Credit will not be awarded for both OHO 410 and AGR 410.

OHO 498 Turfgrass Capstone. (3) A. Prerequisites: OHO 351 or 353, and Junior or Senior Standing. A comprehensive review of information pertinent to managing turfgrass areas that will enhance graduate's ability to stay within budget, stay on task with seasonal work, and prepare for industry offered certification exams.

OHO 499 Horticultural Issues Capstone. (3) A. Prerequisite: OHO 349 and Junior or Senior standing. Provides students with an in-depth examination of the issues facing contemporary horticultural managers including management principles, ethical considerations, and delivery of a quality product or service.

OSH—Occupational Safety and Health
Mr. Scotty Dunlap, Coordinator

OSH 200 Applied Fire and Safety Analysis (3) A. Cross listed as FSE 200. Analytical and statistical concepts and procedures for the treatment of fire and safety related data. Includes quantitative and qualitative techniques, descriptive and inferential statistics. Credit will not be awarded for both OSH 200 and FSE 200.

OSH 225 Legal Aspects of Fire Protection and Safety. (3) A. Cross listed as FSE 225. A study of legislative and legal decisions relating to personnel practices, employee safety, and public protection. Emphasizes the legal responsibilities, liabilities, and authority of the fire service practitioner. Credit will not be awarded for both OSH 225 and FSE 225.

OSH 261 Principles of Occupational Safety and Health (3) A. Formerly OSH 361. History of the development of occupational safety and health. Methods of accident prevention and hazard control. Introduction to safety programs, workers' compensation, emergency preparedness and accident investigation. Credit will not be awarded to students who have credit for OSH 361 or FSE 361.

OSH 262 Principles of Occupational Safety and Health Legislation (3) A. Formerly OSH 362. Review of OSHA standards with emphasis on compliance and liability reduction. Discussion of OSHA regulations including citations, penalties, inspections, and record keeping. Credit will not be awarded for both OSH 262 and OSH 362.

OSH 305 Hazardous Materials. (3) A. Prerequisite: FSE 120. Cross listed with FSE 305. Study of hazardous material problems in transportation, storage, and use. Chemical properties relating to specific reactions, engineering controls, and control in an emergency situation. Emphasis on the role of pre-emergency planning, combating, coordinating, and controlling a hazardous materials incident. Credit will not be awarded for both OSH 305 and FSE 305.

OSH 349 Applied Learning in Fire and Safety Engineering. (.5-8) A. Cross listed with FSE 349. Prerequisite: departmental approval. Work in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours employment required for each semester hour credit. Credit will not be awarded for both OSH 349 and FSE 349.

OSH 349 A-N Cooperative Study: Fire and Safety Engineering. (.5-8) A. Cross listed with FSE 349 A-N. Prerequisite: departmental approval. Work in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours employment required for each semester hour credit. Credit will not be awarded for both OSH 349 A-N and FSE 349 A-N.

OSH 366 Hazard Identification and Control (3) A. Prerequisite: FSE 361 or departmental approval. Hands-on approach toward identification and control. Areas of study include noise levels, chemical land electrical hazards, air contaminants, and heat/cold stress. Control measures include administrative, engineering, and safeguarding methods. Credit will not be awarded for both OSH 366 and FSE 366.

OSH 367 Human Factors in Occupational Safety. (3) A. Prerequisites: BIO 171 and PHE 320. Focuses on ergonomics, man/machine interface and human efficiency. Study of work-related stress, psychological factors, and Cumulative Trauma Disorders. Solutions are reviewed for common problems found in labor-intensive operations. Credit will not be awarded for both OSH 367 and FSE 367.

OSH 379 Construction Safety. (3) A. Prerequisite: FSE 362. An in-depth analysis of the federal and Commonwealth of Kentucky's OSHA requirements for construction safety. Credit will not be awarded for both OSH 379 and FSE 379.

OSH 390 Workers Compensation I. (3) A. Prerequisite: junior standing. An in-depth study of the foundations of Workers Compensation law. Emphasis will be placed on the history and theory of injuries "arising out of" and being "in the course of" employment. Credit will not be awarded for both OSH 390 and FSE 390.

OSH 410 System Safety Analysis. (3) A. Prerequisite: FSE 361 or departmental approval. Evaluation of the probabilities and consequence of various risks. Study includes system safety analysis, job safety analysis, hazard analysis, and faulty tree analysis. Safety audit methods are reviewed. Credit will not be awarded for both OSH 410 and FSE 410.

OSH 412 Safety and Health Program Management. (3) A. Prerequisites: FSE 200, 362, and 366; or departmental approval. Emphasis on personnel aspects, communication, and motivation in managing safety and health programs. Practice in writing safety programs and implementing safety

training. Evaluation of the effectiveness of various methods and programs. Credit will not be awarded for both OSH 412 and FSE 412.

OSH 492 Workers Compensation II. (3) A. Prerequisite: FSE 390. An in-depth study of the management of a workers compensation program. Emphasis will be placed on learning the provisions of the Kentucky Workers Compensation Act and the processing and management of worker compensation claims. Credit will not be awarded for both OSH 492 and FSE 492.

OSH 495 Senior Capstone (3). A. Prerequisite: OSH 492(C). Students examine case studies, examine real life situations, combine knowledge they have gained from previous coursework, analyze and develop strategies, develop countermeasures, engage in strategic planning and policy development and training.

OSH 498 Independent Study. (1-3) A. Prerequisite: Departmental approval. Individual reading and research on a problem or area within the field of Occupational Safety ,after student consultation with the instructor. 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 providing project title differs.

OTS—Occupational Therapy
Dr. Colleen Schneck, Chair

OTS 101 Occupation Perspectives: Human Services. (3) A. An occupational science perspective of health and human service professions. Through lecture, active learning and community experiences, students will explore the themes of occupation, professional identity, reasoning, communication and diversity in professional responsibilities.

OTS 205 Horse and Human Co-Occupation: (3) A. Provides information regarding the equine industry in connection with human health and wellness. Areas of focus include career directions, understanding horse/human co-occupation and equine movement in concert with human interaction.

OTS 301 Practicum I: Concepts. (4) A. Prerequisites: BIO 171, BIO 301, and PSY 200. Corequisites: OTS 311 and OTS 432. Concepts of occupational science and occupational therapy. Integrate knowledge of self as a creative and active occupational being through reflection and portfolio development.

OTS 302 Practicum II: Life Narratives. (3) A. Prerequisites: OTS 301, 311 and 432 with a grade of C or better. Corequisites: OTS 313, 335, and 421. Introduction to life narratives as an assessment of occupation. Active learning experiences focusing on occupation across the lifespan including reflection and portfolio development.

OTS 311 Self as Occupational Being. (3) A. Corequisites: OTS 301 and OTS 432. Analysis of occupation and occupational patterns of self. Recognize the influence of occupation on the well-being of self through active learning experiences.

OTS 312 Occupation by Design. (3) A. Corequisites: OTS 401, 422 and BIO 271. Foundational problem solving, task, and activity analysis concepts related to designing occupations. Students apply strategies to implement a design process.

OTS 313 Occupation in Context. (3) A. Corequisite: OTS 302. The student will gain an understanding of occupation as influenced by interrelated multiple contexts. Through active learning experiences the student will be able to recognize and apply the constructs of context.

OTS 335 Professional Dynamics. (3) A. Corequisite: OTS 302. Analysis and application of communication skills necessary for becoming an effective team member. Emphasis on theories of group dynamics, leadership and professional interaction skills, decision making and conflict resolution through active learning.

OTS 362 Human Motion for Occupation. (3) A. Prerequisite: BIO 271. Corequisites: OTS 402/402S, 430, and 478/478W. Application to occupational performance of the physics of movement, biomechanical analysis and motor learning. Includes evaluation procedures for muscle strength and range of motion. 2 Lec/2 Lab.

OTS 401 Practicum III: Diversity. (3) A. Prerequisite: OTS 302 with grade of C or better. Corequisites: OTS 312, 422 and BIO 271. Introduction to cultural competence and diversity. Enhance understanding of ability and disability concerns in society through interview, reflection and portfolio development.

OTS 402 Practicum IV: Advocacy & Research. (3) A. Prerequisite: OTS 401. Corequisites: OTS 362, 430, and 478/478W. Participatory experiences in the application of advocacy, ethics, and research to advance health and wellness. Course includes self reflection and portfolio completion. Credit will not be awarded for both OTS 402 and 402S.

OTS 402S Practicum IV: Advocacy and Research. (3) A. Prerequisite: OTS 401. Corequisites: OTS 362, 430, and 478/478W. Participatory experiences in the application of advocacy, ethics, and research to advance health and wellness. Course includes self reflection and portfolio completion. Credit will not be awarded for both OTS 402 and 402S.

OTS 410 Special Problems in Occupational Therapy. (1-3) A. Prerequisite: student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent study, special seminar, or special topic. May be retaken to a maximum of six hours.

OTS 421 Occupation Across the Lifespan. (3) A. Corequisite: OTS 302. Observation and analysis of participation in occupation across the lifespan. Content explores life-stage characteristics and contextual aspects as articulated by varied models and theories.

OTS 422 Impact of Conditions on Occ. (4) A. Prerequisite: BIO 371. Corequisites: OTS 312, 401 and BIO 271. Introduction to human occupation and medical terminology in the context of disease and disability. Content includes pathophysiological, behavioral and developmental issues which have an impact on human occupation.

OTS 430 Intervention in Health and Human Services. (3) A. Co-requisites: OTS 362, 402 or 402S, and 478 or 478W. Overview of primary concepts related to occupational assessment, intervention and documentation as a provider in health care systems. Compare intervention processes in various health and human service delivery models.

OTS 432 Research in Occupation. (4) I, II. Prerequisite: STA 215. Corequisites: OTS 301 and OTS 311. Students will learn to be consumers and participants in qualitative and quantitative research, examine methods of research design, data collection, and prepare a research prospectus related to occupational science. Apply statistical methods to the study of occupation.

OTS 475 Special Topics: _____. (1-3) A. Prerequisite: permission of department. May be retaken under different subtopics for a total of 6 credits. Advanced study of selected topics in occupational science.

OTS 478 Health Care Delivery System. (3) A. Corequisites: OTS 362, OTS 402/402S, and 430. An introduction to the history of health care systems, models of health care, and contemporary health policy issues and trends. Includes content on financing health care, health care professional roles and ethics. Credit will not be awarded for both OTS 478 and OTS 478W.

OTS 478W Health Care Delivery System. (3) A. Corequisites: OTS 362, OTS 402/402S, and 430. An introduction to the history of health care systems, models of health care, and contemporary health policy issues and trends. Includes content on financing health care, health care professional roles and ethics. Credit will not be awarded for both OTS 478 and OTS 478W.

OTS 479 Equine Assisted Activity. (3) A. Explores equine assisted activity, therapeutic horseback riding, equine facilitated mental health, and hippotherapy. Content includes supervised service learning experiences with individuals of varying ages and conditions in a horse-related environment. Credit will not be awarded for both OTS 479 and 479S.

OTS 479S Equine Assisted Activity. (3) A. Explores equine assisted activity, therapeutic horseback riding, equine facilitated mental health, and hippotherapy. Content includes supervised service learning experiences with individuals of varying ages and conditions in a horse-related environment. Credit will not be awarded for both OTS 479 and 479S.

OTS 499 Constructs of Occupation. (6) A. Prerequisite: undergraduate degree, BIO 171, 301, PSY 200 and STA 215. Synthesis of occupational constructs as they apply to self and others. Emphasis on occupation across the lifespan, design, and analysis. Portfolio development emphasizes occupation theme.

OTS 515 Early Child Sensorimotor Development. (3) A. 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 520 Providing Health Services in Appalachia. (3) A. Cross listed as APP 520. 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 Appalachian people. Credit will not be awarded for both OTS 520 and APP 520.

PGM—Professional Golf Management
Dr. Lana Carnes, Chair

PGM 349 Applied Learning in PGA/Professional Golf Management. (.5-1) A. Prerequisites: minimum GPA 2.25 and admission to PGM. Transfer students are eligible after one semester on campus. Co-curricular work experience under PGM staff and field supervisors. The student is assigned duties and responsibilities approved by PGM Program Coordinator or Director of PGA/PGM and the PGA member on-site. A contract outlining student responsibility is required and must be signed by the student, supervising professional, and a PGM staff member prior to placement. A maximum of five credit hours may be applied toward major.

PGM 349 A-N Cooperative Study: PGA/Professional Golf Management. (.5-1) A. Prerequisites: minimum GPA 2.25 and admission to PGM. Transfer students are eligible after one semester on campus. Co-curricular work experience under PGM staff and field supervisors. The student is assigned duties and responsibilities approved by PGM Program Coordinator or Director of PGA/PGM and the PGA member on-site. A contract outlining student responsibility is required and must be signed by the student, supervising professional, and a PGM staff member prior to placement. A maximum of five credit hours may be applied toward major.

PHE—Physical Education
Dr. Jack Rutherford, Chair

PHE 180 Lifetime Wellness. (3) I, II. Interactive learning and laboratory experiences for individual assessment, practice of exercise systems, and improvement of body function. This course offers a comprehensive discussion of the critical areas of health, physical fitness, and wellness. Gen. Ed. VI.

PHE 190 Wellness Experience: _____. (1-2) I, II. Wellness activities of current interest and/or need for students. May be retaken to a maximum of six hours, if subtitles are different. Credit will not be awarded for both PHE 190 and HPR 190.

PHE 200 Dance and Culture. (3) I. Introduction to dance and its role as a non-verbal means of expression. The course examines several dance forms and their cultural context including folk, social, ethnic, entertainment, and dance as an art form. Gen. Ed. IIIA or VII (AH) [AH].

PHE 201 Foundations of Sport Science. (3) I, II. Introduction to the profession, exposure to professional standards in the field, and historical perspective and philosophies in physical education and sports science.

PHE 212 Care and Prevention of Athletic and Exercise Injuries. (3) I, II. Overview of the mechanism, prevention, management, and rehabilitation of athletic and exercise injuries. Practical experiences include the application of supportive techniques to the major joints of the body.

PHE 214 Tap I. (1) A. Tap I covers the basic tap steps used in *Rhythm Tap* performed with low-heeled tap shoes. Students also learn how to improvise with a basic palette of steps and gain an understanding of basic tap history.

PHE 220 Team Sports I. (2) I. Basic skills, strategy, rules, officiating, and teaching techniques related to various team sports.

PHE 224 Team Sports II. (3) I, II. Basic skills, strategy, rules, officiating, and teaching techniques related to basketball, volleyball, soccer, and track and field.

PHE 230 Social Dance I. (1) I, II. This course introduces the basic movement concepts of social dancing. Rhythm, style and variations of several popular social dances are covered as well as leading and following skills. Some of the dances covered include: swing, salsa, merengue, tango, waltz and hustle.

PHE 241 Swimming and Water Safety. (1) A. Beginning Swimming or instructor approval. Develop swimming skills and endurance to intermediate level; study of fundamental mechanical principles; basic safety skills; ability to conduct a variety of aquatic activities.

PHE 250 Modern Dance (1) I, II. A beginning level modern dance technique class designed to introduce the student to basic modern dance skills and concepts including some improvisation and choreographic skills. No prior dance experience is necessary. May be retaken up to a maximum of 3 hours.

PHE 261 Coaching Baseball and Softball. (2) I, II. Theory and practice in coaching the fundamentals of baseball and softball; team offense and defense.

PHE 271 Ballet I. (1) A. A beginning ballet class designed to introduce the student to the art of ballet. Basic barre, center floor and across the floor combinations are performed. Ballet history and terminology are covered through the textbook readings and videos.

PHE 300 Dance Activities in the Schools. (3) II. Teaching creative and social forms of dance in the educational and recreational setting.

PHE 301 Foundations of Coaching. (3) I, II. Coaching communication, organization, motivational skills, sports skills, tactics, and philosophy. American Sport Education Program (ASEP) certification awarded to those who qualify.

PHE 305 Individual and Dual Sports I. (3) I, II. Prerequisite: Open only to majors in Physical Education or Sport Management, those who have declared a coaching minor, or those with departmental approval. Basic skills, strategy, etiquette, rules, and teaching techniques related to tennis, golf, and badminton.

PHE 306 Individual and Dual Sports II. (3) A. Basic skills, strategy, etiquette, rules, and teaching techniques related to archery, bowling, and racquetball.

PHE 310 Physical Activity and Child Development. (3) II. Prerequisite: EDF 319. Understanding of motor development and the improvement of human movement through developmental movement activities which are basic to readiness for performance at school.

PHE 313 Lifeguard Training. (2) I, II. Prerequisite: ability to pass American Red Cross swimming test. Advanced technique of water safety and rescue; American Red Cross certification awarded to those who qualify.

PHE 314 Tap II. (1) A. This class offers intermediate tap steps, turns and dance combinations as well as the history of tap and its prominent dance figures.

PHE 315 Physical Fitness Concepts and Applications. (3) I, II. Prerequisite: Open only to majors in Physical Education or those with departmental approval. Discussion, demonstration, practice of fitness concepts and various methods of developing physical fitness.

PHE 320 Biomechanics. (3) I, II. Prerequisite: BIO 171. Qualitative study of human movement through anatomical, physiological, and biomechanical concepts; analysis and application.

PHE 322 Legal Issues in Sports. (3) I. Legal issues involved in the supervision, management, and business operations of sport. A critical perspective of the American legal system as it applies to the sport.

PHE 323 Movement Concepts and Skill Themes. (3) I. Prerequisites: physical education major and EDF 103 and 203. Motor skill themes and movement concepts required for planning and teaching the appropriate sequence and scope for achievement of learner outcomes through elementary physical education.

PHE 324 Policy and Governance in Sport. (3) I. Designed to encourage students to integrate management theory with governance and policy development. Provides an overview of the sport industry from the perspective of the sport management professional.

PHE 325 Physiology of Activity. (3) I, II. Prerequisite: BIO 301. Effects of physical activities on various systems of the human body.

PHE 327 Sport in American Society. (3) II. Impact of sport in American society with attention to relationship of political, economic, ethnic, and institutional forces operating within the phenomenon of sport.

PHE 328 Sport Finance. (3) II. Course will examine all aspects of successful sport business operations, including budgeting, legal issues, marketing, competitive positioning, regulatory compliance, and strategies for success in sport and recreation industry.

PHE 330 Social Dance II. (1) A. This course will build on skills learned in Social Dance I. New dances covered will include: Triple Swing, West Coast Swing, Bolero, Samba and Quickstep. More variations will also be introduced for dances learned in Social Dance I.

PHE 340 Water Safety Instructor. (3) I, II. Prerequisite: proficient swimming ability. For excellent swimmers, this American Red Cross course will train students to become certified swimming instructors. Course consists of lecture, lab, technique instruction, and practice teaching. WSI certification for those who qualify.

PHE 345 Dance Choreography. (2) II. Basics of dance choreography, applicable to entertainment and art forms of dance.

PHE 349 Applied Learning in Physical Education. (.5-8) A. Work in a cooperative placement related to student's academic studies. Satisfactory (S) or Unsatisfactory (U) grade. May be retaken to a maximum of eight hours. A minimum of 80 hours work required for each semester hour credit.

PHE 349 A-N Cooperative Learning: Physical Education. (.5-8) A. Work in a cooperative placement related to student's academic studies. Satisfactory (S) or Unsatisfactory (U) grade. May be retaken to a maximum of eight hours. A minimum of 80 hours work required for each semester hour credit.

PHE 350 Modern Dance I, II. (1) A. An intermediate level Modern Dance technique class including floor, center floor and across the floor dance combinations. The course is designed to help the student improve his/her alignment, technique, improvisation and choreographic skills.

PHE 355 Ethnic Dance Forms. (1) A. A beginning/intermediate dance class in a particular ethnic form of dance. Basic steps and rhythms characteristic of the dance form will be learned as well as information about the culture from which it is derived.

PHE 360 Coaching Basketball. (2) I, II. Theory and practice in coaching the fundamentals of basketball; team offense and defense.

PHE 361 Coaching Volleyball. (2) I, II. Theory and practice in coaching the fundamentals of volleyball; team offense and defense.

PHE 362 Coaching Track and Field. (2) II. Theory and practice in coaching fundamentals involved in track and field.

PHE 365 Gymnastics. (2) I, II. Knowledge and skills required for teaching gymnastics skill themes and movement concepts.

PHE 370 Practicum in Physical Education. (1-3) I, II. Overview of physical education teaching through consultation and application; students will experience teaching-learning situations by assisting with various curricular programs. May be retaken to a maximum of three hours.

PHE 383 Sports Officiating. (1) I, II. Technique and skill of officiating, structure of officiating, and relationship between performance, behavior, and the official's duties.

PHE 390 Lifetime Activity Series: ____ __. (1/2 - 2) I, II. A series of activities suitable for participation throughout life. Includes rules, skills, techniques, and strategies. May be retaken to a maximum of four hours toward graduation requirements. Credit will not be awarded for both PHE 390 and HPR 390.

PHE 400 Management of Sport Organizations. (3) II. Aspects of sport management including disciplinary foundations of sport, theoretical and applied foundations of organization and management, opportunities available in various segments of the sport industry, and professional preparation and development.

PHE 407 Strength and Conditioning Programming. (3) I, II. Advanced skills in developing, implementing, and evaluating strength training programs. Knowledge of strength and resistance training, spotting techniques, and safety techniques, exercises and associated anatomy, periodization, and general guidelines for all fitness levels and ages.

PHE 415 Outdoor and Lifelong Leisure Motor Activities. (3) II. Prerequisites: EDF 103 and 203. Knowledge and skills needed to conduct cooperative, leisure, adventure, and outdoor motor activities for achievement of important personal and educational goals in the school system.

PHE 418 Dance Science. (3) A. Application of functional anatomy, basic physiology and physics to dance movement. Offers knowledge base for teachers to instruct safe and effective dance classes and prevent injury. Requirement for Dance Certification.

PHE 420 Coaching Football. (2) I, II. Theory and practice in coaching the fundamentals of football; team offense and defense.

PHE 423 Psychology of Coaching. (3) I. Study of the dynamics of coaching including performance enhancement and understanding the functions of the coaching process.

PHE 430 Fitness Program Administration. (3) I. Prerequisites: PHE 320, 325, and 407 with a grade of "C" or better. Students will learn aspects of fitness and wellness program administration, including management skills, budgeting, member tracking, promotion, and record keeping. Additionally, students will be introduced to electrocardiography.

PHE 433 Adult Physical Fitness Programs.

(3) II. Prerequisites: BIO 171, 301, PHE 325 and junior standing. Practice and study of exercise programs meeting the guidelines of the American College of Sports Medicine (ACSM) for improving body composition and cardiovascular-respiratory function in adults.

PHE 435 Group Fitness Instruction. (3) I. Prerequisites: PHE 320 and 325. A methods course for teaching aerobic dance-exercise. Students will learn movement and rhythmic fundamentals, effective teaching methods, how to develop appropriate and creative choreography, injury prevention, marketing techniques, and legal issues involved in starting and running a group exercise class.

PHE 450 Modern Dance III. (1) I, II. An advanced level modern dance technique class including floor, center floor and across the floor dance combinations. The course is designed for the dancer that has had several years of dance training and is prepared for more challenging and complex dance skills. May be retaken to a maximum of three hours.

PHE 467 Skill Acquisition. (3) I. Practical application of principles of learning and performing motor skills taught in the physical activity environment and the influence of historical events on research in the area of skill acquisition.

PHE 470 Internship: Sport Management. (1-6) A. Prerequisite: 2.0 GPA, completion of sport management core and supporting courses. Students are required to document a minimum of 50 hours of sport management related experiences prior to enrollment in PHE 470. Supervised experiences in the directing of sports and physical activities in various settings. May be retaken to a maximum of six hours.

PHE 471 Practicum in Teaching Dance. (3) A. Practical experience creating lesson plans and teaching dance in the P-12 school system. Practicum students will teach primary, elementary, middle and secondary students, dance as an art form along with ethnic, folk and social dance. Required for Dance Certification.

PHE 472 Internship: Physical Fitness and Wellness Management. (1-6) A. Prerequisite: 2.0 GPA; completion of physical education core courses and physical fitness and wellness option courses. Students are required to document a minimum of 50 hours of physical fitness and wellness related experiences prior to enrollment in PHE 472. Supervised experiences in the directing of wellness and physical fitness activities in various settings. May be retaken to a maximum of six hours.

PHE 485 Independent Study. (1-3) I, II. Individual work on a physical education related problem in supervised situation. Restricted to undergraduate physical education major or minor student. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment.

PHE 490 Experiences in Research (1-3) I, II. Prerequisites: ATR 100 or PHE 201 and departmental approval. Directed research experience in athletic training, physical education or sports management. May be retaken to a maximum of 9 hours. Student must have research proposal form approved by faculty supervisor and department chair prior to enrollment.

PHE 530 Sports Information Programs. (3) II. Study of the role and function of the sports information director. Includes public relations techniques applied to sports information; press releases, publications programs, office and staff organization, time utilizations, news media, and formats.

PHE 562 Adapted Physical Activity. (3) I, II. Principles and practices of adapted physical education emphasizing the 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 575 Tests and Measurements in Physical Education. (3) I, II. Administration and scoring of tests; evaluation of use of results obtained.

PHE 590 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 approval provided subtitle is different.

PHI—Philosophy
Dr. Laura Newhart, Chair

PHI 100 Practical Reasoning. (3) I, II. The development of skills essential for the analysis and evaluation of reasoning and argumentation of kinds commonly encountered in essays, textbooks, news media, discussions, lectures, and work situations. Gen. Ed. VII (QS).

PHI 110 Beginning Philosophy. (3) I, II. Basic introductory course in philosophy. Consideration of perennial questions of the human experience, especially questions about reality, knowledge, self, values, and religious belief. Credit will not be awarded for both PHI 110 and 110W. Gen. Ed. E-3B.

PHI 110W Beginning Philosophy: Writing Intensive. (3) I, II. Prerequisite: ENG 102 or 105(B) or HON 102(B). A writing-intensive basic introductory course in philosophy. Consideration of perennial questions of the human experience, especially questions about reality, knowledge, self, values, and religious belief. Credit will not be awarded for both PHI 110 and 110W. Gen. Ed. E-3B.

PHI 130 Beginning Ethics. (3) I, II. Survey of theories concerning the nature of right and wrong, emphasizing how these theories can be applied to personal moral choices. Gen. Ed. E-3B.

PHI 240 Philosophy of Religion. (3) A. Study of religious experience, faith and knowledge, the nature and existence of God, the problem of evil, religious ethics, and religious language. Credit will not be awarded for both PHI 240 and 240W. Gen. Ed. E-3B.

PHI 240W Philosophy of Religion: Writing Intensive. (3) A. Prerequisites: ENG 102 or 105 (B) or HON 102. Study of religious experience, faith and knowledge, the nature and existence of God, the problem of evil, religious ethics, and religious language. Credit will not be awarded for both PHI 240 and 240W. Gen. Ed. E-3B.

PHI 300 Greek and Roman Philosophy. (3) A. Survey of philosophical thought as seen through an examination of selected issues and selected philosophers from ancient Greece through the early Roman period. Credit will not be awarded for both PHI 300 and 300W. Gen. Ed. E-3B.

PHI 300W: Greek and Roman Philosophy: Writing Intensive. (3) A. Prerequisite: ENG 102, or ENG 105(B), or HON 102(B). Survey of philosophical thought as seen through an examination of selected issues and selected philosophers from ancient Greece through the early Roman period. Credit will not be awarded for PHI 300 and 300W. Gen.Ed. E-3B.

PHI 310 Medieval Philosophy. (3) A. Study of Christian, Jewish, and Islamic philosophical thought in the Middle Ages and of Renaissance scholasticism. Issues in various areas of philosophical inquiry are examined through selected readings from Augustine to Suarez.

PHI 320 Modern Philosophy. (3) A. Examination of some major issues and some major philosophers from the 17th and 18th centuries. Gen. Ed. E-3B.

PHI 330 Twentieth Century Philosophy. (3) A. A survey of the principal schools of philosophic thought of the twentieth century in Europe and America, with special attention to the important issues which emerge.

PHI 332 Existentialism & Postmodernism. (3) A. Study of the influence of such existentialists as Nietzsche, Husserl, Sartre, de Beauvior, and Heidegger on contemporary postmodern theories such as Foucault, Baudrillard, Derrida, Kristeva, and Irigaray.

PHI 340 Philosophy of Science. (3) A. How views of reality, knowledge, and values relate to science and scientists. Philosophical assumptions of science examined through historical examples of scientific investigations. The value and the values of scientific methods and scientific theories. Credit will not be awarded for both PHI 340 and 340W. Gen. Ed. VIII (Option 3).

PHI 340W Philosophy of Science: Writing Intensive. (3) A. Prerequisite: ENG 102 or 105(B) or HON 102(B). A writing-intensive basic introductory course in philosophy of science. How views of reality, knowledge, and values relate to science and scientists. Philosophical assumptions of science examined through historical examples of scientific investigations. The value and the values of scientific methods and scientific theories. Credit will not be awarded for both PHI 340 and 340W. Gen. Ed. VIII (Option 3).

PHI 342 American Philosophy. (3) A. A critical examination of basic beliefs held by Americans regarding themselves, their culture, and world, through the thought of modern American philosophers such as Royce, Peirce, James, Santayana, Woodbridge, Dewey, and Whitehead.

PHI 349 Applied Learning in Philosophy. (.5-8) A. Prerequisite: consult with department chair before enrolling. Work in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours employment required for each semester hour credit.

PHI 349 A-N Cooperative Study: Philosophy. (.5-8) A. Prerequisite: consult with department chair before enrolling. Work in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours employment required for each semester hour credit.

PHI 350 Metaphysics. (3) A. An elaboration of the various approaches to metaphysics in the history of philosophy, including contemporary anti-metaphysical points of view.

PHI 352 Theory of Knowledge. (3) A. An examination of the nature, possibility, limits, sources and value of knowledge of minds and the world.

PHI 362 Technology and Values. (3) A. An examination of philosophical issues related to science, technology, public health, economics, and the environment, with special attention being given to the personal and social ethical issues that arise in these contexts. Gen. Ed. VIII (Option 3).

PHI 371 Symbolic Logic. (3) A. Basic introduction to modern symbolic logic: propositional logic, first order predicate logic, proofs and metaproofs, and nature and properties of formal logic systems. Gen. Ed. VII (QS).

PHI 381 Animal Ethics (3) A. An examination of major theories of animal welfare and rights; consideration of issues involving the use of animals as food and other goods, animal experimentation, wildlife, endangered species, hunting, animals and sport, pets, and zookeeping.

PHI 383 Health and Biomedical Ethics. (3) A. An examination of the value-issues which surround problems that arise in health-related fields and whose resolution calls for moral judgments. Typical problems would include: euthanasia, experimentation with humans, behavior control, genetic engineering, and distribution of health care facilities. Credit will not be awarded for both PHI 383 and PHI 383W.

PHI 383W Health and Biomedical Ethics. (3) A. Prerequisite: ENG 102 or 105(B) or HON 102. An examination of the value-issues which surround problems that arise or in health-related fields and whose resolution calls for moral judgments. Typical problems would include: euthanasia, experimentation with humans, behavior control, genetic engineering, and distribution of health care facilities. Credit will not be awarded for both PHI 383 and PHI 383W.

PHI 385 Environmental Ethics. (3) A. An examination of historical and contemporary views

of the values and rights of nature. Possible topics include animal rights, conservationism, the land ethic, stewardship, deep ecology, ecofeminism, and indigenous approaches to the environment.

PHI 388 Special Topics in Ethics. (1-3) A. An examination of ethical theories, of major ethical thinkers, or of an applied ethical field like business ethics or environmental ethics. May be retaken to a maximum of fifteen hours if the topic is different.

PHI 390 Special Topics in Philosophy. (1-3) A. Prerequisite: consult with department chair before enrolling. Detailed examination of a problem-area or a school of philosophy in the history of philosophy or the thought on one outstanding philosopher. May be retaken to a maximum of fifteen hours if the topic is different.

PHI 432 Philosophy of Art. (3) A. Examination of the major philosophical theories of art and beauty and the place of aesthetic language in the general area of value judgments. Representative classical and contemporary figures will be considered.

PHI 490 Independent Work in Philosophy. (3) I, II. Prerequisite: consult with department chair before enrolling. Individual research and reading on a specified philosophical problem chosen by the student and instructor. 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 six hours if topic is different.

PHI 499 Senior Thesis. (3) A. Prerequisite: consult with department chair before enrolling. Supervised, independent thesis for seniors majoring in philosophy.

PHI 551 Classical Theory. (3) A. Cross-listed as POL 551. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for POL 551, POL 551W or PHI 551W.

PHI 551W Classical and Medieval Political Theory. (3) A. Prerequisite: ENG 102 or 105 (B) or HON 102(B). Cross-listed as POL 551W. Examination of Western political theory from Plato to Aquinas. Credit will not be awarded to students who have credit for POL 551, POL 551W or PHI 551.

PHI 552 Modern Political Theory. (3) A. Cross listed as POL 552. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for POL 552, POL 552W or PHI 552W.

PHI 552W Modern Political Theory (3) A. Cross-listed as POL 552W. Prerequisite: ENG 102 or 105 (B) or HON 102. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for POL 552, POL 552W or PHI 552.

PHI 553 Contemporary Political Theory. (3) A. Cross-listed as POL 553. Examination of Western political theory from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for POL 553, POL 553W or PHI 553W.

PHI 553W Contemporary Political Theory (3) A. Cross-listed as POL 553W. Prerequisite: ENG 102 or 105 (B) or HON 102. Examination of Western political theory from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for POL 553, POL 553W or PHI 553.

PHY—Physics
Dr. Jerry Cook, Chair

PHY 101 Concepts of the Physical World. (3) I, II. Prerequisite: MAT 105 or higher. Topics on mechanics, Newton's Laws, energy, sound, light, electricity, magnetism, and nuclear phenomena. 4 Lec/Lab. Gen. Ed. E-4B.

PHY 102 Inquiry Physics for Teachers. (3) I, II. Prerequisite: MAT 105 or higher and pre-teaching or teaching elementary and middle school education majors only or departmental approval. An inquiry-based, conceptual-approach physical science course for teaching majors. Topics include kinematics, matter and heat, optics, electricity, and magnetism. Credit will not be awarded for both PHY 101 and 102. 1 Lec/4 Lab. Gen. Ed. E-4B.

PHY 129 Success in College Physics (1) I, II. Corequisite: PHY 131. This course will emphasize topics presented in PHY 131 that the students may require additional instruction to master. Topics to be covered will include one-dimensional motion, Newton's Laws of Motion, momentum, energy, and rotational motion. Students will be allowed to enroll up to four weeks after classes start. A withdrawal from PHY 131 must be matched by a withdrawal from PHY 129.

PHY 131 College Physics I. (5) I, II. Prerequisite: MAT 108 or higher or departmental approval. Fundamental ideas of mechanics, heat, and sound. Credit will not be awarded for both PHY 131 and 201. A withdrawal from PHY 131 must be matched by a withdrawal from PHY 129 if enrolled in both courses. 6 Lec/Lab. Gen. Ed. E-4B.

PHY 132 College Physics II. (5) I, II. Prerequisite: PHY 131. Fundamental ideas of electricity, magnetism, optics, and modern physics. Credit will not be awarded for both PHY 132 and PHY 202. 6 Lec/Lab. Gen. Ed. E-4B.

PHY 201 University Physics I. (5) I. Prerequisite: MAT 124 or 124H or MAT 261 or departmental approval. Composition and resolution of forces, laws of equilibrium, Newton's laws of motion, work and energy, momentum, simple harmonic motion, hydrodynamics, heat phenomena. Credit will not be awarded for both PHY 131 and PHY 201. 6 Lec/Lab. Gen. Ed. E-4B.

PHY 202 University Physics II. (5) II. Prerequisite: PHY 201. Prerequisite or Corequisite: MAT 224 or departmental approval. Electrostatics, electric potential, dielectrics, A.C. and D.C. circuits, magnetic fields, Faraday's Law, sound, wave motion, geometrical and physical optics. Credit will not be awarded for both PHY 132 and PHY 202. 6 Lec/Lab. Gen. Ed. E-4B.

PHY 221 Statics. (3) A. Prerequisite: PHY 201. Prerequisite/Corequisite: MAT 224. Study of force systems on bodies at rest, descriptions of force systems, distributed and internal forces, applications of hydrostatics, frames and trusses, beams.

PHY 300 Modern Physics I. (3) I. Prerequisite: PHY 132 or 202; MAT 124 or 124H or MAT 261 or departmental approval. Physics of the 20th century. Topics include special relativity, quantum effects, wave theory, Bohr theory, structure of the hydrogen atom. Credit will not be awarded for both PHY 300 and 300W.

PHY 300W Modern Physics I (3) I. Prerequisites: ENG 102 or ENG105(B), or HON 102; PHY 132 or 202; MAT 124, 124H or MAT 261 or departmental approval. Physics of the 20th century. Topics include special relativity, quantum effects, wave theory, Bohr theory, structure of the hydrogen atom. Credit will not be awarded for both PHY 300W and PHY 300.

PHY 301 Modern Physics II. (3) II. Prerequisite: PHY 300. A continuation of PHY 300. Topics include atomic and molecular structure, nuclear structure, nuclear reactions, elementary particles.

PHY 303 Introduction to Laser Physics. (3) A. Prerequisite: PHY 132 or PHY 202 and instructor approval. An introduction to the theory and application of different types of lasers such as dye, nitrogen, He/Ne, diode, and mercury vapor; the characteristics of laser light, and optical measuring devices. 2 Lec/2 lab.

PHY 307 Electronics. (4) A. Prerequisite: PHY 132 or 202 or departmental approval. Theory of solid state devices, power supplies, transducers, operational amplifiers, solid state switches, flip-flops, counters, digital devices, logic families. 3 Lec/3 Lab.

PHY 315 Introductory Electrical Circuits. (4) A. Prerequisite: PHY 202 or departmental approval. Prerequisite or Corequisite: MAT 224. Fundamental laws and principles for linear circuits whose elements consist of passive and active components used in present day practice. Determination of the sinusoidal steady state responses using the algebra of complex numbers.

PHY 349 Applied Learning in Physics. (.5-8) A. Work in placements related to academic studies. A minimum of 80 hours employment is required for each semester hour of academic credit. Total hours: eight, associate; sixteen, baccalaureate. Hours earned in PHY 349 will not apply toward a physics major or minor.

PHY 349 A-N Cooperative Study: Physics. (.5-8) A. Work in placements related to academic studies. A minimum of 80 hours employment is required for each semester hour of academic credit. Total hours: eight, associate; sixteen, baccalaureate. Hours earned in PHY 349 will not apply toward a physics major or minor.

PHY 375 Thermodynamics. (3) A. Prerequisite: PHY 202 or departmental approval. Prerequisite or Corequisite: MAT 224. Study of temperature, thermodynamic systems, ideal gases, first and second law of thermodynamics, Carnot cycle, Kelvin temperature scale, entropy.

PHY 402 Physical Optics. (3) A. Prerequisite: PHY 202 or departmental approval. Prerequisite or Corequisite: MAT 224. Wave motion, interference, Fraunhofer and Fresnel diffraction, electromagnetic radiation, dispersion, polarization, double refraction, lasers, holography.

PHY 406 Advanced Physics Laboratory. (3) A. Prerequisite: PHY 132 or 202 or departmental approval. Experiments in mechanics, optics, electricity and magnetism, and atomic and nuclear physics. Computer simulations of physical situations. Measurement and data analysis techniques, including error analysis. 5 Lec/Lab.

PHY 420 Electricity and Magnetism. (4) A. Prerequisites: PHY 202 and MAT 225 or departmental approval. Electrostatics in vacuum and dielectrics, solutions of Laplace's and Poisson's equations, magnetic fields, induced EMF's, magnetic materials, and Maxwell's equations.

PHY 458 Classical Mechanics I. (3) A. Prerequisite: PHY 202 or departmental approval. Prerequisite/Corequisite: MAT 353. Applications of calculus to the principles of classical mechanics. Topics include vectors, rectilinear motion in one dimension, motion in three dimensions, non-inertial reference systems, central forces, and celestial mechanics.

PHY 459 Classical Mechanics II. (3) A. Prerequisite: PHY 458. Continuation of PHY 458. Topics include many-bodied systems, rigid bodies, Lagrangian and Hamiltonian mechanics, coupled harmonic oscillators, wave motion.

PHY 470 Quantum Mechanics. (3) A. Prerequisite: PHY 458 or departmental approval. Basic principles of wave mechanics, solutions of Schrodinger wave equation for simple systems, interpretation of solutions and application to atomic and molecular problems.

PHY 506 Physics for High School Teachers. (3) A. Credit given toward major or minor only in teaching programs. Topics from general and modern physics to prepare teachers to teach high school physics and give classroom demonstrations. 2 Lec/3 Lab.

PHY 510 Special Problems in Physics: _____. (1-6) A. Prerequisites: PHY 202 or departmental approval. Special laboratory experiments, development of new equipment, or solution of special mathematical problems related to physics. May be retaken to a maximum of six hours provided subject matter is different each time. Student must have the independent study form approved by faculty supervisor and department chair prior to enrollment.

PLS—Police Studies
Dr. Preston Elrod, Interim Chair

PLS 103 Police, Order Maintenance and Crime. (3) A. Overview of the role of police. The historical development of policing, police functions and bureaucratic organization are examined. Police misconduct, discretion and effectiveness receive special attention.

PLS 216 Criminal Law. (3) I, II. The nature of the criminal act; the essential elements; theories of responsibility; exculpatory matters; overview of common law offenses; identification of trends in the law.

PLS 220 Criminal Investigation. (3) A. Fundamental of criminal investigation, crime scene search and recording, collection and preservation of physical evidence, scientific aids, modus operandi, sources of information, interviews and interrogation, follow-up, case preparation and case management.

PLS 315 Police Administration and Management. (3) I, II. Prerequisite: sophomore standing. Critically examines the theories of motivation, leadership, and organization in the police context. Police administrative and management functions studied emphasizing personnel management and organizational change.

PLS 316 Criminal Evidence. (3) I, II. Prerequisite: sophomore standing. Overview of trial procedures; classification of evidence; proof; presumptions; relevance; eyewitness identification; testimonial privileges; character; hearsay; impeachment; scientific evidence; collection and preservation of evidence.

PLS 326 Ethical Decisions and Police. (3) A. Prerequisite: Junior or Senior standing. Examines the problems of ethical philosophies, theories and law in the context of policing. Consideration is given to problems of police judgment arising from unquestioned assumptions about morality. Focuses on forms of ethical violation at the individual, group and organization levels as well as strategies for prevention and control.

PLS 330 Topics in Police Studies. (1-6) A. Prerequisite: sophomore standing. Examination of a contemporary issue in policing including historical perspective, societal issues, present status, and future development. The police response to a specific problem is the core of this course. Course may be taken for a maximum of six hours under different headings.

PLS 349 Applied Learning in Police Administration. (.5-8) A. Prerequisites: departmental approval, sophomore standing. Work under faculty and field supervisors, in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; fifteen, baccalaureate. Minimum 80 hours work required for each academic credit. A maximum of three hours of PLS 349 and 424 can be applied toward the PLS major or minor.

PLS 349 A-N Cooperative Study: Police Administration. (.5-8) A. Prerequisites: departmental approval, sophomore standing. Work under faculty and field supervisors, in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; fifteen, baccalaureate. Minimum 80 hours work required for each academic credit. A maximum of three hours of PLS 349 and 424 can be applied toward the PLS major or minor.

PLS 375 Terrorism/Counterterrorism. (3) A. Prerequisite: Junior or Senior standing. A study of domestic, foreign, transnational and state terrorism. This course examines issues related to defining, preventing and combating terrorism. Various social and historical forces and events will be considered in order to contextualize specific key individuals, organizations and actions.

PLS 380 Police in the Popular Media. (3) A. Prerequisite: sophomore standing. A study of the public's perception of police through popular media (music, radio, television, films, short stories and books) and how those media sources might influence policing itself.

PLS 385 Police Related Violence. (3) A. Prerequisite: sophomore standing. A descriptive, theoretical and philosophical approach to violence used by the police and violence directed toward them. Psychological and sub-cultural impacts will be examined. Additional analysis associated with lethal and non-lethal violence policy and strategies are included.

PLS 390 Predatory Crime and Crime Patterns. (3) A. Prerequisite: sophomore standing. Examination of selected crime categories including predatory street, conventional property, and sex crimes. Areas of concentration include theoretical and ecological characteristics, victim-offender relationships, and crime patterns emphasizing police responses.

PLS 401 Multi-Culturalism and Policing. (3) A. Prerequisite: Junior or Senior standing. Examines the policing of marginalized populations and investigates the realities of these persons within policing. Specific populations can include racial and ethnic minorities, age, women, sexual minorities, persons with physical and mental disabilities, immigrant populations, veterans, and others.

PLS 403 Homicide. (3) A. Prerequisite: sophomore standing. Explore current theoretical, philosophical and empirical literature associated with homicide. Content includes descriptive, theoretical, empirical, and practical explanations of criminal homicide patterns. Included will be an examination of death investigation systems and police responses.

PLS 408 Policing and Technology. (3) A. Prerequisite: Junior or Senior standing. Examines the current realities of cyber crime and the official police response. Consideration will be given to legal issues, civil liberties, police deviance and the sociopolitical impacts of technology.

PLS 410 The Police and Community. (3) A. Prerequisite: Junior or Senior standing. Examines relationships between the police and community that address crime and quality of life problems. Community is examined as a geographical space made of multiple and diverse publics sometimes requiring different strategies and attention. A distinction is drawn between public relations and police community partnerships.

PLS 414 Social Forces and Policing Society (3) A. Prerequisites: CRJ 101 and PLS 103. Sophomore standing or higher. Examines the history and evolution of policing in the United States with an emphasis on the political, social, cultural, legal and organizational forces that have molded that history. The roles and functions of police in America are examined in detail within the context of race, class and gender.

PLS 415 Contemporary Police Strategies. (3) A. Prerequisite: senior standing. Review of contemporary police issues, programs, and strategies. Detailed analysis and evaluation of police practices, including impact on the relationship between the police and the community. Assessment of police reform measures and accountability mechanism.

PLS 416 Criminal Procedure. (3) A. Prerequisite: PLS 216, sophomore standing, or instructor approval. A detailed study of the laws of arrest (including the use of force), search and seizure, emphasizing the constitutional basis, historical development, statutes, and recent court decisions.

PLS 420 Surveillance & Society. (3) A. Prerequisite: Junior or Senior standing. Examines the nexus of surveillance, policing, and society. The course explores the role of states, corporations and individuals in monitoring and policing of bodies, populations, property and information. Consideration is given to historical and contemporary dynamics of surveillance: socio-technical assemblages, risk and security discourses, institutional blurring, inequalities and civil liberties.

PLS 426 Federal Criminal Law. (3) A. Prerequisites: PLS 216 or CRJ 312; sophomore standing. An examination of the federal criminal law enforcement system with a focus on substantive offenses. In addition to specific crimes, the basis of federal jurisdiction will be studied.

POL—Political Science
Dr. Lynnette Noblitt, Chair

POL 100 Principles of Politics and Government. (3) I, II. An introductory social science course focusing on the political and governmental aspects of societies. Does not count toward political science major requirements. Credit will not be awarded for both POL 100 and 100S. Gen. Ed. E-5B.

POL 100S Principles of Politics and Government. (3) I, II. An introductory social science course focusing on the political and governmental aspects of societies, enhanced with a service-learning component. Does not count toward the political science major requirements. Credit will not be awarded for both POL 100 and 100S. Gen. Ed. E-5B.

POL 101 Introduction to American Government. (3) I, II. Principles, functions, and basic political institutions of the American system of government at the national level. Gen. Ed. VB, VC, or VII (SBS). [SB], E-5A, E-5B. Credit will not be awarded for both POL 101 and POL 101S.

POL 101S Introduction to American Government: Service Learning. (3) A. Principles, functions, and basic political institutions of the American system of government at the national level enhanced with a service-learning component. Credit will not be awarded for both POL 101 and 101S. Gen. Ed. VB, VC, or VII (SBS).

POL 201 Short Topics in Political Science. (1-3) A. A maximum of three short topics offered during any semester. The student may take any or all topics. May be retaken to a maximum of six hours when topics vary. For those qualified high school students enrolled in the topic "A Kentucky Locality" the grade of "IP" may be given.

POL 212 Introduction to Comparative Politics. (3) I, II. Purpose, concepts, and methods used in the cross-national study of politics and government with a focus on selected countries. Gen. Ed. VB or VC or VII (SBS). [SB], E-5A or E-5B.

POL 220 Introduction to International Relations. (3) I, II. The study of the political interactions of countries and the relationship of politics to economics, the environment, technology, culture and society on a global level. Gen. Ed. E-5B.

POL 280 Research and Writing in Political Science. (3) A. Prerequisite: majors, minors, or departmental approval. Practical application of techniques and methods used in collection, analysis, and written presentation of political data. No more than 6 hours of POL courses numbered 300 or above may be taken prior to completing POL 280.

POL 300 Contemporary Political Problems: _____. (3) I, II. Application of the skills of citizenship to problems of contemporary politics. Designed to increase the students' political awareness and ability to function politically in contemporary society. May be retaken to a maximum of nine hours provided the topic differs each time.

POL 301 Citizens' Assembly (CACTUS). (3) A. Prerequisite: ENG 102 or ENG 105(B) or HON 102. Citizens' Assembly for Critical Thinking about the United States (CACTUS), an exercise in deliberative democracy. Students study, hold hearings, deliberate, discuss alternatives, and make a decision on a topic of significance in American politics. Gen. Ed. E-5B.

POL 302 Science and the Liberal Arts (3) A. Prerequisite: Gen. Ed. Block I. Contemporary scientific and technological issues will be examined through the application of political science and other social science disciplines. Gen. Ed. VII (SBS).

POL 310 Latin American Governments. (3) A. A study of the political institutions and issues facing the people and governments of Latin America.

POL 312 Politics in China. (3) A. Analysis

of political development, organizational structure, and operation of Chinese political systems with particular emphasis on Chinese Communism, foreign policies, and contemporary problems in China.

POL 313 Politics of Japan. (3) A. Examination of Japan's political development, government institutions, public policies and foreign relations.

POL 315 European Politics. (3) A. Examination of the politics and public policies of the European Union and selected European countries.

POL 316 Politics in Russia. (3) A. Nature and development of Russia's political system since the end of the USSR and fall of communism; impact of the Soviet era; development of political parties and civil society; superpresidentialism; nationalism; federalism and ethnic politics.

POL 319 Canadian Politics. (3) A. Prerequisite: ENG 102 or ENG 105 (B) or HON 102. Canada's political system, including British, American, and French, First Nations and recent immigrant influences; governmental institutions, federalism, political parties and electoral systems; ethnic and linguistic politics; Canadian-U.S. relations. Gen. Ed. E-6.

POL 320 National Security Strategy. (3) A. Examines the theories and processes of national security strategy to understand the complexities and interrelationships of the strategic environment, within the constraints of the political environment and scarce resources.

POL 321 American Foreign Policy. (3) II. Prerequisite: three hours of POL or instructor approval. Analysis of the internal processes and external factors which affect U.S. foreign policy, with emphasis on the post-World War II period. Case studies in decision-making.

POL 325 International Security Affairs. (3) I. Analysis of major problems of national/international security, the role of military power and arms control in the nuclear era, with emphasis on military-security policies of great powers.

POL 327 International Law and Organization. (3) A. Prerequisite: three hours of POL or instructor approval. Analysis of the development of the U.N.; functional and regional approaches to peace, security, economic cooperation, social welfare, and law in international relations.

POL 331 Urban Politics. (3) A. Political processes of urban areas including comparisons of alternative structures of urban and other local government.

POL 332 Kentucky Government and Politics. (3) I, II. An overview of the Kentucky political system: major institutions, processes and political leaders, with emphasis on recent events and developments. Credit will not be awarded for both POL 332 and POL 497B.

POL 333 American State and Local Government. (3) A. Study of the institutions and processes of government of the fifty states and of cities and counties.

POL 340 American Politics: Parties, Public Opinion, and Pressure Groups. (3) A. Informal political institutions of American government; functions, organization, financing of political parties, public opinion, and pressure groups. Their relationship to democracy.

POL 341 The Legislative Process: Congress and State Legislatures. (3) A. A systematic examination of the decision-making process in Congress and state legislature.

POL 342 The American Chief Executive: President and Governor. (3) A. An examination of the power and functions of the offices of the President and governor. Recent developments affecting the American President will be emphasized.

POL 345 Minority Group Politics. (3) A. Cross listed as AFA 345. Examination and comparison of various theories, strategies, forms of participation, leadership styles, and concepts (e.g., Black Power) of minority group politics. Credit will not be awarded for both POL 345 and AFA 345. Gen. Ed. VIII.

POL 347 Politics and Religion in the U.S. (3) A. Interaction of government, politics, and religion in the U.S.: role of Supreme Court and Constitution in defining church-state separation and religious freedom; religious organizations as pressure groups; religion in electoral politics and foreign policy-making; religion and public schools.

POL 349 Applied Learning in Political Science. (.5-8) A. Work in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours employment required for each semester hour credit. No more than six hours may count toward this major. No more than three hours may count toward this minor.

POL 349 A-N Cooperative Study: Political Science. (.5-8) A. Work in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours employment required for each semester hour credit. No more than six hours may count toward this major. No more than three hours may count toward this minor.

POL 357 American Political Thought. (3) A. Study of the political philosophy and values that have shaped the American political system. Emphasis given to problems in democratic theory and to competing ideologies within the American political system.

POL 360 Judicial Process. (3) A. Study of legal and judicial systems in the United States and their role in the American political process.

POL 370 Introduction to Public Administration. (3) A. Survey of organization, authority, decision-making, intra-organization communications, and application of principles of the American bureaucracy by case studies.

POL 371 Administration of Social Services and Agencies. (3) A. Examination of the political and administrative problems in public and not-for-profit agencies and a survey of management tools available to those responsible for the delivery of social services.

POL 373 Politics of Development in Appalachia. (3) A. Cross listed as APP 373. This course examines community and economic development in the Appalachian region with special emphasis on Kentucky. Focus will be on the political, economic and social aspects affecting development. Credit will not be awarded for both POL 373 and APP 373.

POL 374 Introduction to Public Policy. (3) A. Introduction to the role of federal, state, and local governments in the formulation, implementation, and evaluation of public policies. Examples of policy decisions which might be covered include energy, housing, environmental quality, and social services.

POL 376 Public Human Resources. (3) A. Policies, and practices for human resources management in public services. Civil Service systems and reforms, diversity and affirmative action, managing, compensating, and motivating employees.

POL 377 Public Budgeting. (3) A. The political consideration of budget formulation, budget strategy, and budget execution. An analysis of the role of taxes, spending, program evaluation, and planning in the budgeting process at the federal, state, and local levels.

POL 405 Special Topics in Political Science. (3) A. Exploration of a particular topic; theorist, institution, process, policy, writings, or their combinations. Prerequisites set by the department. May be retaken to a maximum of six hours provided subject matter is different each time.

POL 410 Studies in Comparative Government and Politics. (3) A. Prerequisite: three hours of POL or departmental approval. Study of selected country, region, or a cross-national study of a political institution (e.g. Executives, Political Parties, Legislatures). May be retaken to a maximum of nine hours provided the subject matter differs each time.

POL 415 Terrorism and Political Violence. (3) A. Examines terrorism and political violence as causes and consequences of cultural, social and political change.

POL 421 The U.S. and Latin America. (3) A. Examines U.S. foreign policy in Latin America and the Caribbean; Latin American foreign policies; key hemispheric issues such as the war on drugs, immigration, foreign aid, and trade.

POL 440 Voting Behavior. (3) A. Survey of recent literature in the field of voting behavior in the U.S. Topics include public opinion, polling, participation, and campaign behavior. Attention paid to methodologies and techniques.

POL 445 Queer Theory and Politics. (3) A. Cross listed as WGS 445. Prerequisite: POL 100 or 101. The study of political issues, processes, and theories surrounding sexual minority Americans. Credit will not be awarded for both POL 445 and WGS 445.

POL 446 The Politics of Sex. (3) A. Cross listed as WGS 446. The effect of sex on social and political institutions, public policies, and court rulings. Issues may include pornography, sexual and gender discrimination, domestic violence, reproductive rights and gay rights. Credit will not be awarded for both POL 446 and WGS 446. Gen. Ed. VIII.

POL 451 Principles and Politics of Human Rights. (3) A. Cross listed as WGS 451. Examines politics of human rights in theory and in practice. Credit will not be awarded for both POL 451 and WGS 451.

POL 460 Law and Society. (3) A. Sources, nature, function, and limits of law as an instrument of social and political control and direction. Examples taken from property, torts, contracts, criminal law, and selected areas of public policy.

POL 463 Constitutional Politics. (3) A. An examination of constitutional problems in American government. Emphasis is given to cases in their legal and political context.

POL 464 Law and Politics of Civil Liberties. (3) A. An examination of historic and contemporary problems of civil liberties. Emphasis is given to cases in their legal and political context.

POL 466A Mock Trial (2) I. Prerequisite: departmental approval. Preparation of Mock Trial Competitions. Students will develop cases for presentation including preparing opening an closing arguments, introducing testimonial, physical and demonstrative evidence, and conducting direct and cross examination of witnesses. May be retaken to a maximum of 8 hours, only 2 of which may be counted toward the political science major and only 1 may be counted toward the political science minor.

POL 466B Mock Trial (2) II. Prerequisite: POL 466A and departmental approval. Preparation of Mock Trial Competitions. Students will develop cases for presentation including opening and closing arguments, introducing testimonial, physical, and demonstrative evidence, and conducting direct and cross examination of witnesses. May be retaken to a maximum of 8 hours, only 4 of which may be counted toward the political science major and only 2 may be counted toward the political science minor.

POL 490 Independent Work in Political Science. (1-3) A. Individual research and/or reading on a problem or area in political science. Regular reports and final research paper required. May be retaken to a maximum of six hours. Students must have the independent study proposal form approved by faculty supervisor and departmental chair prior to enrollment.

POL 495 Practicum in Political Science. (1-3) A. Supervised field study program. May be retaken to a maximum of six hours, provided subject matter differs each time. Student must have the independent study proposal form approved by faculty supervisor and departmental chair prior to enrollment.

POL 495A Practicum in American Political Process. (1-3) A.

POL 495B Practicum in Comparative Politics and International Relations. (1-3) A.

POL 496A Washington Internship. (6-12) A. Prerequisite: junior or senior standing with 2.5 GPA. Supervised internship with government or private agencies in Washington, D.C. Open by application to those students who fulfill the prerequisite.

POL 496B Washington Seminar. (3) A. Corequisite: POL 496A. Seminar on selected topics in national government.

POL 496C Washington Forum. (3) A. Corequisite: POL 496A and POL 496B. Seminar on selected topics in national government.

POL 497 Kentucky Administrative Intern Program. (18) A. Prerequisites: junior or senior standing with a cumulative GPA of 2.6 or better (on a 4.0 scale). Enrollment is by invitation only and limited to a maximum of 18 hours.

POL 497A Internship in State Government. (3-9) A. Each intern's performance in his or her job is evaluated by the agency supervisor in consultation with the intern's campus coordinator or the student's advisor in the department granting credit for the internship. May be retaken to a maximum of nine hours.

POL 497B Selected Topics in Administration of Kentucky State Government. (3-12) A. Seminar on various topics on the administration of Kentucky state government which support and constitute an essential part of the Kentucky Administrative Intern Program. May be retaken to a maximum of 12 hours provided the topics vary. Credit will not be awarded for both POL 497B and POL 332.

POL 498 Kentucky Legislative Internship Program. (0) A. Prerequisites: junior or senior standing with a cumulative GPA of 2.8 or better (on a 4.0 scale) and a definite interest in the legislative process in the Commonwealth. Enrollment is by invitation only and limited to a maximum of 15 hours by registering for POL 408A and 408B.

POL 498A Legislative Internship. (3-9) A. Each intern's performance in his or her legislative assignment will be evaluated by the immediate supervisor in consultation with the campus coordinator. May be retaken to a maximum of nine hours.

POL 498B Selected Topics in Kentucky Legislative Process. (3-9) A. Seminar on various topics on the legislative process in the Commonwealth which support and constitute an essential part of the Kentucky Legislative Internship Program. May be retaken to a maximum of nine hours.

POL 498C Legislative Forum. (3) A. Corequisite: POL 498A and POL 498B. Seminar on selected topics in state government.

POL 499 Canadian Parliamentary Internship. (5) A. Prerequisite: junior or senior standing with 2.5 GPA. Supervised internship in the office of a Member of the Canadian Parliament. Final selection for enrollment determined by program. Apply by December 1 for internship in May through June. May be repeated for a maximum of ten hours credit.

POL 517 Politics and Social Change. (3) A. Comparative study of politics in present and past societies to consider the relationship between politics, political change and the broader social change. Emphasis on political phenomena especially suited to comparative study.

POL 521 Contemporary International Relations. (3) A. Systematic analysis of major contemporary theories and approaches to the study of international politics and foreign policy.

POL 525 Problems in International Relations. (3) A. Explores major problems in international relations. Covers various areas of the world with reference to significant factors and problems of the people.

POL 533 Seminar In State and Local Politics. (3) A. A topical analysis of the institutions, policies, and administration of American state and local government. May be retaken to a total of six hours credit, provided subject matter differs each time.

POL 541 Politics and Education. (3) A. An examination of the way political decisions and policies are made in the field of education. Special attention is given to educational decision makers and political power at the local level.

POL 551 Classical Political Theory. (3) A. Cross-listed as PHI 551. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, PHI 551W, or POL 551W.

POL 551W Classical Political Theory. (3) A. Cross-listed as PHI 551W. Prerequisites: ENG 102 or ENG 105(B) or HON 102. Examination of Western political thought from Plato to Aquinas. Credit will not be awarded to students who have credit for PHI 551, PHI 551W, or POL 551.

POL 552 Modern Political Theory. (3) A. Cross-listed as PHI 552. Examination of Western political theory from the Renaissance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552, PHI 552W or POL 552W.

POL 552W Modern Political Theory (3) A. Cross-listed as PHI 552W. Prerequisites: ENG 102 or ENG 105 (B) or HON 102. Examination of Western political theory from the Renaiisance to the mid-twentieth century. Credit will not be awarded to students who have credit for PHI 552, PHI 552W, or POL 552.

POL 553 Contemporary Political Theory. (3) A. Cross-listed as PHI 553. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553, PHI 553W or POL 553W.

POL 553W Contemporary Political Theory. (3) A. Cross-listed as PHI 553W. Prerequisites: ENG 102 or ENG 105(B) or HON 102. Examination of Western political thought from the mid-twentieth century to the present. Credit will not be awarded to students who have credit for PHI 553, PHI 553W or POL 553.

POL 565 Administrative Law. (3) A. Nature of the powers vested in administrative agencies; the problems of administrative procedure; and the methods and extent of judicial control over administrative action.

PSY—Psychology
Dr. Robert Brubaker, Chair

PSY 200 Introduction to Psychology. (3) I, II. Prerequisite: completion of developmental reading requirement. A survey of the major content areas and methods of psychology, including history, biological correlates, cognition, language, intelligence, motivation, emotion, development, personality, abnormal, therapy, and social behavior. Credit will not be awarded for both PSY 200 and 200W. Gen. Ed. VB, VC, or VII (SBS). [SB], E-5B [SB].

PSY 200W Introduction to Psychology: Writing Intensive. (3) I, II. Prerequisites: ENG 102 or 105 (B) or HON 102, and completion of developmental reading requirement. A writing intensive survey of the major content areas and methods of psychology, including history, biological correlates, cognition, language, intelligence, motivation, emotion, development, personality, abnormal, therapy, and social behavior. Credit will not be awarded for both PSY 200 and 200W. Gen. Ed. VB, VC, or VII (SBS). [SB], E-5B.

PSY 250 Information Literacy in PSY. (3) A. Prerequisite: PSY 200 or 200W. Completion of developmental reading and writing requirements. Information literacy, reading, evaluating, summarizing scientific literature in Psychology; scientific writing (APA format); basic research terminology. Credit will not be awarded for both PSY 250 and 250W.

PSY 250W Information Literacy in PSY (3) A. Prerequisites: PSY 200 or 200W and completion of developmental reading requirements; ENG 102 or ENG 105(B) or HON 102. Information literacy, reading, evaluating, summarizing scientific literature in Psychology; scientific writing (APA format); basic research terminology. Credit will not be awarded for both PSY 250W and PSY 250.

PSY 258 Career Development in Psychology. (3) A. Pre or Corequisite: PSY 250 or PSY 250W. Will acquaint psychology majors with career opportunities, and help students recognize and build the skills needed for their desired career field. Credit will not be awarded for both PSY 258 and PSY 358.

PSY 280 Lifespan Developmental Psych. (3) I, II. Prerequisite: PSY 200. A survey of theory and research in developmental psychology across the entire life span. May not be applied to the Psychology major. Credit will not be awarded for both PSY 280 and 280W.Gen. Ed. E-5B.

PSY 280W Life Span Developmental Psychology: Writing Intensive. (3) I, II. Prerequisites: PSY 200; ENG 102 or ENG 105 (B) or HON 102. A writing-intensive survey of theory and research in developmental psychology across the entire life span. May not be applied to the Psychology major. Credit will not be awarded for both PSY 280 and 280W. Gen. Ed. E-5B.

PSY 300 Social Psychology. 3 (A). Prerequisites: PSY 250 and ENG 102 or ENG 105 (B) or HON 102. A study of the power of situations and the social environment to affect human behavior. Topics include: attitudes, persuasion, prejudice, discrimination, group behavior, interpersonal attraction, aggression and prosocial behavior. Credit will not be awarded for both PSY 300 and PSY 300W.

PSY 300W Social Psychology. 3 (A). Prerequisites: PSY 250 and ENG 102 or ENG 105 (B) or HON 102. Writing intensive study of the power of situations and the social environment to affect human behavior. Topics include: attitudes, persuasion, prejudice, discrimination, group behavior, interpersonal attraction, aggression and prosocial behavior. Credit will not be awarded for both PSY 300W and PSY 300.

PSY 305 Psychology of Personality. (3) A. Prerequisites: PSY 200 and ENG 102 or ENG 105 (B) or HON 102 and CMS 100 or CMS 210. Basic approaches to the study of personality. Theories and research about how personality affects behavior and life outcomes.

PSY 308 Abnormal Psychology. (3) A. Prerequisites: PSY 200 and ENG 102 or ENG 105 (B) or HON 102. Descriptive study of the nature, course, classification and prevalence of abnormal behavior, with attention to intellectual, personality, cognitive, sensory and motor functions.

PSY 309 Statistics-Research Methods I. (4) I, II. Prerequisites: MAT 105(C) or MAT 106(C) with a grade of "C" or better or any MAT course above 106, and PSY 250 and ENG 102 or ENG 105(B) or HON 102. Introduction to the various research methods and descriptive statistics used in Psychology.

PSY 310 Statistics-Research Methods II. (3) A. Prerequisite: PSY 309(C). Introduction to inferential statistics and continuation of PSY 309 with an emphasis on experimental research methods in Psychology.

PSY 311 Physiological Psychology. (3) A. Prerequisites: PSY 250 and ENG 102 or ENG 105(B) or HON 102. Facts, concepts, and principles regarding physiological events that underlie behavior. Attention to contemporary research methods and problems undergoing study.

PSY 312 Infant and Child Development. (3) A. Prerequisites: PSY 200, and ENG 102 or ENG 105(B) or HON 102. Theoretical and empirical approaches to the development of the infant and child with attention to perceptual, behavioral, social, and cognitive development and the capacity for learning.

PSY 314 Adolescent and Adult Development. (3) A. Prerequisites: PSY 200, and ENG 102 or ENG 105(B) or HON 102. Survey of biological, psychological, social, cognitive, and historical influences on adolescent and adult

development.

PSY 315 Sensation and Perception. (3) A. Prerequisites: PSY 250, and ENG 102 or ENG 105(B) or HON 102. Experimental study of sensation and perception, the sensory and cognitive processes by which we come to know our world. Credit will not be awarded for both PSY 315 and PSY 315L.

PSY 315L Sensation and Perception with Lab. (4) A. Prerequisites: PSY 250, and ENG 102 or ENG 105(B) or HON 102. Experimental study of sensation and perception, the sensory and cognitive processes by which we come to know our world. 3 Lec/2 Lab. Credit will not be awarded for both PSY 315 and 315L.

PSY 316 Aging and Senescence. (3) A. Prerequisites: PSY 200, and ENG 102 or ENG 105(B) or HON 102. Theory and facts about aging changes in sensory processes, intellect, memory, personality, family and psychopathology.

PSY 317 Cognitive Psychology. (3) A. Prerequisite or Corequisite: PSY 309. Theoretical and empirical approaches to human cognition. Topics include knowledge acquisition and organization, memory, language, problem solving, and thinking skills. Credit will not be awarded for both PSY 317 and 317L.

PSY 317L Cognitive Psychology with Lab. (4) A. Prerequisite or Corequisite: PSY 309. Theoretical and empirical approaches to human cognition. Topics include knowledge acquisition and organization, memory, language, problem solving, and thinking skills. 3 Lec/2 Lab. Credit will not be awarded for both PSY 317 and 317L.

PSY 319 Psychology of Work (3) A. Prerequisites: PSY 250, and ENG 102 or ENG 105 (B) or HON 102, and CMS 100 or CMS 210. Application of psychological theories and procedures to the world of work. Topics include personnel policies and administration, performance management, organizational theory, behavior and development, occupational health, and leadership. Credit will not be awarded for both PSY 319 and 319S.

PSY 319S Psychology of Work (3) A. Prerequisites: PSY 250, and ENG 102 or ENG 105(B) or HON 102, and CMS 100 or CMS 210. Application of psychological theories and procedures to the world of work. Topics include personnel policies and administration, performance management, organizational theory, behavior and development, occupational health, and leadership. Service learning is included in course. Credit will not be awarded for both PSY 319 and 319S.

PSY 320 Health Psychology. (3) I, II. Formerly PSY 410. Prerequisites: PSY 250, and ENG 102 or ENG 105 (B) or HON 102. Theoretical and research perspectives on the relationship between psychological factors and health. Emphasis on utilizing psychological principles and methodology to understand and change illness and health behaviors. Credit will not be awarded for both PSY 320 and PSY 410.

PSY 333 Comparative Psychology. (3) A. Prerequisites: PSY 250, and ENG 102 or ENG 105 (B) or HON 102. A survey of theory and research in the psychology of animals. Topics include history of scientific studies, learning, memory, representation, intelligence, knowledge, innovation, culture, communication, development, emotion, social skill, consciousness, and theory of mind.

PSY 349 Applied Learning in Psychology. (.5-8) A. Prerequisites: PSY 250 and departmental approval. Work in placements related to academic studies. A minimum of 80 hours employment required for each semester hour credit. Three hours may be applied toward the major, not applicable toward a minor. Course may be repeated for up to 16 credits total. Graded Satisfactory/Unsatisfactory.

PSY 349 A-N Cooperative Study: Psychology. (.5-8) A. Prerequisites: PSY 250 and departmental approval. Work in placements related to academic studies. A minimum of 80 hours employment required for each semester hour credit. Three hours may be applied toward the major, not applicable toward a minor. Graded Satisfactory-Unsatisfactory.

PSY 392 Environmental Psychology. (3) I, II. Formerly PSY 404. Prerequisites: PSY 200, and ENG 102 or ENG 105 (B) or HON 102. Study of ways in which people influence the environment and are influenced by it. Issues include discussion of both the natural and built environment. Credit will not be awarded for both PSY 404 and PSY 392.

PSY 397 Topics in Psychology: _____. (3) A. Prerequisites: PSY 250, and ENG 102 or ENG 105 (B) or HON 102, Selected topics for study. Variable topics across semesters in terms of student interest and available faculty. May be retaken for a maximum of 12 credits, provided the subject matter differs each time.

PSY 400 Senior Seminar: _____. (3) A. Prerequisites: PSY 311 or PSY 315, and PSY 313 or PSY 317 or PSY 333, and PSY 312 or PSY 314 or PSY 316, and PSY 300 or PSY 305 or PSY 308, and CMS 100 or CMS 210, or departmental approval. Prerequisite or corequisite: PSY 310, or departmental approval. The senior seminar examines contemporary psychological issues from each of the five core perspectives. Issues vary from semester to semester. May be retaken once, provided the subject matter differs each time.

PSY 401 Senior Thesis. (3) I, II. Prerequisites: PSY 310(C), and CMS 100 or CMS 210. Design, execution, and writing of a supervised independent research project. Credit will not be awarded for both PSY 401 and 401W.

PSY 401W Senior Thesis. (3) I, II. Prerequisites: ENG 102 or ENG 105(B) or HON 102, and PSY 310(C), and CMS 100 or CMS 210. Design, execution, and writing of a supervised independent research project. Credit will not be awarded for both PSY 401W and PSY 401.

PSY 402 Independent Work in Psychology. (1-3) I, II. Prerequisite: student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Results must be presented in a formal paper. May be retaken to a maximum of six hours provided different problems are studied.

PSY 403 Practicum in Psychology. (1-3) A. Prerequisite: student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Supervised field experience. May be retaken to a maximum of six hours.

PSY 405 Intro to Interviewing/Therapy. (3) A. Prerequisites: PSY 250, PSY 308, and PSY 309. Introduction to the basic concepts and skills of interviewing and therapeutic communication in the mental health field.

PSY 406 Intro to Behavior Therapy. (3) A. Prerequisites: PSY 250, and PSY 308, and ENG 102 or ENG 105 (B) or HON 102. Principles and techniques of applying behavioral principles in the analysis of complex human behavior. Emphasis is placed on methods of observing behavior and analyzing functional relationships between behavior and environment.

PSY 408 Child Psychopathology. (3) A. Prerequisites: PSY 250, and PSY 308, and PSY 280 or PSY 312, and ENG 102 or ENG 105(B) or HON 102. Descriptive study of behavior disorders in children, with attention to symptoms or behavioral patterns, etiological influences, relevant research, theoretical underpinnings, and approaches to assessment and intervention.

PSY 412 The Psychology of Art. (3) A. Prerequisites: PSY 250, and PSY 305, and PSY 308, and ENG 102 or ENG 105 (B) or HON 102, or departmental approval. Exploration of the ways in which selected psychological principles contribute to our understanding of art and the artist.

PSY 413 Mind and Brain. (3) A. Prerequisites: PSY 250, and PSY 311(C) or 313(C) or 315(C) or 317(C) or 530(C). A bridging discipline between cognitive science and biopsychology that examines the neural bases of mental processes and complex behavior. Major topics include functional brain imaging, neural networks, perception, memory, language, and consciousness.

PSY 414 Political Psychology (3) A. Prerequisites: PSY 250, and PSY 300, and ENG 102 or ENG 105(B) or HON 102, and CMS 100 or CMS 210, or departmental approval. Seminar covers research that applies psychological methods and theory to politics. Areas covered include personality and politics, and the psychological perspectives of media bias, ideology, conflict, prejudice, and terrorism.

PSY 415 Multicultural Psychology. (3) A. Prerequisites: PSY 250, and PSY 300, and ENG 102 or ENG 105 (B) or HON 102, or departmental approval. Examines the value-laden nuances of mainstream psychology and its early history of promoting discrimination toward diverse groups in American society, while introducing the multicultural approach for combating the resulting "isms" (e.g. racism, genderism).

PSY 420 Psychology of Women and Gender. (3) A. Prerequisites: PSY 250, and PSY 300, and ENG 102 or ENG 105 (B) or HON 102, or departmental approval. Introduction to current and historical theories and research into the psychology of women, including gender differences and similarities.

PSY 466 Forensic Psychology (3) A. Prerequisites: PSY 250, and PSY 300, and PSY 308, and ENG 102 or ENG 105(B) or HON 102. Survey of the major areas of forensic psychology including mental health law, experimental psychology and the legal system, forensic assessment, theories of criminal behavior, and correctional psychology. Credit will not be awarded for both PSY 466 and PSY 411.

PSY 490 Clinical Psychology. (3) A. Prerequisites: PSY 250, and PSY 308, and ENG 102 or ENG 105 (B) or HON 102. Survey of clinical theories, methods, and approaches.

PSY 497 Topics in Psychology: _____. (3) A. Prerequisites: PSY 250, and ENG 102 or ENG 105(B) or HON 102, and departmental approval. Selected topics for study. Variable topics across semesters in terms of student interest and available faculty. May be retaken, provided the subject matter differs each time.

PSY 530 Cognitive Development (3) A. Prerequisite: PSY 250, and PSY 312 or PSY 314, or departmental approval. Overview of how individuals become intelligent through the acquisition of knowledge, learning to reason, think, and engage in abstract thought.

PSY 577 The Autism Spectrum. (3) A. Prerequisites: PSY 280 or PSY 312, and PSY 308, and PSY 309, or departmental approval. Introduction to assessment, diagnosis, and intervention in autism spectrum disorders across the life span. Development of skills in applied assessment and intervention.

PSY 579 History and Systems of Psychology. (3) A. Prerequisites: PSY 311 or PSY 315; PSY 317 or PSY 333 or PSY 530; PSY 312 or PSY 314 or PSY 316; PSY 300 or PSY 305 or PSY 308 or departmental approval; CMS 100 or CMS 210. Prerequisite or corequisite: PSY 310 or departmental approval. A survey of the history of psychology and its various schools of thought and approaches to the study of behavior and mental processes.

PSY 590 Tests and Measurements. (3) A. Prerequisites: PSY 309 or departmental approval. Study of measurement principles with application in psychology, business, industry, and government. Interpretation, use, and evaluation of measurement and job analysis methods. Reliability, validity, utility, ethical/legal concerns are examined.

PSY 597 Advanced Topics in Psychology: _____. (3) A. Prerequisite: PSY 250, and ENG 102 or ENG 105(B) or HON 102, and departmental approval. Selected topics for advanced study. Topics vary across semesters depending on student interest and available faculty. May be retaken up to 12 hours.

PUB—Public Relations
Dr. Elizabeth Hansen, Chair

PUB 320 Design for Mass Media (3) I, II. Introductory design course for non-designers presenting concepts, principles, terminology, tools, and techniques in computer-based design and production within public relations. Emphasis on media channels/ audiences.

PUB 349 Applied Learning in Public Relations. (.5-8) A. Prerequisites: junior standing, "B" average in all courses within the department, and departmental approval. Work under faculty and field supervisors in cooperative placements related to the student's academic studies. One to eight hours credit per semester or summer. Total credit hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours work required for each academic credit. One hour may be used to satisfy major requirements within the department.

PUB 349 A-N Cooperative Study: Public Relations. (.5-8) A. Prerequisites: junior standing, "B" average in all courses within the department, and departmental approval. Work under faculty and field supervisors in cooperative placements related to the student's academic studies. One to eight hours credit per semester or summer. Total credit hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours work required for each academic credit. One hour may be used to satisfy major requirements within the department.

PUB 375 Public Relations Principles. (3) I, II. Survey of principles and practices in disseminating information to internal and external audiences in business, industrial, educational, social and government agencies.

PUB 380 Public Relations Writing. (3) I, II. Prerequisites: COM 201 and PUB 375. Practice in public relations planning and writing for publications, media releases and other mass media materials for the public and special interest groups, including institutions, governments, and other organizations. Also includes writing in business formats.

PUB 385 PR Event Planning & Management. (3) A. Prerequisite: PUB 375 with a grade of "C" or higher. Hands-on experience identifying a public relations goal and supporting it with a special event. Also includes specific planning procedures, communication methods and evaluation procedures. Credit will not be awarded for both PUB 385 and PUB 385S.

PUB 385S PR Event Planning & Management. (3) A. Prerequisite: PUB 375 with a grade of "C" or higher. Using a service-learning-based approach, students receive hands-on experience planning and managing an event supporting public relations goals specified by an actual client. Includes specific planning, execution and evaluation procedures. Credit will not be awarded for both PUB 385 and PUB 385S.

PUB 400 Studies in Public Relations (1-3) A. Prerequisite: departmental approval. Study of specific areas of Public Relations through a course examining timely or topical concerns in the field. Specific topic included in schedule. May be retaken to maximum of nine hours.

PUB 410S Social Media and Public Relations. (3) I, II. Introduction to social media forms and design. Emphasis on social media as a public relations tool in terms of institutional, social, and technological impact. Includes working with community partner(s) to create an online presence.

PUB 412 Web Marketing and Development. (3) I, II. Prerequisite: PUB 320 or JOU 320. An introduction to the communication theory, strategies, tools and techniques of Internet marketing and effective Web development. Emphasis on interactivity theory, interactive applications and functionality, graphics, and use of HTML and CSS. Credit will not be awarded for both PUB 412 and JOU 412.

PUB 415S Public Relations in the Performing Arts. (3) I, II. Using a service-learning approach, students apply principles, traditional and contemporary tools, best practices, case studies, strategic planning and execution, and public relations management strategies toward a career in the performing arts or non-profit organizational management.

PUB 470 Public Relations Internship. (1-3) I, II. Prerequisites: COM 201, PUB 375, PUB 380, 2.25 GPA for major and supporting courses. Supervised practical experience in a public relations operation. May be taken to a maximum of three hours.

PUB 475 Advanced Public Relations. (3) A. Prerequisite: PUB 380. Emphasizes a management approach and application of the four-step PR process to solving public relations problems through planning, design, and production of print, audiovisual, and broadcast materials used in public relations. Includes public relations case studies and problems.

PUB 480 Integrated Communications Strategies. (3) A. Prerequisite: PUB 375 with a grade of "C" or higher. Prerequisite or Corequisite: PUB 475. Examination of the interactions within an organization's overall communication efforts, including public relations, industrial and graphic design, organizational communication, and other related initiatives.

PUB 490 Public Relations Campaigns. (3) A. Prerequisites: any COM 320 A-I, JOU 320 or PUB 320, and PUB 475. Application of research, planning, strategies, and evaluations to a public relations campaign. Includes budgeting and scheduling of campaigns. Credit will not be awarded for both PUB 490 and PUB 490S.

PUB 490S Public Relations Campaigns. (3) A. Prerequisite: PUB320/JOU320, PUB475. Using a service-learning-based approach, students research, plan and prepare an integrated public relations campaign for a specified local business or organization client. Credit will not be awarded for both PUB 490 and PUB 490S.

PUB 491 Senior Seminar in Public Relations. (1) I, II. Prerequisites: completion of 90 hours with at least 1 hour from COM 349, or PUB 349 or 470. Evaluates students' progress toward a career in public relations, especially the development of a portfolio, and develops job search strategies and skills. Includes assessment of instruction and curriculum. Credit will not be awarded for both PUB 491and COM 491.

PUB 499 Independent Study in Public Relations. (1-3) A. Prerequisite: Student must consult with the faculty supervisor and have the independent study proposal form approved by the faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of three hours.

PUB 520 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 530 Sports Information Programs. (3) A. Study of the role and function of the sports information director. Includes public relations techniques applied to sports information: news releases, publications programs, office and staff organization, time utilizations, news media and formats.

QMB—Quantitative Methods
Dr. Oliver Feltus, Chair

QMB 200 Business Statistical I. (3) I, II. Prerequisite: MAT 107 (or MAT 211) with a grade of "C" or better. Business applications of probability, measures of central tendency, dispersion, sampling, correlation and hypothesis testing. Credit will not be awarded to students who have credit for CRJ 400 or ECO 220 or EPY 842 or HEA 450 or PSY 309 or STA 215 or STA 270.

QMB 240 Managerial Decision Models (3) I, II. Prerequisite: MAT 107 with a grade of "C" or better. Introduction to quantitative decision methodology for business. Includes breakeven analysis for linear and nonlinear revenue and cost functions, analysis of project maximizing and cost minimizing output, inventory, peak cash, and other business analytical models. BBA degree candidates who complete MAT 211 with a "C" or better are not required to take QMB 240.

REC—Recreation and Park Administration
Dr. Jon McChesney, Chair

REC 101 Leisure Services Careers. (1) I, II. Introduction to the broad scope of careers and employment in recreation, parks, and leisure services organizations.

REC 102 Introduction to Recreation Leadership. (3) I, II. Techniques of leadership in working with individuals in groups in various settings. Methods of organization, guidance, and supervision of program activities.

REC 110 SCUBA Confined Water. (1) I. Relationships of scuba diving to adventure tourism, introduction to scuba diving equipment and techniques in confined water settings. This course is prerequisite to REC 111 Scuba Diving - Open Water.

REC 111 SCUBA Open Water. (1) II. Prerequisite: REC 110. Relationships of scuba diving to adventure tourism, introduction to SCUBA diving equipment and techniques in open water settings. This course will be conducted over a 2.5 day period at an off-campus dive site.

REC 163 Fieldwork I. (1) A. On-site observation and assistance within a recreation, park or leisure services agency. Observe and assist with recreation activities, programs and special events.

REC 190 Challenge Course Introduction. (1) A. Outdoor-based experiential focus using the EKU Challenge Course, climbing tower, and group initiatives.

REC 200 Leisure Diversity and Culture. (3) I, II. Examination of personal, philosophical, cultural diversity, economic, behavioral, and historical dimensions of play, recreation and leisure; evolution of leisure lifestyles; impact of leisure on the quality of life; and knowledge of professional roles.

REC 210 Equine Assisted Therapeutic Recreation. (3) I. Prerequisite OTS 205 or departmental approval. Introduction to Equine Assisted Activities and Therapies (EAAT). The history and application of EAAT and the general emotional, physical and medical benefits of EAAT for individuals with diverse needs. This course provides hands on activities with a local program.

REC 225 Education for Leisure and Recreative Living. (3) A. Comprehensive study of recreation services and leisure education; emphasis on leisure time skills, hobbies, avocations, and lifetime recreation; utilization of constructive leisure from youth to senior adults including the disabled person.

REC 250 Tourism Videography. (3) II. An examination in tourism and recreation video production, with emphasis in field production. The course combines theory, history and practice. Hands-on demonstrations, screenings, readings, lectures and discussion prepare students to develop skills in outdoor video production.

REC 263 Fieldwork II. (2) A. Prerequisite: REC 163. On-site practical experience in a recreation, park, or leisure services agency. Organize and lead recreation programs.

REC 280 Programming Special Events. (3) A. Introduction to the methods and techniques of delivering fairs, festivals and special events. Course focuses on the principles and concepts of event planning, management, marketing, and evaluation.

REC 290 Adventure Programming. (3) A. Application of adventure programming delivered experientially through problem solving activities, program design and technical skill development. Planning and implementation, facilitation strategies, safety procedures, equipment management, personnel administration, and program design are addressed.

REC 311 Introduction to Therapeutic Recreation. (3) I, II. An introductory course focusing on individuals with a variety of disabilities, legislation, barriers, accessibility, basic terminology, and awareness of special recreation, therapeutic recreation, sports, and the needs of individuals with disabilities.

REC 325 Camp Supervision. (3) II. Supervision of camp programs, auxiliary services, and personnel.

REC 349 Applied Learning in Recreation and Park Administration. (.5-8) A. Prerequisite: department chair approval. Agency supervised fieldwork course. Minimum of 80 clock hours for each academic credit. Students must register with the Cooperative Education Office.

REC 349 A-N Cooperative Study: Recreation and Park Administration. (.5-8) A. Prerequisite: department chair approval. Agency supervised fieldwork course. Minimum of 80 clock hours for each academic credit. Students must register with the Cooperative Education Office.

REC 350 Supervision of Recreation Personnel. (3) A. Analysis of skills and techniques utilized in effective supervision of park, recreation, and leisure service personnel.

REC 380 Natural Resource Tourism. (3) A. Issues in understanding natural resource tourism, sustainability, tourism lifecycle, impacts associated with natural resource tourism, and effective management. Theoretical approaches, case studies and applications. Emphasis on student participation and discussion.

REC 401 Management of Recreation Services. (3) A. Management concepts and processes, organizational structure, policies, personnel, budget, and fiscal management, marketing and public relations, legal issues, and risk management.

REC 406 Planning, Design, and Maintenance of Recreation Facilities. (3) II. Planning principles and procedures of recreation and park areas. Facilities, design problems, details of structure and equipment, master planning methods, study of standards and trends.

REC 409 Independent Study. (1-3) A. Prerequisite: for majors and minors only. Independent study of special topics through directed readings and research. 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.

REC 410 Recreation Research & Evaluation. (3) II. Assessment and evaluation of recreation needs, interests, and agency effectiveness. Research processes including marketing and budgeting as related to recreation services will be the focus of this course.

REC 411S Therapeutic Recreation Services for the Senior Adult. (3) I. Explores successful aging and the benefits of therapeutic recreation for seniors. The course includes a service learning project with a community partner determining the recreation needs of seniors, preventative lifestyle changes and opportunities for meaningful activities. Credit will not be awarded for both REC 411S and REC 411.

REC 450 Senior Seminar. (3) I, II. Prerequisites: for majors only; enroll the semester immediately preceding REC 463. Introduction to the senior practicum and professional requirements. Study of trends in recreation practices. Development of a professional philosophy.

REC 460 Advanced Leadership and Programming. (3) I, II. Prerequisite: REC 102. Comprehensive course in recreation program planning, development, and leadership techniques with individuals and groups. Students plan a seasonal program. 2 Lec/2 Lab.

REC 463 Practicum. (12) A. Prerequisites: 2.0 GPA; REC core and REC option courses. Placement in a recreation agency to lead and develop recreation programs, supervise personnel and facilities, and perform administrative duties. A minimum of 480 clock hours typically covering 12 or more weeks.

REC 480 Resort Recreation Management. (3) A. Prerequisite: REC 280. Investigation of the methods and techniques of resort recreation management, and its position within the tourism and hospitality industries. Examines customer service and marketing, international markets, human resources, and fiscal implications.

REC 481 Research Methods in Tourism Study. (3) A. Prerequisites: REC 280 and REC 380. Introduction to the methods and techniques of tourism research. Student competencies include understanding, interpreting, and applying research to tourism related services.

REC 490 Challenge Course Management. (3) A. Prerequisite: REC 290. Advanced leadership and facilitation techniques for challenge course management. Designed for individuals who have experience on challenge courses and need additional training.

REC 511 Therapeutic Recreation Practices and Services. (3) I, II. Interventions and utilization of terminology. Apply leadership skills, assistive technology, and programming applications. 2 Lec/2 Lab.

REC 512S Management of Therapeutic Recreation Services. (3) I, II. Prerequisite: for majors only. Management concepts applied to delivering therapeutic recreation services, and includes: documentation, activity analysis, assessment, liability, legislation, and standards of practice. Includes 15 service-learning hours.

REC 516 Recreation and Park Interpretive Services. (3) I. The interpretation of natural, historical and cultural resources in recreation and park settings. Frequent agency visits and educational field seminars are components of this course.

REC 530 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, and park policies.

REC 590 Special Topics: _____. (1-3) A. Identification and study of specialized techniques in recreation leadership, activity skills, operational methods, and services. May be retaken under different workshop title.

REL—Religion
Dr. Laura Newhart, Chair

REL 301 World Religions. (3) I, II. Study of the basic notions found in the world's great religions. Attention is given to the historical context of the development of these religions and to the doctrines, rituals and literature produced by them. Credit will not be awarded for both REL 301 and 301W. Gen. Ed. E-3B.

REL 301W World Religions: Writing Intensive. (3) I, II. Prerequisite: ENG 102 or 105 (B) or HON 102 (B). A writing intensive study of the basic notions found in the world's great religions. Attention is given to the historical context of the development of these religions and to the doctrines, rituals and literature produced by them. Credit will not be awarded for both REL 301 and 301W. Gen. Ed. E-3B.

REL 305 Survey of the Old Testament. (3) I. A survey of the history and religious development of the ancient Hebrews, with attention given to the religious concepts and values of the literature of the Old Testament.

REL 306 Survey of the New Testament. (3) II. A study of the history of the New Testament times and an examination of the meanings and significance of the teachings of Jesus and the writings of the early Church.

REL 315 History of Christian Thought. (3) A. A survey of Christian theology, philosophical theology, and spirituality from the Apostolic Fathers through the early Reformation period.

REL 320 Judaism. (3) A. Prerequisite: ENG 102 or ENG 105(B) or HON 102. This course introduces students to the main beliefs and practices of Judaism. Students will read a broad selection of primary sources ranging from the Hebrew Bible to contemporary Jewish thought in the United States. Gen. Ed. E-6.

REL 335 Islam. (3) A. Prerequisite: ENG 102 or 105(B) or HON 102. A study of the origins and religious development of Islam by an examination of the Koran and the writings of some major Islamic thinkers. Gen. Ed. E-6.

REL 340 Religions of India. (3) A. Prerequisite: ENG 102 or 105(B) or HON 102. Study of the major religions of India including the Vedic Period, classical systems, Epic Period, heterodox systems, orthodox systems, and contemporary thought. Gen. Ed. E-6.

REL 345 Religions of China and Japan. (3) A. Prerequisite: ENG 102 or 105(B) or HON 102. Study of the major religions of China and Japan, including original Han, Confucianism, Cho Schools, Neo-Taoism, Shinto, and Chinese and Japanese Buddhism. Gen. Ed. E-6.

REL 349 Applied Learning in Religion. (1-8) A. Prerequisite: consult with department chair before enrolling. Work in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours employment required for each semester hour credit.

REL 349 A-N Cooperative Study: Religion. (1-8) A. Prerequisite: consult with department chair before enrolling. Work in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours employment required for each semester hour credit.

REL 350 Buddhism. (3) A. Prerequisite: ENG 102 or 105(B) or HON 102. A critical introduction to the main beliefs and practices of Buddhism, from its origins in India to its most traditional manifestations in Asia and its latest developments in Europe and North America. Gen. Ed. E-6.

REL 355 Religions of Africa. (3) A. A study of traditional African religions and other religions in Africa.

REL 360 Religion and Global Ethics. (3) A. An examination of recent proposals for a global ethics (Peter Singer, Hans Kung, Dalai Lama), and on the theory and practice of interreligious dialogue as a possible means to arrive at cross-cultural ethical perspectives.

REL 370 Special Topics in Religion. (1-3) A. Prerequisite: consult with department chair before enrolling. Intensive study of a selected topic or an important figure in religion. May be retaken to a maximum of fifteen hours if the topic is different.

REL 495 Independent Work in Religion. (3) I, II. Prerequisite: consult with department chair before enrolling. Individual study under the direction of an instructor on a special topic in religion. 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 six hours if topic is different.

RST—Real Estate
Dr. Oliver Feltus, Chair

RST 110 Real Estate Principles I (3) A. Introduction to the elements of real property ownership, law, financing, fee simple estates, and leasehold interests. Course cannot be used as a business

elective and hours cannot count toward a business major.

RST 120 Real Estate Principles II (3) A. Exploration of real estate as a business and profession with emphasis on brokerage, property management, appraisal, investing, fair housing, license law, and career opportunities. Course cannot be used as a business elective and hours cannot count toward a business major.

SCI—Science
Dr. Lori Wilson, Interim Chair

SCI 098 General Science. (3) I, II. Prerequisite: MAT 090 or MAT ACT of 16 or higher. An interdisciplinary course to strengthen science reasoning skills and meet the PCC science deficiency. It incorporates the study of basic scientific principles and concepts drawn from the physical, life, and earth/ space sciences. 2 Lec/ 2 Lab. This course does not count toward graduation.

SEC—Security Management

SEC 210 Physical Security (3) A. Principles of physical design and application to include physical security surveys, integrated physical security technology systems, and risk identification and mitigation.

SEC 250 Personnel Security (3) A. Ensuring employee and contractor integrity through background screening, security awareness and ethics programs, and audits. Review of special programs to protect key personnel, employees in high risk environments, and to mitigate workplace violence.

SEC 260 Security and Loss Prevention (3) A. Protecting retail operations and inventories against loss from internal and external threats and administrative errors. Developing cost effective programs for policy, physical and human controls to prevent loss.

SEC 320 Security Management (3) A. Prerequisite: Junior or Senior standing or departmental approval. Evolution and application of traditional and current theories in leading and managing corporate and government/industrial security operations. Areas covered include management, supervision and leadership of a security organization.

SEC 338 Government/Industrial Security (3) A. Prerequisite: Junior or Senior standing or departmental approval. Protection of government information, including classification, handling, dissemination, transmission, and storage of classified and sensitive information. Includes other administrative issues involved with computer/cyber security and protection of trade secrets.

SEC 350 Workplace Investigations (3) A. Prerequisite: Junior or Senior standing or departmental approval. Overview and management of criminal, civil, administrative, and internal investigative processes in the workplace, to include interviews, reports, and ethical and legal considerations related to investigations.

SED—Special Education
Dr. Debbie Haydon, Chair

SED 104 Special Education Introduction. (3) I, II, A. Overview of major categories of exceptionalities and the educational, legal, and social issues in the area of disabilities and special education. Observation/ participation through field experience required. Gen. Ed. E-6.

SED 207 Topics in Special Education. (1-3) A. Work related to current issues and topics in special education, special workshops, special seminars. May be retaken with a maximum of nine hours.

SED 240 Communication Skills for Hearing Impaired. (3) I. Basic principles of manual communication and fingerspelling. Builds an expressive and receptive vocabulary of a least 1,000 signs to enable communication with individuals who use total communication.

SED 260 Language and Speech Disorders of Exceptional Children. (3) I, II. Prerequisite: Background check per Teacher Education Services approved procedure, must be ordered and paid for by the first day of University classes. Acquisition of normal language and speech in our multi-cultural society. Identification and educational management of language and speech disorders in exceptional children.

SED 337 Education of the Deaf and Hard of Hearing. (3) A. Study of personality, intellectual, and emotional development of the deaf and hard of hearing. Emphasis on social maturity, motor functioning, multiple disabilities and the significant history of educational programs at all levels.

SED 341 Behavior Management. (3) I, II. Techniques of behavioral management of exceptional students in educational settings. Applied behavior analysis data collection, intervention, and reporting. Practical procedures for teaching new behaviors. Open to non-majors.

SED 349 Applied Learning in Special Education. (.5-8) A. Elective credit offered through work experiences for students seeking teacher certification. Minimum of 80 hours work required for one credit hour. Maximum hours to be earned: six in summer; eight during semester; sixteen in bachelor's program.

SED 349 A-N Cooperative Study: Special Education. (.5-8) A. Elective credit offered through work experiences for students seeking teacher certification. Minimum of 80 hours work required for one credit hour. Maximum hours to be earned: six in summer; eight during semester; sixteen in bachelor's program.

SED 349Q Applied Learning I: Educational Assessment. (.5) I, II. Corequisite: SED 375 for LBD and DHH majors or SED 352 for IECE majors. Collaborate with teachers in educational settings. Assist with formative and summative assessment and classroom management. Minimum of 40 hours field experience required.

SED 349R Applied Learning II: Educational Curriculum for IECE. (.5) I, II. Corequisite: SED 436 for IECE teaching majors only. Collaborate with teachers in educational settings. Assist with classroom management and curricular planning. Minimum of 40 hours field experience required.

SED 349T Applied Learning III: Teaching in IECE Settings. (1) I, II. Corequisite: SED 375 for IECE teaching majors only. Collaborate with teachers in preschool and early childhood classroom(s) and assist with instructional planning and teaching. Minimum of 80 hours field experience required.

SED 351 Special Educational Assessment. (3) I, II. Prerequisite: SED 104. Principles and application of educational assessment of learning and behavior disordered students. Educational interpretation of assessment outcomes.

SED 352 Special Education Early Childhood Assessment (3) II. Prerequisite: SED 104. Corequisite: SED 349Q or departmental approval. Formal and informal procedures for screening and assessing young children (0-5) with disabilities or at-risk conditions in physical, communication, cognitive, psychosocial and self-help areas.

SED 356 Methods and Materials for LBD. (3) I, II. Prerequisites: Introductory and assessment courses and admission to professional education or departmental approval. Instructional principles and methodology; development, implementation, and evaluation of validated educational programs and materials for LBD.

SED 375 Practicum in Special Education. (3-6) I, II. Prerequisite: admission to professional education. Corequisite: SED 436 and 349T for IECE majors or EMS 349 for LBD and DHH majors. A supervised practicum. Educational/developmental assessment, applied behavior analysis, IEP/IFSP. May be retaken to a maximum of nine hours credit for non-teaching majors.

SED 401 Diverse Learners in Middle/ Secondary. (3) I, II. Prerequisite: admission to teacher education. Principles for teaching and accommodating exceptional learners. Instructional modifications, management, and collaboration across content areas. 20 field/clinical hours. Credit will not be awarded for both SED 401 and 401S.

SED 401S Diverse Learners in Middle/ Secondary. (3) I, II. Prerequisite: admission to teacher education. Principles for teaching and accommodating exceptional learners. Instructional modifications, management, and collaboration across content areas. 20 field/clinical hours of service learning. Credit will not be awarded for both SED 401S and SED 401.

SED 402 Differentiated Instruction. (3) I, II. Prerequisites: EDF 319, ELE 445, admission to teacher education. Corequisites: ELE 446 or 446W, ELE 491, 492, 493. Differentiating instruction for exceptional learners in elementary settings. Collaboration and planning to address diverse learners. 20 field/clinical hours.

SED 436 Early Intervention Programming. (3) I. Prerequisite: Admission to Professional Education or departmental Approval. Corequisite: SED 349R for IECE teaching majors. Developmental, family-focused intervention methods, for children (Birth-5) at-risk or with disabilities. Curriculum design across physical, communication, cognitive, psychosocial and self-help areas. Planning, implementing, monitoring and evaluating IEP's/IFSP's.

SED 499 Special Ed Student Teaching. (6-12) I, II. Prerequisite: admission to professional education and departmental approval. Observation, participation, and teaching or clinical work in the special educational situation in the selected area of special education.

SED 500 Best Practices and Programming in Moderate and Severe Disabilities. (3) II. Introduction to teaching students with MSD. Educational needs, issues, legal mandates, and family concerns. Focuses on best practices for inclusive school and community programs. Open to non-majors.

SED 504 Assistive/Adaptive Technology. (3) I, A. Classroom use and modification of computer technology and assistive/adaptive devices. Integration of assistive technology into assessments, IEPs, lesson plans, education activities, and daily routines. 1.5 Lab.

SED 507 Problems in Special Education: _____. (1-3) A. Prerequisite: advisor/departmental approval. School-related work, special workshops, special seminars. May be retaken with different descriptions.

SED 510 Assessment and Methods for Deaf/HH. (3) A. Prerequisites: ELE or EMG 445 or their equivalent; admission to professional education; or departmental approval. Standardized and informal assessments used to measure reading and content knowledge of d/hh students. Sample curricula and instructional strategies used with d/hh.

SED 512 Computer Technology with Exceptional Populations. (3) I. Prerequisites: completed College of Education computer literacy requirement and introductory course in special education, or instructor approval. Educational applications of computer technology with handicapped individuals, infants through adult. Identification, evaluation, and operation of software, hardware, and adaptive devices in accordance with ethical practices. (Lec/Lab)

SED 518 Special Education in Early Childhood. (3) I, II. Prerequisites: SED 104 or 575 and 260; or instructor approval. Overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains.

SED 518S Special Education in Early Childhood. (3) I, II. Prerequisite: SED 104. 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 518 and 518S.

SED 522 Language Disorder of Students with Disabilities. (3) A. Overview of language development and related speech and language disorders including introduction to intervention methodology.

SED 535 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 538 Language of the Deaf and Hard of Hearing. (3) A. Formerly: SED 338. Prerequisite: SED 260 or departmental approval. Receptive and expressive conversational language development and written language acquisition from a developmental perspective. Concepts in bilingual education applied to deaf. Methods to access and facilitate language development. Credit will not be awarded for both SED 538 and SED 338.

SED 545 Program Personnel Management. (3) I, A. Prerequisite: Admission to professional education or departmental approval. Corequisite: SED 375 or 499. Scheduling and management of systematic instruction, inclusion, transdisciplinary services, and transition activities. Working with parents, paraprofessionals, and professionals. Collaboration strategies, professional development skills, and records management.

SED 574 Field Experiences with Exceptional Learners. (3) A. Prerequisite: departmental approval. A practicum experience with exceptional individuals. Emphasis is directed at behavior management, educational assessment, and IEP/IFSP.

SED 575 Nature and Needs of Exceptional Students. (3) A. Overview of special education including characteristics, definitions, programming, and supporting research. Open to non-majors.

SED 576 Introduction to Special Education Assessment. (3) A. Prerequisites: SED 104 and SED 575 or 775. Principles of tests and measurements. Test administration, scoring, and interpretation applied to LBD, DHH, and MSD. Application of assessment data to interdisciplinary teams.

SED 577 Dual Sensory Impairments and Communication. (3) A. Prerequisite: SED 260. Assessment, planning, and instruction for students with dual sensory impairments and severe cognitive disabilities. Augmentative and alternative communication methods, materials, and devices. Milieu language strategies, symbolic and nonsymbolic communication in natural environments and daily activities.

SED 578 Behavior Disorders. (3) A. Open to non-majors. Behavior disorders and/or emotional disturbances as an educational, psychological, and sociological phenomenon. Definitions, characteristics, theoretical foundations, programmatic approaches.

SED 579 Learning Disabilities. (3) A. Prerequisite: SED 575 or instructor approval. Definition and assessment of learning disabilities. Emphasis on theories related to specific teaching methodologies.

SED 580 Audiology for Teachers of the Deaf and Hard of Hearing. (3) II. Physics of sound; anatomy, physiology, pathology and medical treatment of the auditory system; introduction to the audiometer and basic pure-tone and speech (auditory) testing; hearing aids and devices.

SED 581 Speech for the Deaf and Hard of Hearing. (3) A. Prerequisites: SED 260 and 338; or instructor approval. Phonological development, acoustic articulation, rhythm, phrasing, accent, fluency, effects of impairment on speech, speech reading, auditory training.

SED 590 Applied Behavior Analysis (3) A. Behavior analysis applied to classroom and instructional management. Development of skills in data collection, intervention procedures, and evaluation of behavior change.

SED 593 Teaching Students with Learning and Behavior Disorders. (3) A. Prerequisites: SED 575, 576, 578, 579, or instructor approval. Individual Education Programs for LBD students, based on assessment information and in accordance with legal mandates and regulations. Curriculum designs, material, and program evaluation.

SOC—Sociology
Dr. Kelli Carmean, Chair

SOC 131 Introductory Sociology. (3) I, II. Basic principles and concepts of sociology, including culture, socialization, social structure, groups, social processes, and social change. Gen. Ed. E-5B.

SOC 232 Social Statistics. (3) I, II. Completion of SOC 131 is advised before taking SOC 232. Statistical analysis of survey data, including forming sociological research questions, variable selection, analysis, interpretation, and writing in standard scientific form.

SOC 235 Social Problems. (3) I, II. Analysis of selected social problems such as crime, mental illness, divorce, population, and poverty, as well as controversies over human sexuality. The analysis includes the definition, causes, and consequences of social problems. Gen. Ed. E-5B.

SOC 300 Sociology of Humans and Animals (3) A. A survey of the sociology of animal-human interaction, focusing on the human-animal bond and conflict between human and animal worlds.

SOC 313 Social Deviance. (3) A. Examination of the social and cultural setting of deviant behavior. Will include an examination of the process of becoming deviant as well as specific types of deviance such as suicide, drugs, sexual deviance, and mental disorders.

SOC 320 Mind, Self, and Society. (3) A. Completion of SOC 131 is advised before taking SOC 320. Relation of the individual to the sociocultural environment, with special reference to personality development, interpersonal role-behavior, motivation, and social attitudes.

SOC 322 Sociology of Mass Media (3) A. Prerequisites: COM 200 or departmental approval required. Mass media as social structure and audience in interpretation of mass media is examined through sociological analysis of media ownership, media content, and audience characteristics.

SOC 330S Sociology of Migration. (3) I, A. Prerequisites: SOC 131 strongly recommended. A sociological exploration of global migration including study of migrants, refugees, politics, laws, and the role of the global economy, informed through service-learning.

SOC 340 Juvenile Delinquency. (3) A. Completion of SOC 131 is advised before taking SOC 340. Survey of theories of juvenile delinquency, including evaluations of constitutional, psychological, and sociological approaches; also addresses prediction, policy, and treatment.

SOC 345 Sociology of the Family. (3) A. Completion of SOC 131 is advised before taking SOC 345. Examines family as a social institution, including its relation to cultural and social change and to the wider structure of society.

SOC 350 Selected Topics in Sociology: _____. (3) A. Completion of SOC 131 is advised before taking SOC 350. May be retaken to a maximum of nine hours provided the subject matter differs each time. Sample topics: Appalachian sociology; sexism and society; utopias.

SOC 353 Sociology of Health and Illness. (3) A. Completion of SOC 131 is advised before taking SOC 353. Social and cultural dimensions of health and illness; analysis of mainstream and alternative health professions and medical facilities.

SOC 360 The Community. (3) A. Completion of SOC 131 is advised before taking SOC 360. Characteristics of community relations in society; structure of and changes in community life; changing needs and resources of modern communities.

SOC 363 Appalachian Images in Film and Song. (3) A. Cross listed as APP 363. Completion of SOC 131 is advised before taking SOC 363. Media images of the Appalachian region and its people through film and music; the processes by which such images become produced and reproduced. Credit will not be awarded for both SOC 363 and APP 363.

SOC 365 Social Change in Appalachia. (3) A. Cross listed as APP 366. Completion of SOC 131 is advised before taking SOC 365. Analysis of patterns of social change and development in an important area of the Southern United States, Central and Southern Appalachia. Emphasis will be placed upon competing theoretical perspectives and the importance of historical research. Credit will not be awarded for both SOC 365 and APP 366.

SOC 370 Religion in Appalachia. (3) A. Cross listed as APP 370. Completion of SOC 131 is advised before taking SOC 370. An examination of diversity and change in the religious beliefs, practices, groups, and organizations found in the Southern Appalachian Region. Credit will not be awarded for both SOC 370 and APP 370.

SOC 375 Criminology. (3) A. Completion of SOC 131 is advised before taking SOC 375. Survey of theories of criminal behavior as applied to the social processes of law making and law breaking; prediction and control of crime.

SOC 383 Environmental Sociology. (3) A. The study and application of concepts from ecology, political economy and sociology to better understand the relationship between humans and their physical environment.

SOC 395 Research Methods in Sociology. (3) II. Prerequisite: SOC 232. Methods and techniques of sociological research, including collecting, measuring, analyzing, processing, and presenting social data.

SOC 399 Gender and Society. (3) A. Cross listed as WGS 399. Completion of SOC 131 is advised before taking SOC 399. Emphasis on the relationship between the social construction of gender and the experiences of women and men in societies. Consideration of cultural diversity in defining gender roles. Credit will not be awarded for both SOC 399 and WGS 399. Gen. Ed. VIII.

SOC 400 Racial and Ethnic Relations. (3) A. Completion of SOC 131 is advised before taking SOC 400. Analysis of the development of racial and ethnic relations from the perspective of sociology and related social sciences. Examination of issues related to dominant and minority group status in the United States and cross-culturally. Gen. Ed. VIII.

SOC 415 Social Gerontology. (3) A. Completion of SOC 131 is advised before taking SOC 415. A comparative and historical study of the social construction of human aging from a societal and global perspective.

SOC 420 Social Organization. (3) A. Analysis of various types of organizations in American society; internal and external processes and organizational structure.

SOC 425 World Systems Analysis. (3) A. SOC 131 recommended. Political-economic institutions and the dynamics of class are examined from a sociology of knowledge perspective, including classic theories, world-systems analysis, and cases from the contemporary period. Credit will not be awarded for both SOC 425 and SOC 480.

SOC 450 Social Change. (3) A. Prerequisite: six hours of SOC. Analysis of theories of social and cultural change in terms of process and direction and methodological issues.

SOC 455 Collective Behavior. (3) A. Prerequisite: six hours in SOC. Analysis of mass phenomena such as public opinion, rumors, fads, mobs, riots, panics, and social movements; including a consideration of the development and termination of

collective behavior forms.

SOC 462 Sociological Theory (3) I. Prerequisite: nine hours in SOC. Sociological Theory begins with an examination of early developments in sociological theory, including a definition of the field and the formation of schools of thought. It continues with a survey of contemporary theories built upon classical models as well as new approaches focused on issues unaddressed in the classical school.

SOC 463 Social Stratification. (3) A. Prerequisite: three hours in SOC. Classical and contemporary approaches to understanding the causes and consequences of social stratification and inequality. Primary focus is on social class inequalities with consideration of race/ethnicity, gender, and other relations of inequality.

SOC 465 Demography. (3) A. Completion of SOC 131 and 232 is advised. Topics include demographic data and analysis, population characteristics, migration, mortality, fertility, population theories, world population growth, and population policies.

SOC 470 Senior Seminar in Sociology. (3) A. Prerequisites: Senior standing. A capstone overview of sociology through a general survey of various subdisciplines of the field with an emphasis on student understanding of research, theory, and professionalization.

SOC 490 Independent Study in Sociology. (1-6) A. Prerequisite: student must have the independent study proposal form approved by faculty supervisor and departmental chair prior to enrollment. Additional independent study courses may be retaken to a maximum of six hours provided the subject matter differs each time.

SPA—Spanish
Dr. Abbey Poffenberger, Chair

SPA 101 Conversational Spanish I. (3) I, II. Prerequisite: all required developmental reading and writing courses. Beginning Spanish for students with little or no previous study of Spanish. Qualified students should enroll at a higher level. Emphasis is on the four essential skills of speaking, listening, reading, and writing in contemporary cultural contexts. Laboratory work is required. Gen. Ed. Block VIII and Gen. Ed. E-6.

SPA 101P Spanish Practicum I. (1) I, II. Students who enroll in this course must be concurrently enrolled in SPA 101. This course provides students with an additional opportunity to study and apply the vocabulary, grammar, and usage presented in SPA 101.

SPA 102 Conversational Spanish II. (3) I, II. Recommended: SPA 101 or equivalent proficiency. (Students with three or four successful years of high school Spanish should begin their study in SPA 102, 105, or higher. Students entering SPA 102 by referral or placement will receive three hours credit for SPA 101 if they make an "A" in 102.) Continuing development of communicative skills taught in a contemporary cultural context. Laboratory work is required. Gen. Ed. Block VIII and Gen. Ed. E-6.

SPA 102P Spanish Practicum II. (1) I, II. Students who enroll in this course must be concurrently enrolled in SPA 102. This course provides students with an additional opportunity to study and apply the vocabulary, grammar, and usage presented in SPA 102.

SPA 105 Spanish Honors. (3, 6) A. Recommended: English ACT score of 28, or referral. Not open to students who have taken SPA 101 and/or 102. An intensive approach to the four essential skills of reading, writing, speaking, and listening. Students graded "A" or "B" will receive six hours credit for SPA 105; students receiving "C" or "D" will receive three hours credit for SPA 105 and must take SPA 102 before enrolling in SPA 201.

SPA 201 Intermediate Conversational Spanish I. (3) I, II. Recommended: SPA 102 or equivalent proficiency. Development of more advanced skills for speaking, listening, reading, and writing in contemporary cultural contexts. Laboratory work required. Students entering SPA 201 by referral or placement receive six hours credit for SPA 101 and 102 if they make an "A" or "B" in 201. Gen. Ed. Block VIII and Gen. Ed. E-6.

SPA 202 Intermediate Conversational Spanish II. (3) I, II. Recommended: SPA 201 or equivalent proficiency. Development of more advanced skills for speaking, listening, reading, and writing, with increased emphasis on short readings, discussions, and compositions on cultural topics. Laboratory work required. Students entering SPA 202 by referral or placement receive nine hours credit for SPA 101, 102, and 201 if they make an "A" or "B" in 202. Gen. Ed. Block VIII and Gen. Ed. E-6.

SPA 206 Conversational Fluency. (3) A. Recommended: SPA 202 or equivalent proficiency (not open to native speakers). Active development of skills and strategies for functional fluency in Spanish in real cultural contexts.

SPA 295 Independent Work in Spanish. (1-3) A. Prerequisite: SPA 202 or equivalent proficiency. May be retaken to a maximum of 9 hours if content is different. Prior to enrollment, student must have the independent study proposal approved by faculty supervisor and department chair.

SPA 301 Reading and Culture. (3) A. Prerequisites: SPA 202 and SPA 206 or equivalent proficiency with department chair approval. Interactive discussion and writing on readings representative of Hispanic culture. Taught in Spanish.

SPA 310 Topics in Spanish: _____. (1-3) A. Prerequisite: SPA 202 or equivalent proficiency with department chair approval. May be retaken to a maximum of 6 hours if topic is different. Selected topics in Spanish language, literature, or culture.

SPA 320 Business and Technical Spanish. (3) A. Prerequisites: SPA 206 and 360, or equivalent proficiency with department chair approval. Provides opportunities to learn and use Spanish for business. Includes vocabulary for the social sciences and technical fields such as agriculture, industrial technology, law enforcement, and health care, as deemed relevant. Taught primarily in Spanish.

SPA 321S Spanish for the Social Services. (3) (A). Prerequisite: SPA 206 or Departmental Approval. Designed to develop the knowledge and skills required for communication by collaborating with professionals in an approved service learning site. Materials and activities are geared toward professional interactions and will emphasize cultural knowledge.

SPA 349 Applied Learning in Spanish. (.5-8) A. Prerequisite: students must have successfully completed 15 hours of Spanish major courses or equivalent proficiency. In addition, transfer students must have completed one semester of full-time course work at EKU. Credit does not apply to general Spanish major or minor requirements. For multiple work experiences, please see 349 A-N Cooperative Study in Spanish. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours of employment is required for each semester hour of academic credit.

SPA 349 A-N Cooperative Study: Spanish. (.5-8) A. Prerequisite: students must have successfully completed 15 hours of Spanish major courses or equivalent proficiency. In addition, transfer students must have completed one semester of full-time course work at EKU. Credit does not apply to general Spanish major or minor requirements. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours of employment is required for each semester hour of academic credit.

SPA 360 Topics in Grammar: _____. (3) I, II. Prerequisite: SPA 202 or equivalent proficiency with department chair approval. May be retaken to a maximum of 6 hours if content is different. Emphasis on improving the understanding and application of Spanish through study of selected components of Spanish grammar in a variety of written cultural contexts.

SPA 370 Conversation and Composition. (3) A. Prerequisites: SPA 206 and SPA 360 or equivalent proficiency with department chair approval. Intensive practice in developing skills for effective oral and written communication in Spanish. Taught in Spanish.

SPA 380 Civilizations of Spain. (3) I. Prerequisites: SPA 301 and 360, or equivalent proficiency with department chair approval. An exploration of Spain's intellectual, cultural, and historical development. Class conducted primarily in Spanish with Spanish texts in order to further development of reading, speaking, comprehension, and writing skills in Spanish.

SPA 381 Civilizations of Latin America. (3) II. Prerequisites: SPA 301 and 360, or equivalent proficiency with department chair approval. An exploration of Latin America's intellectual, cultural, and historical development. Class conducted primarily in Spanish with Spanish texts in order to further development of reading, speaking, comprehension, and writing skills in Spanish.

SPA 401 Spanish Language Studies: _____ . (3) A. Prerequisite: SPA 360. A selected topic such as phonetics, phonology, semantics, syntax, or history of the language. May be retaken to a maximum of nine hours if content is different.

SPA 405 Hispanic Literature and Culture I. (3) A. Prerequisite: SPA 301 or equivalent proficiency with department chair approval. Readings and interactive analyses of representative authors, works, and movements of both Spain and Spanish-America in their historical and cultural contexts from the Middle Ages to 1700. Taught in Spanish.

SPA 406 Hispanic Literature and Culture II. (3) A. Prerequisite: SPA 301 or equivalent proficiency with department chair approval. Readings and interactive analyses of representative authors, works, and movements of both Spain and Spanish-America in their historical and cultural contexts in the 18th and 19th centuries. Taught in Spanish.

SPA 407 Hispanic Literature and Culture III. (3) A. Prerequisite: SPA 301 or equivalent proficiency with department chair approval. Readings and interactive analyses of representative authors, works, and movements of both Spain and Spanish-America, in their historical and cultural contexts, in the 20th century. Taught in Spanish.

SPA 495 Independent Work in Spanish. (1-3) A. Prerequisite: departmental approval. May be counted toward major or minor only with permission of department chair. May be retaken to a maximum of six hours if content is different. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment.

SPA 572 Hispanic Literature. (3) A. Prerequisites: SPA 301 and three hours from SPA 405, 406, or 407. Study of a selected literary topic. May be retaken to a maximum of nine hours if content is different.

STA—Statistics
Dr. Daniel Mundfrom, Chair

STA 215 Introduction to Statistical Reasoning. (3) I, II. Prerequisite: completion of all University developmental requirements. Introduction to descriptive statistics, normal distributions, linear correlation and regression, sampling, experiments, chance phenomena, one- and two- sample estimation and hypothesis testing, chi-square tests, and use of statistical software. Credit will not be awarded to students who have credit for COR 400 or CRJ 400 or ECO 220 or EPY 842 or HEA 450 or QMB 200 or STA 270. Gen. Ed. VII (QS).

STA 270 Applied Statistics I. (3) I, II. Prerequisite: MAT 107 or a minimum score of 23 on the mathematics portion of the ACT or SAT math score of 550. Measures of central tendency and

dispersion, discrete and continuous distributions, binomial distributions, normal distributions, frequency distributions, linear correlation and regression, probability, sampling distributions, point and interval estimates, hypothesis testing, and use of statistical software. Credit will not be awarded to students who have credit for COR 400 or CRJ 400 or ECO 220 or EPY 842 or HEA 450 or QMB 200 or STA 215. Gen. Ed. VII (QS).

STA 270L Lab for Applied Stats I: _____. (1) A. Corequisite: STA 270. This lab is to accompany a regular lecture class in STA 270, topics will vary. 2 Lab.

STA 320 Applied Statistics II. (3) II. Prerequisite: STA 215 or 270 or COR 400 or CRJ 400 or ECO 220 or EPY 842 or HEA 450 or PLS 400 or QMB 200. Review of estimation and hypothesis testing, simple and multiple regression, model building, analysis of variance, contingency tables, elementary experimental design, classical time series analysis, and use of statistical software.

STA 349 Applied Learning in Statistics. (1-8) I, II; (1-6) SUMMER ONLY. Prerequisite: departmental approval. Work in placements related to academic studies. Does not apply to major or minor requirements. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours of employment is required for each semester hour of academic credit.

STA 349 A-N Cooperative Study: Statistics. (1-8) I, II; (1-6) SUMMER ONLY. Prerequisite: departmental approval. Work in placements related to academic studies. Does not apply to major or minor requirements. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours of employment is required for each semester hour of academic credit.

STA 370 Applied Probability. (3) II. Prerequisites: MAT 224 or 224H or 225 or 225H; and STA 215 or 270 or COR 400 or CRJ 400 or ECO 220 or EPY 842 or HEA 450 or QMB 200; or departmental approval. Intuitive and axiomatic development of probability, set theory, counting techniques, conditional probability, Bayes Theorem, discrete distributions including univariate and bivariate cases, multinomial distributions, Markov Chains, and emphasis on applications.

STA 375 Sampling Methods. (3) A. Prerequisite: STA 215 or 270 or COR 400 or CRJ 400 or ECO 220 or EPY 842 or HEA 450 or QMB 200. Basic concepts of sampling theory, simple random sampling, stratified random sampling, cluster sampling, systematic sampling, ratio and regression estimation, applications to surveys, and use of statistical software. Written and/or oral presentations required.

STA 385 Probability for Actuaries. (1) A. Prerequisite: STA 370 or 520. Review of elementary probability theory, univariate and multivariate probability distributions, moment generating functions, transformations, order statistics, and applications of probability concepts in a risk management context. Preparation for Exam P.

STA 480 Seminar in _____. (1-3) A. Prerequisite: departmental approval. Topic announced at the time of offering. May be retaken to a maximum of 12 hours, provided the topics are different.

STA 495 Independent Work. (1-3) A. Prerequisite: departmental approval. Directed study/ research on a problem or area chosen in consultation with instructor. Final paper required. 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.

STA 498 Statistics Capstone. (1) A. Cross listed as MAT 498. Prerequisite: senior status as either a Mathematics or Statistics major. Designed to enable students to synthesize and integrate their mathematics and statistical knowledge. Students will learn how to conduct research and present the results. Credit will not be awarded for both STA 498 and MAT 498.

STA 500 Applied Statistical Inference. (3) A. Designed for students in all areas. A general background in statistical methods including normal distribution, point and interval estimation, hypothesis testing, linear correlation and regression, analysis of variance, and use of statistical software.

STA 501 Nonparametric Statistics. (3) A. Prerequisite: STA 215 or 270 or 500 or 700 or 575 or 775 or 521 or 721 or 585 or 785 or COR 400 or CRJ 400 or ECO 220 or EPY 842 or HEA 450 or PLS 400 or QMB 200. Simple, efficient nonparametric methods without normality assumptions. Tests, estimation of proportions, medians, two-sample location/dispersion, one and two-way layout, independence, regression, and use of statistical software.

STA 503 Statistics with Technology for P-9 Teachers. (3) A. Topics in statistics appropriate for teachers of grades P-9. Credit does not apply toward B.S. or B.S. (teaching) degree requirements for programs offered within this department.

STA 507 Seminar in Statistics: _____. (1-3) A. Prerequisite: departmental approval. Topics vary with offering. May be retaken with advisor approval, provided that the topics are different. Credit toward degree requirements will depend on the course content.

STA 520 Mathematical Statistics I. (3) I. Cross listed as MAT 520. Prerequisites: MAT 224 or 224H or 225 or 225H; and STA 215 or 270 or 370 or CRJ 400 or ECO 220 or ECO 848 or EPY 842 or HEA 450 or PSY 309 or QMB 200. 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 for both STA 520 and MAT 520.

STA 521 Mathematical Statistics II. (3) II. Prerequisites: STA 520 and MAT 214. A continuation of STA 520. Estimation theory, tests of hypothesis, linear regression and correlation, multiple linear regression, analysis of variance, allied topics.

STA 575 Statistical Methods Using SAS. (3) A. Prerequisite: STA 215 or 270 or 500 or 700 or 501 or 701 or 521 or 721 or 585 or 785 or CRJ 400 or ECO 220 or ECO 848 or EPY 842 or HEA 450 or PSY 309 or QMB 200. Statistical methods focusing on the use of the SAS computer package and interpretation of data. Assumptions of parametric and nonparametric tests.

STA 580 R and Introductory Data Mining. (3) A. Prerequisite: STA 320, MAT 124, and CSC 160 or 174 or 177 or 190. Data set manipulation, application of statistical techniques in R, statistical programming, and data mining skills.

STA 585 Experimental Design. (3) A. Prerequisite: STA 215 or 270 or 500 or 700 or 501 or 701 or 521 or 721 or 575 or 775 or COR 400 or CRJ 400 or ECO 220 or EPY 842 or HEA 450 or PLS 400 or QMB 200. Introduction to analysis of variance and experimental design with emphasis on authentic applications and use of statistical software. Includes completely randomized designs, factorial experiments, multiple comparisons, checking model assumptions, randomized blocks, Latin squares, fixed and random models, and nested-factorial experiments.

SWK—Social Work
Dr. Pat Litzelfelner, Director

SWK 100 Introduction to Food Benefits. (3) A. Integration of basic knowledge and skills to process food benefits cases. Enrollment is restricted to Cabinet of Health and Families employees only. Registration through UTC only.

SWK 210 Introduction to Social Work. (3) I, II. Introduces philosophy, values, ethics, and processes of the social work profession; emphasizes the bases of Generalist practice theory; areas of practice; social justice and the role of violence in society.

SWK 225 Human Behavior/Social Environment I. (3) I, II. Prerequisites: SOC 131, PSY 200. Prerequisite or corequisite: SWK 210. Bio- psycho-social perspective of human behavior and social interactions based on systems theory. Explores traditional and alternative paradigms of developmental life cycle and family interactions. Emphasis on developmental diversity in a multicultural society.

SWK 310 Social Welfare Policy History. (3) I, II. Prerequisite or corequisite: POL 101. History of social welfare policy; its role and relationship with other social institutions; structure and function of U.S. system compared to other national systems; inequitable distribution of resources; and its contribution to an oppressive environment. Credit will not be awarded for both SWK 310 and 310W. Gen. Ed. E-5B.

SWK 310W Social Welfare Policy History. (3) I, II. Prerequisites: ENG 102 or ENG 105(B) or HON 102. Prerequisite or Corequisite: POL 101. History of social welfare policy; its role and relationship with other social institutions, structures and function of U.S. system compared to other national systems; inequitable distribution of resources; and its contribution to an oppressive environment. Credit will not be awarded for both SWK 310 and 310W. Gen. Ed. E-5B.

SWK 335 Human Behavior/ Social Environment II. (3) I, II. Prerequisite: SWK 210. Prerequisite or corequisite: SWK 225. Examination and application of theories of community, organizational and group behavior. Critical analysis of the social, economic and political forces and institutions that impact human behavior.

SWK 340 Social Work Research Methods. (3) I, II. Prerequisite: SWK 310. Prerequisite or corequisite: SWK 390 and SOC 232. The course teaches application of both qualitative and quantitative research methods within the context of social work practice.

SWK 350 Social Work Practice I. (3) I, II. Prerequisite: Admission to the Social Work Program and SWK 225. Prerequisite or Corequisite: SWK 335. Corequisite: SWK 354. Theoretical base for social work practice from a generalist perspective. Focuses on the social work process: problem identification; data collection and synthesis; assessment; planning and intervention; termination; and evaluation. Emphasis on multidimensional assessment and practice ethics.

SWK 354 Social Work Practice Methods. (3) I, II. Corequisite: SWK 350. Focuses on interactional activities and exercises that foster the development of interviewing skills, data collection, and synthesis, assessment, service contracting and use of relationship skills.

SWK 355 Social Work Practice II. (3) I, II. Prerequisites: SWK 335, 350, and 354. Addresses the social work process with groups and families with a focus on assessments, intervention, implementation, and evaluation of practice strategies. Facilitation of psycho-educational groups to practice group work skills.

SWK 358 Child Abuse and Neglect. (3) A. Prerequisite: Admission to the Public Child Welfare Certification Program (PCWCP) and departmental approval. Knowledge base for identification, risk determination and psycho-social assessment of child abuse, neglect and dependency situations. Explores service delivery, role of the court, and the impact of cultural and institutional violence. Required course for PCWCP.

SWK 360 Social Work Practice III. (3) I, II. Prerequisite: SWK 335 and SWK 350. Prerequisite or corequisite: SWK 390. Social Work process and skills applied to assessment and intervention with networks, organizations, and communities. Emphasis on community research; program development and evaluation; grantsmanship; strategies to advance social justice and address institutional and cultural violence.

SWK 390 Field Experience in a Social Agency. (3) I, II. Prerequisites: SWK 350 and SWK 354 and overall GPA 2.5 or above. Corequisite: Personal Liability Insurance. Eight hours per week in an agency, community program, or project approved by Field Education Coordinator plus 1 1/2 hour seminar.

Applications of practice theory and process. Student must apply the semester preceding course enrollment. Majors only.

SWK 410 Social Welfare Policy Practice. (3) I, II. Prerequisite: SWK 310. Prerequisite or corequisite: SWK 390. Dynamics of policy implementation at administrative, judicial, and legislative levels: policy analysis, formulation, modification, and evaluation; focus on policies that contribute to social injustices and policies that foster the creation, enhancement, or promotion of violence.

SWK 440 Addictions. (3) I, II. Prerequisites: Junior or Senior standing. Open to all majors. This course will examine how to assess, intervene, and treat individuals, families, and groups with substance abuse and other addictions. The course will examine addictions from a strengths perspective.

SWK 450 Child Abuse Interventions. (3) A. Prerequisite: SWK 358 and admission to Public Child Welfare Certification Program (PCWCP). Development of assessment, intervention, and prevention skills in child abuse and neglect. Focus is on public agency involvement. Required course for PCWCP.

SWK 455 Selected Topics in Social Work. (3) A. Prerequisite: departmental approval. Recommended Junior or Senior standing. Open to all Majors. Course content will be determined by interest, and developments in the profession. May be retaken to a maximum of six hours.

SWK 456 Children's Services. (3) A. Prerequisite: instructor approval. Critical appraisal of societal values of priorities underlying services to children. Examines range of services and skills used in social work practice with children; understanding psycho-social needs of children.

SWK 457 Assessing Needs of Older Adults. (3) A. Examines societal values relating to the elderly; psycho-social needs of the elderly; community-based and institutional services; and dynamics of working with the elderly and their families. Open to all majors.

SWK 490 Social Work Practicum. (12) I, II. Prerequisites: Overall GPA of 2.5 and completion of all other major requirements with a minimum grade of "C." Corequisite: Personal Liability Insurance. Supervised practice in a social agency approved by Field Education Coordinator. Typically four days a week plus weekly on-campus seminar. Application must be made through Field Education Coordinator the semester preceding placement. Social Work majors only.

SWK 495 Independent Study in Social Work. (1-6) A. Student must have the independent study proposal form approved by faculty supervisor, program director, and departmental chair prior to enrollment. May be retaken to a maximum of six hours provided the subject matter differs each time.

TEC—Technology
Dr. Tim Ross, Chair

TEC 102 Technology and Society. (3) I, II. The role of technology in society. Characteristics of a technologically literate citizen. Perspectives, theories, issues, concerns, and facts to support the recognition of the forces and consequences of technological change. Evolution and current trends of diverse technologies.

TEC 141 Elementary Woodworking. (3) I, II. Basic instruction in the use of common hand tools, basic machine operations, problems in furniture construction, related technical information, and finishing materials and methods. Not open to students majoring in a program within the department. 2 Lec/2 Lab.

TEC 161 Computer Applications in Technology. (3) I, II. A survey of computer systems and software applications currently used in technology related fields. 2 Lec/2 Lab.

TEC 190 Technical Graphics. (3) I, II. Shape and size description of objects using conventional projection techniques—multiview, axonometric, oblique, and perspective. Emphasis is placed on sketching with paper and pencil and with computers. 2 Lec/2 Lab.

TEC 194 Architectural Graphic Methods. (3) I. Graphic presentation methods used in architecture and interior design. Hardline drawings using standard drafting conventions and equipment. Emphasis on orthographic, axonometric (paraline), and perspective drawings. 2 Lec/2 Lab.

TEC 303 Problem Solving and Engineering Design. (3) A. Prerequisites: TEC 190 or departmental approval. Application of the principles of engineering design related to various media; emphasis on experimentation and problem solving in development and construction of engineering design solutions. 2 Lec/2 Lab.

TEC 315 Photography. (3) A. Emphasis on black and white film photography including use and care of equipment, exposure calculations and techniques and finishing. A 35mm camera with adjustable lens and shutter control is required. 2 Lec/2 Lab.

TEC 322 Crafts for Children. (3) I, II. Introduction to various craft media and their application in recreational elementary crafts programs. Emphasis on activities appropriate for children and the use of inexpensive and readily available materials. 2 Lec/3 Lab.

TEC 331 Casework Detailing. (3) I. Prerequisites: DES 222 and INT 195. The planning and production requirements of architectural millwork and the drawings needed to describe its construction. The production of a complete set of working drawings for a casework piece will be required. 2 Lec/2 Lab.

TEC 332 Product Design. (3) I, II. Prerequisite: TEC 391. Elements of product design as it relates to materials, such as woods, metals, and plastics. Emphasis placed on experimentation and problem solving in developing design solutions, detailed drawings, and illustrations and the presentation of design ideas. 2 Lec/2 Lab.

TEC 333 Special Problems in Technology. (1-6) I, II. An independent study course for exceptional undergraduate students. A study proposal will be developed by the student and approved by the faculty supervisor and department chair prior to enrollment. May be retaken provided the topic of study is different.

TEC 349 Applied Learning in Technology. (.5-8) I, II. Prerequisite: departmental approval. Work under faculty and field supervisors in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours work required for each academic credit.

TEC 349 A-N Cooperative Study: Technology. (.5-8) I, II. Prerequisite: departmental approval. Work under faculty and field supervisors in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours work required for each academic credit.

TEC 368 Workshop in Technology. (1-4) A. Presentation of technology topics of a timely or specialized nature in a workshop format. May be retaken provided the topics are different.

TEC 391 Technical Illustration. (3) I, II. Prerequisite: TEC 190, 194 or CON 294. Axonometric projection, oblique, perspectives, and illustration techniques to include pencil rendering and ink delineations. 2 Lec/2 Lab.

TEC 394 Architectural Drawing I. (3) I, II. Prerequisite: TEC 190, 194, or CON 294. Basic principles of house planning, styles of home architecture, comparative study of building materials, preparation of a complete set of plans and specifications for a small home. 2 Lec/2 Lab.

TEC 404 Principles of Engineering and Technology. (3) A. Prerequisite: CTE 361 or departmental approval. To familiarize students with important principles of engineering and technology, including electrical, civil, mechanical and other engineering and technology areas. 2 Lec/2 Lab.

TEC 491 Architectural CAD. (3) A. Prerequisites: TEC 391 and 394. Characteristics and operation of a 3D AEC (architectural, engineering, and construction) computer application system. Topics include representation of 3D objects in computer graphics, features and commands of AEC systems, and applications in architectural drawing and rendering. 2 Lec/2 Lab.

TEC 496 Architectural Drawing II. (3) I, II. Prerequisite: TEC 394. Consideration of both residential and commercial buildings with an emphasis on structural design, building methods and materials, mechanical systems, and site planning. Preparation of a complete set of plans for a small commercial building. 2 Lec/2 Lab.

THE—Theatre Arts
Dr. James Keller, Chair
James Moreton, Coordinator

THE 100 Introduction to the Theatre. (3) I, II. Understanding and appreciating the arts of the theatre, development of dramatic forms and practices, consideration of the elements of contemporary theatrical practice. Analysis of plays. Attendance at selected play productions required. Gen. Ed. E-3A.

THE 110 Stagecraft. (3) II. Problems of stagecraft dealing with the scenic process—use of materials, construction and handling of scenery—and basic stage electricity. Lecture and lab.

THE 130 Theatre Arts Practicum I. (1) I, II. Study and practice of technical production through participation in departmental productions. May be retaken to a maximum of three hours.

THE 135 Acting I. (3) I, II. Investigation and practice of the fundamentals in the acting process. Course work will include physical and mental preparation for the actor, improvisation, and beginning scene work.

THE 150 Improvement of Voice and Articulation. (3) A. Basic theory and speech production; phonetic and vocal drills for improvement of voice and articulation; adapted to students' individual speech needs.

THE 200 Theatrical Makeup. (2) A. Techniques in application and design of stage makeup, both straight and character.

THE 210 Advanced Stagecraft. (3) A. Prerequisite: THE 110. A continuation of THE 110 with emphasis on lighting, sound, and properties.

THE 220 Costume Construction. (3) A. Study and practical experience in garment construction and related costume crafts as used in theatre costume design. 2 Lec/2 Lab.

THE 235 Acting II. (3) I. Prerequisite: THE 135. Study and practice in analysis, character development and rehearsal as related to scene study; emphasis on twentieth-century acting styles.

THE 280 Acting for Musical Theatre. (3) A. Prerequisite: THE 135. Study of Musical Theatre as an art form, and an examination of the acting process and how it applies to the musical genre; performance work is included.

THE 285 Theatre Dance I. (2) I, II. A beginning course in dance for the stage. Starting with basic work in ballet, jazz and musical theatre styles to develop strength and coordination. The class encompasses center floor work and dance combinations. May be retaken to a maximum of eight hours.

THE 300 Stage Management. (3) A. Prerequisites: THE 110 and 235 or departmental approval. An in-depth study of the work and responsibilities of the stage manager in theatrical production.

THE 310 Scenic Design. (3) A. Prerequisite: THE 110 or instructor approval. Principles of composition, scale, perspective, and color applied to the stage; production of ground plans, sketches, and

models.

THE 311 Stage Lighting. (3) A. Prerequisite: THE 110 or instructor approval. Examination of theories of lighting with application to the stage, mixed media and dance. Consideration given to color principles, lighting instruments and control equipment. Lecture and lab.

THE 320 Costume Design. (3) A. Design and execution of theatrical costumes with emphasis on originality, color and line. Attention given to costumes of various periods and styles.

THE 330 Theatre Arts Practicum II. (1) I, II. Prerequisite: THE 130 or departmental approval. Continuation of THE 130. May be retaken to a maximum of three hours.

THE 335 Acting III. (3) A. Prerequisites: THE 135; THE 235 or departmental approval. Advanced study and rehearsal in verse drama, concentrating on language and action analysis, and character development for performance; emphasis on Shakespearean scripts.

THE 340 Audition Workshop. (1) A. Prerequisite: instructor approval. Study and practice in theatrical auditioning, resume creation and actor's self-presentation; performance workshop in approach. May be retaken to a maximum of four hours.

THE 341 Directing. (3) A. Prerequisite: THE 235 or instructor approval. An introduction to the principles of play directing. Study of play selection and analysis, characterization, composition, blocking, and casting and rehearsal procedures.

THE 348 Touring Showcase. (2) I. Creation, rehearsal and performance of theatre showcase for student recruitment in the region. Audition for enrollment is required. May be retaken to a maximum of eight hours.

THE 349 Applied Learning in Theatre Arts. (.5-8) A. Prerequisite: departmental approval. Work in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours employment required for each semester hour credit.

THE 349 A-N Cooperative Study: Theatre Arts. (.5-8) A. Prerequisite: departmental approval. Work in placements related to academic studies. One to eight hours credit per semester or summer. Total hours: eight, associate; sixteen, baccalaureate. A minimum of 80 hours employment required for each semester hour credit.

THE 385 Theatre Dance II. (2) I, II. Prerequisite: THE 285. Upper division dance course. Emphasis is placed on technique and polish through more advanced combinations and a greater diversity of styles. Ensemble work, tap, jazz, and partnering will be included. May be retaken to a maximum of eight hours.

THE 390 Theatre History I. (3) I, A. Intensive examination of development of theatre from the Greeks to the French Renaissance.

THE 391 Theatre History II. (3) II, A. Development of theatre from the English Restoration to the modern period.

THE 430 Dramatic Literature. (3) A. Cross listed as ENG 430. Survey of the major periods and genres of world dramatic literature, from the Greeks to the present; selected readings from the major playwrights, critics, and theorists. Credit will not be awarded for both THE 430 and ENG 430.

THE 435 Acting IV. (3) A. Prerequisites: THE 135; THE 235 or departmental approval. Advanced study and rehearsal in period styles. Practice in character analysis and technique for performance. Exact course content may vary with instructor or needs of students.

THE 442 Independent Study in Play Direction. (1-3) A. Prerequisites: THE 341 and departmental approval. Direction of a studio or major production under faculty guidance. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment.

THE 490 Special Topics in Theatre Arts. (1-3) A. Presentation of course material of a timely, specialized or topical nature. Specific course orientation will appear beside title. May be retaken to a maximum of nine hours, if the subject matter is different.

THE 495 Senior Seminar (1) A. Majors with senior standing only. A capstone experience in theatre. Synthesis of students' total theatre education as well as creation of a professional resume and correspondence techniques.

THE 498 BFA Showcase. (1) A. Prerequisite: last thirty hours of BFA program. Creation and presentation of a public presentation showcasing the student's work in theatre, music, and dance.

THE 499 Independent Study in Theatre Arts. (1-3) I, II. Prerequisite: departmental approval. Independent study in theatre production and research. May be retaken to a maximum of six hours. Student must have the independent study proposal form approved by faculty supervisor and program coordinator prior to enrollment.

TRS—Traffic Safety
Dr. Terry Kline, Coordinator

TRS 100 Trends in Loss Prevention. (1) A. Study of the development of loss prevention countermeasures to solve safety problems. Educational efforts, law enforcement activities, regulatory programs, and engineering concepts that are presently utilized to reduce accidents and injuries are reviewed.

TRS 103 Safety in Personal Transportation. (2) A. Designed to survey the basic concept of safety; including the philosophy and concept of risk, countermeasures, accident proneness and safety instruction; experiences include a personal assessment of safety-related behavior emphasizing personal forms of transportation.

TRS 233 Emergency and Defensive Driving Techniques. (3) A. Instruction for drivers in defensive driving techniques and emergency or unusual driving situations. Classroom and practice driving instruction in vehicle handling techniques.

TRS 234 Beginning Motorcycle Safety. (3) A. Designed to develop in students the necessary concepts, principles, and competencies for use of two-wheeled motorized vehicles including minibikes, mopeds, and motorcycles. Motorcycles and helmets are provided.

TRS 235 Emergency Vehicle Roadway Operations Safety. (3) A. Program designed to learn collision prevention and crash mitigation techniques needed when an impending driving emergency occurs in an emergency response vehicle. Included in the course work is theory to introduce and simulate avoidance maneuvers.

TRS 285 Introduction to Driver and Traffic Safety. (3) A. Designed to provide the concepts, principles, judgment, and performance for safe, efficient use of the highway system. Exposure is provided to a multiple-phased driver education instruction program.

TRS 322 Traffic Law Enforcement. (3) A. A course designed to provide the principles and practices of traffic law enforcement.

TRS 332 Traffic Crash Causation and Investigation. (3) A. A study of the principles of traffic accident causation and techniques used in investigation. Designed to increase the investigator's knowledge and understanding necessary for gathering factual information through investigation as opposed to reporting traffic accidents.

TRS 342 Advanced Accident Investigation (3) A. Prerequisite: TRS 332. Course designed to prepare participants in advanced traffic accident investigation methods and techniques.

TRS 349 Applied Learning in Traffic Safety. (.5-8) A. Prerequisite: departmental approval. Work in placements related to academic studies. One to eight hours per semester or summer. A minimum of 80 hours work required for each academic credit.

TRS 349 A-N Cooperative Study: Traffic Safety. (.5-8) A. Prerequisite: departmental approval. Work in placements related to academic studies. One to eight hours per semester or summer. A minimum of 80 hours work required for each academic credit.

TRS 386 Methods and Educational Media in Driver and Traffic Safety. (3) A. Designed to provide the competencies to organize and instruct driver education utilizing the multimedia system and the simulation system of instruction.

TRS 407 Independent Study in Driver and Traffic Safety Education. (1-6) A. Designed to give the student the opportunity to develop specific competencies by designing and conducting research in the broad area of traffic safety, or by independent reading assignments in the area of traffic safety education. 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.

TRS 413 Current Developments in Driver and Traffic Safety. (3) A. Current problems, issues, trends, and developments in traffic safety are reviewed, analyzed, and evaluated.

TRS 487 Behavioral Approaches to Driver and Traffic Safety. (3) A. Designed to study, analyze, and develop behavioral objectives applied to driving task instruction with study and evaluation of individualized learning approaches for programs in driver education.

TRS 491 Special Topics: _____. (1-3) A. Prerequisite: departmental approval. Intensive study of selected topics in traffic and driver safety. May be retaken under different topics to a maximum of six hours.

TRS 588 Laboratory Instructional Programs in Driver 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 200 Study Abroad:_____ (1-6) Prerequisite: Study Abroad coordinator approval required. Participate in an approved educational experience at a foreign university. Student may earn up to 6 credit hours of foreign educational experience at this level provided course topic is not repeated.

UNP 300 Study Abroad:_____ (1-6) Prerequisite: Study Abroad coordinator approval required. Participate in an approved educational experience at a foreign university. Student may earn up to 6 credit hours of foreign educational experience at this level provided course topic is not repeated.

UNP 400 Study Abroad:_____ (1-6) Prerequisite: Study Abroad coordinator approval required. Participate in an approved educational experience at a foreign university. Student may earn up to 6 credit hours of foreign educational experience at this level provided course topic is not repeated.

UNP 500 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.

VTS—Veterans Studies
LTC (Ret) Brett Morris, Program Coordinator

VTS 200 Intro to Veterans Studies (3) A. Prerequisite: ENG 102 or 105(B) or HON 102. Explores military/veteran culture through the study of war literature, history and psychological/social experiences. May include field trips. First course for VTS certificate, concentration, or minor. Gen. Ed. E-6.

VTS 349 Applied Learning for Veterans

Studies (.5-8) A. Prerequisite: VTS 200 and junior standing. Work or volunteer in an area related to Veterans Studies. One to eight hours credit. A minimum of 80 hours employment required for each semester hour credit. No more than 3 hours may count toward VTS program.

VTS 349 A-N Cooperative Study: Veterans Studies (.5-8) A. Prerequisite: VTS 200 and junior standing. Work or volunteer in an area related to Veterans Studies. One to eight hours credit. A minimum of 80 hours employment required for each semester hour credit. No more than 3 hours may count toward VTS program.

VTS 350 Special Topics: _____ (3) A. Prerequisite: VTS 200. Exploration of topics not covered in the existing VTS curriculum. May be taken for a maximum of six hours provided the subject matter is different each time.

VTS 400 Veterans Studies Capstone Seminar (3) A. Prerequisites - VTS 200 and 12 hours of VTS dimensional electives. Instructor mentored seminar incorporating previous gained knowledge concomitantly with course research to produce material presentable for publication and/or conference presentation. Class will organize a capstone symposium.

VTS 490 Independent Study (3) A. Prerequisite: VTS 200 and junior standing. Independent research and study in an area related to veterans studies. Regular reports and final research paper required. Students must have the independent study proposal form approved by faculty supervisor and program director prior to enrollment.

WGS—Women and Gender Studies
Dr. Lisa Day, Director

WGS 132 Introduction to the Family. (3) A. Cross listed as CDF 132. Ecological and systems approach applied to public and private family concepts; historical changes and current status; relationships among individuals, families, consumers, and communities; status of women, men, children and the elderly; public policy related to changes in the family. Credit will not be awarded to students who have credit for CDF 132.

WGS 201 Intro to Women & Gender Studies. (3) A. Introduction to interdisciplinary field of women and gender studies and feminist scholarship. Provides overview of the diversity of women's experiences, images, and issues from a wide variety of disciplinary perspectives. Gen. Ed. E-6.

WGS 232 Identity and Sexuality. (3) I, II. Cross listed as CDF 232. An exploration of the changing attitudes about and among men/women and their effect on choices and interpersonal relationships. Emphasis will be on promotion and maintenance of positive mental, physical, emotional, and sexual development. Credit will not be awarded to students who have credit for HEA 375 or CDF 232. Gen. Ed. VIII.

WGS 300 Topics in Women and Gender Studies: _____. (3) A. Intensive study of selected topics related to recognizing and validating the experience of women and their contributions to society. May be retaken for a maximum of six hours provided the topics are different.

WGS 301 Maternal-Child Health Care. (3) A. Cross listed as MAS 300. Survey of health issues and care of women and children, including prenatal care, women's health, and care of children in ambulatory pediatric health care settings. Credit will not be awarded to students who have credit for MAS 300.

WGS 302 Gender, Sexuality, & Homophobia: (3) A. Explore the diversity of lesbian, gay, bisexual and transgender (LGBT) identity, culture, and community. Analyze LGBT experiences and unmask assumptions based upon heterosexist, heteronormative perspectives and sexist realities. Credit will not be awarded to students who have credit for WGS 300 Special Topics: Gender, Sexuality & Homophobia.

WGS 303 Women in American History. (3) A. Cross listed as HIS 303. Prerequisite: three hours HIS or departmental approval. Social, economic, and cultural role of women in America. Women's work; social position and status; women in reform movements; feminism and the suffrage movements; the new feminism. Credit will not be awarded to students who have credit for HIS 303.

WGS 304 Gender Perspectives on Contemporary Terrorism (3) A. An interdisciplinary look at contemporary terrorism and U.S. policy. Analyzing the perception of women in the U.S. and elsewhere around the world, with particular focus on American, Iraqi, Afghan, Palestinian, and Muslim women. Credit will not be awarded to students who have credit for WGS 300 Special Topics: Gender Perspectives on Contemporary Terrorism.

WGS 305 Domestic Violence. (3) A. Cross listed as CRJ 305. Prerequisite: CRJ 101 or departmental approval. Examination of the theoretical and empirical literature on violence against women, children, and elders. Addresses such issues as physical and sexual abuse of children, courtship violence, domestic violence, marital rape, and elder abuse. Credit will not be awarded to students who have credit for CRJ 305.

WGS 306 Masculinity & Popular Culture (3) A. Exploration of images and ideals of men and masculinity as they have evolved in popular culture due to race, class, culture, age, and sexuality. Prerequisites: ENG 102 or 105 (B) or HON 102. Credit will not be awarded to students who have credit for WGS 300 Special Topics: Masculinity & Popular Culture.

WGS 308 Intersexuality & Transexuality (3) A. Examination of intersexuality and transexuality as construed by biological and social standards, including the medical community's response to these identities. Prerequisites: ENG 102 or 105 (B) or HON 102. Credit will not be awarded to students who have credit for WGS 300 Special Topics: Intersexuality & Transexuality.

WGS 310 Historical Costume and the Social Order. (3) A. Cross listed as ADM 310. History of dress from ancient Egypt through the 20th century. Factors which influence the style of dress are studied and relationship between costume of the past and current modes. Credit will not be awarded to students who have credit for ADM 310.

WGS 331 Marriage and Intimate Relationships. (3) A. Cross listed as CDF 331. The process within and types of intimate relationships in contemporary times. Topics include singlehood, partner selection, marriage, divorce, remarriage, long-term enduring marriage, and factors which affect the success of intimate relationships. Credit will not be awarded to students who have credit for CDF 331.

WGS 345 Diversity and Criminal Justice. (3) A. Cross listed as CRJ 345. Prerequisite: departmental approval. Contemporary race, gender, and other diversity issues and their relevance to criminal offenders, crime victims, and the criminal justice system. Includes such issues as the civil rights and women's movements, and equal opportunity. Credit will not be awarded to students who have credit for CRJ 345.

WGS 349 Applied Learning in Women and Gender Studies. (.5-8) A. Prerequisite: approval of Director of Women and Gender Studies. Work in job placements related to Women's Studies. One to eight hours credit. Minimum of 80 hours employment required for semester hour credit.

WGS 349 A-N Cooperative Study: Women and Gender Studies. (.5-8) A. Prerequisite: approval of Director of Women and Gender Studies. Work in job placements related to Women and Gender Studies. One to eight hours credit. Minimum of 80 hours employment required for semester hour credit.

WGS 364 Women's Literature. (3) A. Cross listed as ENG 364. Prerequisite: ENG 102 or 105 (B) or HON 102. Study of selected literature by women writers from varying cultures, genres, and periods. Credit will not be awarded to students who have credit for ENG 364.

WGS 378 Black Women in History. (3) A. Cross listed as AFA 378. Examines the lives of African-American women from slavery to the present with emphasis on the impact of race, gender, and class issues on their multi-faceted lives as women in America. Credit will not be awarded to students who have credit for AFA 378.

WGS 399 Gender and Society. (3) A. Cross listed as SOC 399. Completion of SOC 131 is advised before taking WGS 399. Emphasis on the relationship between the social construction of gender and the experiences of women and men in societies. Consideration of cultural diversity in defining gender roles. Credit will not be awarded to students who have credit for SOC 399. Gen. Ed. VIII.

WGS 400 Feminist Theory and Practice. (3) A. Prerequisite: WGS 201 or instructor approval. Examines development of feminist theory and its implications for continuing feminist scholarship. Includes related research project in student's major.

WGS 420 The Psychology of Women. (3) A. Cross listed as PSY 420. Prerequisite: PSY 200. Psychological theory and research about important facets of girls' and women's lives from birth through old age. Credit will not be awarded to students who have credit for PSY 420.

WGS 445 Queer Theory and Politics (3) A. Prerequisite: POL 100 or POL 101. Cross-listed as POL 445. The study of political issues, processes, and theories surrounding sexual-minority Americans. Credit will not be awarded for both WGS 445 and POL 445.

WGS 446 The Politics of Sex. (3) A. Cross listed as POL 446. The effect of sex on social and political institutions, public policies, and court rulings. Issues may include pornography, sexual and gender discrimination, domestic violence, reproductive rights and gay rights. Credit will not be awarded to students who have credit for POL 446. Gen. Ed. VIII.

WGS 451 Principles and Politics of Human Rights. (3) A. Cross listed as POL 451. Examines politics of human rights in theory and in practice. Credit will not be awarded to students who have credit for POL 451.

WGS 495 Independent Study: Women and Gender Studies. (1-5) A. Prerequisite: approval of Director of Women and Gender Studies. Study of a special topic in Women and Gender Studies. Proposal must be approved by faculty supervisor and Women and Gender Studies Director prior to enrolling. May be retaken to a maximum of ten hours.

WGS 591 Women's Health. (3) A. Cross listed as HEA 591/791. Analysis of the major health problems of contemporary women with a special emphasis on health promotion, disease prevention, and consumer health concerns. Credit will not be awarded to students who have credit for HEA 591/791.

WGS 592 Human Sexuality. (3) A. Cross listed as HEA 592/792. Study of the biological, social, and psychological aspects of human sexuality. Directed primarily toward those individuals in situations which require them to assist others in understanding the broad impact of one's sexuality. Emphasis is placed upon student development of logical and reasoned justifications for their own value system. Credit will not be awarded to students who have credit for HEA 592/792.

WGS 593 Death and Grief. (3) A. Cross listed as HEA 593/793. A study of attitudes, behaviors, and issues concerning death and grief. Topics include responses to death and grief throughout the life cycle; process of grief and bereavement; theology and death; legal aspects of dying; care of the dying; suicide; post-mortem care; death education. Credit will not be awarded to students who have credit for HEA 593/793.

Faculty Listing

ABSHER, ANGELA (2007), Visiting Assistant Professor, Family & Consumer Sciences. BS, MA, Eastern Kentucky.
ADAMS, ANTHONY W. (1999), Coordinator, Aviation. Associate Professor, Applied Engineering and Technology. BS, Regents College; MAS, Embry-Riddle; additional graduate courses, Eastern Kentucky.
ADAMSON, JAMES A. (2001), Assistant Professor, Applied Engineering and Technology. BS, U. S. Merchant Marine Academy; MS, University of Southern California.
ADAMS-BLAIR, HEATHER R. (2000), Associate Professor. Exercise & Sport Science. BA, Transylvania; MAEd, Eastern Kentucky; EdD, Kentucky.
ADAMS-JOHNSON, MELANIE (2010), Clinical Faculty, Baccalaureate & Graduate Nursing, BSN, MSN, Eastern Kentucky University.
ADKINS, SARAH (2012), Assistant Professor, Safety Security and Emergency Management, BA, Eastern Kentucky University; MS, University of Kentucky.
AFSAH-MOHALLATEE, DAVID (1998), Professor, Art & Design. BA, Kutztown State; MFA, Temple.
AGYEMANG, KWAME (2011), Assistant Professor, Health Sciences; BA, M.Ed, University of Oklahoma; PhD, Texas A&M University.
ALDRIDGE, EMILY (2012), Visiting Reference Librarian.
ALEXANDER, SHAWNE, (2008), Lecturer, English and Theatre. BA, Berea College; MA, Eastern Kentucky University.
ALLISON, JOSEPH (1999), Professor, Music. BS, East Tennessee; MS, DMA, South Carolina.
ALTHAUSER, KRISTA (2010), Assistant Professor, BA, MA, Ed.S, Ed.D, Eastern Kentucky University.
ANDERSEN, CATHY M. (1986), Associate Professor, Health Services Administration. RHIA; BA, Bemidji State; MPH, Texas.
ANDERSEN, MARK (2002), Visiting Instructor, Marketing. BA, Point Loma College; MBA, California State.
ANDERSON-MCCORD, RITA (2006), Clinical Faculty, ASDN; MSN Bellarmine; BSN, Eastern Kentucky.
ANYANWU, OGECHI (2006), Assistant Professor, History. BA, Abia State University; MSC, Imo State University; PhD, Bowling Green State University.
APPLETON, THOMAS H. (2000), Professor, History. BA, Memphis; MA, PhD, Kentucky.
ARIAS, SCOTT (2008), Instructor, Applied Engineering and Technology. AS Construction Management, Charles Stewart Mott Community College; AS, Management & BS, Business Administration, Thomas A. Edison State College.
AULT, ALLEN L. (2003), Dean, Justice & Safety, Professor. BA, Oglethorpe; MAEd, EdD, Georgia.
AUSTAD, JONATHAN A. (2009), Assistant Professor, Humanities. MA, PhD, Florida State.
AUSTIN, JERRY L. (1994), Associate Professor, Educational Administration. BA, Berea; MAEd, EdD, Virginia; JD, North Carolina Central.
AUSTIN, MICHAEL W. (2004), Associate Professor, Philosophy & Religion. BA, Kansas State; MA, Biola; PhD, University of Colorado at Boulder.
AWANG, FARIDAH (2002), Professor, Corporate Communication & Technology. BSC, MSc, Ed, PhD, Southern Illinois University.
BAKER-SCALF, YOLANDA (2009), Assistant Professor, ASDN; MSN, BSN Eastern Kentucky; BS Alice Lloyd College.
BAGGETT, RYAN (2011) Assistant Professor, Safety, Security and Emergency Management. BA, Murray State University; MA, Eastern Kentucky University.
BAILEY, ANDREA (2006), Lecturer, Mathematics & Statistics. BS, MS, Eastern Kentucky.
BALLARD, MICHAEL (2002), Chair/Professor, Associate Professor, Health Promotion & Administration. BS, MAEd, Eastern Kentucky; EdD, Tennessee.
BALMAN, ROBERT (2012), Lecturer, Mathematics. BS, MA, Florida.
BALTODANO, HEATHER (2006), Assistant Professor, Special Education. PhD, Arizona State.
BALTISBERGER, JULIE (2005), Fieldwork Coordinator Assistant, Occupational Therapy, OTR/L. BA, University of California at Berkeley; MS, Eastern Kentucky.
BANKS, ALAN J. (1981), Professor, Sociology. BS, Indiana State; MA, PhD, McMaster.
BANKS, GRETCHEN S. (2005), Instructor, Special Education, Model Laboratory. BA, Berea; MAEd, Eastern Kentucky.
BARKER, THOMAS (2000), Professor, Criminal Justice. AB, Stanford; MS, PhD, Mississippi State.
BARNETT, DARRYL (2001), Associate Professor, Environmental Health Science. BS, East Tennesee State University; MPH, Dr.PH, Oklahoma University Health Sciences Center.
BARRACCA, STEVEN (2005), Assistant Professor, Political Science. BS, SUNY-Oswego; MA, University of Miami; PhD, University of Texas-Austin.
BARTEHL, LAURA (2012), Lecturer, Corporate Communication and Technology; BS, Certificate of Accounting, Eastern Kentucky University; Master of Accounting, UK; CPA.
BAUM, KAREN H. (1988), Assistant Professor, Physical Education; Model Laboratory. BS, MA, Eastern Kentucky.
BAXTER, MARGARET (1996), Assistant Professor, Early Childhood; Model Laboratory. BS, MAEd, Eastern Kentucky.
BEAL, DONALD G. (1987), Professor, Psychology. BA, Arizona; PhD, Texas Tech.
BEATY, LEANN (2008), Assistant Professor, Political Science. BA, Alaska Pacific; MPA, Missouri State; ABD, Northern Illinois.
BECK, JOE E. (1995), Associate Professor, Environmental Health Science. BS, Murray State; MPA, Illinois.
BEDETTI, GABRIELLA (1981), Associate Professor, English & Theatre. BA, Bates; MA, PhD, Iowa.
BEEHNER, REGGIE (2005), Lecturer, Communication. BA, Villanova; MS, Northwestern University.
BEIRNE, HEATHER (2012), Assistant University Librarian.
BENNETT, HELEN (1981), Professor, English & Theatre. BA, Queens; PhD, Brown.
BENTLEY, BROOKE (2001), Associate Professor, Nursing. BSN, MSN, Eastern Kentucky; PhD, University of Kentucky.
BENTLEY, SHEILA (2012), Clinical Faculty, Baccalaureate & Graduate Nursing, MSN, Eastern Kentucky University.
BHANDARI, MICHELYN (2004), Assistant Professor, Health Promotion & Administration. BS, MPH, Western Kentucky; DrPH, Kentucky.
BIGGIN, ROBERT (2001), Associate Professor, Interim Chair, Educational Leadership. BS, Edinboro; MS, Kansas State Pittsburg; PhD, Pittsburg.
BIRCHFIELD, PATRICIA (1997), Professor, Nursing, BSN, MSN, Kentucky, DSN, Alabama (Birmingham).
BLACK, PAMELA (2000), Associate Professor, Social Work. BSW, Eastern Kentucky; MSW, Kentucky.
BLACK, STEPHEN A. (1978), Associate Professor, Agriculture. BS, MS, Louisiana State; PhD, Tennessee.
BLAKENEY, ANNE (1984), Professor, Occupational Therapy. OTR/L; BS, Tennessee; MSOT, Boston; PhD, Kentucky.
BLANK, KENNETH M. (2011), Lecturer, Biological Sciences. BS, Eastern Kentucky University; MS, PhD, University of Kentucky.
BLAYLOCK, DAVID W. (1993), Associate Professor, History. BA, North Carolina (Greensboro); MA, Washington (St Louis); PhD, Ohio State.
BLEVINS, KRISTIE R. (2011) Associate Professor, Criminal Justice. BA, MA, East Tennessee State University; PhD, University of Cincinnati.
BOORD-DILL, THOMAS JEFFREY (1985), Assistant Professor, English & Theatre. BA, Ohio State; MFA, Alabama.
BOROWSKI, WALTER S. (2001), Professor, Geography & Geology. BA Case Western Reserve; MS, Tennessee; PhD, North Carolina.
BOSLEY, LISA (2004), Assistant Professor, English & Theatre. BA, Centre; MA, Chicago.
BOTTS, THERESA M. (1989), Assistant Professor, Psychology. BS, MS, Eastern Kentucky; PhD, Kentucky.
BOWES, JOHN (2006), Assistant Professor, History. BA, Yale; MA, PhD, University of California.
BOZEMAN, LINDA (2001), ASL Specialist. BSW, Eastern Kentucky University.
BRADLEY, MICHAEL (2012), Assistant Professor, Recreation & Park Administration, Ph.D, Oklahoma State University; MSN, Western Illinois University; BS, Oklahoma State University.
BRANSTETTER, MIKE (2010), Lecturer, Communication. BA, MA, Western Kentucky; EdD, Vanderbilt.
BRASHEAR, VICKI (2000), Assistant Professor, Interpreter Training. BS,

Eastern Kentucky; MS, Indiana University.

BREWER, PEGGY D. (1980), Professor, Management. BS, Morehead; MA, Murray; DBA, Louisiana Tech.

BRISMAN, AVI (2012), Assistant Professor; Criminal Justice Police Studies BA, Oberlin College; Jurist Doctor, University of Connecticut Law School.

BRITT, JUDY (2006), Associate Professor, Curriculum & Instruction. MA, EdS, PhD, Alabama.

BROCK, MARTIN L. (1990), Associate Professor, Chemistry. BA, California (San Diego); PhD, Illinois; Post doctoral research, Imprial (London), Southern CA.

BROWN, DAVID (2008), Assistant Professor, Biology. BS, Colorado; MS, Southeastern Louisiana; PhD, Tulane.

BROWN, DEBRA B. (1988), Assistant Professor, Elementary Principal, Model Laboratory. BS, MA, Eastern Kentucky.

BROWN, GARY (2001), Associate Professor, Environmental Health Science. BA, New York (Buffalo); MS, Hunter College; Dr.PH, Alabama (Birmingham).

BROWN, JULIE (1991), Assistant Professor, Associate Degree Nursing. RN; BSN, Eastern Kentucky; MSN, Bellarmine College; additional graduate work, Kentucky.

BROWN, STEPHEN M. (1988), Professor, Management. BS, Illinois; MS, Southern Illinois; PhD, Georgia.

BROWN-DAVIS, MARY (1987), Assistant Professor, Nursing. RN; ASN, Lexington Technical Institute; BSN, MSN, Kentucky.

BRUBAKER, ROBERT G. (1984), Chair, Professor and Foundation Professor, Psychology. BA, Oklahoma City; MA, Indiana State; PhD, South Florida.

BRYANT, JESSICA (1997), Professor, English & Theatre. BA, Kentucky State; MA, Ed.D. Kentucky.

BRYDEN, PHYLLIS (2007), Associate Professor, Health Promotion & Administration. BS, MSPH, DrPH, Kentucky.

BRUMFIELD, APRIL (2006), Assistant Professor, Music. BA, Eastern Kentucky; MA, University of Cincinnatti.

BUCKNAM, JULIE A. (1995), Professor, Art Education. BA, MAEd Eastern Kentucky; PhD, Kentucky.

BUNDY, MYRA BETH (1996), Professor, Psychology. BS, Transylvania; PhD, South Carolina.

BURGESS, RAYMOND (2008), Visiting Assistant Professor, Accounting. BS, Brigham Young; MBA, Utah State.

BURKE, KINDAL (2011), Instructor, Model Laboratory School.

BUSH, DANA (2001), Director, Burrier Child Development Center, Assistant Professor, Family & Consumer Sciences. BS, Eastern Kentucky; MS, Kentucky.

BUSKIRK, ROBERT D. (1992), Assistant Professor, Mathematical Sciences. BA, West Virginia; MA, PhD, Kentucky.

BUTLER, THOMAS (2006), Assistant Professor, English & Theatre. BA, Loyola; MA, PhD, Notre Dame.

BYRD, CHRISTINA (2012), Assistant Professor, BS, MS, Old Dominion University; PhD, Virginia Polytechnic Institute and State University.

BYRD, RICHARD (2007), Associate Professor, Music. BM, Depew University; MM, PhD, Kentucky.

BYRD, SUZANNE (1991), Associate Professor, Biology. BS, Austin Peay; BS, PhD, South Alabama.

CAHILL, TIMOTHY (1979), Model Swim Coach/Teacher, Health Education. BS, Cincinnati; MEd, Xavier; additional graduate work, Eastern Kentucky.

CAIN, KAREN S. (1985), Director, Transition & University Services. AB, Berea College; MA, Eastern Kentucky; additional graduate work, Kentucky, Grambling.

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.

CAMPBELL, GLENN (2006), Lecturer, Geography & Geology. BA, Kentucky; MA, Marshall.

CAMPBELL, PHILIP (1985), Associate Professor, Clinical Laboratory Science. MT(ASCP); BS, West Virginia; MS, Kentucky.

CARMEAN, KELLI C. (1993), Professor, Anthropology. BA, Victoria (Canada); PhD, Pittsburgh.

CARNES, LANA (1999), Chair, Management, Marketing and Administrative Communications. Professor, Corporate Communication & Technology. BS, MS, Eastern Kentucky; EdD, Kentucky.

CARPENTER, RUSTY (2009), Director, Studio for Academic Creativity.

CARUCCI, CHRISTINE (2011), Assistant Professor, Music. BM, University of Rochester; MM, University of Southern California Los Angeles; PhD, University of Kentucky.

CASTELLANA, VINCENT E. (2006), Assistant Professor, Mathematics. BS, SUNY at Fredoina; MA, Western Michigan; PhD, Auburn.

CECIL, CAROL (2003), Instructor, Family & Consumer Sciences. BA, University of Kentucky; MEd, Ashland University.

CHANDRA, VIGYAN (2002), Professor, Network Security and Electronics, Associate Professor, Applied Engineering and Technology. BS, Birla Institute of Technology (India); MS, PhD, Kentucky.

CHANG, KUANG-NAN (2003), Associate Professor, Computer Science. BS, Feng-Chia University (Taiwan); MS, PhD, University of Texas at Arlington.

CHAPMAN, ANN D. (1989), Professor, Counseling & Educational Psychology. BA, Agnes Scott; MA, Indiana; EdS, PhD, Kentucky.

CHEN, RICHARD (1989), Professor, Accounting. BBA, National Taiwan; MPA, PhD, Texas; CPA, Texas.

CHRISTENSEN, BURKE A. (2006), Lecturer, Management. BS, Utah State University; JD, University of Utah, CLU.

CHRISTENSEN, JENNIFER (2012), Assistant Professor, BA, Angelo State University; MEd, PhD, University of North Texas.

CHRISTENSEN, WILLIAM R. (2004), Associate Professor, Curriculum & Instruction. BA, MS, California State University; PhD, University of Oklahoma.

CIOCCA, MARCO (1999), Associate Professor, Physics. Laurea, Naples; PhD, Washington.

CIZMAR, ANNE (2011), Assistant Professor, Government. BA, MA, The University of Akron; PhD, University of Maryland.

CLARK, KATHY (1990), Assistant Professor, Occupational Therapy. OTR; BS, Eastern Michigan; MA, Western Michigan.

CLEMENT, CATHERINE R. (1989), Professor, Psychology. AB, California (Berkley); MA, PhD, Clark.

CLEVELAND, ROGER C. (2011), Assistant Professor, Educational Leadership.

CLOUSE, PAMELA JANE, Lecturer, English and Theatre.

COEN, PATRICK (2006), Lecturer, Mathematics & Statistics. BA, MS, West Virginia University.

COGDILL, CHAD (2007), Associate Professor, Communication. BS, Missouri Western State University; MFA, Savannah College of Art & Design.

COLBERT, JANET L. (2006), Professor, Accounting. BS, University of Illinois; MBA, Auburn; PhD, University of Georgia.

COLEMAN, DAVID W. (1998), Professor, History. BA, Emory; MA, PhD, Illinois at Urbana-Champaign.

COLLIER, AMANDA (2012), Instructor, BS, Eastern Kentucky University; MA, University of Kentucky.

COLLIER, MICHAEL (2008), Assistant Professor, Homeland Security. BS, U.S. Coast Guard Academy; MS, Defense Intelligence College; PhD, Florida International University.

COLLINS, LARRY R. (1990), Chair, Professor, Safety, Security, & Emergency Management. AS, Allegheny; BS, MEd, California (University of PA); EdD, West Virginia.

COLLINS, PAMELA A. (1986), Professor, Safety, Security, & Emergency Management. BS, MS, Eastern Kentucky; EdD, Kentucky.

COMBS, DOROTHY Z. (1997), Chair, Professor, Curriculum & Instruction, Language Arts Education. BA, MEd, South Carolina; PhD, Kentucky.

CONLEY, LISA (2007), Assistant Professor, Criminal Justice & Police Studies.

COOK, JERRY D. (1983), Professor and Foundation Professor, Physics. BA, Berea College; MS, PhD, Kentucky.

CORE, DEBORAH L. (1982), Assistant Dean/Professor, College of Arts and Sciences. BA, Bethany; MA, Marshall; PhD, Kent State.

CORLEY, DONNA (2009), Associate Professor, Baccalaureate & Graduate Nursing, BSN, Medical University of NC; MSN, University of Kentucky; MEd, Boston University; PhD, University of Kentucky.

CORN, LISA (1993), Assistant Professor, Primary Education, Model Laboratory. BS, MA, Eastern Kentucky.

CORNETT, SHIRLEY (2005), Assistant Professor, Counseling & Educational Psychology. BS, Houston; MA, Springfield; PhD, New Mexico.

CORNETTE, MARK (1998), Instructor, BS, MA, Eastern Kentucky

University.

CORNETTE, PAMELA (2007), Assistant Professor, Model. BA, Morehead; MA, Eastern Kentucky.

CORTÉS-CASTANEDA, MANUEL (1992), Assistant Professor, Spanish. BA, La Universidad Nacional Pedagógica (Colombia); MA equivalent Universidad Complutense (Madrid).

COSTELLO, PATRICIA S. (1982), Professor, Statistics. BA, Thomas More; MS, PhD, Ohio State.

COSTELLO, PATRICK J. (1982), Professor, Mathematical Sciences. BS, Harvey Mudd; MS, PhD, Ohio State.

COUVILLON, THOMAS (2006), Assistant Professor, Music. BM, Loyola; MM, PhD, Louisiana State.

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SCHNECK, COLLEEN (1994), Professor, Occupational Therapy. OTR/L; BS, Eastern Michigan; MS, ScD, Boston University.
SCHNEID, THOMAS D. (1989), Professor, Fire & Safety Engineering Technology. BA, West Liberty State; MS, JD, West Virginia; LLM, San Diego; MS, PhD, Kennedy Western.
SCHUMANN, MICHAEL SHAWN (1999), Professor, Fire & Safety Engineering Technology. BS, MS, Oregon State; JD, DePaul University; PhD, University of Kentucky.
SCHUTT, MELISSA (2002), Assistant Librarian, Libraries. BA, William & Mary; MLIS, University of South Carolina.
SEHMANN, KARIN (1990), Professor, Music. BME, Northern Iowa; MM, Akron; PhD, Iowa.
SEHMANN, PHILLIP (1994), Professor, Music. BME, Northern Iowa; MM, Akron; MFA, Iowa; DMA, Iowa.
SETTIMI, JOHN R. (2010), Chair, Professor, Agriculture. BS, Colorado State University; MS, University of Wisconsin; PhD, Louisiana State University.
SEXTON, JANET (2003), Instructor, Model Laboratory. BS, MA, Ball State.
SEXTON, LARRY (2011), Chair, Professor, Counseling. BSEd, MAEd, EdD, Ball State.
SGRO, SERGIO (2006), Assistant Professor, Applied Engineering and Technology. BS, Millersville University; MS, PhD, Iowa State.
SHAFFER, SARAH (2002), Instructor, Primary, Model Laboratory. BS, Murray; MA, Kentucky.
SHANNON, BRENT, (2011), Assistant Professor, English and Theatre, Women and Gender Studies. BA, Indiana University; MA, University of Cincinnati; PhD, University of Kentucky.
SHARP, FREDA (1996), Associate Professor, Nursing. RN; BSN, Eastern Kentucky; MSN, Kentucky, additional graduate work, Kentucky.
SHARP, RYAN (2011), Assistant Professor, Health Sciences; BS, State University of New York at Cortland; M.Ed, Georgia College and State University; PhD, University of Georgia.
SHI, BUCHANG (2008), Associate Professor, Chemistry. BS, Shandong Medical University; PhD, Kentucky; post doctoral, Kentucky.
SHORDIKE, ANNE (1994), Associate Professor, Occupational Therapy. OTR/L; BA, San Francisco State; MOT, Texas Woman's University; PhD, California Institute of Integral Studies.
SHORT, JUDY (1987), Chair, Professor and Foundation Professor, Nursing. BSN, Eastern Kentucky; MSN, Kentucky; DSN, Alabama (Birmingham).
SIAHKOOHI, KIMBERLY (2003), Lecturer, English. MA, Eastern Kentucky.
SICA, ROB (2003), Assistant Librarian, Libraries. BA, Furman University; MLIS, Florida State.
SIZEMORE, LINDA (1999), Assistant Librarian, Libraries. BA, Berea College; MLSI, Kentucky.
SKEPPLE, ROSE (2005), Assistant Professor, BS, MA, EdD, Eastern Kentucky University
SKUBIK-PEPLASKI, CAMILLE (2012), Associate Professor, Occupational Therapy; Ph.D, University of Kentucky; MS, Wayne State University; BS, Eastern Michigan University.
SLATER, MARY (1995), Associate Professor, Nursing. RN; C; BSN, Texas Tech; MSN, Texas (San Antonio).
SLUSHER, IDA (1998), Professor, Nursing, BSN, Eastern Kentucky, MSN, Kentucky, DSN, Alabama (Birmingham).
SLUSHER, RAYMOND ALAN (2009), Professor, Military Science and Leadership.
SMITH, CHARLOTTE (2011), Assistant Professor, Model Laboratory School.
SMITH, DARRIN (2003), Associate Professor, Chemistry. BS, Missouri Western; PhD, University of Arizona.
SMITH, DIONNE F. (1995), Assistant Professor, Sociology. BS, MS, Eastern Kentucky; PhD, Kentucky.
SMITH, GIL R. (1995), Professor, Art. BA, SUNY (Potsdam); PhD, Pennsylvania State.
SMITH, KELLY A. (2005), Associate Librarian, Interim Coordinator of Collection Services, Libraries. BA, University of North Carolina; MLIS, Simmons College.
SMITH, MASON (2006), Lecturer, English & Theatre. BA, Centre College; MA, University of Missouri; PhD, Kentucky.
SMITH, MICHELLE L. (2007), Visiting Assistant Professor, Exercise & Sport Science. BS, Middle Tennessee; MS, ABD, Kentucky.
SMITH, MICHELLE L. (2008), Assistant Professor, Statistics. BS, Morehead State; MS, Miami University; PhD, Kentucky.
SMITH, SHANNON (2003), Lecturer, English. MA, Eastern Kentucky.
SMITH, YOUNG (2003), Associate Professor, English. BA, Georgia; MFA, Arkansas; PhD, Houston.
SNIDER, CLEMMA (1993), Assistant Professor, Nursing. RN; BSN, Ohio State; MSN, Kentucky; additional graduate work, Kentucky.
SODERSTROM, IRINA R. (1997), Professor, Criminal Justice. BA, Illinois; MS, PhD, Southern Illinois.
SPAIN, JUDITH W. (1998), Interim Assistant Dean, College of Business & Technology; Professor, Management, Director, MBA program. BA, Grove City; JD, Capital.
SPAIN, NORMAN M. (1991), Associate Dean, Professor, Assets Protection & Security. BS, New Mexico State; MS, Eastern Kentucky; JD, Capital.
SPEARS, KAREN L. (1989), Professor, Art & Design. BA, Louisville; MFA, Southern Illinois (Carbondale).
SPLINTER-WATKINS, KATHRYN (1989), Associate Professor, Occupational Therapy. OTR/L; BS, Nebraska; MOT, Texas Woman's.
SPOCK, JENNIFER B. (2000), Associate Professor, History. BA, MA,

PhD, Yale.
SPRAGUE, MARY J. (2012), Instructor. BA, Morehead State University; MA in progress, Eastern Kentucky University
ST. MICHEL, GORDON (1988), Associate Professor, Occupational Therapy. OTR/L; BS, North Dakota; MPH, Minnesota.
STADDON, WILLIAM J. (2000), Associate Professor, Biology. BS, MS, Toronto; PhD, Guelph.
STANFILL, JESSICA (2005), Lecturer, English & Theatre. BA, MA, Eastern Kentucky.
STEARN, CATHERINE L. (2007), Associate Professor, History. BA, College of New Jersey; MA, Courtauld Institute of Art; PhD, Rutgers University.
STEINBACH, GARY M. (1990), Professor, Applied Engineering and Technology. BS, MS, Wisconsin (Platteville); PhD, Minnesota.
STEPANYAN, TRACY (2011), Lecturer, Biological Sciences. BS, Brescia University; PhD, University of Kentucky.
STEPHENS, JONI (1998), Women's Golf Coach/Teacher. BS, MS, Eastern Kentucky; additional graduate work, Eastern Kentucky.
STEVENS, GREG (2011), MLIS, University of Kentucky.
STOCKBURGER, MURIEL (1990), Assistant Professor, Counseling & Educational Leadership. BS, Ohio; MA, Southwest Missouri State; EdD, Arkansas.
STRADA, JOHN (2006), Lecturer, Communication. BA, BS, Auburn; additional graduate work, Kentucky.
STRATMAN III, JOHN F. (1981), Professor, Applied Engineering and Technology. PE; PLS; BSCE, Purdue; MSCE, Kentucky.
STRIBLING, MARDA (1991), Assistant Professor, Mathematical Sciences. BA, Texas Tech; MA, PhD, Kentucky.
STRONG, CONNIE S. (1991), Professor, Counseling & Educational Leadership. BS, MA, SE Missouri State; PhD, Southern Illinois.
STYER, EUGENE (1990), Associate Professor, Computer Science. BS, Lock Haven; PhD, Georgia Institute of Tech.
SUMITHRAN, STEPHEN (1998), Associate Professor, Biology. BS, MS, Madras Christian College; MS, West Virginia; PhD, Virginia Polytechnic Institute and State.
SUTTON, SARA W. (1971), Assistant Professor, Family & Consumer Sciences. BS, Kentucky; MS, Indiana; additional graduate work, Eastern Kentucky.
SWAIN, RANDALL (2008), Assistant Professor, Political Science. BS, Alabama A&M; MPA, Tennessee-Chattanooga; MA, PhD, Alabama.
SWEELY, GAY (2006), Assistant Professor, Art & Design. BA, Illinois Wesleyan University; MA, University of Utah; PhD, University of Melbourne.
SZEKELY, ILONA (2011), Assistant Professor, Art and Design. BA, University of Kentucky; MA, Columbia University; PhD, University of Kentucky.
SZORAD, FELICIA (2001), Associate Professor, Art & Design. BFA, Bowling Green State (OH); MFA, East Carolina.
SZUBINSKA, BARBARA (1998), Assistant Professor, English & Theatre. MA, Warsaw.
TABIBZADEH, KAMBIZ (1985), Associate Professor, Management. BS, London; M Tech, Brunel (England); PhD, Houston.
TACKETT, ELAINE (1990), Associate Professor, Paralegal Science. BS, MA, Eastern Kentucky; JD, Chase School of Law.
TANARA, CHARLOTTE (2012), Director, Capstone Center.
TATUM, KARA (2003), Instructor, Primary, Model Laboratory. BA, MAEd, Eastern Kentucky.
TAYLOR, CHRISTIANE D. (1998), Chair, Professor, History. BA, Michigan; MA, PhD, Minnesota.
TAYLOR, HEATHER (2010), Instructor. BS, MA, Eastern Kentucky University
TAYLOR, JOHN W. (1987), Associate Professor, Communication. BS, Murray; MA, Western Kentucky; PhD, Ohio.
THIEME, AMY L. (1995), Associate Professor, Communication. BS, SUNY (Brockport); MA, PhD, Ohio.
THOMAS, COREY CLINTON (2002), Instructor, Primary, Model Laboratory. BA, University of California Santa Cruz.
THOMAS, DENEIA (2007), Assistant Professor, Counseling & Educational Psychology. BA, Kentucky State; MS, EdS, PhD, Kentucky.
THOMAS, JACKY F. (2011), Assistant Professor, Anthropology, Sociology, and Social Work. BA, MSW, PhD, University of Kentucky.
THOMAS, ROBERT J. (2001), Assistant Professor, Mathematics. BA, Wayne State; MEd, South Florida; EdD, Central Florida.
THOMPSON, MERITA L. (1972), Professor of Health Education and Foundation Professor. BS, Cumberland; MS, Tennessee; EdD, Alabama.
THOMPSON, ROSOLU J. BANKOLE (1995), Professor, Criminal Justice. MA, Durham; MA, LLB, PhD, Cambridge.
THOMPSON, SHERWOOD (2006), Associate Professor, Teacher Education Services/Professional Lab Experiences. BA, University of South Carolina (Spartanburg); M.Ed, Ed.D, University of Massachusetts (Amherst).
THORNBERRY, JENNIFER (2008), Visiting Instructor, Communication. BA, Morehead State; MA, Ohio.
THREADGILL-GOLDSON, NORMA (2006), Assistant Professor, Anthropology, Sociology, & Social Work. BA, Howard University; MSW, PhD, Florida International University.
THURMAN, J. THOMAS (1998), Professor, Fire & Safety Engineering Technology. BA, Eastern Kentucky; MS, George Washington.
TICE, NATHAN (2008), Assistant Professor, Chemistry. BA, Anderson University; PhD, Kentucky; post doctoral, Tennessee.
TINSLEY, ANDREW (2009), Associate Professor, Fire and Safety Engineering Technology. BS, MS, University of Tennessee-Knoxville.
TORTORICI, MARY (2000), Associate Professor, Art & Design. BFA, Massachusetts College of Art; MFA, Yale.
TOWNSEND, JEFFERY SCOTT (2006), Assistant Professor, Curriculum & Instruction. BS, MaEd, Eastern Kentucky; PhD, Indiana.
TOWNSEND, TRAVIS (2006), Lecturer, Art & Design. BS, Kutztown University; MFA, Virginia Commonwealth University.
TRACY, HOMER W. (1982), Assistant Professor, English & Theatre. BA, MA, Western Kentucky.
TRAINOR, CYNTHIA A. (2007), Associate Librarian, Coordinator of Data and Tech Services, Libraries. BA, MLIS, University of Kentucky.
TRAVIS, DENVER H. (2010), Associate Professor, Finance. BS, MS, PhD, Kentucky.
TSIANG, SARAH Y. (2001), Associate Professor, English & Theatre. BA, Chicago; MA, PhD, Illinois, Urbana.
TUDOR, PEGGY (1984), Chair, Associate Professor, Nursing. RN; BSN, MSN, Kentucky; additional graduate work, Kentucky.
TUNNELL, KENNETH D. (1989), Professor, Criminal Justice. BS, East Tennessee State; MS, Middle Tennessee State; PhD, Tennessee.
TURNER, RALPH (2011), Assistant Professor, Curriculum and Instruction. BA, Emory and Henry College; MA, Eastern Mennonite University and Seminary; MA, MEd, EdD, East Tennessee State University.
UNDERWOOD, ELIZABETH (2000), Associate Professor, Sociology. BS, Grand Valley State University; MA, University of Illinois; PhD, Urbana-Chanpaign.
VANCE, DIANE (1998), Professor, Chemistry/Forensic Science. BA, MAT, Spalding College; PhD, Kentucky.
VANDENBERG, MELISSA (2010), Assistant Professor, Art & Design. BFA, College for Creative Studies; MFA, Southern Illinois University Carbondale.
VANFLEET, JOE (2007), Assistant Professor, Music. BM, Murray State; MM, Indiana University; DMA, Indiana University.
VARAKIN, DONALD (2010), Assistant Professor, Psychology. BS, James Madison; MA Kent State; Ph.D., Vanderbilt.
VARELA, JOSE´ (2001), Professor, Spanish. BA, MA, Hawaii; PhD, Texas-Austin.
VELEZ DE CEA, ABRAHAM (2006), Assistant Professor, Philosophy & Religion. BA, Universidad de Navarra Pamplona; MA, Universidad Comillas; PhD, Universidad Complutense.
VELOTTA, CATHERINE (2007), Associate Professor, Nursing. BSN, Kentucky; MSN, Indiana; PhD, Kentucky.
VICDAN, HANDAN (2010), Assistant Professor, Marketing. BA, Aegean (Ege) University, Izmir, Turkey; MBA, The University of Texas Pan American (UTPA), Edinburg, TX; PhD, UTPA, Edinburg, TX.
VICE, JANNA P. (1976), University Provost; Professor, College of Business & Techology, Corporate Communication and Technology. BS, MA, Eastern Kentucky; EdD, Kentucky.
VIOHL, TERESA (2012), Assistant Professor.
VIOLETTE, JAYNE (2002), Associate Professor, Communication. BA, Georgetown; MA, PhD, Kentucky.

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WADE, JOHN A. (2000), Dean, College of Arts & Sciences; Associate Professor, Economics. BA Washington & Lee; MS, PhD, Purdue.
WAGGONER, DEBBIE (2002), Lecturer, Curriculum & Instruction, Math. BA, Kentucky; MA, Rank I, Morehead.
WAGONER, COLBY (2004), Recruiter, Health Careers Opportunity Program (HCOP). BA, Berea; MS, Eastern Kentucky.
WAIKEL, REBEKAH (2009), Assistant Professor, PhD, Baylor College of Medicine.
WALL, TYLER (2011) Assistant Professor, Criminal Justuce. BS, MS, Indiana State University, PhD, Arizona State University.
WALLACE, TERESA (2011), Assistant Professor. BS, Campbellsville University; MA.Ed. Eastern Kentucky University; Ed.D, University of Kentucky
WALZ, CAROLIN, Lecturer, English and Theatre.
WANG, JING (2009), Assistant Professor, Physics and Astronomy. BS and ME. Tsinghua U: MS, PHD Ohio State University.
WALLACE, LORETTA K. (1999), Instructor, Music; Model Laboratory. BME, Benedictine; MME, Eastern Kentucky.
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WARE, MIXON (2002), Associate Professor, Family & Consumer Sciences. BFA, MLA, Southern Methodist; MS, Florida International; PhD, Tennessee.
WATERS, ELAINE (1983), Associate Professor, Nursing. BSN, Vanderbilt; MS, Rochester; additional graduate work, Kentucky.
WATERS, RICHARD (2011), Assistant Professor, Music. BM, James Madison University; MM, University of Hartford; DMA, University of North Carolina at Greensboro.
WATERSTRAT, LOUDEN (2007), Assistant Professor, Model. BA, Lindsey Wilson; MAEd, Eastern Kentucky University.
WATKINS, MARCIA (2008), Instructor, Biology.
WATSON, KATHY (2011), MLIS, University of Kentucky.
WATSON, KELLI (2011), Assistant Professor, Geography and Geology. BA, Hawaii Pacific University; MS, Lund University; PhD, Florida State University.
WEISE, ROBERT S. (1999), Professor, History. BA, University of Wisconsin; BA, PhD, Virginia.
WELLS, JAMES B. (1995), Professor, Criminal Justice. BCJ, Ohio; MS, PhD, Georgia State.
WEST, DEBORAH (2010), Assistant Professor. BA, Anderson University; MA. Ed., Clemson University; Ed.D., University of North Carolina at Greensboro
WESTFALL, JULYA (1994), Assistant Professor, Occupational Therapy. OTR/L; BS, Eastern Kentucky; MPA, Kentucky.
WHALEN, DEBBIE (2000), Associate Librarian, Libraries. BS, Northern Kentucky; MLIS, Kentucky.
WHITAKER, MISTY (2006), Clinical Faculty, Nursing. BSN, MSN, additional graduate work, Kentucky.
WHITE, JOHN (2003), Chair/Professor, Geography & Geology. BA, MS, Sul Ross State PhD, Baylor.
WHITE, KELLY (2001), Instructor, Writing, Model Laboratory. BS, RANK II, Eastern Kentucky.
WHITE, LAUREN ALLYN. (2011), Assistant Professor, Marketing. BA, University of Mississippi; MBA, The University of Alabama at Birmingham; PhD, Mississippi State University.
WHITE, RODNEY M. (1992), Professor, Curriculum & Instruction, Social Science Education. BA, Kentucky; MA, Western Kentucky; EdD, George Peabody, Vanderbilt.
WHITEHOUSE, DEBORAH (1984), Associate Dean, Professor, Nursing. BSN, Kentucky; MSN, North Carolina (Chapel Hill); DSN, Alabama (Birmingham).
WHITEHOUSE, GINNY (2011), Associate Professor, Communication; BA, Samford University; MA, University of Missouri School of Journalism; PhD, University of Missouri School of Journalism.
WILDER, KAREN (1997), Associate Professor, Nursing. RN; BSN, Berea; MSN, Kentucky.
WILDER, MELINDA S. (1995), Professor, Curriculum and Instruction, Science Education. BS, West Virginia; MA, Miami University (Ohio); PhD, Ohio State University.
WILKINS, ROSE (1991), Professor, Psychology. BA, California State (Northridge); MS, PhD, California (Santa Cruz).
WILLETT, JIM (1991), Assistant Professor, Music. BM, Iowa; MM, Akron.
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WILLIAMS, DAVID (2005), ASL Specialist III, BS, Gallaudet University
WILLIAMSON, CHARLIE (2003), Assistant Professor, Associate Degree Nursing. BSN, Eastern Kentucky; MSN, Bellarmine College.
WILLIAMSON, MAX (2011), ASL Specialist III, BS, Eastern Kentucky University
WILLIS, STEPHEN (2008), Instructor. BS, MA. Ed., Eastern Kentucky University
WILLIS, SUSAN C. (1975), Professor, Family & Consumer Sciences. BA, Centre; MA, PhD, Ohio State.
WILSON, BRYAN (2008), Instructor, Model Laboratory School. BA, Marshall University; MA, Eastern Kentucky University.
WILSON, JOEL E. (1982), Assistant Professor, Mathematical Sciences. BS, Morehead State; MA, MS, Eastern Kentucky.
WILSON, LORI J. (2000), Interim Chair, Professor, Chemistry. BS, Mercer Georgia; PhD, Georgia Institute of Technology; post doctoral research, Marshall Space Flight Center.
WILSON, MARY (2002), Associate Professor, Family & Consumer Sciences. BS, Kentucky; PhD, Michigan State; RD, Kentucky.
WILSON, STACI (1998), Assistant Professor, Physics, Model Laboratory. BS, MS, Eastern Kentucky.
WILSON, STEFFEN P. (1997), Professor, Psychology. BS, Birmingham-Southern; MS, PhD, Georgia.
WIMBERLY, LINDA C. (1986), Associate Professor, Paralegal Science. BA, JD, Kentucky.
WINSLOW, MATTHEW P. (1998), Professor, Psychology. BA, Macalester; MA, California at Santa Cruz; PhD, Minnesota.
WITTMAN, PEGGY (2006), Associate Professor, Occupational Therapy, OTR/L. BS, Eastern Michigan; MS, ScD, Boston University.
WOLF, JOYCE (1998), Professor, Music, BM, MM, West Virginia; DMA, Kentucky.
WONG, KA-WING (1990), Chair, Professor, Computer Science. BS, MS, Middle Tennessee; PhD, Kansas State.
WONG, YONG (2011), Assistant Professor, Mathematics and Statistics; MS, PhD, Purdue University.
WOOD, BRADFORD J. (2000), Professor, History. BA, Wake Forest; MA, Michigan State; MA, PhD, John Hopkins.
WOODS, PATRICIA (1989), Associate Professor, Nursing. BSN, Eastern Kentucky; MSN, Kentucky; additional graduate work, Kentucky.
WORLEY, JAMIE (2002), Assistant Professor, High School Guidance Counselor, Model Laboratory. BS, MA, Rank I, Eastern Kentucky.
WRAY, LINDA (1983), Associate Professor, Nursing. BS, Lenior-Rhyne; MSN, North Carolina (Greensboro); PhD, Kentucky.
WRIGHT, CHERYL (2002), Assistant Professor, Model Laboratory School. BA, University of Pennsylvania; MS, University of Kentucky.
WRIGHT, CHRISTINE (2004), Assistant Professor, Occupational Therapy. OTR/L, BS, Texas Christian; MSOT, Washington, PhD, Texas Woman's.
WRIGHT, GENE (1989), Lecturer, Educational Leadership & Policy Studies. BA, Berea College; MA, Eastern Kentucky; PhD, Columbia Pacific.
WRIGHT, NEIL H., III (1983), Professor, International Education; Professor, Humanities. BA, MA, Middle Tennessee; PhD, Florida State.
WYGANT, DUSTIN (2009), Assistant Professor, Psychology. BA, Miami (Ohio); MA. PhD., Kent State.
XIAO, QIAN (2012), Assistant Professor, BS, MS, Southwest Jiaotong University; Ph.D., University of Alabama.
XU, BANGTENG (2005), Assistant Professor, Mathematics. PhD, Illinois.
YANG, CAROLYN (1989), Associate Professor, Nursing. RN; C; BSN, Spalding; MSN, St. Louis.
YANG, MENGKUN (2006), Assistant Professor, Computer Science. BE, ME, Sichuan University; PhD, Kentucky.
YAZDANI, MINA (2010), Assistant Professor, History. BGS, Indiana University, MA, Landegg International University; MA, Wilfred Laurier

University; PhD, University of Toronto.

YI, KWAN (2011), Assistant Professor, Curriculum and Instruction. BA, BS, Korea University, Seoul; MS, University of Illinois Urbana-Champaign; MS, PhD, McGill University, Montreal.

YODER, GARETT W. (1998), Associate Professor, Physics. BA, Goshen College; MS, PhD, Auburn.

YODER, MARGARET A. (1995), Assistant Professor, Mathematics. BA, Goshen College (IN); MA, PhD, South Florida.

YOUNG, ELIZABETH (2006), Assistant Professor, Music. BM, MM, Brigham Young; PhD, University of Iowa.

YOW, DON (2003), Associate Professor, Geography & Geology. BS w/ Honors, University of Florida; MS, PhD, University of South Carolina.

YOW, SONYA H. (2008), Lecturer, Geography & Geology. BA, MEd, South Carolina; Ed.D., Kentucky.

ZARAGOZA, SOCCORO (2007), Assistant Professor, Spanish. BA, Universidad de Colima (Mexico); MA, PhD, Purdue.

ZEIGLER, SARA (1997), Dean, University Programs, Chair, Government, Professor, Political Science. BA, Reed; MA, PhD, California-Los Angeles.

ZHANG, ZHE (2008), Assistant Professor, Management. BA, Tianjim University; MS, MBA, Texas Tech; PhD, Central Florida.

ZHANG, SHUANGTENG (2012), Assistant Professor, English. BA, Tianjin; MA, Winona State; PhD, Northern Arizona.

ZHUANG, WEILING (2010), Assistant Professor, Marketing. BS, Guangdong University of Business Studies, China; MBA, Southwest Jiao Tong University, China; MS, Louisiana Tech University; DBA, Louisiana Tech University.

ZOU, NING (2006), Assistant Librarian, Libraries. BA, Capital University of Economics & Business; MLIS, Indiana University.

ZURICK, DAVID N. (1987), Professor and Foundation Professor, Geography & Geology. BA, MS, Michigan State; PhD, Hawaii.

ZWICKER, SALLY (2012), Assistant Professor. BA, MA, Gallaudet University; EdD, University of Cincinnati

Retired Faculty Listing

ABNEY, WILLIAM M. 1976-2006, Assistant Professor, Fire & Safety Engineering Technology. AA, BS, MS, Eastern Kentucky.
ABRAMS, ANNA F. 1972-, Associate Professor, Nursing. BSN, MSN, Kentucky.
ACKER, R. DEAN 1963-1997, Professor, Education. BA, Wooster; MEd, EdD, Florida.
ADAMS, JACK 1962-2001, Professor, Physical Education. BS, MA, Eastern Kentucky; EdD, Kentucky.
ADAMS, ROBERT M. 1979-2006, Professor, Psychology. BA, MA, PhD, Tennessee.
ADAMS, WILLIAM G. 1966-, Professor, Geography. BA, Stetson; MA, additional graduate work, Kentucky.
ADKINS, BERTEE 1975-, Professor, Administrative Communication and Services. BS, MA, Eastern Kentucky; EdD, Kentucky.
ADKINS, JUDY L. 1986-2006, Assistant Professor, Home Economics Education; Laboratory School. BS, MS, Morehead State.
ALGIER, ANN S. 1966-1989, Associate Professor, English. BA, Wyoming; MA, New Mexico; EdS, Eastern Kentucky.
ALGIER, KEITH M. 1965-1989, Professor, History. BA, MA, PhD, New Mexico.
ALLAMEH, E. JOY 1978-2008, Associate Professor, English & Theatre. BS, Middle Tennessee; MA, Arkansas; EdD, Kentucky.
ALLEN, JAMES HOWARD 1969-, Associate Professor, Education. AB, Union College; MA, Kentucky; PED, Indiana.
ALLEN, KATHRYN 1987-2008, Assistant Professor, Occupational Therapy. OTR/L; BS, Mt. Mary; MS, Kentucky.
ALLEN, MARY B. 1988-2006, Assistant Professor, Mathematics; Laboratory School. BS, Berea College; MEd, Southern California.
AMBROSE, CHARLES F. 1961-1982, Professor, Education. AB, Transylvania; MA, EdD, Kentucky.
ANDERSON, JOY 1978-2006, Professor, Occupational Therapy. OTR/L, BA, David Lipscomb; post-baccalaureate certificate, Texas Woman's; MA, Western Michigan.
BAECHTOLD, SHIRLEY 1978-, Assistant Professor, English. BA, MA, Eastern Kentucky; additional graduate work, Eastern Kentucky, Indiana.
BAKER, ELIZABETH 1969-1995, Assistant Professor, Libraries. BA, MA, Ohio; BM, Eastman School of Music; additional graduate work, Eastern Kentucky.
BALL, JUDITH K. 1980-2008, Assistant Professor, Libraries. BA, Berea College; MSLS, Kentucky; additional graduate work, Eastern Kentucky.
BARKLEY, DWIGHT 1968-1994, Professor, Agriculture. BS, Pennsylvania State; MS, PhD, Virginia Polytechnic.
BARKSDALE, M. KENDALL 1969-2008, Assistant Professor, Libraries. BS, Eastern Kentucky; MSLS, additional graduate work, Kentucky.
BARLOW, LYNWOOD L. 1968-1986, Professor, Social Science. BA, MA, Iowa; BD, McCormick Theological Seminary; EdD, Teachers College, Columbia.
BARR, DIXON A. 1961-1990, Professor, Education. BS, Ball State; MA, EdD, Columbia.
BARTON, ROBERT M. 1976-2006, Athletic Trainer; Professor, Exercise & Sport Science. AB, Kentucky; MS, Marshall; DA, Middle Tennessee.
BATCH, DONALD L. 1965-2001, Dean College of Natural and Mathematical Sciences; Professor, Biology. BS, Illinois College; MS, PhD, Illinois.
BATTS, JAMES 1988-2005, Associate Professor, Psychology. BS, MS, Eastern Kentucky; MEd, PhD, Kentucky.
BAUGH, CAROL J. 1978-2001, Professor, Nursing. BSN, Eastern Kentucky; MSN, DNS, Indiana.
BAUGH, ROBERT J. 1970-2001, Dean/Athletics Director, College of Health, Physical Education, Recreation, and Athletics;
Professor, Health Education. BS, MS, HSD, Indiana.
BEARDSLEY, THOMAS B. 1970-1991, Associate Professor, Educational Psychology and Counseling. BS, Southeast Missouri; MEd, Missouri; EdD, Mississippi; additional graduate work, Southern Illinois.
BEELER, C. ALAN 1970-2006, Professor, Music. BM, Illinois Wesleyan; MA, PhD, Washington.
BEGLEY, JOYCE 1983-2006, Assistant Professor, Nursing. BSN, Berea College; MA, Union; MSN, Tennessee.
BELKNAP, LARRY K. (1989), Professor, Recreation & Park Administration. BA, Morris Harvey; MS, Marshall; ReD, Indiana.
BENDALL, VICTOR 1966-2001, Professor, Chemistry. BS, ARCS Imperial (England); MS, Bucknell; PhD, Brown.
BENNETT, ONDA M. 1997-2010, Interim Dean, University Programs, Associate Professor, Occupational Therapy. OTR/L; BS, MS, PhD, Buffalo, NY.
BENSON, RICHARD L. 1969-, Professor, Speech and Theatre Arts. BA, California (LA); MA, PhD, Illinois.
BENZING, LYNNE (PENNY) 1983-2001, Associate Professor, Occupational Therapy. OTR/L, BS, Ohio State; MA, South Florida.
BERGE, MARION M. 1962-1991, Associate Professor, Medical Services Technology. RN, CMA, BS, Eastern Kentucky. MA, George Peabody; additional graduate work, Eastern Kentucky.
BERGE, WILLIAM H. 1961-1991, Professor, History. AB, Eastern Kentucky; MA, PhD, Vanderbilt.
BETTLER, ALAN R. 1970-2006, Associate Professor, French. AB, MA, PhD, Indiana.
BICKUM, GILBERT W. 1987-1998, Assistant Professor, Finance. BSME, Tufts; MBA, Northern Florida; PhD, Florida.
BIESINGER, JOSEPH A. 1966-2000, Professor, History. BS, MA, Loyola Chicago; PhD, Rutgers.
BLACK, GILES T. 1969-1998, University Counsel; Professor, Police Studies. BS, Jacksonville State; MA, Western Kentucky; UD, Kentucky.
BLACKWELL, MARGARITA C. 1974-, Assistant Professor, Human Environmental Sciences. BS, MS, Alabama; additional graduate work, Alabama, Eastern Kentucky.
BLACKWELL, F. ORIS 1982-1990, Professor, Environmental Health Science, BS, Washington; MS, Massachusetts; MPH, DrPH, California (Berkeley).
BLANCHARD, PAUL 1970-2003, Professor and Foundation Professor, Political Science. BA, Michigan; MS, Southern Illinois; PhD, Kentucky.
BLAND, PAUL E. 1969-2006, Professor, Mathematics. BA, MA, West Virginia; PhD, South Carolina.
BLANKENSHIP, JR., JOSEPH U. 1977-2000, Assistant Professor, Health Education. BS, MA, Eastern Kentucky; additional graduate work, Murray, Western Kentucky, Eastern Kentucky.
BLYTHE, JR., HAROLD R. 1972-2008, Professor of English & Theatre and Foundation Professor. BA, Kentucky Southern; MA, Florida; PhD, Louisville.
BODLEY, DONALD E. 1975-1996, Director, Institute of Real Estate Studies Chairholder; Professor, Real Estate. BA, MA, Eastern Michigan.
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CAMPBELL, GEORGE E. 1972-2001, Associate Professor, History. BS, MA, PhD, Georgia.
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CAREY, GLENN O. 1967-1986, Professor, English. 1967-1986. AB, MA, Pennsylvania State; PhD, Illinois.
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HALBROOKS, DARRYL 1972-2006, Professor, Art and Design. BA, Evansville; MFA, Southern Illinois.
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HARRIS, PHILLIP H. 1964-, Professor, Art. AB, MA, Kentucky.
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HENRICKSON, DONALD 1959-, Professor, Music. BM, MM, Illinois; DMA, Missouri.
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Accreditations and Memberships

ACCREDITATIONS

Eastern Kentucky University is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters and Doctor of Education degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Eastern Kentucky University. The Commission on Colleges should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

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Accreditation Council for Occupational Therapy Education (ACOTE)
Accredited Schools and Programs of Public Health
American Nurses Credentialing Center (ANCC)
Commission on Accreditation for Dietetics Education of the American Dietetics Association
Commission on Accreditation for Health Informatics and Information
Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Joint Review Committee on Education Programs for the EMT Paramedic
(Emergency Medical Technician/Paramedic)
(Associate Degree and Certificate Curricula)
Commission on Accreditation of Allied Health Education Programs on the recommendation of the Committee on Accreditation for Medical Assistant Education
(Medical Assisting Technology)
(Associate Degree Program)
Commission on Accreditation of Allied Health Education Programs
Joint Review Committee on Educational Programs in Athletic Training
Commission on Collegiate Nursing Education
(Baccalaureate and Masters Degree Programs)
Commission on Health Informatics and Information Management Education (CAHIIM)
Council for Accreditation of Counseling and Related Educational Programs
Council on Education for Public Health (CEPH)
Council on Education of the Deaf
(Baccalaureate Degree Program)
National Accrediting Agency for Clinical Laboratory Sciences
(Associate and Baccalaureate Degree Programs)
Accreditation Council for Occupational Therapy Education
(Baccalaureate Degree and Masters Degree)
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)
International Council for Exceptional Children
International Society of Fire Services Instructors Emergency
Kentucky Vocational Agriculture Teachers Association
Management Accreditation and Certification System
(Professional Qualifications Council for Industry)
(Baccalaureate Degree Program)
National Association of College Teachers of Agriculture
National Association for the Education of Young Children
National Association of Industrial Technology
National Association of Schools of Music
National Association of School Psychologists
National Association of Schools of Public Affairs and Administration
(Master of Public Administration Degree Program)
National Environmental Health Science and Protection Accreditation Council
(Baccalaureate Degree Program)
National Council for Accreditation of Teacher Education
American Association for Health Education
National Association for Sport and Physical Education
National League for Nursing Accrediting Commission
(Associate Degree Program)
National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation
(Baccalaureate Degree Program)
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)

THE FOLLOWING PROGRAMS ARE APPROVED BY THESE AGENCIES:

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Occupational Therapy
(Master of Science Degree Program)
American Bar Association
Paralegal
(Associate and Baccalaureate Degree Programs)
American Association for Health Education
Health Education, School Health Option
(Baccalaureate Degree Program)
American Chemical Society
(Bachelor of Science)
American Drive and Traffic Safety Education Association (ADTSEA/IUP National Teacher Credentialling Program)
Association of Graduate Faculties in Public Health
Community Nutrition
(Master of Science Degree Program)
Council of Applied Masters Programs in Psychology
Clinical Psychology
(Master of Science Degree Program)
School Psychology
(Specialist in Psychology Degree Program)
Federal Aviation Administration (FAA)
Aviation (Professional Flight)
(Baccalaureate Degree Program)
Kentucky Board of Nursing
Nursing
(Associate and Baccalaureate Degree Programs)
Kentucky Department of Education
School Psychology
(Specialist in Psychology Degree Program)
National Association for Sport and Physical Education
Physical Education, P-12 Teaching Option
(Baccalaureate Degree Program)
Public Relations Society of America
(Baccalaureate Degree Program; Public Relations Major)

MEMBERSHIPS

AACSB International - The Association to Advance Collegiate Schools of Business
Academy of Criminal Justice Sciences
Aircraft Owners and Pilots Association
American Association of Airport Executives
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admission Officers
American Association of Educational Service Agencies
American Association of Family and Consumer Sciences
American Association of State Colleges of Agriculture and Renewable Resources
American Association of State Colleges and Universities
American Association of University Women
American Association for Paralegal Education
American College Health Association
American Conference of Academic Deans
American Correctional Association
American Council for Construction Education
American Council on Education
American Council on the Teaching of Foreign Languages
The American Dietetics Association General Dietetics
American Driver and Traffic Safety Education Association
American Historical Association
American Hospital Association
American Health Information Management Association Assembly on Education
American Mathematical Society
American Occupational Therapy Association
American Political Science Association
American Society of Allied Health Professions
American Society of Human Genetics
American Society for Training and Development
American Statistical Association
American Technical Education Association
Associated Schools of Construction
Association for Career and Technical Education
Association for Computing Machinery
Association of Education in Journalism and Mass Communications
Association for Supervision and Curriculum Development
Association for General and Liberal Studies
Association for Gerontology in Higher Education
Association for School, College, and University Staffing, Inc.
Association of Departments of English
Association of Departments of Foreign Languages
Association of Environmental Health Academic Programs
Association of Governing Boards of Universities and Colleges
Association of Graduate Faculties in Public Health Nutrition
Association of Schools of Journalism and Mass Communication
Aviation Information Resources, Inc.
Broadcast Education Association
Broadcast Promotion and Marketing Executives Association
College Art Association
College Language Association
College Placement Council, Inc.
Conference of Southern Graduate Schools
Council for Advancement and Support of Education
Council of Applied Masters Programs in Psychology
Council of Colleges of Arts and Sciences
Council of Graduate Departments of Psychology
Council of Graduate Schools
Council on Aviation Accreditation
Council on Social Work Education
Flexographic Technical Association
Graphic Arts Technical Foundation
Graphic Communications Council
International Graphic Arts Education Association
International Reading Association
International Technology Education Association
International Television Association
Kentucky Academy of Science
Kentucky Association of Department of English
Kentucky Broadcasters Association
Kentucky Council of Associate Degree Nursing
Kentucky Occupational Therapy Association
Kentucky Paramedic Association
Kentucky Press Association
Kentucky Recreation and Park Society
Kentucky Tourism Council
Mathematical Association of America
Mid-South Educational Research Association
Modern Language Association
National Athletic Trainers Association
National Association for Business Teacher Education
National Association for the Exchange of Industrial Resources
National Association for Foreign Student Affairs
National Association of Advisors for the Health Professions
National Association of College Admission Counselors
National Association of College and University Attorneys
National Association of Colleges and Teachers of Agriculture
National Association of Industrial Technology
National Association of School Music Dealers, Inc.
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Collegiate Honors Council
National Commission for Cooperative Education
National Council of Arts Administrators
National Council of Teachers of English
National Environmental Health Association
National Faculty Exchange
National Fire Protection Association
National Intercollegiate Flying Association
National Intramural Recreational Sports Association
National Juvenile Detention Association
National League for Nursing
National Organization for Associate Degree Nursing
National Recreation and Park Association
National Safety Council
National Society for Experiential Education
National University Continuing Education Association
National Wellness Association
Newspaper Association of America
Screen Printing and Graphic Imaging Association
Southeastern Airport Managers Association
Southeastern Association of Advisors for the Health Professions
Southeastern College Art Conference
Southern Association of Colleges and Schools, Inc.
Southern Association of Collegiate Registrars and Admission Officers
Southern Association of Community, Junior, and Technical Colleges
Southern Council on Collegiate Education for Nursing
Southern Regional Education Board
Southern Regional Honors Council
Teacher Education Council of State Colleges and Universities
Trainer of School Psychologists
Travel and Tourism Research Association
University Aviation Association

INDEX

Academic Advising....35
Academic Affairs, Office of....68
Academic Bankruptcy of Eastern Work....41
Academic Bankruptcy of Transferred Work....41
Academic Dismissal....44
Academic Integrity....42
Academic Load....49
Academic Probation....44
Academic Programs....64
Academic Readiness....42
Academic Readiness Description and Requirements....42
Academic Suspension....44
Academic Testing....68
Accounting....169
Accounting (Certificate)....172
Accounting, Finance, and Information Systems,
Department of....169
Accreditations and Memberships....358
Admission to the University....
Admission, Freshman Full....10
Admission, General Requirements....10
Admission, International Students....10
Admission, Other Types of....11
Admission, Probationary....10
Admission, with Conditions....10
Admission, Requirements for Readmission....11
Admission, Transfer Student....11
Admission, Special....10
Advanced Emergency Medical Care (Certificate)....66
Advertising (Minor)....163
Advising....35
Aerospace Studies (Minor)....166
African/African-American Studies (Certificate)....73
African/African-American Studies (Minor)....73
Agriculture, Department of....149
Agriculture Area Major....150
Agriculture, Technical....151
Agriculture (Minor)....151
Air Force ROTC....165
Alumni Association....29
Alumni Scholarship, J.W.Thurman....36
American Sign Language and Interpreter Education,
Department of....200
American Sign Language Studies (Minor)....201
Anthropology....89
Anthropology (Minor)....90
Anthropology, Sociology, and Social Work, Department of....88
Appalachian Studies, Center for....74
Appalachian Studies (Minor)....74
Apparel Design and Merchandising Area Major....230
Apparel Design and Merchandising (Minor)....231
Application for Graduation....45
Applied Engineering Management Area Major....155
Archaeology (Minor)....90
Army ROTC....164
Art....91
Art and Design, Department of....91
Art History (Minor)....93
Art Studio (Minor)....93
Art Teaching (Minor)....93
Art/Studio Options....92
ARTS AND SCIENCES, COLLEGE OF....86
Associate Degree Nursing, Department of....220
Associate Degree in General Studies....81
Associate Degree Graduates, Honors for....46
Associate Degrees....49
Athletic Training....228
Auditing Courses....52
Aurora....35
Aviation Area Major....156
Aviation Administration (Minor)....159
Aviation Flight (Minor)....159

Baccalaureate and Graduate Nursing, Department of....223
Baccalaureate Degrees....48
Beta Gamma Sigma....167
Biological Sciences, Department of....93
Biology, Biology/Teaching....94
Biology (Minor)....95
Bookstore, Barnes and Noble at EKU....23
Bratzke Student-Athlete Academic Success Center....35
Broadcasting and Electronic Media....162
Broadcasting and Electronic Media (Minor)....163
Broadcast News (Minor)....163
BUSINESS AND TECHNOLOGY, COLLEGE OF....148

Campus Recreation....25
Career and Technical Education/Teaching Area Major....150
Career Services....25
Center for Appalachian Studies....74
Certified Public Accountant (CPA)....169
Change/Declaration of Major....42
Chemistry....96
Chemistry, Department of....96
Chemistry, Chemistry/Teaching (Minor)....100
Child and Family Studies Area Major....230
Child and Family Studies (Minor)....233
Class Attendance....44
Classification of Students....45
(CLEP®), College Level Examination Program....54
Colonel 1 Card Office....24
Commencement....45
Communication Disorders....204
Communication Studies....162
Communication Studies (Minor)....163
Comparative Humanities....107
Comprehensive Requirements, Associate Degrees....47
Comprehensive Requirements, Baccalaureate Degrees....48
Computer and Related Resources....29
Computer Information Systems (Minor)....170
Computer Science....101
Computer Science, Department of....101
Computer Science (Minor)....102
Concentrations, Associate Degree in General Studies....81
Concurrent Degrees....48
Construction Management....157
Construction Management (Minor)....160
Continuing Education and Outreach....69
Cooperative Education/Applied Learning....76
Core Values, EKU....6
Correctional and Juvenile Justice Studies....247
Counseling Center....26
Course Descriptions....257
Course Numbering....257
Course Prefixes....257
Credits Accepted....58
Credit-By-Examination....54
Criminal Justice....247
Criminal Justice (Minor)....248

Dance/NonTeaching (Minor)....229
Dance Certification Teaching (Minor)....229
Deaf and Hard of Hearing (P-12) with Elementary
Education (P-5) Teaching....204
Deaf and Hard of Hearing (P-12) with Middle Grade
Education (5-9) Teaching....204
Deaf and Hard of Hearing Services, Office of....31
Dean's Award....43
Dean's List....43
Degree Information....47

INDEX

Degree Requirements....47
Degree Works/Degree Audit....47
Departmental Examinations....56
Developmental Courses, Grades in....43
Deviance/Criminology (Minor)....90
Digital Imaging Design....155
Dining Services....24
Dining Services Refund....60
Disabilities, Services for Individuals with....31
Dismissal....43
Dispute Resolution (Minor)....163
Double Major....49
Dr. Rodney Gross Scholarship....37
Driver Education (Endorsement)....254
Dual Degree Agreements....57

Early Childhood Development....233
Earth Science/Teaching....109
Earth Science/Teaching (Minor)....110
Eastern Progress....32
Economics....102
Economics, Department of....102
Economics (Minor)....104
EDUCATION, COLLEGE OF....194
Education Pays Center....26
Educational Leadership and Policy Studies, Department of....199
Educational Research, Assessment and Technology, Office of.195
Educational Talent Search Program....83
EKU Bookstore, Barnes and Noble at....23
EKU Excellence Award....36
EKU Founders Scholarship....36
EKU Now....11
EKU Retention Scholarship....37
Emergency Medical Care....250
Emergency Medical Care (Minor)....251
English, English/Teaching....105
English, English/Teaching (Minor)....106
English and Theatre, Department of....104
Environmental Health Science, Department of....225
Environmental Health Science....226
Environmental Health Science (Minor)....226
Environmental Studies....95
Equivalent Courses....52
Exercise and Sport Science, Department of....226

Faculty Listing....336
Family and Consumer Sciences, Department of....231
Family and Consumer Sciences Education/Teaching....231
Family and Consumer Sciences (Minor)....232
FERPA (Family Educational Rights and Privacy Act of 1974)....2
Federal Pell Grant....35
Federal Perkins Loan....37
Federal Regulations....2
Federal Direct Subsidized Loan....37
Federal Direct Unsubsidized Loan....37
Final Examination, Rescheduling of....49
Finance....170
Financial Affairs and Treasurer, Office of....23
Financial Assistance....35
Financial Obligations of the Student....23
Fire, Arson, and Explosion Investigation....250
Fire and Safety Engineering Technology (Minor)....252
Fire Protection Administration....251
First Step to College Success Program....42
First Year Programs....38
Foodservice Administration (Minor)....233
Foreign Language and Humanities, Department of....106
Forensic Science....100
French Conversation and Culture (Certificate)....109
French (Minor)....108

General Business....172
General Dietetics Area Major....232
General Education....50
General Education Requirements, Associate Degrees....47
General Education Requirements, Baccalaureate Degrees....48
General Studies, Bachelor Degree....80
General Studies, Associate Degree....81
Geographic Information Systems (Minor)....111
Geography and Geology, Department of....109
Geography....110
Geography (Minor)....111
Geology....110
Geology (Minor)....111
German Conversation and Culture (Certificate)....109
Gerontology, Interdisciplinary Minor in....219
Globalization and International Affairs....103
Good Academic Standing....43
Government, Department of....111
Grade Appeals....52
Grade Change....52
Grading System....54
Graduate Education and Research, Office of....70
Graduation....45
Grants....35
Graphic Communications Management....158
Greek Life....27
Gulf Coast Research Laboratory....86

Health Promotion and Administration, Department of....233
HEALTH SCIENCES, COLLEGE OF....216
Health Sciences Learning Resource Center....219
Health Services Administration....234
History, Department of....113
History, EKU....6
History, History/Teaching....114
History (Minor)....114
Home School Students, Other Types of Admission....10
Homeland Security....251
Homeland Security (Minor)....253
Honors for Associate Degree Graduates....46
Honors for Baccalaureate Degree Graduates....45
Honors Program....37
Horticulture Area Major....150
Horticulture (Minor)....151
Housing Refund....60
Humanities (Minor)....109

Incomplete Grade Contract....53
Individuals with Disabilities, Services for....31
Individualized Studies, Bachelor Degree....80
Institutional Goals, EKU....7
Instructional Computer Technology (Endorsement)....67
International Baccalaureate, Other Types of Admission....12
International Baccalaureate Credit....56
International Education....78
International Students, Requirements for....78
International Studies, (Minor)....78
Interpreter Training Program....201
Introduction, EKU....6
Intramurals, Campus Recreation....25

J. W. Thurman Alumni Scholarship....36
Japanese Conversation and Culture (Certificate)....109
Journalism....162
Journalism (Minor)....164
JUSTICE AND SAFETY, COLLEGE OF....246

INDEX

Kentucky General Education Transfer Agreement 58
Kentucky Pre-College Curriculum 12

Late Registration Fee 49
Letter Grades.....53
Libraries 71

Majors 49
Management.....173
Management, Marketing, and Administrative
Communication, Department of 172
Managerial Communication (Minor).....175
Marketing.....173
Mathematics and Statistics, Department of 115
Mathematics, Mathematics/Teaching.....116
Mathematics (Minor) 117
Mathematical Sciences (Minor).....117
Mathematics Teaching (Minor).....117
Medical Laboratory Science, Department of 224
Medical Laboratory Science 224
Medical Laboratory Technology.....224
Meditation Chapel.....27
Middle Grade Education Teaching 5-9 202
Military Credits.....56
Military, Incomplete Due to Activation.....53
Military Science and Leadership, Department of 164
Military Leadership (Minor).....165
Military Withdrawal.....61
Minimum Academic Standards.....43
Minors 48
Mission Statement, EKU 6
Multicultural Student Affairs 27
Multiple Majors/Minors.....49
Music.....117
Music, Department of 117
Music (Minor).....119

Natural Areas 70
Network Security and Electronics.....158
Notifications.....2
Non-Degree Student, Admission as 12
NOVA Program (Student Support Services).....38
Nursing, Associate 220
Nursing, Baccalaureate 222
Nursing Post RN Option 224
Nursing BSN Second Degree Option 224
Nutrition (Minor) 233

Occupational Safety 252
Occupational Science.....237
Occupational Therapy, Department of 235

Paralegal Program.....112
Paralegal Science 112
Paralegal Science (Certificate, Post-Baccalaureate).....112
Paralegal Studies.....112
Paralegal Studies (Minor) 113
Paramedicine.....252
Parking and Transportation Services 30
Pass-Fail Option.....53
Philosophy.....119
Philosophy (Minor).....119
Philosophy and Religion, Department of.....119
Physical Education.....228
Physics, Physics/Teaching 120
Physics and Astronomy, Department of.....120
Physics, Physics/Teaching (Minor).....120
Police, EKU 30
Police Studies.....248
Police Studies (Minor) 248
Political Science.....112
Political Science (Minor) 112
Preprofessional Curricula, General Academic Information.....87
Pre-Dentistry Curriculum.....87
Pre-Engineering Curriculum.....88
Pre-Law Curriculum 87
Pre-Medical Sciences.....87
Pre-Optometry Curriculum 88
Pre-Pharmacy Curriculum 87
President's Award.....43
Psychology.....122
Psychology, Department of.....121
Psychology (Minor) 123
Public Administration (Minor).....113
Public Child Welfare (Certificate) 91
Public Relations 163
Public Relations (Minor).....164

Quality Assurance Technology (Minor).....160

Readmission, Requirements for 11
Recreation and Park Administration 237
Recreation and Park Administration, Department Of 237
Recreation and Park Administration/NonTeaching (Minor).....237
Refund Policy.....23
Registrar 72
Regulations, Federal 2
Religion (Minor) 120
Repeating Courses 54
Rescheduling of Final Examination.....49
Residency Appeals Policy and Procedures 17
Residency, Student.....13
Risk Management and Insurance.....128
Risk Management and Insurance (Minor) 129
Ronald E. McNair Postbaccalaureate
Achievement Project 71
Safety, Security, and Emergency Management,
School of.....249
Satisfactory Progress.....43
Schedule Changes 49
Scholarships 12
Scholarships, Dr. Rodney Gross 12
Scholarships, EKU Founders 12
Scholarship, J. W. Thurman Alumni 12
Scholarships, Presidential 12
School of Applied Arts and Technology.....148
School of Business.....167
School Health P-12/Teaching (Minor).....234
Service Learning/Civic Engagement 46
Social Justice (Minor).....248
Social Welfare (Minor) 90
Social Work 89
Sociology 90
Sociology (Minor).....90
Soils (Minor).....151
Spanish (Certificate) 108
Spanish (Minor) 108
Spanish, Spanish/Teaching.....108
Special Admissions 10
Special Education/Teaching.....206
Special Education/NonTeaching.....206
Special Education/NonTeaching (Minor) 206
Speech-Language-Hearing Clinic.....31
Statistics 116
Statistics (Minor) 117
Stopping Out.....60
Strategic Directions, EKU 7
Student Affairs, Division of 25
Student-Athlete Academic Success Center, Bratzke.....35

INDEX

Student Automobiles....30
Student Employment....38
Student Financial Obligations....23
Student Health Services....28
Student Identification Card....24
Student Involvement and Leadership....25
Student Load....47
Student Loans....37
Student Loans, Federal Perkins....37
Student Loans, Federal Plus....37
Student Loans, Federal Direct Subsidized....37
Student Loans, Federal Direct Unsubsidized....37
Student Loans, Student Aid Society....37
Student Publications....32
Student Residency....13
Student Right-To-Know Act....4
Student Support Services....23
Study Abroad Programs....57
Subsequent Degrees....48

Teacher Education Services, Office of
(College of Education)....196
Teaching and Learning Center....82
Technical Agriculture....151
Technology, Department of....108
Technology....108
Theatre Arts, Theatre Arts/Teaching (Minor)....106
Traffic Safety/NonTeaching (Minor)....253
Transcript Changes....52
Transfer Credits/Courses....58
Transfer Students, Requirements for Admission....58
Transition Office, Student Outreach and....39
TRIO Programs....38
Undeclared Students....59
Undergraduate Admissions....10
University Diversity, Office of....72
University Housing....28
University Police....30
University Programs, Office of....23
Upward Bound Program....83

Veterans Affairs....39
Veterans Studies....25
Vision, EKU....7
Visiting Students, Other Types of Admission....12
Visual Media (Minor)....164

Withdrawal from the University....60
Women and Gender Studies, Interdisciplinary Certificate....76
Women and Gender Studies, Interdisciplinary Minor....76
Workforce Education....69
Writing Intensive General Education Courses....61

Youth Services (Certificate)....248

Eastern Kentucky University
Graduate Catalog
2012-2013

President

Dr. C. Douglas Whitlock

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Table of Contents

President and Board of Regents.....1
Notifications and Federal Regulations.....2
FERPA.....2
Student Right-To-Know Act.....4

Section One - The University
Introduction.....6
History.....6
Mission Statement.....6
Core Values.....6
Institutional Goals.....7
Strategic Directions.....7

Section Two - Residency
Student Residency.....10
Residency Appeals Policy and Procedures.....14

Section Three - Student Support and Services
Office of Financial Affairs and Treasurer.....19
Division of Student Affairs.....21
Student Services.....26
Services for Individuals with Disabilities.....28

Section Four - General Academic Information
Academic Regulations.....32
Types of Graduate Admission.....35
Special Instructions for International Students.....37
Degree Completion Requirements.....39

Section Five - Academic Divisions
Academic Programs.....43
College of Arts and Sciences.....48
College of Business and Technology.....63
College of Education.....71
College of Health Sciences.....90
College of Justice and Safety.....103

Section Six - Course Descriptions
Course Prefixes.....109
Course Numbering.....109
Course Descriptions.....110

Section Seven - Faculty Listing
Faculty.....139

***Accreditations and Memberships*.....**145

Index.....147

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Notifications

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

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

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

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

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

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

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

Federal Regulations

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

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

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

1. 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.

2. Disciplinary Records: Disciplinary records are defined as those records (maintained in any format) which relate exclusively to violations of University General Regulations Governing Student Behavior which have been adjudicated through the office of Student Rights and Responsibilities. Complaints to the Office of Student Rights and Responsibilities which have been dismissed or withdrawn are not considered disciplinary records. A student disciplinary record includes and is limited to: 1) violation report, 2) student notification letter, 3) sanction sheet, 4) notice of hearing, 5) students right form, 6) roll call of hearing participants in any hearing, 7) documents presented as evidence during any hearing, 8) record of Student Disciplinary Council hearing; 9) appeal letter with accompanying documents; and 10) final disposition of appeal.

3. 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 (excluding EKU residence hall room number), telephone listing (excluding cell phone), email 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, academic level (undergraduate or graduate), academic class (freshman, sophomore, junior, or senior), dates of attendance, enrollment status, degrees and awards received, student photo or likeness, and the most recent previous education institution attended by the student. Students who do not wish such information released without their consent should notify the Student Records Office in writing. Any such request should be sent to Office of the Registrar, Office of Academic Records/Transcripts, Eastern Kentucky University, Student Success Building Room 239, CPO 58, 521 Lancaster Avenue, Richmond, Kentucky 40475-3158.

4. 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 allege 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.

5. 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.

Student Right-To-Know Act

(Pub. L. 101-542)

Eastern Kentucky University

1999-2000

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

SECTION ONE

Eastern Kentucky University

Introduction

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

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

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

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

History

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

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

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

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

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

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

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

Mission Statement

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

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

Core Values

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

Civic Responsibility and Civility

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

Diversity and Dignity

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

Excellence and Innovation

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

Opportunity and Access

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

Shared Governance and Collaboration

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

Student Success

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

Vision

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

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

Institutional Goals

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

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

Strategic Directions 2011-2015 Planning Cycle

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

Goal 1: Maximize student success.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION TWO

Residency

STUDENT RESIDENCY

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

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

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

STATUTORY AUTHORITY: KRS 164.020(8)

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

Section 1. Definitions.

(1) "Academic term" means a division of the school year during which a course of studies is offered, and includes a semester, quarter, or single consolidated summer term as defined by the institution.

(2) "Continuous enrollment" means enrollment in a state-supported postsecondary education institution at the same degree level for consecutive terms, excluding summer term, since the beginning of the period for which continuous enrollment is claimed unless a sequence of continuous enrollment is broken due to extenuating circumstances beyond the student's control, including serious personal illness or injury, or illness or death of a parent.

(3) "Degree level" means enrollment in a course or program which could result in the award of a:
- (a) Certificate, diploma, or other program 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 may include a formal hearing that results in the classification of a person as a Kentucky resident or as a nonresident for admission and tuition assessment purposes.

(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 purpose 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 by 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 living expenses including room, board, maintenance, transportation, and educational expenses including tuition, fees, books, and supplies.

Section 2. Scope.

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

(2) The Council on Postsecondary Education may require a

student who is neither domiciled in nor a resident of Kentucky to meet higher admission standards and to pay a higher level of tuition than resident students.

(3) This administrative regulation shall apply to all student residency determinations regardless of circumstances, including residency determinations made by the state-supported institutions for prospective and currently-enrolled students; the Southern Regional Education Board for contract spaces; reciprocity agreements, if appropriate; the Kentucky Virtual University; academic common market programs; the Kentucky Educational Excellence Scholarship Program; and other state student financial aid programs, as appropriate.

Section 3. Determination of Residency Status; General Rules.

(1) A determination of residency shall include:
(a) An initial determination of residency status by an institution during the admission process or upon enrollment in an institution for a specific academic term or for admission into a specific academic program;
(b) A reconsideration of a determination of residency status by an institution based upon a changed circumstance; 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 at the time of application for admission;
(c) A person moves to Kentucky primarily for the purpose of enrollment in an institution;
(d) A person moves to Kentucky and within twelve (12) months enrolls at an institution more than half time;
(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 instate 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 is predicated on the assumption that a dependent person lacks the financial ability to live independently of the person upon whom the student is dependent and therefore lacks the ability to form 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 at the time the determination is made:
(a)1. Whether the person has been claimed as a dependent on the federal or state tax returns of a parent or other person for the year preceding the date of application for a determination of residency status; or
2. Whether the person is no longer claimed by a parent or other person as a dependent or as an exemption for federal and state tax purposes; and
(b) Whether the person has financial earnings and resources independent of a person other than an independent spouse necessary to provide for the person's own sustenance.

(3) An individual who enrolls at an institution immediately

following graduation from high school and remains enrolled shall be presumed to be a dependent person unless the contrary is evident from the information submitted.

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

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

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

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

(1) The effect of a determination that a person is dependent shall be:
(a) The domicile and residency of a dependent person shall be the same as either parent. The domicile and residency of the parent shall be determined in the same manner as the domicile and residency of an independent person; 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 of Armed Forces of the United States, Spouse and Dependents; Effect on a Determination of Residency Status.

(1) A member, spouse, or dependent of a member whose domicile and residency was Kentucky at the time of induction into the Armed Forces of the United States, and who maintains Kentucky as home of record and permanent address, shall be entitled to Kentucky residency status:
(a) During 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) (a) 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 of a dependent child of the member.

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

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

(1) (a) A person holding a permanent residency visa or classified as a political refugee shall establish domicile and residency in the same manner as another person.
(b) Time spent in Kentucky and progress made in fulfilling the conditions of domicile and residency prior to obtaining permanent residency status shall be considered in establishing Kentucky domicile and residency.

(2) A person holding a nonimmigrant visa with designation A, E, G, H-1, H-4 if accompanying a person with an H-1 visa, I, K, L, N, R, shall establish domicile and residency the same as another person.

(3) (a) An independent person holding a nonimmigrant visa with designation B, C, D, F, H-2, H-3, H-4 if accompanying a person with an H-2 or H-3 visa, J, M, O, P, Q, S, TD, or TN shall not be classified as a Kentucky resident, because that person does not have the capacity to remain in Kentucky indefinitely and therefore cannot form the requisite intent necessary to establish domicile as defined in Section 1(6) of this administrative regulation.
(b) A dependent person holding a visa as described in paragraph (a) of this subsection, but who is a dependent of a parent holding a visa as described in subsection (2) of this section, shall be considered as holding the visa of the parent.
(c) A dependent person holding a visa described in subsection (2) of this section or paragraph (a) of this subsection, if a parent is a citizen of the United States and is a resident of and domiciled in Kentucky, shall be a resident of Kentucky for the purposes of this administrative regulation.

(4) A person shall be a Kentucky resident for the purpose of this administrative regulation if the person graduated from a Kentucky high school and:
(a) Is an undocumented alien;
(b) Holds a visa listed in subsections (2) or (3)(a) of this section; or
(c) Is a dependent of a person who holds a visa listed in subsections (2) or (3)(a) of this section.

(5) (a) Except as provided in paragraph (b) of this subsection, a person who has petitioned the federal government to reclassify visa status shall continue to be ineligible until the petition has been decided by the federal government.
(b) A person who has petitioned the federal government

to reclassify his or her visa status based on marriage to a Kentucky resident and who can demonstrate that the petition has been filed and acknowledged by the federal government, may establish Kentucky domicile and residency at that time.

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

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

(1) (a) A determination of Kentucky domicile and residency shall be based upon verifiable circumstances or actions.
(b) A single fact shall not be paramount, and each situation shall be evaluated to identify those facts essential to the determination of domicile and residency.
(c) A person shall not be determined to be a Kentucky resident by the performance of an act that is incidental to fulfilling an educational purpose or by an act performed as a matter of convenience.
(d) Mere physical presence in Kentucky, including living with a relative or friend, shall not be sufficient evidence of domicile and residency.
(e) A student or prospective student shall respond to all requests for information regarding domicile or residency requested by an institution.

(2) The following facts, although not conclusive, shall have probative value in their entirety and shall be individually weighted, appropriate to the facts and circumstances in each determination of residency:
(a) Acceptance of an offer of full-time employment or transfer to an employer in Kentucky or contiguous area while maintaining residence and domicile in Kentucky;
(b) Continuous physical presence in Kentucky while in a nonstudent status for the twelve (12) months immediately preceding the start of the academic term for which a classification of Kentucky residency is sought;
(c)1. Filing a Kentucky resident income tax return for the calendar year preceding the date of application for a change in residency status; or 2. Payment of Kentucky withholding taxes while employed during the calendar year for which a change in classification is sought;
(d) Full-time employment of at least one (1) year while living in Kentucky;
(e) Attendance as a full-time, nonresident student at an out-of-state institution based on a determination by that school that the person is a resident of Kentucky;
(f) Abandonment of a former domicile or residence and establishing domicile and residency in Kentucky with application to or attendance at an institution following and incidental to the change in domicile and residency;
(g) Obtaining licensing or certification for a professional and occupational purpose in Kentucky;
(h) Payment of real property taxes in Kentucky;
(i) Ownership of real property in Kentucky, if the property was used by the student as a residence preceding the date of application for a determination of residency status;
(j) Marriage of an independent student to a person who was domiciled in and a resident of Kentucky prior to the marriage; and
(k) The extent to which a student is dependent on student financial aid in order to provide basic sustenance.

(3) Except as provided in subsection (4) of this section, the following facts, because of the ease and convenience in completing them, shall have limited probative value in a determination that a person is domiciled in and is a resident of Kentucky:
(a) Kentucky automobile registration;
(b) Kentucky driver's license;
(c) Registration as a Kentucky voter;
(d) Long-term lease of at least twelve (12) consecutive months of noncollegiate housing; and
(e) Continued presence in Kentucky during academic breaks.

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

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

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

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

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

Section 12. Student Responsibilities.

(1) A student shall report under the proper residency classification, which includes the following actions:
(a) Raising a question concerning residency classification;
(b) Making application for change of residency classification with the designated office or person at the institution; and
(c) Notifying the designated office or person at the institution immediately upon a change in residency.

(2) If a student fails to notify an institutional official of a change in residency, an institutional official may investigate and evaluate the student's residency status.

(3) (a) If a student fails to provide, by the date specified by the institution, information required by an institution in a determination of residency status, the student shall be notified by the institution that the review has been canceled and that a determination has been made.
(b) Notification shall be made by registered mail, return receipt requested.
(c) Notification shall be made within ten (10) calendar days after the deadline for receipt of materials has passed.

(4) (a) The formal hearing conducted by an institution and the final recommended order shall be a final administrative action with no appeal to the Council on Postsecondary Education.
(b) A formal administrative hearing conducted by the Council on Postsecondary Education for residency determinations related to eligibility for the Academic Common Market and Regional Contract Programs shall be conducted pursuant to the provisions of KRS Chapter 13B and 13 KAR 2:070. The

recommended order issued by the President of the Council shall be a final administrative action.

(5) A student shall not be entitled to appeal a determination of residency status if the determination made by an institution is because a student has failed to meet published deadlines for the submission of information as set forth in subsection (3) of this section. A student may request a review of a determination of residency status in a subsequent academic term.

Section 13. Institutional Responsibilities. Each institution shall:

(1) Provide for an administrative appeals process that includes a residency appeals officer to consider student appeals of an initial residency determination and which shall include a provision of fourteen (14) days for the student to appeal the residency appeals officer's determination;

(2) Establish a residency review committee to consider appeals of residency determinations by the residency appeals officer. The residency review committee shall make a determination of student residency status and notify the student in writing within forty-five (45) days after receipt of the student appeal;

(3) Establish a formal hearing process as described in Section 14 of this administrative regulation; and

(4) Establish written policies and procedures for administering the responsibilities established in subsections (1), (2), and (3) of this section and that are:
(a) Approved by the institution's governing board;
(b) Made available to all students; and
(c) Filed with the council.

Section 14. Formal Institutional Hearing.

(1) A student who appeals a determination of residency by a residency review committee shall be granted a formal hearing by an institution if the request is made by a student in writing within fourteen (14) calendar days after notification of a determination by a residency review committee.

(2) If a request for a formal hearing is received, an institution shall appoint a hearing officer to conduct a formal hearing. The hearing officer shall:
(a) Be a person not involved in determinations of residency at an institution except for formal hearings; and
(b) Not be an employee in the same organizational unit as the residency appeals officer.

(3) An institution shall have written procedures for the conduct of a formal hearing that have been adopted by the board of trustees or regents, as appropriate, and that provide for:
(a) A hearing officer to make a recommendation on a residency appeal;
(b) Guarantees of due process to a student that include:
1. The right of a student to be represented by legal counsel; and
2. The right of a student to present information and to present testimony and information in support of a claim of Kentucky residency; and
(c) A recommendation to be issued by the hearing officer.

(4) An institution's formal hearing procedures shall be filed with the Council on Postsecondary Education and shall be available to a student requesting a formal hearing.

Section 15. Cost of Formal Hearings.

(1) An institution shall pay the cost for all residency determinations including the cost of a formal hearing.

(2) A student shall pay for the cost of all legal representation in support of the student's claim of residency.

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

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

2.2 Initial Classification

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

2.3 Appeal of Residency Status

Once an initial classification of residency is made by the Office of Admissions, it is the student's responsibility to initiate an appeal of such classification. Request for reclassification must be filed with the Office of Admissions **NO LATER THAN THIRTY (30) CALENDAR DAYS** after the first full day of classes of the fall or spring academic term for which reclassification is sought or not later than ten (10) calendar days after the first day of class for the summer term. Requests for reclassification are to be made in affidavit form on the form available from the Office of

Admissions. A student may apply only once during an academic term. A student classified as a non-resident will retain that status until a change is brought about by successful appeal. If an appeal results in a change of classification, the change will not be effective earlier than the semester during which the appeal is filed. If a student is initially classified non-resident but does not enroll the semester for which the student originally applied, the residency classification will be reassessed for subsequent semesters.

2.4 Affidavit (Application for Reclassification)

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

2.5 Documentation

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

2.6 Review of the Residency File by the Residency Appeals Officer

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

3. UNIVERSITY RESIDENCY REVIEW COMMITTEE

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

3.1 Timely Appeal

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

3.2 Committee Membership

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

3.3 Determination of the Committee

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

3.4 Notification of Decision

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

4. REQUEST FOR FORMAL HEARING

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

4.1 Timely Request

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

4.2 The Hearing Officer

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

4.3 Formal Hearing Procedures

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

4.3.1. Notice of Hearing

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

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

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

- the date, time and place of the hearing;
- the name, official title, and mailing addresses of the Hearing Officer;

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

4.3.2. Hearing Procedure

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

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

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

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

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

4.4 <u>Findings of Fact; Evidence; Recording of Hearing; Burden of Proof</u>

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 <u>Prohibited Communications</u>

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. <u>Recommended Order</u>

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. <u>Final Order</u>

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

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

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

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

4.7.5. A copy of the final order shall be transmitted to each party or to his/her attorney of record by certified mail, return receipt requested, sent to the last known address of the parties,

or by personal service. A copy of the final order shall also be sent to the Office of Admissions, Student Accounting Services, the Registrar's Office, and Student Financial Assistance.

5. RECORDS

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

SECTION THREE

Student Services

OFFICE OF FINANCIAL AFFAIRS AND TREASURER

The Office of Financial Affairs and Treasurer coordinates the following areas of University operations: 1) Accounting and Financial Services, 2) Colonel 1 Card Office, 3) Purchases and Stores, and 4) Student Accounting Services. Additionally, the following contractual services report to the University through the Office of Financial Affairs: 1) Aramark Educational Services, LL C, providing dining services, and 2) Barnes & Noble College Booksellers, Inc., providing bookstore services.

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 (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.

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 SSB 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
Keen Johnson Building
Phone: (859) 622-2696 Fax: (859) 622-2660
www.shopeku.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. Save up to 60% with Rental & Digital options.
- 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 at www.shopeku.com
- Barnes & Noble gift cards
- Book signings
- Faculty receptions

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

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

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

- To allow ample time to receive all textbooks from the publishers in a timely manner
- To give out the most cash back to students during Book Buyback
  - Book Buyback begins directly before Finals Week

- If you use the same textbook in the next session, students will receive up to 50% back on their textbooks - but only if your textbook adoption is on file!

- To allow time to review orders and make any additional corrections if needed

Regular EKU Bookstore hours are:

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

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

Colonel 1 Card Office

Powell Building 1st Floor
Phone: (859) 622-2179 Fax: (859) 622-6226

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

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

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

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

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

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

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

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

Monday - Thursday	8:00 a.m. - 5:00 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. Any expenditure associated with the use of this card is the responsibility of the holder until it is reported lost/stolen. A fee will be charged for damage made to the identification card or if the card is lost or stolen. The loss of a card must be reported immediately to the Colonel 1 Card Office, Powell Student Center, (859) 622-2179.

Dining Services

17 Powell Building
Phone: (859) 622-3691 Fax: (859) 622-6226
www.ekudining.com

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

The Fresh Food Company and Stratton Cafe offer freshly cooked food in a comforting atmosphere. The Fountain Food Court blends the signature brands Grille Works, Zoca Fresh Mex, and POD Market with the famous national brands Chick-fil-A, Jump Asian Express, and Subway. Starbucks in Weaver, 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. You will also find Cu I Si Ne in the Sciences Building, a unique deli that was named by an EKU student. EKU Dining also operates several convenience stores throughout campus including the Wallace Building. In order to provide better convenience to students, the C3 Express stores in Telford and Keene Halls stay open until midnight and the Fountain Food Court is open until 2 a.m.

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

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

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

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

DIVISION OF STUDENT AFFAIRS

Dr. Claire Good
Interim Vice President of Student Affairs and Dean of Students
SSB 540 (859) 622-1721
www.studentaffairs.eku.edu

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

The Division of Student Affairs includes the following departments: 1) Campus Recreation/Intramurals, 2) Career Services, 3) Community Service and Student Engagement, 4) Counseling Center, 5) Education Pays, 6) First Year Programs, 7) Greek Life, 8) Meditation Chapel, 9) Multicultural Student Affairs, 10) Student Health Services, 11) Student Health Promotion and Education, 12) Student Involvement and Leadership, 13) University Housing.

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 massage therapy.

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

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

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

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

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

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

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

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

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

Career Services

Student Success Building 463
Phone: (859) 622-1568 Fax: (859) 622-1570
career@eku.edu
www.career.eku.edu

EKU Career Services assists students who are seeking employment and/or clarifying their career direction. The 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 their major, career paths, supply and demand, destinations of past graduates, salaries, and potential employers. Career assessment tools and career counseling appointments are available to help students expand their self-awareness of "best fit" career options according to their personality, strengths, interests and values.

Part-Time Job Program

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

Job Search Preparation

The Career Services staff offers individual appointments, workshops, online tools and other resources to help students with career and job search preparation. They can help with resumes

and cover letters, tips on job search strategies, professional dress, dining etiquette, interviewing skills, networking, social media 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 postings and employers targeting EKU students.

Education Pays Center

The Education Pays Center is funded by the Kentucky Cabinet for Families and Children to assist qualifying students to develop academic skills, explore careers, and acquire job skills. the Education Pays Center's office is located at Weaver 202; the phone number is (859) 622-6684.

Community Service and Student Engagement

128 Powell Building
Phone: (859) 622-3855
www.communityservice.eku.edu

Who We Are

The Office of Community Service and Student Engagement, located within the Office of Student Life, directs the University's community service programs. The Office coordinates a variety of service opportunities throughout the year that EKU students, faculty, and staff can participate in both on and off campus. Whether it's to fulfill a class requirement or just because they want to get involved, students looking for volunteer opportunities can visit the Office of Community Service and Student Engagement to get connected with local volunteer and leadership opportunities that meet their individual needs and fit their busy schedules! From working to protect sea turtles over spring break to building a home for a family over the summer in Honduras to planting trees on reclaimed mine sites in eastern Kentucky to making fleece blankets and pillows on campus for children, there a multitude of opportunities to give back locally, nationally, and internationally! Please contact us to find out more about the different ways you can get actively involved in your world through service!
The Office also serves as a resource to the camps for all things service related! Need to volunteer for a class? Want real-world, hands-on experience related to your major or a possible career? Want to explore a new part of the country or world? Interested in planning a service and need some assistance? Just call, email, or stop by! We are always happy help!

What We Do

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

Counseling Center

Student Success 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. Current students are eligible for counseling services.

Counseling Services

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

Career Counseling Seminar (GCS 199 - one credit hour)

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

"Tuesdays with the Counseling Center"

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

Services for Faculty and Staff

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

Financial Aid

Ms. Shelley S. Park, Director
Student Success 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 Student Success 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 Student Success Building, Room 442. The telephone number is (859) 622-7838.

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

FELLOWSHIPS

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

GRADUATE ASSISTANTSHIPS

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

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

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

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

Dr. Rodney Gross Scholarship

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

STUDENT LOANS

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

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

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

All first time Federal Direct Loan borrowers (subsidized as

well as unsubsidized) must complete entrance counseling before their loan can be processed. Counseling can be completed at www.studentloans.gov.

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

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

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

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

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

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

You must be enrolled as a full time student, have a 2.0 ("C") overall grade point average, a means of repayment, and must not have a past due balance. All students are eligible to apply for these short-term loans regardless if they are receiving other forms of financial aid. An application form obtained from the Loan Accounts Office in the Student Success 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 EKU's Student Employment Office for more information at Student Success Building (SSB), Room 219, hours 8:00 a.m. - 5:00 p.m.; phone (859) 622-1760 or 622-1756.

Meditation Chapel

University Chaplain
Phone: (859) 622-1723
www.studentaffairs.eku.edu/chapel/

The Chapel of Meditation is the realization of a dream begun in 1968 when the Eastern Kentucky University Alumni Association adopted the Century Fund 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.

Multicultural Student Affairs

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

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

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

Lecture Series, Criminal Justice and Police Studies, the Honors Program, International Education, the Departments of English, Communications, History, Foreign Languages and Humanities, Nursing, Philosophy and Religion and the College of Education.

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

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

Student Health Services

Rowlett 103
Phone: (859) 622-1761 Fax: (859) 622-1767
www.healthservices.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
- Certain immunizations
- X-Ray requests
- Tuberculosis skin testing
- Health education
- AIDS education/testing referral

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

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

Student Life

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

The Office of Student Life provides numerous activities for Eastern Kentucky University students, which include registered student organizations, leadership development, social events, and volunteer service opportunities. 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 200 registered student organizations in ten different categories:

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

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!

Service Opportunities

Our goal is to help students grow into actively-engaged citizens by working with our campus and off-campus partners to plan service opportunities of various levels. We also have an Alternative Break program where students use their fall, winter, spring, and summer breaks to participate in service opportunities all over the county!

Veterans Affairs

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

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

The Post 9-11 GI Bill will pay 100% of tuition and fee costs for undergraduate, graduate, and online instruction

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

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

Survivors' and Dependents' Educational Assistance

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

Children of Kentucky War Veterans

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

OTHER STUDENT SERVICES

The International Alumni Association

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

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

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

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

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

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

Computer and Related Resources

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

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

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

The IT Helpdesk provides information and solutions to computer-related problems. Please call (859) 622-3000 or come to Combs Classroom Building Room 209 to contact a Consultant. ResNet provides information and solutions to computer-related problems for students. Please call (859) 622-3050, email resnet@eku.edu, or come to Combs Classroom Room 230 to contact the ResNet staff.

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

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

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

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

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

EKU Printing Services, located in the Coates Building, offers assistance to students and student organizations in designing and reproducing their projects with a professional appearance. Same-day service for most projects (e.g., coil

and spiral binding, multiple page copying, poster and banner printing, color copying, laminating, and 3-hole punching) is available at a reasonable cost. PDF files are preferred, but projects can be processed from most desktop publishing and word processing software.

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

Required Hardware/Software
10 or 10/100 Ethernet card Network cable (RJ45 CAT5) (25' recommended length)
EKU version of Symantec Antivirus*
Cisco Clean Access Agent*
Operating system updates (Windows or Apple)

*Must be downloaded free from EKU once in a residence hall.
Minimum Computer Requirements
(For Recommended Systems see: http://www.resnet.eku.edu/sysreq.php)

Parking and Transportation Services

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

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

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

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

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

Student Automobiles

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

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

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

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

EKU Police

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

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

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

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

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

The Eastern Kentucky University Police Department includes 25 sworn police officers, 4 dispatchers, and 19 student cadet officers. The University Police has jurisdiction over all campus owned, leased or controlled property, on all roads through and adjacent to campus, and anywhere in the state if a

crime is committed on campus. They have police cruisers that patrol throughout campus and are highly visible along with bicycle patrol and foot patrol officers.

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

Office of Services for Individuals with Disabilities

Division of Policy, Compliance and Governance
Student Success 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 Student Success Building, room 361. Appointments are made by calling (859) 622-2933 or coming to SSB 361.

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

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

Office of Deaf and Hard of Hearing Services

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

ADA/504 Coordinator

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

ADA Compliance Committee

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

Speech-Language-Hearing Clinic

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

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

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

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

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

Student Publications

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

certain responsibilities, which also accrue to the student publications. Accordingly, the responsibility for the content of the publications is that of the student editors and writers and not Eastern Kentucky University or its Board of Regents.

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

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

SECTION FOUR

General Academic Information

The Office of Graduate Education and Research

Dr. Jerry Pogatshnik, Dean
Student Services Building 310
(859) 622-1744

Dr. Jaleh Rezaie, Associate Dean
Student Services Building 310
(859) 622-1745

www.gradschool.eku.edu

GENERAL INFORMATION

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

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

Catalog Applicability

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

Class Attendance

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

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

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

Graduate Cooperative Education

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

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

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

Program Planning

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

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

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

Student Responsibilities

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

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

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

ACADEMIC REGULATIONS

Academic Bankruptcy of Graduate Work

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

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

(a) The student must be enrolled in a different graduate program than the one in which he or she was enrolled during the semester of the work to be bankrupted.

(b) The student must have been out of the previously enrolled program for a period of at least two consecutive years after attempting the work to be bankrupted.

(c) The student must state, in writing, his or her intention to declare bankruptcy to the Graduate School. The student will also specify which semesters are being requested for bankruptcy. Students may request to bankrupt any or all semesters of their prior work, but all work from a given semester will be bankrupted if the student requests to bankrupt that semester and if the request is approved.

(d) The student may not have previously declared bankruptcy of EKU work.

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

Academic Integrity

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

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

Academic Load

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

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

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

Academic Probation and Dismissal

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

Grading System

1. Graduate Letter Grades

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

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

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

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

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

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

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

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

2. Grade Appeals

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

3. Repeating Courses and Grade Calculation

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

4. Grade Change

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

last day of classes for the following fall semester.

5. Changes to Transcript

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

6. Pass-Fail Grades and Audit

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

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

Graduate Course Credit

All 700 level courses have undergraduate 500 level counterparts bearing the same last two digits. The 700 level courses are offered only for graduate level credit and require additional appropriate experiences for all students enrolled. Credit will not be awarded for both the 500 and 700 level of the same course. Students who have previously taken the undergraduate counterpart of these courses at the 500 level will not be permitted to enroll for graduate level credit in the 700 level counterpart. Courses numbered in the 700 and 800 series are open only to graduate students.

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

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

Transfer of Credit

A student may transfer from other regionally-accredited or professional graduate schools up to 12 hours of course work that has been accepted by his/her Master's or Specialist degree program without transferring in all graduate course work taken at that institution. Up to 15 hours of coursework may be transferred into graduate degree programs requiring 45 or more hours and up to 18 hours for graduate degree programs requiring more than 54 hours. Only the transferred work for the degree program will be used to calculate the overall grade point average. Any programs covered by an articulation agreement between Eastern Kentucky University and other colleges or universities are excluded from the 12-hour transfer limit. Official copies of transcripts must be submitted and evaluated before any transfer credit can be accepted. Certain courses submitted for transfer may not be considered equivalent to specified program requirements even though course titles are the same. Official requests for transfer of credits must be recommended by the student's advisor, the department chair, the college dean, and approved by the Office of Graduate Education and Research. Students who would like to enroll in courses at another institution while enrolled at EKU and expect to transfer credits to meet program requirements at EKU should obtain official approval prior to registration for the courses at the other institution. Official transcripts of approved transfer credits must be submitted to the Office of Graduate Education and Research, Eastern Kentucky University, SSB 310, CPO 68, 521 Lancaster Avenue, Richmond, KY 40475-3102 within 60 days after the course has been completed. Transfer credits taken during the final semester of a program will delay graduation and certification approval until official transcripts have been received in the Graduate School Office. If transfer work is taken during the semester in which a student is to graduate with a degree, the official graduate school transcript must be received in Eastern's Office of Graduate Education and Research within two (2) weeks of the end of the semester.

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

APPLICATION TO THE GRADUATE SCHOOL

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

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

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

Transcripts—One official copy of transcripts from the degree-granting institution showing all grades received and any degrees or certificates that have been awarded must be provided by each

applicant at the time of application. An official transcript must bear the seal and signature of the registrar from the sending institution. Graduates from all schools other than Eastern Kentucky University should contact their registrar(s) and request the official copy of their transcript be forwarded directly to the Office of Graduate Education and Research, Eastern Kentucky University, SSB 310, CPO 68, Richmond KY 40475-3102. 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, SSB 310, CPO 68, 521 Lancaster Avenue, Richmond, KY 40475-3102.

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

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

ADMISSION TO THE GRADUATE SCHOOL

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

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

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

CATEGORIES OF ADMISSION FOR DEGREE-SEEKING STUDENTS

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

Clear Admission

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

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

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

Provisional Admission

An applicant unable to supply an official transcript showing the awarding of an undergraduate degree and/or official Entrance Examination scores, but who otherwise meets the admission requirements, may be granted provisional admission upon the

recommendation of the appropriate department and approval of the Office of Graduate Education and Research. Complete and satisfactory credentials must be received by the Office of Graduate Education and Research before a student is permitted to register for any subsequent term.

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

Probationary Admission

An applicant who has submitted all required application materials but does not meet either the minimum GPA requirement or attained acceptable entrance examination scores may be considered for probationary admission. To receive probationary admission, the applicant must show promise for successful graduate study and receive the recommendation of the appropriate department chair and approval of the Dean of Graduate Education and Research. Students must be removed from probationary admission prior to registering in any graduate course work beyond an initial 12 hours. After obtaining probationary admission, the minimum condition for transfer from probationary admission status to clear admission status is the successful completion of at least nine hours of approved graduate course work at Eastern Kentucky University with a graduate grade point average of at least 3.0 at the end of the term in which the nine-hour minimum was completed and with no more than one grade (regardless of the number of course credit hours) of “C” or lower. Special course requirements or other conditions may be imposed by the department, academic dean, and/or the Office of Graduate Education and Research. 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. The Office of Graduate Education and Research will inform the student of all conditions for consideration for clear admission at the time the student is granted probationary admission status. Since the transfer from a probationary admission status to a clear admission status requires the successful completion of graduate course work at Eastern Kentucky University, no student should attempt to take graduate course work for transfer from another school during the probationary admission period. A student admitted under probationary admission may not attempt any graduate course work graded pass-fail. In the case where specific courses have been designated by a program for the satisfactory-unsatisfactory grading mode, a maximum of three hours of course work graded satisfactory-unsatisfactory may be permitted during the initial 12 hours. A student in probationary status may not hold an assistantship without first achieving clear admission status. International students may not be admitted on a probationary admission basis.

NON-DEGREE ADMISSION

General Non-Degree Admission

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

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

Certification Admission

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

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

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 Graduate Education and Research.

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

Senior Citizens Admission

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

Readmission

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

International Student Admission

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

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

SPECIAL INSTRUCTIONS FOR INTERNATIONAL STUDENTS ONLY

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

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

Transcript Requirements

To be considered for entry as a graduate student, an applicant must have had four years of university level work following a twelve year elementary-secondary program and have been awarded a degree equivalent to the four year baccalaureate degree awarded by U.S. universities. The international institution of learning must be recognized by the American Association of Collegiate Registrars and Admissions Officers, and individual credits may be evaluated for acceptance or transfer. Grade point standings will be determined by appropriate conversion scales from the individual institutions.

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

English Proficiency Requirement

Eastern Kentucky University requires the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 or the

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

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

Financial Resources Requirement

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

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

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

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

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

Health Insurance Requirement

All International students at 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, Student Services 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. Students admitted to the Graduate School on Probationary Admission are typically not eligible for Graduate Assistantships.

REGISTRATION

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

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

Change of Schedule

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

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

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

Withdrawal From The University

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

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

DEGREE COMPLETION REQUIREMENTS

Application for Graduation

A student planning to receive the master's, specialist's or doctoral degree must apply for graduation prior to the deadline established by the Office of Graduate Education and Research. Candidates for doctoral degrees are required to schedule their dissertation defense before applying for graduation.

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

Degree Conferral Dates

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

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

Language Requirements

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

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

Time Requirements

For master's degree programs of 40 or fewer hours, a graduate student is expected to complete requirements for the master's degree no later than seven years after beginning course work (e.g., a student whose initial registration for courses was Fall 2009 must complete the program in order to include this course work by the

end of the Summer term 2016). For degree programs of 41 or more hours, a graduate student is expected to complete requirements for the degree no later than ten years after beginning coursework. The minimum time interval required for completion of a graduate degree is two semesters of full-time study.

Minimum Hours Required

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

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

Theses and Dissertations

Students who submit a thesis in partial fulfillment of the master's or specialist's degree, or a dissertation in partial fulfillment of the doctoral degree must prepare it in conformity with the regulations approved by the Graduate Council. An approved template is available on the Graduate School website (gradschool.eku.edu/thesis-guidelines). Two approval pages bearing original signatures of the graduate committee must be included with an electronic copy of the thesis or dissertation in either a PDF or Microsoft Word document format and presented to the Office of Graduate Education and Research at least three weeks prior to the end of the term. Electronic copies will be posted in EKU's Encompass institutional repository and in the ProQuest EMI database.

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

Comprehensive Examination(s)

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

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

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

Additional Degree Requirements

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

Second Master's Degree Requirements

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

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

Specialist's Degree Requirements

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

SECTION FIVE

Academic Divisions

Academic Programs

Degrees Awarded

Eastern Kentucky University confers the following degrees:

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

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

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

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

Doctoral:
- Doctor of Education (EdD)
- Doctor of Nursing Practice (DNP)
- Occupational Therapy Doctorate (OTD)

Degree Programs

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

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

Family and Consumer Sciences Education.....BS
Finance.....BBA
Fire, Arson, and Explosion Investigation.....BS
Fire Protection Administration.....BS
Fire, Protection, and Safety Engineering Technology.....BS
Forensic Science .....BS
French .....BA
French/Teaching.....BA
General Business.....BBA
General Psychology .....MS
General Studies .....AGS, BA
Geography.....BA
Geology.....BS
Globalization and International Affairs.....BA
Graphic Communications Management .....BS
Health Services Administration .....BS
History.....BA, MA
History/Teaching.....BA
Homeland Security.....BS
Horticulture.....BS
Human Services .....MA
Individualized Studies.....BIS
Industrial Technology .....BS, MS
Instructional Leadership.....MA in Ed
Interpreter Training Program .....BS
Journalism.....BA
Leadership and Policy Studies.....EdD
Library Science .....MA in Ed
Management.....BBA
Marketing.....BBA
Master of Arts in Teaching (Elementary, Middle Grade, Secondary) .....MAT
Master of Arts in Mathematics.....MA
Mathematical Sciences.....MS
Mathematics.....BS
Mathematics/Teaching .....BS
Mental Health Counseling .....MA
Middle Grade Education (5-9)/Teaching.....BS, MA in Ed
Military Science.....Commission
Music.....BM, MM
Music/Teaching (See Music B.M.).....BM in Music Ed
Network Security and Electronics.....BS
Nursing.....ASN, BSN, MSN, DNP
Occupational Safety.....BS
Occupational Science.....BS
Occupational Therapy.....MS
Office Systems/Technologies.....AAS
Paralegal Studies/Science .....AAS, BA
Paramedicine.....ASP
Philosophy.....BA
Physical Education.....BS, MS
Physical Education/Teaching.....BS
Physics .....BS
Physics/Teaching.....BS
Police Studies.....AA, BS
Political Science.....BA
Pre-Dentistry .....(Transfer Program)
Pre-Engineering .....(Transfer Program)
Pre-Medical Sciences.....(Transfer Program)
Pre-Optometry.....(Transfer Program)
Pre-Pharmacy.....(Transfer Program)
Pre-Physical Therapy .....(Transfer Program)
Pre-Physician Assistant.....(Transfer Program)
Pre-Veterinary Medicine .....(Transfer Program)
Psychology.....BS
Public Administration .....MPA
Public Health.....BS, MPH
Public Health/Teaching.....BS
Public Relations .....BA
Recreation and Park Administration .....BS, MS
Risk Management and Insurance.....BBA, BS
Safety, Security & Emergency Management .....MS
School Counseling .....MA in Ed
School Psychology.....PsyS
Science for Engineering.....AAS
Secondary Education .....MA in Ed
Social Work.....BSW
Sociology .....BA
Spanish.....BA
Spanish/Teaching .....BA
Special Education..... BS, MA in Ed
Sport Management.....BS
Statistics .....BS
Technical Agriculture.....AAS
Technology.....AAS
Wildlife Management.....BS

Minors

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

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

Chemistry, Teaching
Child and Family Studies
Coaching (Non-Teaching)
Communication Studies
Community Health Education (Non-Teaching)
Computer Electronic Publishing
Computer Electronics Technology
Computer Information Systems
Computer Science
Construction Management
Criminal Justice
Dance (Non-Teaching)
Dance Certification, Teaching
Design and Merchandising
Deviance/Criminology
Dispute Resolution
Earth Science, Teaching
Economics
Emergency Management
Emergency Medical Care
English
English, Teaching
Entrepreneurship
Environmental Health Science
Environmental Sustainability and Stewardship
Family and Consumer Sciences
Fire, Arson, and Explosion Investigation
Fire Protection Administration
Foodservice Administration
French
Geographic Information Systems
Geography
Geology
Gerontology
History
Homeland Security
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
   - Emergency Management
   - Financial Literacy
   - French Conversation and Culture
   - German Conversation and Culture
   - Japanese Conversation and Culture
   - 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
   - Intelligence and Security Operations
   - Land Surveying
   - Paralegal Science*
   - Youth Services

3. Professional Certification and Endorsement Preparation Programs —

These are programs of study which do not lead to a degree or to an 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)
- Instructional Computer Technology (teaching certification endorsement)
- School Safety Endorsement
- Teaching English as a Second Language (teaching certification endorsement)

*Post-Bacc. Acceptance into this program requires that the student has already earned a baccalaureate degree. For more details, see the relevant 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
EKU e-campus

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

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

Online Associate Degree Programs

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

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

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

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.jsnet.eku.edu/info/paralegal.asp)

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

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

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

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

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

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

Online Post-Baccalaureate Certificate Program

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

Online Masters Degree Programs

Master of Arts in Education, Educational Leadership

Master of Arts in Education, Elementary 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, Special Education

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

Master of Science in Nursing, Psychiatric/Mental Health Nurse Practitioner Option

Master of Science in Nursing, Public Health Option

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

College of Arts and Sciences

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

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

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

www.cas.eku.edu

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

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

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

Graduate Course Credit

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

Cross Listed Courses

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

Gulf Coast Research Laboratory Courses

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

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

DEPARTMENT OF ART AND DESIGN

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

The Master of Arts in Education degree and the Master of Arts Teaching degree with an option 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 an option in Applied Ecology. Under the general program, thesis and non-thesis programs are available. The Applied Ecology option 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 an option 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 an option in Biology. This option is primarily for non-specialized science teachers and is described in the College of Education section of this *Catalog*.

MASTER OF SCIENCE
Biology

CIP Code: 26.0101

II. ADMISSION REQUIREMENTS

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

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

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

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

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

III. PROGRAM REQUIREMENTS

Curriculum for the Biology Thesis Program

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

Curriculum for the Biology Non-Thesis Program

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

Applied Ecology Option

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

Bioinformatics Option

Biology Core .....6 hours
BIO 800, BIO 810 or STA 700, BIO 801.
Bioinformatics* .....27 hours
BIO 711, CSC 730, 740 or 745, 815, 831, 834.
At the University of Louisville: CECS 660.
6 hours of applied research at the University of Louisville or the University of Kentucky.
Exit Requirement
GRD 857a, 858a.
Total Curriculum Requirements .....33 hours

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

III. EXIT REQUIREMENTS

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

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

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

DEPARTMENT OF CHEMISTRY

Dr. Lori Wilson, Interim Chair
Dr. Buchang Shi, Graduate Coordinator/Advisor
www.chemistry.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 an option 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
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 ements…….…….…….…….……..……....12 hours**
a. CHE 715 and one of the following: CHE 770 or 774/774L or 775/775L..…….....9 hours
b. Additional course in chemical/biological science or mathematics….....3 hours
ii. **800-level Requirements…….…….…….…….…….15 hours**
a. CHE 810, 880 (2), 881…….....6 hours
b. Pick three courses from the following: CHE 822, 830, 850, 860 …….....9 hours

B. Program Tracks:
Students will pick one of the following tracks
Thesis Track: Graduate Research – Written Thesis Required
CHE 899(6) .....6 hours
Internship Track: Applied Learning in Chemistry – Written Report Required
CHE 839(6) or CHE 839(3); 3 hours of CHE 700/800 level courses.....6 hours
Coursework Track
6 hours CHE 700/800 level courses.....6 hours

Total Requirements.....33 hours

IV. EXIT REQUIREMENTS

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

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

DEPARTMENT OF COMPUTER SCIENCE

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

MASTER OF SCIENCE
Applied Computing

CIP Code: 11.0101

I. GENERAL INFORMATION

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

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

II. ADMISSION REQUIREMENTS

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

III. PROGRAM REQUIREMENTS

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

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

Curriculum for the Applied Computing Program

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

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

Option in Bioinformatics.....18 hours
BIO 731, 801, 810, 890, CECS 660 (Introduction to Bioinformatics at University of Louisville) or BIO 733 (Bioinformatics at EKU), two (2) credit hours of BIO 798, and three (3) credit hours at 800 level Bioinformatics research at University of Kentucky or University of Louisville, to be transferred in as BIO 881.
Exit Requirement
GRD 857d
Total Curriculum Requirements .....30 hours

Option in Statistical Computing.....12 hours
STA 700, 701 or 785, 775, 880.
Electives .....6 hours
Exit Requirement
GRD 857d
Total Curriculum Requirements .....30 hours

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

IV. EXIT REQUIREMENTS

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

DEPARTMENT OF ECONOMICS

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

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

DEPARTMENT OF ENGLISH AND THEATRE

Dr. James Keller, Chair
Dr. James R. Moreton, Theatre Coordinator
Dr. Susan Kroeg, MA Program Coordinator/Advisor
Prof. Derek Nikitas, MFA Program Coordinator/Advisor
www.english.eku.edu
(859) 622-5861

I. GENERAL INFORMATION

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

The Master of Arts in Education degree with an option in English is offered in the College of Education with the cooperation of the Department of English. The Master of Arts in Teaching degree with an option 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.

MASTER OF ARTS
English

CIP Code: 23.0101

II. ADMISSION REQUIREMENTS

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

III. PROGRAM REQUIREMENTS

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

Core Courses .....9 hours
ENG 801; 808; and 833.

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

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

Electives in English .....15 hours
Thesis Option: ENG 898, 899
Choose other ENG courses to complete the 15 hours of required electives.

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

Total Requirements .....30 hours

IV. EXIT REQUIREMENTS

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

Mentored Scholarly Paper —
Students who choose not to complete a thesis (see below) are required to complete a mentored scholarly paper which must be evaluated and approved by the departmental Graduate Studies Committee. Students completing a mentored scholarly paper may register for ENG 895 as one of their elective courses. Students must complete a project proposal form and have it approved by the mentor and the program coordinator before registering for ENG 895.

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

MASTER OF FINE ARTS: BLUEGRASS WRITERS STUDIO
Creative Writing

CIP Code: 23.0501

I. GENERAL INFORMATION

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

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

II. ADMISSION REQUIREMENTS

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

III. PROGRAM REQUIREMENTS

Students must complete 48 hours in the program, as well as an approved creative thesis. Students must also pass a written exit examination. Each year in the program, full-time students generally attend two ten-day residencies (for a total of six credit hours), and enroll in18 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 FOREIGN LANGUAGES AND HUMANITIES

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

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

DEPARTMENT OF GOVERNMENT

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

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

MASTER OF PUBLIC ADMINISTRATION
Public Administration

CIP Code: 44.0401

I. GENERAL INFORMATION

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

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

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

II. ADMISSION REQUIREMENTS

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

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

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

III. PROGRAM REQUIREMENTS

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

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

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

While observing the above requirements, students may choose to complete the general degree program or may choose from three options within the program. Curriculum requirements for the

general program and options are as follows:

General Degree Program

MPA Core.....24 hours
POL 765, 800, 801, 874, 875, 876, 877, and 879.
Internship or Applied Analysis in Public Administration .....3 hours
POL 870 or 871.
Electives .....12 hours
Must have approval of advisor to count for degree.
Exit Requirements
GRD 857f, 858g
Total Requirements.....39 hours

Community Health Administration Option

MPA Core.....24 hours
POL 765, 800, 801, 874, 875,876, 877, and 879.
Community Health Core .....12 hours
All students in this option will take HEA 898 and with their advisor's prior approval select nine hours from the following: HEA 791, 816, 855, 875, and 880.
Internship or Applied Analysis in Public Administration.....3 hours
POL 870 or 871.
Exit Requirements
GRD 857f, 858g
Total Requirements .....39 hours

Community Development Option

MPA Core.....24 hours
POL 765, 800, 801, 874, 875, 876, 877, and 879.
Community Development Core .....12 hours
All students in this option will take POL 845 and with their advisor's prior approval select nine hours from the following: POL 733, 835, GEO 701, 725, ECO 780, 790, LAS 735.
Internship or Applied Analysis in Public Administration .....3 hours
POL 870 or 871.
Exit Requirements
GRD 857f, 858g
Total Requirements.....39 hours

Environmental Health Option

MPA Core.....24 hours
POL 765, 800, 801, 874, 875, 876, 877, and 879.
Environmental Health Core.....12 hours
All students in this option will take EHS 850, and with their advisor's prior approval select nine hours from the following: EHS 825, 845, 855, 870, 880.
Internship or Applied Analysis in Public Administration .....3 hours
POL 870 or POL 871.
Exit Requirements
GRD 857f, 858g
Total Requirements .....39 hours

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

IV. EXIT REQUIREMENTS

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

DEPARTMENT OF HISTORY

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

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

MASTER OF ARTS
History

CIP Code: 54.0101

I. GENERAL INFORMATION

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

II. ADMISSION REQUIREMENTS

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

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

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

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

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

III. PROGRAM REQUIREMENTS

Thesis Plan

Foundation Course.....3 hours
HIS 800: Historiography and Criticism.
American History .....9 hours*

Choose from HIS 716, 860, and/or, if topic is appropriate, 849, 864, or 865.

European History.....6 hours*
Choose from HIS 861, and/or, if topic is appropriate, 849, 864, or 865.

Asian, African or Latin American History .....3 hours*
Choose from HIS 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.

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

Non-Thesis Plan

Foundation Course.....3 hours
HIS 800: Historiography and Criticism.

American History .....9 hours*
Choose from HIS 716, 860, and/or, if topic is appropriate, 849, 864, or 865.

European History .....6 hours*
Choose from HIS 861, and/or, if topic is appropriate, 849, 864, or 865.

Asian, African or Latin American History .....6 hours*
Choose from HIS 862, 863, and/or, if topic is appropriate, 849, 864, or 865.

History Electives .....6 hours
Choose from graduate courses in U.S., European, Asia/Africa or Latin American history.

Exit Requirements
GRD 857g, 858h.

Total Requirements.....30 hours

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

IV. EXIT REQUIREMENTS

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

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

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

DEPARTMENT OF MATHEMATICS AND STATISTICS

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

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

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

MASTER OF ARTS
Mathematics
CIP Code: 27.0101

I. GENERAL INFORMATION

Program Objectives
The objectives of the graduate mathematics program are:

1. To provide a graduate program in mathematics designed for certified high school teachers who wish to broaden their knowledge of the mathematics related to the field in which they teach.
2. To provide the necessary mathematical content for certified teachers to teach dual-credit courses at the secondary level or instruct at a community college, two-year college, or four-year college; or for positions as mathematics specialists.

3. To include in this program courses in the areas of mathematics, statistics, statistical analysis, mathematics applications, and courses demonstrating the relationships among these fields.
4. To guide students in tailoring a program of study ideally suited to their background, aptitude, and career interests.

II. ADMISSION REQUIREMENTS

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

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

III. PROGRAM REQUIREMENTS

Mathematics Program

Option 1: Mathematics Secondary
Mathematics Content Requirements.....18 hours
A student must complete at least six graduate mathematics content courses with no fewer than two classes from
Group A and one course from Group B or two classes from Group B and one from Group A. The remaining three courses can come from any Group (A, B, or C).
Group A: MAT 705, 706, 755, 760, 806, 809, 810, 815, 850
Group B: MAT 720, 725, 735, 740, 750, 856, 871, 872
Group C: MAT 707, 870, 880, STA 700

Mathematics Application Requirements.....9 hours
A student must complete at least three classes from:
MAE 750, 843, 850, 872; any MAT classes in Option 1 above.

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

Total Curriculum Requirements.....30 hours

Option 2: Mathematics Specialist
Mathematics Content Requirements.....12 hours
A student must complete at least four of the following:
MAT 701, 702, 707, 803, 870, 880, STA 703
Mathematics Application Requirements……..….....9 hours
A student must complete the following:
MAE 843/EME 843, MAE 872/EME 872, EME 866

Electives.....6 hours
A student must complete two elective graduate mathematics, or related courses (with approval of advisor).

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

Total Curriculum Requirements.....30 hours

IV. EXIT REQUIREMENTS

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

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

MASTER OF SCIENCE
Mathematical Sciences

CIP Code: 27.0101

I. GENERAL INFORMATION

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

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

II. ADMISSION REQUIREMENTS

Clear admission to graduate standing will be granted to those students who have acceptable scores of 144 or higher on the Verbal and Quantitative portions of the GRE, an acceptable cumulative undergraduate grade point average of 2.5 or higher, or 2.75 on the last 60 hours and whose preparation contains the prerequisites for the core courses in mathematics. (For example, nine hours of calculus and courses in linear algebra, modern algebra and real analysis would be sufficient.) Applicants who do not have

this preparation may be granted admission without required prerequisites and be required to take the undergraduate courses needed to strengthen their backgrounds.

III. PROGRAM REQUIREMENTS

Mathematical Sciences Program

Curriculum for the General Program

Core Requirements .....15 hours
MAT 809, 810, 815, 850, and one of MAT 720, 755, 760, STA 720, 785.
Electives .....15 hours**
Exit Requirement
GRD 857h
Total Curriculum Requirements .....30 hours

Option in Mathematics

Core Requirements .....15 hours
MAT 809, 810, 815, 850, and one of MAT 720, 755, 760, STA 720, 785.
Option Requirements .....6-12 hours
Complete at least 21 hours of courses with a MAT prefix including MAT 760, 809, 810, 815, and 750 or 850.
Only 3 hours of MAT 880 may count toward fulfilling the option requirements.
Electives .....3-9 hours**
Exit Requirement
GRD 857h
Total Curriculum Requirements .....30 hours

Option in Computer Science

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

Option in Statistics

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

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

IV. EXIT REQUIREMENTS

Comprehensive Examination — Each candidate, near the end of the Master's program, must pass a written examination (GRD 857h) covering the various components of the candidate's program.

DEPARTMENT OF MUSIC

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

I. GENERAL INFORMATION

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

Program Objectives

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

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

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

MASTER OF MUSIC
Music — All Options

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 Options

Performance Option

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

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

Choral Conducting Option

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 Option

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 Option

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 Option

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
Options.....10-11 hours
Options are available in performance, theory/composition, choral conducting, instrumental conducting and music education.
Electives .....9-10 hours
Exit Requirement
GRD 857i or 858i
Total Requirements.....32 hours

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

Option in Performance

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

Option 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 option or the composition option below.

Option 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

Option 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 emphasis in either theory or composition. Several plan options are available.

Option in Choral Conducting

Core Courses .....12 hours
Choral Conducting option must elect MUS 756.
Option .....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

Option in Instrumental Conducting

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

Option in Music Education

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

IV. EXIT REQUIREMENTS

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

Thesis — The thesis is optional in this program.

DEPARTMENT OF PHILOSOPHY AND RELIGION

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

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

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

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

DEPARTMENT OF PSYCHOLOGY

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

I. GENERAL INFORMATION

The Department of Psychology offers the Master of Science degree in Clinical Psychology and Industrial and Organizational Psychology, General Psychology, and the Specialist in Psychology

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

II. ADMISSION REQUIREMENTS

Candidates must satisfy the following special requirements:

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

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

III. PROGRAM REQUIREMENTS

MASTER OF SCIENCE
Clinical Psychology Program

CIP Code: 42.0201

Requirements for the degree are a minimum of 60 graduate hours including six credit hours for the 16 week internship. Advanced practicum and internship placements should reflect the selected clinical emphasis.

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

Exit Requirements: Students in the Clinical Psychology Program must complete the following:
(1) Comprehensive Examinations: register for written and oral comprehensive examinations in their area of study (GRD 857j & GRD 858j (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
General Psychology

CIP Code: 42.0101

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

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

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

The following requirements are for students who are enrolled in the MS General Psychology Program who are also planning to complete the Psy.S. in School Psychology Program.
Psychological Foundations.....18 hours
PSY 820, 837, 840, 847, 848, 862
Approved Electives…….....15 hours
(courses approved by the School Psychology Program Coordinator)
Exit Requirements*
GRD 857j…….....0 hours
Total Requirements…….....33 hours

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

MASTER OF SCIENCE
Industrial and Organizational Psychology

CIP Code: 42.0901

A total of 49 credit hours is required of candidates for the Master of Science in Industrial and Organizational Psychology. In addition to 34 hours of required courses, 3 credit hours of either thesis, master's research project, or an approved elective and 6 credit hours of practica are required. Another 6 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 888 or 890 or approved elective.
Industrial and Organizational Psychology Core .....18 hours
PSY 844, 870, 872, 873, 874, 875.
Practicum .....6 hours
PSY 843.
Electives .....6 hours**
Exit Requirements.....0 hours
GRD 857j, 858j
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 857j & GRD 858j (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 858l (0 credit hours) and pass the oral defense.

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

CIP Code: 42.1701

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

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

Psychological Foundations.....12 hours
PSY 837, 840, 847, 853.
Educational Foundations (1 from each group).....9 hours
(1) EAD 800, 828.
(2) ELE 871, EMG 806, EME 873, ESE 774.
(3) SED 800 or SED 810.
Assessment and Intervention.....25 hours
PSY 824, 827, 842, 843 (six hours), 846, 850, 865, 881.
Professional Psychology .....4 hours
PSY 826, 848.
Research, Evaluation, and Statistics.....9 hours
PSY 820, 862, and 868.
Internship.....12 hours
PSY 898.
Exit Requirements
GRD 857j, 858j**.....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 857j & GRD 858j) (0 credit hours), and must pass both of these examinations.

CERTIFICATE
Autism Spectrum Disorder Certificate

CIP Code: 42.9999

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

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

OTS 863……..…….3 hours
PSY 777……3 hours
CDS 867…….……..…3 hours
SED 790……..….3 hours
OTS 831 or PSY 843 or CDS 874 or SED 897……....…...3 hours
OTS 846 or CDS 899 or PSY 887 or OTS 846 or CDS 898 or SED 897 or PSY 898 or PSY 899 or CDS 899 or PSY 890.....3 hours

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.

College of Business and Technology

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

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

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

www.cbt.eku.edu

College of Business and Technology

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

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

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

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

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

Vision

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

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

Mission

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

College core values

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

School of Applied Arts and Technology

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

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

DEPARTMENT OF AGRICULTURE

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

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

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

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

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

DEPARTMENT OF APPLIED ENGINEERING AND TECHNOLOGY

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

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

MASTER OF SCIENCE
Career and Technical Education

CIP Code: 52.0101

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

I. GENERAL INFORMATION

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

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

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

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

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

II. ADMISSION REQUIREMENTS

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

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

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

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

III. PROGRAM REQUIREMENTS

Curriculum for Master of Science in Career and Technical Education

Core Courses.....12 hours
CTE 865, 888; EPY 869; TEC 830.
Exit Requirement
GRD 867b or 868a

Agriculture Education Option

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

Technology Education Option

Technical Teaching*.....12 hours
CTE 863, 864; TEC 831, 867.
Supporting Work.....6 hours
Selected from EAD 827, 828; EDF 855; EMS 880; ESE 872.
Exit Requirement
GRD 867b or 868a
Total .....30 hours

Technical Education Administration Option

Administrative Core .....6 hours
CTE 861, 863.
Supporting Work.....12 hours
CTE 864; EAD 801, 827, 828.
Exit Requirement
GRD 867b or 868a
Total .....30 hours

Occupational Training and Development Option

Occupational Instruction.....12 hours
CTE 800*, 801*, 802 (6 hours).
Supporting Work.....6 hours
PSY 873, 874, 875 or other courses (approved by advisor).
Exit Requirement
GRD 867b or 868a
Total .....30 hours

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

IV. EXIT REQUIREMENTS

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

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

MASTER OF SCIENCE
Applied Engineering and Technology Management
CIP Code: 15.1501
Dr. Dennis Field, Graduate Coordinator/Advisor
Whalin Technology Complex 307
www.technology.eku.edu
(859) 622-3232

I. GENERAL INFORMATION

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

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

II. ADMISSION REQUIREMENTS

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

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

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

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

III. PROGRAM REQUIREMENTS

Curriculum for Master of Science in Career and Technical Education

Core Courses .....12 hours
CTE 865, 888; EPY 869; TEC 830.
Exit Requirement
GRD 867b or 868a

Agriculture Education Option

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

Technology Education Option

Technical Teaching*.....12 hours
CTE 863, 864; TEC 831, 867.
Supporting Work .....6 hours
Selected from EAD 827, 828; EDF 855; EMS 880; ESE 872.
Exit Requirement
GRD 867b or 868a
Total .....30 hours

Technical Education Administration Option

Administrative Core .....6 hours
CTE 861, 863.
Supporting Work .....12 hours
CTE 864; EAD 801, 827, 828.
Exit Requirement
GRD 867b or 868a
Total .....30 hours

Occupational Training and Development Option

Occupational Instruction.....12 hours
CTE 800*, 801*, 802 (6 hours).
Supporting Work .....6 hours
PSY 873, 874, 875 or other courses (approved by advisor).
Exit Requirement
GRD 867b or 868a
Total .....30 hours

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

IV. EXIT REQUIREMENTS

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

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

MASTER OF SCIENCE
Applied Engineering and Technology Management

CIP Code: 15.1501

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

I. GENERAL INFORMATION

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

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

II. ADMISSION REQUIREMENTS

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

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

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

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

III. PROGRAM REQUIREMENTS

Individual plans of study will include work from four areas:

Major Core Courses .....18 hours
Applied Engineering and Technology Management Option Core Courses .....18 hours
AEM 706, 801, 802, 804, and 805, TEC 830.
Construction Management Option Core Courses.....18 hours
AEM 801, 804, CON 827, 828, and 829, TEC 830.
Network Security Management (NSM) Option Core Courses .....18 hours
AEM 804, NSM 815, 845, 865, and 895, TEC 830.
Supporting Courses .....6 hours
Applied Engineering and Technology Management option supporting courses:
Select from ACC 820, CIS 826, GBU 850, MGT 821, MKT 825, QMB 850, STA 700, and other courses by advisement.
Construction Management option supporting courses:
Select from ACC 820, CIS 826, GBU 850, MGT 821, MKT 825, QMB 850, STA 700, and other courses by advisement.
Network Security Management option supporting courses:
Select from AEM 730, 801, CIS 826, 850, 860, CSC 720, 730, 738, 744, 747, 748, 815, 825, 834, 860, EAD 824, EDC 810, GBU 850, HLS 830, MGT 821, 850, MKT 825, QMB 850, SED 712, SSE 827, STA 700, 701, TEC 867, and other courses by advisement.
Synthesis Experience .....6 hours
(AEM 820 and 821), or (AEM 822 and/or 839).
Exit Requirement
GRD 867c or 868b
Total .....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.

DEPARTMENT OF COMMUNICATION

Dr. Elizabeth Hansen, Chair
Combs 317
www.communication.eku.edu
(859) 622-1871

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

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

SCHOOL OF BUSINESS

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

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

MASTER OF BUSINESS ADMINISTRATION

CIP Code: 52.0101

Ms. Nikki Kowalski, MBA-AACSB Coordinator
Business and Technology Center 249
www.mba.eku.edu
(859) 622-1775

I. GENERAL INFORMATION

MBA Vision Statement

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

MBA Mission Statement

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

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

Flexibility — Students may attend on a part-time or full-time basis. Classes are scheduled on nights and weekends for working professionals. The program accepts both business and non-business degree applicants.
Specialization — Students may design their degree as a general business program building expertise in many areas or may choose to specialize.

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

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

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

The Master of Business Administration is available in three majors, only one of which will appear on the diploma:

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

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

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

Program Objectives

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

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

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

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

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

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

awarded for both the 700 and 500 level of the same course.

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

II. ADMISSION REQUIREMENTS

Minimal requirements for clear (unrestricted) admission to the Master of Business Administration program are as follows: Applicants must (1) hold a bachelor's degree from a regionally accredited institution with a minimum overall undergraduate grade point average (UGPA) of 2.5 and (2) score no less than 450 on the Graduate Management Admission Test (GMAT).

In addition to the above requirements, applicants must obtain a GPA of at least "B-" on the following prerequisite MBA foundation courses or their equivalents:

ACC 201 - Introduction to Financial Accounting
ACC 202 - Introduction to Managerial Accounting
CIS 300 - Management Information Systems
FIN 300 - Business Finance
MGT 300 - Principles of Management
MKT 300 - Principles of Marketing
QMB 200 - Business Statistics I

Additionally, applicants must obtain grades of at least "C-" on the following prerequisite MBA foundation courses or their equivalents:

ECO 230 - Principles of Economics I (Microeconomics)
ECO 231 - Principles of Economics II (Macroeconomics)

Applicants who have not completed these courses or applicants who have completed these courses but have not met the grade requirement, but who meet the minimum requirements stated above, could be admitted to the MBA Program, however, the prerequisite MBA foundation courses 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 and meet all admission requirements prior to enrolling in MBA courses. Official GMAT score results from ETS must be submitted to the Graduate School. TOEFL scores are required for all international students without a recent undergraduate degree from a regionally accredited institution within the United States.

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

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

All application materials must be submitted, processed, and approved for admission by the Graduate School and the MBA Office prior to five weeks before the first day of classes of the intended enrollment. International students must check the Graduate School's deadlines.

Beyond University minimums, the MBA-AACSB Coordinator, in consultation with the MBA Admissions Committee, is responsible for administering and interpreting all admission requirements.

III. PROGRAM REQUIREMENTS

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

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

Core Requirements .....24 hours
ACC 850: Managerial Accounting .....3 hours
CCT 850: Strategic Business Communication.....3 hours
CIS 850: Management of Information Systems .....3 hours
FIN 850: Strategic Financial Management.....3 hours
GBU 851: Business Strategy .....3 hours
MGT 850: Leading and Managing Organizations .....3 hours
MKT 850: Marketing Management.....3 hours
QMB 850: Statistical Methods for Business.....3 hours

Electives
Approved Business Electives.....6 hours
Exit Requirement.....0 hours
GRD 867a: Knowledge Test Exit Exam
Total Course Requirements.....30 hours
Accounting Major
(restricted to students with Accounting baccalaureate or acceptable equivalent or consent of the MBA Admissions

Committee)
MBA Core Courses (ACC 850 waived).....21 hours
Accounting Electives.....9 hours
Exit Requirement.....0 hours
GRD 867a: Knowledge Test Exit Exam
Total Course Requirements.....30 hours

These courses or their acceptable equivalents or the consent of the MBA Admissions Committee are required for students who do not have an Accounting Baccalaureate: ACC 201, 202, 301, 302, 322, 327, 440, 441, three hours of undergraduate Accounting electives and nine hours of graduate Accounting electives. An additional three hours of graduate electives can substitute for the three hours of undergraduate electives.

Integrated Communication Major
MBA Core Courses .....24 hours
Electives .....9 hours
CCT 750, MKT 880, PUB 720, or other courses approved by advisor.
Exit Requirement.....0 hours
GRD 867a: Knowledge Test Exit Exam
Total Course Requirements.....33 hours

Knowledge Test Exit Exam or Thesis Requirement
Knowledge Test Exit Exam.....0 hours
GRD 867a
Total Program Hours.....30-33 hours

OR

Thesis Option
GBU 891 .....6 hours
Total Program Hours .....36-39 hours

IV. EXIT REQUIREMENTS

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

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

DEPARTMENT OF ACCOUNTING, FINANCE, AND INFORMATION SYSTEMS

Dr. Oliver Feltus, Chair
Business and Technology Center 108
www.accounting.eku.edu
(859) 622-1087

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

DEPARTMENT OF MANAGEMENT, MARKETING, AND INTERNATIONAL BUSINESS

Dr. Lana Carnes, Chair
Business and Technology Center 011
www.management.eku.edu
(859) 622-1377

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

College of Education

Dr. William Phillips, Dean
(859) 622-1175
Combs 420

Dr. Kim Naugle, Associate Dean
(859) 622-1175
Combs 420

www.coe.eku.edu

I. GENERAL INFORMATION

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

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

PROGRAMS OFFERED:

Doctor of Education Degree (EdD)

EdD in Leadership and Policy Studies ..... Dept. of Educ. Leadership & Policy Studies.....81

Specialist in Education (EdS)

EdS in Educational Administration and Supervision ..... Dept. of Educ. Leadership & Policy Studies.....80

Master of Arts (MA)

MA in Mental Health Counseling ..... Dept. of Counseling and Educational Psychology.....84

Master of Arts in Teaching (MAT)

MAT Middle Grades 5-9 ..... Dept. of Curriculum & Instruction.....78
MAT Secondary Education ..... Dept. of Curriculum & Instruction.....78
MAT P-12 Programs ..... Dept. of Curriculum & Instruction.....78
MAT Interdisciplinary Early Childhood Education ..... Dept. of Curriculum & Instruction.....78

Master of Education (MAEd)

MAEd in Elementary Education ..... Dept. of Curriculum & Instruction.....73
MAEd in Communication Disorders ..... Dept. of Special Education.....86
MAEd in Gifted Education ..... Dept. of Curriculum & Instruction.....74
MAEd in Instructional Leadership ..... Dept. of Educ. Leadership & Policy Studies.....79

Master of Education (MAEd) continued...

MAEd in Library Science	Dept. of Curriculum & Instruction.....75
MAEd in Middle Grade Education	Dept. of Curriculum & Instruction.....73
MAEd in Reading/Writing (Literacy)	Dept. of Curriculum & Instruction…….....74
MAEd in Secondary Education	Dept. of Curriculum & Instruction…….....76
MAEd in School Counseling	Dept. of Counseling and Educational Psychology.....84
MAEd in Special Education	Dept. of Special Education…….....85

Rank Preparation Programs

Rank I - Elementary and Middle Grade Education	Dept. of Curriculum & Instruction…….....79
Rank I – Secondary Education and P-12	Dept. of Curriculum & Instruction…….....79
Rank I – Library Science	Dept. of Curriculum & Instruction…….....79
Rank I – Special Education	Dept. of Special Education…….....88
Rank I – School Counseling	Dept. of Counseling and Educational Psychology.....84

Certification Preparation Programs

Deaf and Hard of Hearing Certification	Dept. of Special Education.....85
Director of Special Education Certification	Dept. of Special Education.....88
Interdisciplinary Early Childhood Education Certification	Dept. of Special Education.....86
Learning and Behavior Disorders	Dept. of Special Education.....85
Moderate and Severe Disabilities Certification	Dept. of Special Education.....88
Standard Guidance Certification	Dept. of Counseling and Educational Psychology.....84
School District Supervisor of Instruction K-12 Certification	Dept. of Educ. Leadership & Policy Studies.....80
School District Administrator of Pupil Personnel Services Certification	Dept. of Educ. Leadership & Policy Studies.....80
School Superintendent Certification	Dept. of Educ. Leadership & Policy Studies.....80

Endorsement Preparation Programs

Elementary School Counselor seeking Secondary School Counseling Endorsement	Dept. of Counseling and Educational Psychology.....84
Environmental Education (Grades P-12) Endorsement	Dept. of Curriculum & Instruction.....79
Individual Intellectual Assessment Endorsement	Dept. of Counseling and Educational Psychology.....85
Gifted Education (Grades P-12) Endorsement	Dept. of Curriculum & Instruction.....74
Instructional Computer Technology (Grades P-12) Endorsement	Dept. of Curriculum & Instruction.....79
Literacy Specialist (P-12) Endorsement	Dept. of Curriculum & Instruction.....75
Reading (P-12) Endorsement	Dept. of Curriculum & Instruction.....75
Secondary School Counselor seeking Elementary Education Counseling Endorsement	Dept. of Counseling and Educational Psychology.....84
Teacher Leader Endorsement	Dept. of Educ. Leadership & Policy Studies.....83
Teaching English as a Second Language (Grades P-12) Endorsement	Dept. of Curriculum & Instruction.....79

Non-Degree Program

Providing Services to Deaf/Hard of Hearing	Dept. of Special Education.....88

Master of Arts in Education Program Requirements

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

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

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

Rank I Certification, the Sixth Year Program

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

Program guidelines are highly flexible. General institutional guidelines include:

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

OFFICE OF TEACHER EDUCATION SERVICES

Dr. Sherwood Thompson, Director and Associate Dean
Rose Skepple, Assistant Director
Bert Combs 423, (859) 622-1828

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

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

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

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Dr. Dorothy Combs, Chair
Graduate Coordinators/Advisors,
Dr. Diana Porter, MAEd, Rank II, Rank I, Endorsements;
Dr. Cynthia Resor, MAT;
Dr. Ralph Turner, Library Science
www.education.eku.edu
Combs 215, (859) 622-2154

I. GENERAL INFORMATION

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

The Department of Curriculum and Instruction offers a variety of choices (MAEd -Teacher Leader*, Rank I*, General

Certification) to candidates who wish to extend or add to their certificates due to personal choice or changes in school configurations within their districts. Candidates who seek to add an additional area of certification are asked to contact the Department for specific program information and review of their current credentials.

- **Middle School** (Grades 5 through 9) - Preparation includes either one or two teaching fields selected from English and communications, mathematics, science, or social studies.
- **Secondary School** (Grades 8 through 12) - Preparation includes one or more of the following specializations: English, mathematics, social studies, chemistry, physics, biology, or earth science.
- **Middle/Secondary School** (Grades 5 through 12) - Preparation includes one or more of the following specializations: agriculture, business and marketing education, family and consumer science, industrial education, or engineering and technology.
- **Elementary/Middle/Secondary School** (Primary through Grade 12) - Preparation includes one or more of the following specializations: art, environmental education, foreign language, gifted education, health, literacy (reading/writing), physical education, music, or school media librarian.

Candidates are also encouraged to explore the TC-HQ option for adding certification provided by the Education Professional Standards Board (EPSB) for areas in English, mathematics, sciences, foreign languages, or social studies. Health and physical education areas may be added only for those teachers holding the correlative certificate (http://www.kyepsb.net/certification/tchq.asp).

*based upon individual credentials, may include additional graduate or undergraduate coursework beyond the degree or rank requirement.

MASTER OF ARTS IN EDUCATION with TEACHER LEADER ENDORSEMENT PREPARATION

II. ADMISSION REQUIREMENTS

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

III. PROGRAM REQUIREMENTS

MASTER OF ARTS IN EDUCATION with Teacher Leader Endorsement Preparation

Elementary Education

CIP Code: 13.1202

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

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

Teacher Leader Core .....15 hours
ETL 800, 801, 802, 803, 804
Elementary Education Program…….…….....9 hours
ELE 871, EME 874, ..…….…..6 hours
One of the following:
EMS 818, 830, 842, 855, 880, EDF 855, SED 800.....3 hours
Subject matter:.....6 hours
Courses selected to strengthen candidate's knowledge of subjects taught.
Exit Requirement.....0 hours
Comprehensive Exam and Portfolio Review:
GRD 878a, and 878b
Minimum Program Total .....30 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for Elementary Education:

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

Research Requirement: An action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, ETL 804.

Comprehensive Examinations: The candidate will have an opportunity to demonstrate professional growth through an oral examination (878a) covering education and major program components. A portfolio review is also required (GRD 878b).

MASTER OF ARTS IN EDUCATION with Teacher Leader Endorsement Preparation

Middle Grades Education

CIP Code: 13.1203

I. GENERAL INFORMATION

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

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

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and a Verbal score of 144 and a Quantitative score of 144 on the GRE or a score of 375 on the Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

III. PROGRAM REQUIREMENTS

Teacher Leader Core .....15 hours
ETL 800, 801, 802, 803, 804
Middle Grades Program Supporting Coursework….....6 hours
EMG 806.....3 hours
One of the following:
EMS 818, 830, 842, 855, 880, EDF 855, SED 800. .....3 hours
Subject Area Specialization ..... 9 hours
Subject matter: courses selected to strengthen candidate's knowledge in one or two areas of certification.
Exit Requirement.....0 hours
Comprehensive Exam and Portfolio Review:
GRD 878c and 878d
Minimum Program Total .....30 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for Middle Grade Education:
Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
Research Requirement: An action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, ETL 804.
Comprehensive Examinations: The candidate will have an opportunity to demonstrate professional growth through an oral examination (GRD 878c) covering education and major program components taken in conjunction with the Capstone Seminar. A portfolio review is also required (GRD 878d).

MASTER OF ARTS IN EDUCATION
with
Teacher Leader Endorsement Preparation

Gifted Education
CIP Code: 13.1004

I. GENERAL INFORMATION

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

II. ADMISSION REQUIREMENTS

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

III. PROGRAM REQUIREMENTS

Teacher Leader Core……...……15 hours
ETL 800, 801, 802, 803, 804
Gifted Education 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
Comprehensive Exam and Portfolio Review:
GRD 878e and 878f
Minimum Program Total .....30 hours

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

IV. EXIT REQUIREMENTS

The following are the exit requirements for Gifted Education:
Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
Thesis — The thesis is not required, however, an action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, ETL 804.
Comprehensive Examinations — The candidate will have an opportunity to demonstrate professional growth through an oral examination (GRD 878e) covering education and major program components taken in conjunction with the Capstone Seminar. A portfolio review is also required (GRD 878f).

MASTER OF ARTS IN EDUCATION
in
Reading/Writing P-12
with Teacher Leader Endorsement
Leads to P-12 Literacy Endorsement
CIP Code: 13.0301

I. GENERAL INFORMATION

This program offers individuals certified to teach at the elementary, middle grade, and secondary levels or variations thereof an additional certification option in Literacy Endorsement (P-12) and a Teacher Leader Endorsement, while improving their professional skills, extending their knowledge of the subjects they teach, and increasing their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as reading / writing

specialists, instructional leaders, teacher mentors, literacy coaches, instructional facilitators, department chairs and / or team leaders.
Teacher Leader Endorsement –Candidates will be eligible to apply for the Literacy (P-12) and Teacher Leader Endorsements upon completion of this program. Candidates must pass appropriate PRAXIS II exam to earn the Literacy Endorsement.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and a Verbal score of 144 and a Quantitative score of 144 on the GRE or a score of 375 on the Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

III. PROGRAM REQUIREMENTS

Teacher Leader Core…….....……12 hours
ETL 800, 801, 802, 803
Program Specific Coursework…….....…18 hours
EME 865* (teacher leader capstone).....…….....3 hours
One of the following: EME 751, 874, or ENG 805 ….....3 hours
EMS 875……....3 hours
ENG 863……...…3 hours
EME 877……...…3 hours
One of the following: ELE 871, EME 873, EMG 806, ENG 805, ESE 774 or course approved by the advisor ....3 hours
Exit Requirement.....0 hours
Comprehensive Exam and Portfolio Review:
GRD 878g and 878h
Minimum Program Total .....30 hours

Candidates may apply for the Literacy Specialist (P-12) certification (endorsement) after completing EMS 875, ENG 863, 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).

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

IV. EXIT REQUIREMENTS

The following are the exit requirements for Reading / Writing:
Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
Research Requirement: An action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, EME 865.
Comprehensive Examinations: The candidate will have an opportunity to demonstrate professional growth through an oral examination (GRD 878g) covering education and major program components taken in conjunction with the Capstone Seminar. A portfolio review is also required (GRD 878h).

IV. EXIT REQUIREMENTS

The following are the exit requirements for the Master of Arts in Education - Elementary Education, and Gifted Education.

Thesis — The thesis is not required. However, candidates with special research interests are encouraged to explore thesis possibilities with their advisor.

Comprehensive Examinations — The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. A portfolio review is required.

MASTER OF ARTS IN EDUCATION
with
Teacher Leader Endorsement Preparation

Library Science
CIP Code: 13.1334
(Online Program)

I. GENERAL INFORMATION

Master of Arts in Education, Rank I non-degree, and Library Science programs leading to certification as school media librarian for grades P-12 are offered. Candidates entering the program must be certified as classroom teachers 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, middle, or secondary 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, a score of 375 on the Miller Analogies Test (MAT) or a Verbal score of 144 and a Quantitative score of 144 on the GRE. Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

III. PROGRAM REQUIREMENTS

Library Science — Curriculum for P-12

Teacher Leader Core…….....…….15 hours
ETL 800, 801, 802, 803.....12 hours
LIB 872 (capstone course for teacher leader).....3 hours
Literacy Supporting Coursework.....3 hours
One of the following: ELE 871, EMG 806, ELE or ESE 774.....3 hours
Library Media Specialization .....19 hours
LIB 800, 801, 802, 805, 821, and 870.
Exit Requirement.....0 hours

Comprehensive Exam and Portfolio Review:
GRD 878x and 878y
Total Program Hours .....37 hours

Rank I, Sixth-Year, Non-Degree Program in Library Science Curriculum

See Page 78 for program requirements.

Certification in School Media Librarian (P-12) Curriculum - Non-Degree Program in Library Science

Library Science Courses.....25 hours
LIB 800, 801, 802, 805, 821, 831, 863, 870(4).
Total Program Hours.....25 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for Library Science.
Program GPA: Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.
Research Requirement: An action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, LIB 872.
Comprehensive Examinations: The candidate will have an opportunity to demonstrate professional growth through an oral examination (GRD 878x) covering education and major program components taken in conjunction with the Capstone Seminar. A portfolio review is also required (GRD 878y).

MASTER OF ARTS IN EDUCATION with Teacher Leader Endorsement Preparation

Secondary Education

CIP Code: 13.0409

I. GENERAL INFORMATION

The curriculum is designed to help teachers certified to teach in secondary programs (P-12, 5-12, or 8-12) improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and / or team leaders. The Master of Arts Degree in Secondary Education includes specializations in the following content areas: Agriculture, Art, Biology, Business Education, English, Family Consumer Sciences, Mathematics: Computer Science, Mathematics: Mathematics, Music, Physical Education, Physical Science: Chemistry, Earth Science, or Physics, School Health, Social Studies: History, and Technology Education.
Teacher Leader Endorsement - Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and a Verbal score of 144 and a Quantitative score of 144 on the GRE or a score of 375 on the Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

III. PROGRAM REQUIREMENTS

Teacher Leader Core:…….....……...15 hours
ETL 800, 801, 802, 803, 804
Supporting Coursework…….....……6 hours
EMG 806 or ESE 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
Comprehensive Exam and Portfolio Review:
GRD 878i and 878j
Minimum Program Total .....30 hours

Specialization Options.....9 hours
Courses selected from candidate's area(s) of certification.

Agriculture.....9 hours
AGR 701*, 770*, 777, 807*, or OHO 807. (*May be retaken to a maximum of 6 hours with advisor approval.)
Art.....9 hours
ART 760*, 762, 800*, 810*, 820*, 830*, 840*, 863*, 870*, or 880.* (*May be retaken to a maximum of 6 hours with advisor approval.)

Biology.....9 hours
9 hours of 700/800 level courses in BIO or CNM with advisor approval.

Business 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, NFA 700, 709, 717, 811, 841.

Mathematics: Mathematics Education .....9 hours
9 hours of 700/800 level courses in MAT, MAE, STA, 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

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 810, 875; 6 hours from HEA 790, 792, 793, 795, 807, 855, 880, other options with advisor approval.

Candidates seeking initial certification in School Health must also complete EME 786 (this course may be used as an elective).

Social Studies: History.....9 hours
HIS 716, 800, 849, 860, 861, 862, 863, 864, 865, others with advisor approval.

Technology Education.....9 hours
CTE 861, 863, 864, 865, 888, TEC 801, 830, 831, 833, 867, other options with advisor approval.
Exit Requirement.....0 hours
Comprehensive Exam and Portfolio Review:
GRD 878i and 878j
Total Requirements.....30 hours

IV. EXIT REQUIREMENTS

The following are the exit requirements for all Master of Arts in Education - Secondary Education programs.
Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
Research Requirement: an action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar or designated course in each program.
Comprehensive Examinations: The candidate will have an opportunity to demonstrate professional growth through an oral examination (GRD 878i) covering education and major program components taken in conjunction with the Capstone Seminar. A portfolio review is also required (GRD 878j).

ALTERNATIVE ROUTES TO INITIAL CERTIFICATION

MASTER OF ARTS IN TEACHING
Middle Grades, Secondary Education
(P-12, 5-12, 8-12)
Interdisciplinary Early Childhood Education

I. GENERAL INFORMATION

Through this program, candidates who have already earned an undergraduate degree (without teacher certification) may complete teaching certification requirements while completing a master's degree.

II. MAT Teaching Areas

A. Interdisciplinary Early Childhood Education
This program, offered through the Department of Special Education , prepares the student to become certified by the Commonwealth of Kentucky to teach children ages birth to five with and without disabilities.

B. Middle Grades 5-9
The Middle Grades (5-9) certification preparation program is designed to allow degree candidates who have already completed an appropriate undergraduate major (determined by transcript review) to complete middle grades teaching certification requirements while completing a master's degree.

Candidates for certification who select the Middle Grades 5-9 area will choose two concentrations (subjects in which teacher certification will be earned) from the following:
· Language Arts
· Mathematics
· Science
· Social Studies
The selected concentration subjects are those in which the teacher will then request certification by the Commonwealth of Kentucky.

C. Secondary Education 8-12; 5-12; P-12
The Secondary Education 8-12; 5-12; P-12 certification preparation program is designed to allow candidates who have already completed an appropriate undergraduate major (determined by transcript review) to fulfill teaching certification requirements while completing a master's degree. Candidates will choose one concentration (subject in which teacher certification will be earned) from the following:
·Agriculture (grades 5-12)
·Art (Primary – 12)
· Biological science (8-12)
· Business and marketing* (grades 5-12)
· Chemistry (8-12)
· Earth science (8-12)
· English (8-12)
· Family and consumer sciences (grades 5-12)
· French (Primary – 12)
· Health (Primary – 12)
· Mathematics (8-12)
· Music* (Primary – 12)
· Physical education
· Physics (8-12)
· Social science (8-12)
· Spanish (Primary – 12)
· Technology education (grades 5-12)

· Theatre (P-12)
The selected concentration subject will be that which the teacher will then request certification by the Commonwealth of Kentucky.

*Candidates seeking admission in these areas will have to provide evidence of having completed specific undergraduate courses prior to admission.

III. ADMISSION REQUIREMENTS

Candidates seeking admission to the program must:

1. Submit an application to the Graduate School indicating a bachelor's degree including all transcripts from accredited colleges attended except Eastern Kentucky University.
2. Provide evidence of the following prior to being accepted into the program:
   a. 3.0 overall undergraduate GPA OR
      3.0 in the last 60 hours of course work.
   b. Acceptable scores on the Graduate Record Exam (GRE) of 150 or higher on the Verbal , 143 or higher on the Quantitative and 4.0 or higher on the Analytical Writing portions of the GRE.. Applicants with cumulative undergraduate GPAs of 3.0 or higher, or 3.25 of higher in their last 60 hours, may submit Praxis I exam scores as a substitute for the GRE. Minimum Praxis I Scores are Reading 176, Math 174 and Writing 174.*
   c. Major (or equivalent) in the field in which certification is being sought (only for secondary candidates; others are reviewed for appropriate course content).
   d. Passing PRAXIS II scores in the desired certification area with the exception of music.
   e. A professional resume.
   f. An autobiography documenting relevant life/work/educational experience.
   g. Three letters of reference.
   h. Complete two written assignments given by the department that assess critical thinking, creativity, communication and collaboration.
   i. Complete an interview with the Master of Arts in Teaching admission committee.
   j. Complete and sign a Candidate Statement of Commitment Regarding Dispositions form
   k. Complete and sign a "Personal and Professional Fitness Declaration" form. This process includes a review of the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020
      NOTE: Based upon applicant disclosure, an interview by the Professional Education Admission Committee may be required.

IV. PROGRAM REQUIREMENTS

Program Planning — During the first term of enrollment, the candidate must develop and submit to the Office of Graduate Education and Research a planned program. In addition to the required professional preparation courses, candidates will take 12 hours of graduate course work in their concentration area(s). Faculty will evaluate undergraduate transcripts and take into consideration life/work experiences, and performance on the PRAXIS II in recommending content courses to be taken in the program. Candidates in business-marketing may need to complete a semester of prerequisite undergraduate courses.

Transfer Credit — The candidate must complete the professional education courses at Eastern Kentucky University. Acceptance of transfer subject matter courses will be determined on an individual basis.

Curriculum Requirements for Master of Arts in Teaching

A.
Interdisciplinary Early Childhood Education
Professional Education Core.....15 hours
EGC 820, 830, 889.....9 hours
SED 897..... 6 hours
Concentration.....28 hours
SED 718, 722, 790, 811.....13 hours
CDF 741, 744, 747.....9 hours
OTS 715, ELE 719.....6 hours
Minimum Program Total..... 43 hours

B.
Middle Grades 5-9 Option
Professional Education Core .....27 hours
EGC 820, 830, 835, 836, 837, 889.....21 hours
EMG 806 .....3 hours
SED 800.....3 hours
Concentration .....12 hours
Courses will be selected with advisor approval.
Exit Requirement
GRD 877f or 878k, and 878l
Minimum Program Total .....39 hours

C.
Secondary, P-12, 5-12 Education Option
Professional Education Core .....27 hours
EGC 820, 830, appropriate ESE 700-level teaching methods course in field of certification, 846, 847, 889.....21 hours
EMG 806 or EMS 774.....3 hours
SED 800.....3 hours
Concentration .....12 hours
Courses will be selected with advisor approval.
Exit Requirement
GRD 877g or 878m, and 878n
Minimum Program Total .....39 hours

V. EXIT REQUIREMENTS

Thesis — A thesis is not required in this program; however, an action research project which culminates in a technology enhanced presentation is required in the EGC 889 Capstone Seminar.

Comprehensive Examinations — The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. A portfolio review is required.

RANK I
NON-DEGREE PROGRAMS

Rank I Classification, the Sixth Year Program

I. GENERAL INFORMATION

General policies governing the sixth year program leading to Rank I classification appear in the general section of the College of

Education.

II. ADMISSION REQUIREMENTS

Candidates must have a Master's degree or Rank II certification through a regionally accredited institution.

III. PROGRAM REQUIREMENTS

Curriculum for Sixth Year Rank I Program Elementary and Middle Grade Education

Professional Education .....6 hours
Courses in Certified Teaching Area.....12-15 hours
Elementary (P-5).....12 hours
Middle Grade (5-9) .....15 hours
Electives .....9-12 hours
Elementary (P-5) .....12 hours
Middle Grade (5-9) .....9 hours
Selected with prior approval of the advisor.
Minimum Program Total.....30 hours

Curriculum for Sixth Year Rank I Program Secondary Education and P-12

Professional Education .....6 hours
Courses in Certified Teaching Area.....12 hours
Electives .....12 hours
Selected with prior approval of the advisor.
Minimum Program Total.....30 hours

Curriculum for Sixth Year Rank I Program Library Science

Professional 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 800, 801, 802, 805, 821, 831, 863, and 870.
Total Program Hours.....31 hours

IV. EXIT REQUIREMENTS

Rank I programs require an exit interview and portfolio review.

ENDORSEMENTS PREPARATION PROGRAMS

These are programs of study which do not lead to a degree or to an EKU awarded recognition but instead prepare the 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
- 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
Dr. Robert Biggin, Associate Chair
Graduate Coordinators/Advisor:
Dr. Biggin, MAEd and Certification;
Dr. Bliss, EdD and EdS
www.education.eku.edu
Combs 406, (859) 622-1125

MASTER OF ARTS IN EDUCATION in Instructional Leadership

CIP Code: 13.0401

I. GENERAL INFORMATION

The Teacher Leader for Instruction degree 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 options. The first option,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 option, 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 and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and a Verbal score of 144 and a Quantitative score of 144 on the GRE or a score of 375 on the Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for

admission. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

III. PROGRAM REQUIREMENTS

Curriculum Requirements

Teacher Leader Core …….....……....…….. 15 hours
ETL 800, 801, 802, 803, 804.
Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of these 15 hours.Option 1:
Teacher Leadership for Student Learning .....……..…..15 hours
EAD 811, 812……...…….. 6 hours
EME 866, ESE 750, ESE 774.....3 hours
EME 873, EMG 806, or ESE 774 ……...3 hours
SED 775, 800, or 810 ……..3 hours
Option 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 option, 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 .....12 hours
EAD 849, 859, EPY 816; SED 775, 800, or 810.
(Level II certification required.)

The **Director of Pupil Personnel Services** program prepares directors and assistant directors of pupil personnel services for school district-wide leadership. Initial certification for director of pupil personnel services requires completion of an approved master's degree, the courses required for Level II Principal certification, and three years of teaching experience.

Director of Pupil Personnel Services .....18 hours
EAD 808, 821, 849, 859, EPY 816; SED 775, 800, or 810.
(Level II certification 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 certification required.)

MASTER OF ARTS
Human Services:
Student Personnel Services in Higher Education
CIP Code: 13.1102

Major Requirements.....36 hours
Core .....30 hours
COU 813, 840, 844, 845, 860, 861, 862; EPY 816, 839, 869.
Electives .....6 hours
To be selected with advisor approval.
Exit Requirement.....0 hours
GRD 877k or 878t

SPECIALIST IN EDUCATION
Educational Administration and Supervision
CIP Code: 13.0401

I. GENERAL INFORMATION

The Specialist in Education degree is a professional degree designed for those preparing for positions which call for a level of study and specialization beyond the master's degree. The specific goal is to provide the additional preparation needed for certification or Rank I. The 30 or 36 hour minimum requirement is a structured program oriented toward the candidate's professional objectives.

Candidates will select one of the following tracks:

TRACK I

II. TRACK I ADMISSION REQUIREMENTS

Admission to the Specialist in Education program is based upon the following entrance requirements for Track I.

1. An earned master's degree from an accredited college or university with a minimum grade point average of 3.25.
2. Met Graduate School requirements for admission to a master's degree.
3. Successful professional experience appropriate to and as required for relevant certification programs.
4. Completion of Graduate School application packet.
5. A short essay (300-500 words) describing the relationship between the applicant's professional goals and the Ed.S. Program.
6. Approval of a screening and selection committee composed of three persons appointed by the departmental chair.

III. TRACK I PROGRAM REQUIREMENTS

Each candidate's program of study will be designed. The candidates advisory committee must approve the planned program of study and a copy shall be filed with the department chair and the Dean of the Graduate School. The program of study will be planned within the following curriculum framework:
Research Methods Core.....6 hours
EDL 810, 811.

Academic Core .....6 hours
EDL 821, 822, 823, 824.
Administrative Core* .....12 hours
EAD 808, 821, 827, 828, 834, 839, 849. 859; 879; ELE 810; EMG 810; EMS 850; ESE 863; EPY 816; SED 775, 800, 810.
Field Experience.....6 hours
EDL 800.
Thesis.....6 hours
EDL 899.
Exit Requirement.....0 hours
GRD 878r
Minimum Program Total.....36 hours

***Note**: Courses listed here are those required for various P-12 certification programs (superintendent, supervisor of curriculum, and director of pupil personnel). With the approval of the advisory committee, candidates may apply for enrollment in one of these certification programs and use courses completed as part of the Ed.S. to fulfill certification requirements. Candidates may also apply Track I courses toward a Rank I program approved by the advisory committee. See certification program descriptions for specific requirements.

IV. TRACK I EXIT REQUIREMENTS

The following are the exit requirements for the Specialist in Education - Educational Administration and Supervision.

Thesis — Candidates must successfully complete and defend a thesis presenting an original research project that contributes to the literature in educational leadership or a related field (GRD 878r). Details about the thesis may be obtained from the Graduate Coordinator.

TRACK II

II. TRACK II ADMISSION REQUIREMENTS

Admission to the Specialist in Education program including principal certification includes the following additional requirements.

1. Completion of department application.
2. Documentation of three (3) years teaching experience.
3. Provision of a one-page statement indicating their professional objectives and desire to become a principal.
4. Provision of a written statement of support from a district representative.
5. Provision of a written statement indicating ability to improve student achievement, to lead, and to possess advanced knowledge of curriculum, instruction, and assessment.
6. Principals provide a written statement indicating candidate's level of advanced knowledge about curriculum instruction and assessment.

III. TRACK II PROGRAM REQUIREMENTS

The program of study will consist of 8 courses in Level I and 2 courses in Level II. The courses for Level I and Level II follow:

Level I
EAD 827 – Finance and Support Services in Schools.3 credit hours
EAD 828 – School Law and Ethics in School Leadership …3 hours
EAD 851 – Assessment for Learning …….....3 hours
EAD 852 – Human Resources Leadership …….....3 hours
EAD 853 – Conditions for Learning …….....3 hours
EAD 854 – Fair Learning Changes…….. ……3 hours
EAD 856 – Learning for At-Risk Students……3 hours
SSE 870 – School Prevention and Safety……..3 hours

Level II
EAD 857 – Internship I ……..…...3 hours
EAD 858 – Internship II ……..…..3 hours
Exit Requirement.....0 hours
GRD 878r
Minimum Program Total.....30 hours

IV. TRACK II EXIT REQUIREMENTS

The following are the exit requirements for the Specialist in Education with principal certification.

Capstone Project – Candidates must successfully complete and defend a field-based project. The project will be presented and defended to a panel of department faculty and district representatives. Candidates must enroll in GRD 878r.

DOCTOR OF EDUCATION (Ed.D.)
Leadership and Policy Studies

I. GENERAL INFORMATION

P-12 leaders are challenged with directing broad educational programs that increase excellence and equity as measured by outcomes. Schools and school districts need professionals who use current knowledge and possess strong leadership skills to design and administer programs that can improve teaching and learning to accomplish these outcomes. Moreover, they need leaders who know about and respond to the specific challenges and strengths of the communities they serve. The Doctor of Education (Ed.D.) program at Eastern Kentucky University will play a significant role in developing such leaders.

Participation in this doctoral program will lead to enhanced understanding and practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental entities and processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work will be built on a knowledge base that reflects current research, theory, and practice; and doctoral faculty will serve as ongoing mentor resources — answering questions, helping to resolve administrative problems, collaborating on research projects, referring individuals to job openings, etc.

II. ADMISSION REQUIREMENTS

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion.

Admission to the Doctor of Education program is based upon the following entrance requirements:

1. Earned a master's degree in education or a related field with a minimum graduate GPA of 3.5, with a review of admission

status triggered by any grade of "C" or below.

2. Must have completed three years of professional experience (preference will be given to those with leadership experience) and must demonstrate competency in educational research and statistics. See section below regarding graduate course work in education research and statistics.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgements take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Resumé of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant's professional goals and the Ed.D. program
- At least three positive letters of recommendation—including at least one each from a peer, a supervisor, and a college/university faculty member.

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed. The one-day interview will include:

- A review of the candidate's professional portfolio, using a rubric to be established by the Doctoral Program Committee
- A problem-solving exercise to be completed by the candidate and evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's technology skills, to be evaluated 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
- An interview with Doctoral Program Committee members
- An interview with the Dean or Associate Dean

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.

Additional requirements regarding graduate course work in educational research:

To be approved for full admission into the doctoral program, candidates must meet the following minimum requirement:

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 and/or may be counseled to pursue the Doctor of Education via the Specialist in Education degree.

III. PROGRAM REQUIREMENTS

Each candidate's program of study will be individually planned within the following curriculum framework:

Research Core .....9 hours
EDL 810, 811, 910.
Academic Core .....9 hours
EDL 820, 821, 822, or 823.
Leadership Specialization .....12 hours
Selected from advanced graduate course offerings and aligned with the student's program of study to create an individualized track that is both cognizant of background experiences and prior knowledge and relevant to professional objectives.
Cognate Area .....6 hours
Two advanced graduate courses chosen from a department or program outside the leadership specialization area.
Rural Studies Core.....6 hours
EDL 930, 931.
Field Experience.....6 hours
EDL 900.
Dissertation.....12 hours
EDL 999.
Minimum Program Total.....60 hours

IV. EXIT REQUIREMENTS

Qualifying Examination – The student's Program Advisory Committee prepares and scores the Qualifying examination. This examination consists of two (2) parts, which include written responses to the prepared questions and an oral defense of those written responses by the Program Advisory Committee. The Program Advisory Committee will require students to rewrite any failed portion of the Qualifying examination.

Dissertation – The purpose of the dissertation is for students to demonstrate the ability to conceptualize and complete an inquiry project. The dissertation process 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 Ed.D. website at www.education.eku.edu/EDD.

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.....3 hours
ETL 801.....3 hours
ETL 802.....3 hours
ETL 803.....3 hours
ETL 804.....3 hours

IV. EXIT REQUIREMENTS

Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.

A field-based research project, which culminates in a technology-enhanced presentation, is required in the Capstone Seminar or in a designated course. A portfolio review may be required.

SAFETY AND FACILITIES MANAGEMENT IN EDUCATIONAL SETTINGS ENDORSEMENT

I. GENERAL INFORMATION

The Safety and Facilities Management in Educational Settings endorsement is designed to prepare certified P-12 educators and school administrators to promote and maintain a positive, safe, and healthy school culture, climate and environment which is conducive to high academic achievement.

Endorsements to existing teaching or other education certifications of this kind are awarded by the Kentucky Education Professional Standards Board (EPSB) after recommendation from the College of Education.

III. PROGRAM REQUIREMENTS

Endorsement Requirements…….....15 hours
EAD 840, SSE 870, 871, 873; SSE 872 or COU 847.
(Teacher and/or administrator certification required)

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

Dr. Larry Sexton, Chair
www.education.eku.edu/cep
Combs 417, (859) 622-1124

I. GENERAL INFORMATION

The Department of Counseling and Educational Psychology offers degree and non-degree graduate programs in School and Mental Health counseling and in Human Services: Student Personnel Services in Higher Education.

Master of Arts
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 Department offers graduate programs in school counseling and mental health counseling. The 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 Mental Health program meets the standards of the Kentucky Board for Licensed Professional Counselors.

Counseling and Educational Psychology Program Descriptions

The **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.

The **Individual Intellectual Assessment** endorsement provides an opportunity for certified school counselors to be endorsed to do individual intellectual assessments within a P-12 school setting upon the completion of a minimum of twelve specific graduate hours.

II. ADMISSION REQUIREMENTS

Admissions to Master of Arts in Education in School Counseling and The Master of Arts in 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). 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. The applicant must also submit additional application materials as described on the counseling program area website at http://www.education.eku.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 score of 144 on the Verbal section of the Graduate Record Exam (GRE) **or**
4. a score of 144 on the Quantitative section of the Graduate Record Exam (GRE) **or**
5. a score of 375 on the Miller Analogies Test (MAT)

III. PROGRAM REQUIREMENTS

MASTER OF ARTS
Mental Health Counseling
CIP Code: 13.1101

Major Requirements.....60-66 hours
Core .....51-57 hours
COU 803, 804, 813, 820, 822, 840, 846, 847, 848, 849, 850, 855, 880, 881*, EPY 816, 839, 869.
*3-9 hours if internship is taken over 2-3 semesters.
Course Sequence: COU 813, 840, and 846 must be taken in semester sequence or as a corequisite.
Electives .....9 hours
COU 807, 826, 827, 849, 851, 852, 853, 856, and 891 are approved electives. Additional electives may be selected with advisor approval.
Exit Requirement.....0 hours
GRD 877j or 878s

MASTER OF ARTS IN EDUCATION
School Counseling
CIP Code: 13.1101

Major Requirements .....48-54 hours
COU 804, 813, 814 820 822, 825, 840, 846, 847, 848, 855, 880, 881*, EPY 816, 839, 869.
*3-9 hours if internship is taken over 2-3 semesters.
Exit Requirement
GRD 877l or 878u
Course Sequence: COU 813, 840, and 846 must be taken in semester sequence or as corequisites.

Provisional Counseling Certification is available with Masters Degree in School Counseling

The provisional certificate for school counselors is issued for a period of five years or will be replaced with the completion of the 54 hour planned program for the Standard Certificate in School Counseling.

CERTIFICATION PREPARATION PROGRAMS

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

Standard Guidance Certification Program

This program allows those holding the Provisional Certificate in Elementary, Secondary, or P-12 grades in School Counseling, to convert their provisional certification into Standard Guidance Certification. Students holding a 48 hour master degree in School Counseling are required to earn 6 graduate hours above their masters degree. Students holding anything other than the 48 hour master in School Counseling will have to earn the equivalent of the current 48 hour Masters in School Counseling plus an additional 6 graduate hours in approved electives.

Standard Guidance Certification Requirements

Electives .....6 hours
To be selected with advisor approval.
Rank I Certification Requirements Electives.....12 hours
Rank I in School Counseling must 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.

Individual Intellectual Assessment Endorsement
Only individuals holding a Provisional or Standard Guidance Certification may earn this endorsement.

Core .....12 hours
COU 826, 827, 856; EPY 816.
Prerequisites: EPY 839, COU 855.
Provisional counseling certification required.

IV. EXIT REQUIREMENTS

The following are the exit requirements for all options either of the Master of Arts in Education or the Master of Arts. There are no exit requirements for the Kentucky Rank I and Rank II classifications or for the additional certifications or endorsements such as the Standard Certificate in School Counseling or the Individual Intellectual Assessment Endorsement.

Comprehensive Examinations — The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. For the Masters of Arts in Mental Health Counseling and School Counseling, candidates must successfully pass a comprehensive examination selected by the department that may include the CPCE, a national examination.

DEPARTMENT OF SPECIAL EDUCATION

Dr. Deborah Haydon, Chair
Dr. Megan Purcell, Graduate Coordinator
www.coe-specialed.eku.edu
Wallace 245, (859) 622-4442

The Department of Special Education offers graduate programs leading to the Master of Arts in Education in Communication Disorders, the Master of Arts in Education in Special Education with Teacher Leader Endorsement, Rank I, and Director of Special Education. Options 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. Options for certification programs are Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, Interdisciplinary Early Childhood Education, and Moderate and Severe Disabilities. The Master of Arts in Education, non-teaching option, is offered in interdisciplinary early childhood education. Candidates should consult with a graduate advisor for the desired certification program as early as possible.

MASTER OF ARTS IN EDUCATION
Special Education - Teacher Leader Track

CIP Code: 13.1001

I. GENERAL INFORMATION

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

II. ADMISSION REQUIREMENTS

For clear admission to all MAEd program options the student must have:

- an undergraduate GPA of 3.0 overall or a 3.25 in the last 60 hours completed
- a verbal score of 150, a qualitative score of 140 on the GRE
- OR a Miller Analogies Test (MAT) 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:

Teacher Leader Core.....15 hours
ETL 800, 801, 802, 803 and 804

Advanced Study Areas:

1. Learning and Behavior Disorders (LBD)
Prerequisite: LBD provisional certification SED 803, 804, 805, 810, and one elective as approved by advisor…….....……..15 hours

2. Deaf and Hard of Hearing (DHH)
Prerequisite: DHH provisional certification SED 803, 809, 810, 832, and one elective as approved by advisor….....…...15 hours

3. Interdisciplinary Early Childhood Education (IECE)
Prerequisite: IECE provisional certification SED 801, 802, 805, 810, and one 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, 802, 803 and 804…….....15 hours

Additional Certification Areas:

1. Learning and Behavior Disorders (LBD)
Prerequisites: KY Provisional Teaching Certificate in P-5, 5-9 or Secondary for Classroom Teachers. Successful completion of equivalent coursework for ELE or EMG 445, EMG 447 or 806, MAT 201 and 202.

SED 775, SED 722, SED 776, SED 778, SED 856, SED 790, SED 897……..……..…...…….22 hours

2. Deaf and Hard of Hearing (DHH)
Prerequisites: KY Provisional Teaching Certificate in P-5, 5-9 or Secondary for Classroom Teachers. Successful completion of equivalent coursework for ELE or EMG 445, EMG 447 or 806, MAT 201 and 202 and ASL 101 and 102.

SED 775, SED 722, SED 781, SED 710, SED 738, SED 780, SED 830, SED 897.....13-25 hours

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

a.) Teaching:
Prerequisites: KY Provisional Teaching Certificate in P-5, 5-9 or Secondary for Classroom Teachers

SED 718, SED 722, SED 790, SED 811, CDF 741 or CDF 744, OTS 715, SED 897…….23 hours

b.) Non-Teaching:
Prerequisites for entering the IECE option are a bachelor's degree in special education or in a related discipline from an accredited institution. Prerequisite course work (completed or equivalent): SED 104 or 575/775; SED 260, CDS 360 or SED 522/722; SED 341 or 590/790; SED 352, 372 or 576/776; SED 518/718; SED 375 or 574/774 or documented successful work experience with pre-school children with disabilities approved by the academic advisor.

SED 801, 802, 805, 810, and elective as approved by advisor….....15 hours

Comprehensive Written Exam: GRD 877m…….……0 hours
Total Requirements…….....…….……30-40 hours

IV. ADDITIONAL INFORMATION REGARDING EXIT REQUIREMENTS

The following are exit requirements for Master of Arts in Education in Special Education candidates:
Program GPA: Candidate must earn an overall GPA of 3.0 or higher, with no grade below a C.
Research Requirement: An action research project which culminates in a satisfactory written research report and oral presentation is required in the Capstone Course (ETL 804).
Comprehensive Examinations: Candidate must pass written comprehensive examination GRD 877m.
Graduate Practicum Requirement: For candidates in the MAED with Teacher Leader and Additional Certification, the candidate is required to successfully complete practicum in their area of their additional certification.
Praxis II Series Examinations: For candidates in the MAED with Teacher Leader and Additional Certification, the candidate is required to take all required Praxis II exams for the new area of certification.

MASTER OF ARTS IN EDUCATION
Communication Disorders
CIP Code: 13.1012

I. GENERAL INFORMATION

The Master of Arts in Education Program in Communication Disorders is a two-year, full time program leading to eligibility for certification/licensure in Speech-Language Pathology by the American Speech-Language-Hearing Association, Kentucky Board of Speech-Language Pathology, and Kentucky Teacher Certification in Communication Disorders.

II. ADMISSION REQUIREMENTS

To be eligible for consideration for admission into the MAEd. Program in Communication Disorders, applicants must have a bachelor's degree in Communication Disorders with a minimum undergraduate GPA of 3.0 overall and a minimum GRE Verbal score of 150, a minimum GRE Quantitative score of 143, and a minimum GRE Analytical Writing score of 4.0. Applicants must have three references and complete a recommendation form describing their potential success at the graduate level of study. This form can be found on the Communication Disorders website at www.cd.eku.edu.

Applicants must also provide an essay of approximately 500 words discussing personal and professional objectives. This essay will be scored to assess critical thinking, creativity, communication and collaboration.

In addition to Communication Disorder admission requirements, applicants must meet the general admission requirements of the Graduate School. Admission to Eastern Kentucky University's undergraduate program in Communication Disorders does not guarantee acceptance into Eastern Kentucky University's graduate program. There are limited spaces available in the graduate program. The most qualified applicants are admitted. Application forms are available from the Office of Graduate Education and Research, SSB CPO 68, 521 Lancaster Ave., Eastern Kentucky University, Richmond, KY 40475-3102. Send the complete application for admission with all required documents (application form, official transcripts, letters, essay) by February 1 to the Office of Graduate Education and Research.

Those candidates who are admitted to the MAEd program in Communication Disorders will be required to complete and sign a Candidate Statement of Commitment Regarding Dispositions form and a Personal and Professional Fitness Declaration form. This process includes a review of the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR1:020. (NOTE: Based upon applicant disclosure, an interview by the Professional Education Admission Committee may be required.)

III. PROGRAM REQUIREMENTS

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

from the program.

Communication Disorders Core.....36 hours
CDS 863, 867, 873, 874 (3-hour course taken 3 times), 875, 876, 877, 878, 879, 880.
Approved Electives in Communication Disorders/Research 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 720 and 898 or 897.
Professional Semester II.....9 hours
CDS 870 and 897 or 898.
Exit Requirement.....0 hours
GRD 877n or 878w
Minimum Program Total.....63 hours

IV. EXIT REQUIREMENTS

Candidates will complete one of the following exit requirements for the MAEd. in Communication Disorders (CD):

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

Clinical Clock Hours Requirement

Candidates must complete 375 clinical clock hours before exiting from the graduate program. This requirement will meet the number of hours specified for national certification by the American Speech-Language-Hearing Association and will meet or exceed the hours required for Kentucky Teacher Certification in Communication Disorders and for Kentucky Licensure in Speech-Language Pathology. Clinical experiences for accruing clock hours are offered through CDS 874, 897, and 898. A maximum of 50 clinical clock hours accrued at the undergraduate level may be counted with appropriate documentation. A minimum of 25 clock hours of (documented) clinical observation must be completed prior to earning these clinical clock hours.

CERTIFICATION PREPARATION PROGRAMS

These are programs of study which do not lead to a degree or to an EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional certification by the Commonwealth of Kentucky Education

Professional Standards Board.

I. GENERAL INFORMATION

Candidates pursuing special education certification in Learning and Behavior Disorders, Interdisciplinary Early Childhood Education, and Deaf and Hard of Hearing must hold at least provisional certification in a teaching field. The certification options are listed below. Additional hours may apply toward a sixth year program (Rank I). It is very important that candidates seek early advisement from the department.

II. ADMISSION REQUIREMENTS

To be eligible for admission into any special education nondegree graduate program (Rank II, I, Director of Special Education), a candidate must have a minimum undergraduate GPA of 2.5 overall or in the last 60 hours of course work. In addition, applicants for certification as Director of Special Education must have a master's degree or planned fifth-year program; a valid Kentucky certificate for teachers of exceptional children (including speech-language pathologist) or for school psychologist; three years experience (full-time) as a teacher of exceptional children, speech-language pathologist, or school psychologist.

III. PROGRAM REQUIREMENTS

CERTIFICATION PREPARATION PROGRAMS

Deaf and Hard of Hearing Certification

The prerequisites are an undergraduate degree and KY Provisional Teaching Certificate in P-5, 5-9, or High School for classroom teachers. Also, candidates must have completed the following or equivalent prerequisite course work.

Prerequisite Courses .....12 hours
ELE 445, EMG 447 or 806, MAT 201, 202.
Required Courses ..... 37 hours
SED 775, ASL 101, SED 380, 745, 710, 718, 722, 738, 774*, 781, 830, and 897.

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

*SED 774 can be waived with one year of successful teaching of candidates with DHH.

Interdisciplinary Early Childhood Education Certification

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

Program Requirements .....49 hours
Special Education.....28 hours
SED 352, 436, 704, 718, 722, 775, 777,790, 897 (499).
Child and Family Studies .....9 hours
CDF 741, 744, 747.
Supporting Courses .....12 hours

SWK 456, ELE 719, NSC 700, OTS 715.

Course Requirements for Admission to Teacher Education .....16 hours
EDF 103/310, 203; CSC 104 or CIS 212; ENG 101, 102; MAT 105 or higher (excluding MAT 201, 202), all with grades of "C" or higher.

Contact Office of Teacher Admission and Certification for additional requirements for admission to teacher education (859) 622-1828.

Note: Completion of the above program will not suffice for completion of a Rank program.

Learning and Behavior Disorders

The prerequisites are an undergraduate degree and KY Provisional Teaching Certificate in P-5, 5-9, or High School for classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work:
Prerequisite Courses .....12 hours
ELE 445 or EMG 445; EMG 447 or 806; MAT 201, 202.
Required Courses .....34 hours
SED 722, 775, 776, 778; SED 356 or 856; SED 745, 774*, 790, 791, 793, 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 .....36 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, SED 790, either SED 356, 793, 804, 806 or 809, and 886.
Required Courses.....15 hours
SED 810, 814, 816 (six hours), EAD 801.

For the Professional Certificate for Director of Special Education, candidates must enroll in SED 816 within three years of completing SED 810 and 814. All required courses (EAD 801, SED 810, 814, and 816) must be completed within five years.

NON-DEGREE PROGRAM
Providing Services to the Deaf/Hard of Hearing

The following course work cluster is designed to meet the needs of individuals trained in a variety of paraprofessional and professional programs who, upon graduation, are interested in the provision of services to deaf and hard of hearing children, youth, and adults. The program provides an introduction to culture awareness and the development of communication skills through the following course work cluster:

Prerequisite Courses* .....15 hours
ASL 101, 102, 201, 202; ITP 115.
* These courses or the equivalent of these courses demonstrated through proficiency in American Sign Language and an equivalent orientation to deafness.
Required Courses.....9 hours
SED 774**, SED 830, PSY 845.
**Practicum assignments will be interfaced with the individual's specialty area, and placement will be in a setting serving deaf or hard of hearing children, youth, and adults.

College of Health Sciences

Dr. Deborah Whitehouse, Dean
Rowlett 204
(859) 622-1523

Departments

Baccalaureate and Graduate Nursing			
Dr. Judy Short, Chair	(859) 622-1956	judy.short@eku.edu	Rowlett 225
Dr. Patricia Birchfield, Graduate Co-Director	(859) 622-2311	patricia.birchfield@eku.edu	Rowlett 228
Dr. Evelyn Parrish, Graduate Co-Director	(859) 622-1927	evelyn.parrish@eku.edu	Rowlett 206
Environmental Health Science - MPH			
Dr. Carolyn Harvey, Interim Chair/Director Master of Public Health	(859) 622-6342	carolyn.harvey@eku.edu	Dizney 132
Exercise and Sport Science			
Dr. Jack Rutherford, Chair	(859) 622-1887	jack.rutherford@eku.edu	Moberly 233
Dr. Heather Adams-Blair, Graduate Coordinator	(859) 622-1898	heather.adams-blair@eku.edu	Moberly 224
Family and Consumer Sciences			
Dr. Diane Leggett, Chair	(859) 622-3445	diane. leggett@eku.edu	Burrier 102
Dr. Claire Schmelzer, Graduate Coordinator	(859) 622-1914	calire.schmelzer@eku.edu	Burrier 202A
Health Promotion and Administration			
Dr. Michael Ballard, Chair	(859) 622-1142	michael.ballard@eku.edu	Begley 421
Dr. Carolyn Harvey, Director Master of Public Health	(859) 622-6342	carolyn.harvey@eku.edu	Dizney 132
Health Sciences Learning Resource Center			
Ms. Raglena Salmans	(859) 622-2091	raglena.salmans@eku.edu	Rowlett 311
Occupational Therapy			
Dr. Colleen Schneck, Chair	(859) 622-3300	colleen.schneck@eku.edu	Dizney 103
Dr. MaryEllen Thompson, Graduate Coordinator	(859) 622-6318	maryellen.thompson@eku.edu	Dizney 105
Recreation and Park Administration			
Dr. Jon McChesney, Chair	(859) 622-1833	jon.mcchesney@eku.edu	Begley 405
Graduate Coordinator - Dr. Jon McChesney	(859) 622-1833	jon.mcchesney@eku.edu	Begley 405

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

Master of Science degree in Community Nutrition with options for 1) the Community Nutrition Practicum, which does not lead to Registered Dietitian (RD) eligibility or 2) the Dietetic Internship, which does lead to Registered Dietitian (RD) eligibility.

Master of Public Health degree with options in Community Health and Environmental Health Science.

Master of Science in Nursing degree with options in Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, and the Advanced Practice Rural Public Health Nursing option with an area of concentration in either Administration or Nursing Education
Master of Science in Occupational Therapy, professional and post professional degrees; multidisciplinary doctoral program in rehabilitation sciences (in collaboration with the University of Kentucky).

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

Master of Science degree in Recreation and Park Administration.

Clinical Facilities — The University maintains formal contracts with many health care agencies located throughout Kentucky and the southeastern United States. The University is not liable for, nor is there a fund from which payment can be made for those who are inconvenienced or incur expenses based upon canceled classes, assignments, or clinical placement, etc. Programs reserve the right to make changes as necessary to ensure a quality educational experience.

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

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

HEALTH SCIENCES LEARNING RESOURCE CENTER

Ms. Raglena Salmans, Director
www.hslrc.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.

MASTER OF PUBLIC HEALTH PROGRAM

CIP Code: 51.2201

Dr. Carolyn Harvey, MPH Director
www.mph.eku.edu
(859) 622-6342

I. GENERAL INFORMATION

The College of Health Sciences at Eastern Kentucky University offers a Master of Public Health (MPH) degree with options in Community Health Education and Environmental Health Science. The two participating departments include the Department of Health Promotion and Administration and the Department of Environmental Health Science and Clinical Lab Sciences.

The program is tailored to meet the needs of individuals working in or planning to work in a public health profession. Classes are offered on evenings, Saturdays, and via the Internet.

Mission — The mission of the 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 expected scores of 150 or higher on the Verbal, 144 or higher on the Quantitative, and 3.5 or higher on the

Analytical Writing portions of the Graduate Record Exam (GRE). Applicants may use the Miller Analogy Test with a score of 385 or higher as a substitute for the GRE. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement. A TOEFL score of at least 580 (237 computerized) is also required for international applicants. Satisfying the minimum entrance requirements does not guarantee admission.

To apply:

Submit the following directly to the MPH Program Director:

- MPH application (see www.mph.eku.edu);
- Statement of personal and professional objectives (1 1/2 to 2 pages); and
- 3 letters of recommendation from employers and/or previous professors.

Send all other application materials directly to the Graduate School office:

- Graduate School application and fee;
- Official transcripts;
- GRE or MAT scores; TOEFL score.

Application Deadlines

All materials must be submitted to the MPH Office no later than:

Fall admission: April 15 - international applicants
July 1 - domestic applicants

Spring admission: October 15 - domestic and international applicants

III. PROGRAM REQUIREMENTS

MPH Core Courses.....21 hours
EHS 850, HEA 810, 816, 830, 855; EHS 800 or HEA 840; EHS 825.
MPH Option Required Courses.....9-12 hours
Community Health Education (*see Department of Health Promotion and Administration*).....**12 hours**
Environmental Health Science (see *Department of Environmental Health Science*).....**9 hours**
Electives.....3-6 hours
Research.....3 hours
Practicum.....3 hours
MPH Capstone .....1 hour
Exit Requirement
GRD 887a and 888a
Total Program Hours.....43 hours

IV. EXIT REQUIREMENTS

See Environmental Health Science Program, page 84.

For Community Health Education, see Department of Health Promotion and Administration, page 87.

DEPARTMENT OF BACCALAUREATE AND GRADUATE NURSING

Dr. Judy Short, Chair
Dr. Patricia Birchfield/Dr. Evelyn Parrish, Graduate Co-Directors/Advisors
www.bsn-gn.eku.edu
(859) 622-1827

DOCTOR OF NURSING PRACTICE (DNP)

CIP Code: 51.3818

I. GENERAL INFORMATION

The Department of Baccalaureate and Graduate Nursing offers the Doctor of Nursing Practice program. The program is designed to allow nurses who possess a graduate degree in nursing to prepare for an expanded nursing practice role. The program is intended to be accessible to nurses in the commonwealth and particularly in underserved rural areas.

Graduates of the DNP program will have specific competencies derived from The Essentials of Doctoral Education for Advanced Nursing Practice (American Association of Colleges of Nursing, 2006) for which they will be prepared. The Doctor of Nursing Practice student learning outcomes include:

1. Develop, evaluate, translate, and integrate theory-based nursing and interdisciplinary knowledge in new practice approaches to enhance health and health care delivery.
2. Create and evaluate principles of organizational and systems theory to provide leadership in improving health outcomes and promoting excellence in practice.
3. Utilize analytic methods, information technology, and research methods to critically appraise evidence-based practice data to evaluate outcomes of practice, practice patterns, and health systems against national benchmarks, to improve health care outcomes.
4. Assimilate and process aggregate data, using information systems, informatics and technology, as well as evaluation and assessment tools, current research and outcome data, to translate this knowledge to improve or transform patient and health care systems.
5. Actively influence health policy that addresses health disparity, access, quality, and financing at institutional, local, state, federal, and international levels.
6. Employ effective communication and interprofessional collaboration to design, implement, and evaluate individual and system level interventions, to improve health and create change in health care delivery systems.
7. Implement clinical prevention and population health activities to improve the health of individuals and populations.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission to the DNP program include 1) a master's degree in nursing from a nationally accredited program, 2) a free and unrestricted RN license in Kentucky (or recognized compact state) with no Kentucky Board of Nursing imposed restrictions on practice, voluntary or otherwise, and 3) a

graduate GPA of at least 3.0 (4.0 scale). Admission is competitive and limited to available space. In addition to the Graduate School application, applicants must also submit to the department a separate completed department application form, a resume or curriculum vitae, a short essay (500-700 words) describing the relationship between the applicant's professional goals and the DNP program, and at least 3 positive letters of recommendation. As a limited number of applicants are accepted for admission, selection will be based on careful consideration of all information included in the admission application packet and the degree to which each candidate meets the requirements. Complete applications, which include all requested information, are given priority in the selection process. In order to be competitive, all material and documentation must be submitted by the deadline. After review of the application materials, the DNP Admission Committee will select those applicants to be interviewed by the committee members as a final step in the selection process.

Please refer to the Department of Baccalaureate and Graduate Nursing website at http://www.bsn-gn.eku.edu/doctor-nursing-practice-dnp for specific information on the application process for admission and progression plans for study, or contact the department at (859) 622-1838 for information on the application process for admission.

Progression Policy — To progress, students must complete all required course work with a grade of "B" or higher and must complete any pre-requisite courses before advancing to the next course. Refer to course descriptions in this Catalog for specifics. A student who does not satisfactorily progress in the program must be given permission by the DNP Admission/Progression Committee to repeat a course and continue in the program.

III. PROGRAM REQUIREMENTS

NSC 900 Seminar I: Role Transition……..... *1-3 hours
NSC 901 Seminar II: Capstone Project Support..... *1-2 hours
NSC 905 Analytical Methods for EBP .....….. 3 hours
NSC 940 Theoretical Application for DNP…..……..... 3 hours
NSC 942 Informatics in Health Care Delivery .....…3 hours
NSC 950 Public Health Policy and Health …….....…3 hours
NSC 954 Organizational Leadership……..... 3 hours
NSC 960 Healthcare Economics and Finance…..... 4 hours
NSC 990 Analytical Methods I……..... 3 hours
NSC 992 Analytical Methods II……..... 3 hours
NSC 994 Captstone Project …….....……9 hours
Total Hours ……..…….....*36 – 39 hours
*Required hours will be individually evaluated on a planned program of study for each student,
depending on academic background and career goals.

IV. EXIT REQUIREMENTS

Capstone Project – Candidates are required to satisfactorily complete and present a capstone project before they are eligible to graduate from the program.

MASTER OF SCIENCE IN NURSING

CIP Code: 51.1601

I. GENERAL INFORMATION

The Department of Baccalaureate and Graduate Nursing offers the Master of Science in Nursing degree. The program is designed to allow nurses with a baccalaureate degree to prepare for rural health advanced or advanced practice roles. Master's degree options available include Rural Health Family Nurse Practitioner, Rural Psychiatric Mental Health Nurse Practitioner, and the Advanced Rural Public Health Nursing option with an area of concentration in either Administration or Nursing Education. Students in an option other than Advanced Rural Public Health Nursing who are interested may also request to take the nursing education courses as electives, which are not a part of the planned degree program.

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 an Advanced Rural Public Health Nurse. Advanced Nursing Practice Outcomes include:

1. Demonstrate the synthesis of expert knowledge for advanced nursing practice in rural communities.
2. Evaluate theory and research in nursing and related disciplines for their contribution to advanced nursing practice and professional role development.
3. Function as a leader in the analysis and advancement of rural health care.
4. Utilize research methodology and advanced nursing practice knowledge to identify patient needs, propose interventions, and evaluate effectiveness of solutions and alternatives.
5. Work within complex organizational and political systems to influence rural health care delivery.
6. Communicate, collaborate, and consult with clients and colleagues in nursing and other disciplines to meet rural health care needs.
7. Interpret the purpose and role of advanced nursing practice to professional colleagues and consumers.
8. Integrate ethical and legal principles into advanced nursing practice.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission to the program include 1) a baccalaureate degree in nursing from a nationally accredited program, 2) a free and unrestricted R.N. license in Kentucky (or a recognized compact state) with no Kentucky Board of Nursing imposed restrictions on practice, voluntary or otherwise, 3) an undergraduate GPA of at least 2.75 (4.0 scale) cumulative or in last 60 hours, (4) a three hour graduate or undergraduate course in statistics with a grade of "C" or higher and (5) acceptable scores on the Verbal, Quantitative, and Analytical Writing sections of the Graduate Record Exam (GRE) as determined by the admissions committee. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE requirement. Admission is competitive and limited to available space. In addition to the above criteria, consideration is also given to the applicants' professional work experience, the applicant's statement of Personal and Professional Objectives submitted with the Graduate School application and also with the department application, the three required professional references, and the rural nature of the site identified for matriculation or proposed for future practice.

Please refer to the Department of Baccalaureate and Graduate Nursing website at http://www.bsn-gn.eku.edu/masters-degree-programs for specific information on the application process for admission and progression plans for study, or contact the department at (859) 622-1838.

Progression Policy — To progress, MSN students must achieve a grade of "B" or higher in all of the prerequisite courses. Refer to the course descriptions in this *Catalog* for specifics. When a student is given permission to repeat a practicum course, the student must also enroll in the corequisite hours of NSC 800 or 802, whichever is applicable.

III. MSN PROGRAM REQUIREMENTS

MSN Core Courses.....15 hours
NSC 840, 842, 890, 892, HEA 855
Option (see below).....24 hours
Exit Requirements.....0 hours
GRD 888b
MSN Degree with Option Total Requirements.....39 hours*
(*Advanced option has additional 5 hour requirement.)

Options:

Rural Health Family Nurse Practitioner Option.....24 hours
Rural Health Family Nurse Practitioner Lecture Courses.....9 hours
NSC 830, 832, 834
Rural Health Family Nurse Practitioner Practicum Courses.....15 hours
NSC 870, 872, 874, 876
Rural Health Family Nurse Practitioner Clinical Requirement: (to meet clinical clock hour requirement.)
NSC 800 …….minimum of 9 hours (not counted in 39 hour degree total)
Exit Requirement.....0 hours
GRD 888b
MSN with RHFNP Total Hours .....39 hours

Rural Psychiatric Mental Health Nurse Practitioner Option.....24 hours
NSC 830, 832, 834.....9 hours
Rural Psychiatric Mental Health Nurse Practitioner Practicum Courses.....15 hours
NSC 880, 881, 882, 884, 886.
In addition, must complete a minimum of 7 hours of NSC 800 to meet clinical clock hour requirement.
Exit Requirement.....0 hours
GRD 888b
Total Hours .....39 hours
Plus 7 hours of NSC 800.

Advanced Rural Public Health Nursing Option (Area of Concentration in Administration) .....24 hours
NSC 844, 854, *approved elective.....9 hours
Advanced Rural Public Health Nursing Practicum Courses .....15 hours
NSC 836, 850, 852, 860, 862.
In addition, must complete a minimum of 5 hours of NSC 802 to meet clinical clock hour requirement.
Exit Requirement.....0 hours
GRD 888b
Total Hours .....39 hours
Plus 5 hours of NSC 802.

*Elective can be selected from HEA, POL, NSC or other approved course.

Advanced Rural Public Health Nursing Option (Area of Concentration in Nursing Education).....24 hours
NSC 844, 846, 854 .....9 hours

Advanced Rural Public Health Nursing Practicum Courses .....15 hours
NSC 836, 848, 850, 852, 862.
In addition, must complete a minimum of 5 hours of NSC 802 to meet clinical clock hour requirement.
Exit Requirement
GRD 888b
Total Hours .....39 hours
Plus 5 hours of NSC 802.

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.

CERTIFICATES
Post-Master of Science in Nursing

I. GENERAL INFORMATION

The College of Health Sciences offers Post-Master Certificates in a second nursing Speciality for nurses who have completed a Master of Science in Nursing degree. The number of credit hours required for completion varies by specialty. All MSN policies apply to the Post-MSN Certificate students.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission to the program include:

1. Admission to the Graduate School
2. A master of science in nursing degree from a nationally-accredited program
3. A free and unrestricted R.N. license in Kentucky (or a recognized compact state) with no Kentucky Board of Nursing imposed restrictions on practice, voluntary or otherwise

Admission is competitive and limited to available space. In addition to the above criteria, consideration is also given to the student's statement of Personal and Professional Objectives submitted with the Graduate School application, the three required professional references, and the rural nature of the site identified for matriculation or proposed for future practice. Priority is given to degree-seeking applications. Application deadline is February 15. Admission may be granted at other times during the year if spaces are available.

III. PROGRAM REQUIREMENTS

University Certificates

Nurse Practitioner Options Prerequisites:
Prerequisite for both Nurse Practitioner Options:
NSC 830 Advanced Pharmacology.....3 hours
NSC 832 Advanced Health Assessment .....3 hours
NSC 834 Advanced Pathophysiology.....3 hours

Post-Masters Family Nurse Practitioner Certificate
CIP Code: 51.3805
NSC 870 FNP I .....3 hours
NSC 872 FNP II.....3 hours
NSC 874 FNP III.....3 hours
NSC 876 FNP Internship .....6 hours
NSC 800 Concurrent enrollment with 870, 872, 874 for a total of .....8 hours
Total.....23 hours

Post-Masters Rural Psychiatric Mental Health Nurse Practitioner Certificate
CIP Code: 51.3810
NSC 880 PMHNP I.....2 hours
NSC 881 Psychopharmacology .....2 hours
NSC 882 PMHNP II .....2 hours
NSC 884 PMHNP III .....3 hours
NSC 886 PMHNP Internship.....6 hours
NSC 800 Concurrent enrollment with 880, 882, 884 for a total of .....7 hours
Total.....22 hours

Post-Masters Rural Public Health Nursing Certificate
CIP Code: 51.3811
(Prerequisite: HEA 855 Principles of Epidemiology .....3 hours)
NSC 836 Rural Public Health Nursing I.....2 hours
NSC 850 Rural Public Health Nursing II .....3 hours
NSC 852 Rural Health Nursing III .....3 hours
NSC 854 Management of Health Care .....3 hours
NSC 862 Rural Nursing Internship.....4 hours
NSC 802 Concurrent enrollment with 836, 850, 852 for a total of .....5 hours
Total.....20 hours

Departmental Certificates

Departmental Post-Masters Nursing Education Certificate:

NSC 844 Nursing Education I .....3 hours
NSC 846 Nursing Education II.....3 hours
NSC 848 Nursing Education III.....3 hours
Approved Elective .....3 hours
Total.....12 hours

Departmental Post-Masters Psychiatric Mental Health Nurse Practitioner-Family Certificate:

Prerequisite: NSC 830, 832, 834 or equivalent and current certification as either an adult psychiatric mental health clinical nurse specialist, or adult psychiatric mental health nurse practitioner, or current certification as either child/adol psychiatric mental health clinical nurse specialist, or child/adol psychiatric mental health nurse practitioner.
All program participants:
NSC 881 Psychopharmacology ……2 hours

Participants certified in adult:
NSC 800 Advanced Practice.....3 hours
NSC 883 Rural PMHNP Child Adolescent……3 hours

Participants certified in child/adolescent:
NSC 880 Rural PMHNP I .....2 hours
NSC 800 Advanced Practice .....4 hours
NSC 882 Rural PMHNPII……..2 hours
Total…….8-10 hours

DEPARTMENT OF ENVIRONMENTAL HEALTH SCIENCE

Mr. Worley Johnson, Acting Chair
Dr. Gary Brown, Graduate Coordinator/Advisor
www.health.eku.edu/ehs/
(see link to www.mph.eku.edu)
(859) 622-3078

MASTER OF PUBLIC HEALTH
Environmental Health Science
CIP Code: 51.2201

I. GENERAL INFORMATION

The Department of Environmental Health Science is one of two departments that participate in the Master of Public Health (MPH) program. The department houses the MPH: Environmental Health Science option. The program is tailored to meet the needs of the individuals working in or planning to work in a public health profession.

II. ADMISSION REQUIREMENTS

Clear admission to the MPH program requires a baccalaureate degree from an accredited institution with a minimum 2.5 grade point average, and expected scores of 150 or higher on the Verbal, 144 or higher on the Quantitative, and 3.5 or higher on the Analytical Writing portions of the Graduate Record Exam (GRE). Applicants may use the Miller Analogy Test with a score of 385 or higher as a substitute for the GRE. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement. A TOEFL score of at least 580 (237 computerized) is also required for international applicants. Satisfying the minimum entrance requirements does not guarantee admission.
Prerequisites: Applicant must have completed at least 12 hours of biology and/or chemistry in their undergraduate program.

To apply:
Submit the following directly to the MPH Program Director:
- MPH application (see www.mph.eku.edu);
- Statement of personal and professional objectives (1 1/2 to 2 pages); and
- 3 letters of recommendation from employers and/or previous professors.

Send all other application materials directly to the Graduate School office:

Health Sciences

- Graduate School application and fee;
- Official transcripts; and
- GRE or MAT scores; TOEFL score.

Application Deadlines

All materials must be submitted to the MPH Office no later than:

Fall admission:	April 15 — international applicants July 1 — domestic applicants
Spring admission:	October 15 — domestic and international applicants

III. PROGRAM REQUIREMENTS

MPH Core Courses.....21 hours
EHS 850, HEA 810, 816, 830, 855, EHS 825, and EHS 800 or HEA 840.
Environmental Health Option Required Courses.....9 hours
EHS 855, 865, and 880.
Electives.....6 hours
Approved electives include: EHS 710, 840, 841, 845, 860, 875, 885, SSE 815, 822.
Practicum.....3 hours
EHS 863 or EHS 839.
Research.....3 hours
EHS 890: Independent Study in Health Science
Capstone.....1 hour
MPH 895.
Exit Requirements.....0 hour
GRD 888a - MPH Oral Presentation Exam
Total Credit Hours/MPH: EHS Option .....43 hours

IV. EXIT REQUIREMENTS

Culminating Experience (Oral Comprehensive Exam):
Culminating experience occurs through a three-tiered process. Students must satisfactorily:

1. Execute a scholarship/research project in a research course, and achieve a passing grade for the course (EHS 890).
2. Complete MPH 895, the MPH Capstone Course (1 credit hour).
3. Present their scholarship/research project in a way that demonstrates knowledge and mastery of selected public health objectives and competencies, and must achieve a passing score for the presentation. The students will register for GRD 888a the semester they present their presentation.

GRADUATE CERTIFICATE IN INDUSTRIAL HYGIENE

CIP 51.2206

I. GENERAL INFORMATION

The College of Health Sciences through the Master of Public Health in Environmental Health offers a Master's level Certificate in Industrial Hygiene. The Certificate program is designed for both degree-seeking and Certificate-seeking students. The number of credit hours required for completion is 18 hours of which 9 hours can be used as electives in the MPH-EHS graduate program.

II. ADMISSION REQUIREMENTS

Minimum requirements for admission include:

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

III. PROGRAM REQUIREMENTS

Total Requirements ….....……18 hours
EHS 710, 840, 841, 865, 875, and 885

DEPARTMENT OF EXERCISE AND SPORT SCIENCE

Dr. Jack Rutherford, Chair
Dr. Heather Adams-Blair, Graduate Coordinator/Advisor
www.ess.eku.edu
(859) 622-1898

MASTER OF SCIENCE
Physical Education

CIP Code: 13.1314

I. GENERAL INFORMATION

The Department of Exercise and Sport Science offers the Master of Science degree in Physical Education with three options: Exercise and Sport Science, Exercise and Wellness, and Sports Administration. The options 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 option is designed for the prospective sports administrator in both school and non-school settings. All options 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 options.....12-15 hours
Exercise and Sport Science Option
Select one 800 level PHE course (3 hours) plus nine hours of PHE 700 and/or 800 level courses.* Or PHE 897 (6 hours) plus six hours from PHE 700 and/or 800 level courses.
Sports Administration Option
PHE 835, PHE 730, and PHE 870 (6 hours) or PHE 839 (6 hours).
Exercise and Wellness Option
NFA 717, PHE 812, PHE 821, PHE 871 (6 hours).
Exit Requirement
GRD 887b
Total Requirements.....30 hours
*A maximum of nine hours of 700 level course works is allowed.

Note: For information on the Master of Arts in Education Degree in Physical Education, see College of Education.

IV. EXIT REQUIREMENTS

Thesis — The thesis is optional in this program.

Comprehensive Examination — Candidates shall perform satisfactorily on a written examination of their program of study (GRD 887b).

NOTE: The comprehensive exam exit requirement for students who successfully complete PHE 897 - Thesis is waived.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Dr. Diane Leggett, Chair
Claire Schmelzer, Graduate Coordinator/Advisor
www.fcs.eku.edu
(859) 622-3445

I. GENERAL INFORMATION

The Department of Family and Consumer Sciences offers two degrees in cooperation with the College of Education: the Master of Arts in Education (MAEd) degree with an option in Family and Consumer Sciences Education and the Master of Arts in Teaching (M.A.T.) degree with an option in Family and Consumer Sciences. The MAEd is for individuals who are currently certified to teach in Family and Consumer Sciences. The M.A.T. leads to teacher certification for those who have completed a B.S. (non-teaching) in one of the programs in Family and Consumer Sciences. The requirements for the MAEd degree and the M.A.T. degree may be found in the College of Education section of this *Catalog*.

The Department of Family and Consumer Sciences also offers the Master of Science degree in Community Nutrition, which is designed to prepare professionals for nutrition positions in a variety of community health agencies. The Master of Science in Community Nutrition has two options: Option 1 for persons who do not plan to complete a dietetic internship and Option 2 for persons who do plan to complete a dietetic internship. *Only Option 2 leads to Registered Dietitian (RD) eligibility*.

MASTER OF SCIENCE
Community Nutrition

CIP Code 19.0709

II. ADMISSION REQUIREMENTS

Minimum requirements for admission include 1) bachelor's degree; 2) minimum overall undergraduate GPA of 3.0; and 3) expected scores of 143 or higher on the Verbal, and 140 or higher on the Quantitative portions of the Graduate Record Exam (GRE), AND a TOEFL minimum score of 580 (237 computerized) for all international students for option 1* and Option 2*. 4) NFA 201 and NFA 317 or department approval required for Option 1.

Prerequisites — Applicants who have completed an undergraduate major in a discipline other than dietetics will be required to remediate designated deficiencies in undergraduate education. These requirements may be met while enrolled in the master's program. NFA 201 and NFA 317 or department approval are required for students applying to Option 1. Students applying to Option 2 must have a Verification Form from an accredited Didactic Program in Dietetics (DPD).

To Apply:

Submit the following directly to the Graduate Program Coordinator for Option 2 ONLY:
Verification Statement from an accredited American Dietetics Association didactic program no later than August 1 for Fall Admission and December 30 for Spring Admission.

Send all other application materials directly to the Graduate School office:

- Graduate School application and fee;
- Official transcripts;
- GRE or MAT scores; TOEFL score.
- Statement of personal and professional objectives (1 1/2 to 2 pages)
- Interest in applying for a Graduate Assistant position

Application Deadlines:
All materials must be submitted to the Graduate School no later than:

- Fall admission: May 1
- Spring admission: October 15

III. PROGRAM REQUIREMENTS

The components of the program include a program of required courses for each option and applied experiences in community nutrition. Students may enroll in one of two options:
Option 1 requires a minimum of 30 hours of graduate credit, including NFA 835. Option 1 leads to a Master's Degree in Community Nutrition.

Option 2 requires a minimum of 36 hours of graduate credit, including NFA 830 and NFA 831. Option 2 leads to a Master's Degree in Community Nutrition and completion of an accredited Dietetic Internship. Students completing Option 2 are eligible to sit for the national Registration Examination for Dietitians to become a Registered Dietitian (RD).

The Dietetic Internship (DI) at EKU is a competitive, pre-select program. Students may apply to the Dietetic Internship after successful completion of 12 hours of course work and pending successful completion of 24 hours of graduate course work in the M.S. Community Nutrition program. Complete information about the Dietetic Internship is available at the program Web site http://www.fcs.eku.edu/DI.php Specific application requirements and materials can be obtained from the Director of the Dietetic Internship program. Application to the DI does not guarantee admission. Students desiring to enroll in Option 2 are encouraged to review application requirements for the DI *before* beginning graduate study.

A student who is enrolled in Option 2 but is not accepted to the DI program, can (1) reapply to the DI in another year or (2) change to Option 1 and complete the Master's Degree.

Required Coursework……...24 hours
Courses for - Options 1 and 2
Option 1.....30 hours
Option 2.....36 hours
Option 1* - Degree in Community Nutrition
NFA 705, 709, 717, 811, 820; HEA 855, PHE 800, NFA 800, and 835.
Option 2* - Degree in Community Nutrition with Internship -
NFA 705, 709, 717, 811, 820; HEA 855, PHE 802, NFA 802, 830, and 831.
Exit Requirement.....0 hours
GRD 887c
Total Requirements.....30-36 hours

* Does not lead to eligibility to sit for the Registered Dietitians' exam.
**Application and acceptance to the Dietetic Internship (NFA 830 and NFA831) is available ONLY to students who have obtained a verification statement from a DPD (Didactic Program in Dietetics) accredited by CADE (Commission on Accreditation for Dietetics Education). Students who complete NFA 830 and NFA831 are eligble to sit for the Registered Dietitians' exam.

IV. EXIT REQUIREMENTS

Comprehensive Examinations — All candidates are required to perform satisfactorily on a written examination of their program of study (GRD 887c).

DEPARTMENT OF HEALTH PROMOTION AND ADMINISTRATION

Dr. Michael D. Ballard, Chair
Dr. Michelyn Bhandari, Graduate Coordinator/Advisor
www.healthed.eku.edu
(see link to www.mph.eku.edu)
(859) 622-1142

MASTER OF PUBLIC HEALTH
Community Health Education
CIP Code: 51.2201

I. GENERAL INFORMATION

The Department of Health Promotion and Administration is one of two departments that participate in the Master of Public Health (MPH) program. The department houses the MPH: Community Health Education option. The program is tailored to meet the needs of individuals working in or planning to work in a public health profession.

The Department of Health Promotion and Administration offers course work in support of the Master of Arts in Education degree option. The option 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 options in School Health and Allied Health Sciences Education. Rank II and Rank I certifications are also supported by departmental curricular offerings.

The Department of Health Promotion and Administration

also cooperates with the Department of Government in offering a Community Health Administration option in the Master of Public Administration degree. The purpose of this option is to prepare administrators who have health or health education as a component of their administrative responsibilities. The curriculum for the degree and option may be found in the College of Arts and Sciences section of this *Catalog*.

II. ADMISSION REQUIREMENTS

Clear admission to the MPH program requires a baccalaureate degree from an accredited institution with a minimum 2.5 grade point average, and expected scores of 150 or higher on the Verbal, 144 or higher on the Quantitative, and 3.5 or higher on the Analytical Writing portions of the Graduate Record Exam (GRE). Applicants may use the Miller Analogy Test with a score of 385 or higher as a substitute for the GRE. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement. A TOEFL score of at least 580 (237 computerized) is also required for international applicants. Satisfying the minimum entrance requirements does not guarantee admission.

To apply:

Submit the following directly to the MPH Program Director:

- MPH application (see www.mph.eku.edu);
- Statement of personal and professional objectives (1 1/2 to 2 pages); and
- 3 letters of recommendation from employers and/or previous professors.

Send all other application materials directly to the Graduate School office:

- Graduate School application and fee;
- Official transcripts; and
- GRE or MAT scores; TOEFL score.

Application Deadlines

All materials must be submitted to the MPH Office no later than:

Fall admission:	April 15 — international applicants July 1 — domestic applicants
Spring admission:	October 15 — domestic and international applicants

III. PROGRAM REQUIREMENTS

MPH Core Courses .....21 hours
EHS 850; HEA 810, 816, 830, 855; EHS 800 or HEA 840; EHS 825

Community Health Education 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

Capstone.....1 hour
MPH 895

Exit Requirement.....0 hours
GRD 888a

Total Credit Hours/MPH: CHE Option .....43 hours

IV. EXIT REQUIREMENTS

Culminating Experience (Oral Comprehensive Exam) — Culminating experience occurs through a three-tiered process. Students must satisfactorily:

1. Execute a scholarship/research project in the special projects course, and achieve a passing grade for the course (HEA 880).
2. Complete MPH 895, the MPH Capstone Course (1 credit hour).
3. Present their scholarship/research project in a way that demonstrates knowledge and mastery of selected public health objectives and competencies, and must achieve a passing score for the presentation. The students will register for GRD 888a the semester they give their presentation.

DEPARTMENT OF OCCUPATIONAL THERAPY

Dr. Colleen Schneck, Chair
Dr. MaryEllen Thompson, Graduate Coordinator/Advisor
www.ot.eku.edu
(859) 622-3300

Health Sciences

OCCUPATIONAL THERAPY DOCTORATE (OTD)

I. GENERAL INFORMATION

The Occupational Therapy Department offers a post-professional Occupational Therapy Doctorate program for practitioners. This doctoral program will create occupation-based practitioners who will be ethical leaders of change in occupational therapy services for diverse populations. The majority of the program will be offered online and is tailored to meet the advanced practice needs of occupational therapists in the Commonwealth and adjoining states.

Graduates of the OTD program will:

1. Engage in occupation based practice as a method of change to positively impact the future of the profession and the quality of occupational therapy services
2. Ethically and responsibly meet the needs of diverse client populations, by addressing issues related to health disparity in rural and urban areas, as well as policy and legislation at local, state, and national levels.
3. Serve as leaders of change at local, state, and national levels using tools such as program development, participatory action research, client education, and evidence based practice
4. Use advanced clinical and ethical reasoning skills to improve occupational therapy services.

II. ADMISSION REQUIREMENTS

Applicants must meet the following criteria for admission to the OTD Program:

1. A degree from an entry level occupational therapist program that is accredited by the Accreditation Council of Occupaional Therapy Education (ACOTE). International applicants

must have met all requirements for practice in their own country and graduated from an accredited or World Federation of Occupational Therapy (WFOT) approved occupational therapy program.
2. Certification by the National Board for Certification in Occupational Therapy (NBCOT). International applicants must provide documentation that they are eligible to practice as an occupational therapist in their home country.
3. A master's degree.
4. A graduate research methods course.
5. Expected GRE scores of 147 or higher on the verbal and 147 or higher on the quantitative sections and a 3.5 or higher on the analytical writing section. The GRE will be waived if the applicant has earned a graduate degree from a regional, accredited institution.
6. Three letters of recommendation for applicants who do not have an M.S. in Occupational Therapy from EKU.
7. A one-to-two page statement of professional goals.
8. A resume and/or professional portfolio.
9. Transcripts of undergraduate and graduate coursework.
10. An online graduate application.
11. Those applicants meeting the above criteria will complete an admission interview with the faculty of the doctoral program prior to final selection.

III. PROGRESSION REQUIREMENTS

Students need to obtain a grade of a B or higher in all courses in order to progress in the program.

IV. PROGRESSION REQUIREMENTS

OTS 853……3 hours
OTS 882……3 hours
OTS 886……3 hours
OTS 901……1 hour
OTS 902……1 hour
OTS 903……1 hour
OTS 904……1 hour
OTS 905……3 (taken twice for a total of 6 hours) or 6 hours
OTS 906……1 hour
OTS 910……3 hours
OTS 911……3 hours
OTS 912……3 hours
OTS 913……3 hours

TOTAL CREDIT HOURS……40 hours

V. EXIT REQUIREMENTS

1. Candidates are required to satisfactorily to complete and present capstone projects.
2. Candidates are required to satisfactorily complete and present a professional portfolio.

REHABILITATION SCIENCES DOCTORAL PROGRAM

(in collaboration with the University of Kentucky)

I. GENERAL INFORMATION

The Department of Occupational Therapy participates in a collaborative Rehabilitation Sciences Doctoral Program with the University of Kentucky. The Doctoral Program in Rehabilitation Sciences is designed to produce academic leaders, researchers, and clinical leaders. The curriculum will provide the students with general knowledge of the full spectrum of the rehabilitation process as well as in-depth knowledge of one specific area of a discipline, such as Occupational Therapy, Physical Therapy, Athletic Training, or Speech and Communication. The degree is awarded by the University of Kentucky.

II. ADMISSION REQUIREMENTS

The student will apply to the University of Kentucky Graduate School. Students must meet the admission criteria of the Graduate School at the University of Kentucky, possess a Masters Degree and be eligible for a current license to practice in Kentucky.

III. PROGRAM REQUIREMENTS

Program requirements can be obtained from www.mc.uky.edu/rehabsciences/index.html.

IV. EXIT REQUIREMENTS

Successful completion of a planned program, comprehensive exam, and a dissertation are required for completion of the Rehabilitation Sciences Doctoral Program

MASTER OF SCIENCE
Occupational Therapy

CIP 51.2306

I. GENERAL INFORMATION

The Department of Occupational Therapy offers the Master of Science degree in Occupational Therapy. There are two admission options in the program (Professional Option, and Post-Professional Option). The Professional Option is intended for students who do not currently hold a baccalaureate degree or post-baccalaureate certificate in occupational therapy. Permission to enter via the Professional Option, either BS OS Entrance or MS Transition Entrance, is highly dependent on the applicant's prior education and therefore the admission criteria should be reviewed carefully. The BS OS Entrance is for the individual with a baccalaureate degree in occupational science, and the MS Transition Entrance is for the individual with a baccalaureate degree in a discipline other than occupational science or occupational therapy. The Post-Professional Option is for students who currently hold a baccalaureate degree or post-baccalaureate certificate in occupational therapy from an accredited occupational therapy program.

The graduates of the Master of Science degree program in Occupational Therapy will demonstrate the ability to:

(1) Design, provide and analyze evidence-based occupational therapy services that engage people in occupation to support their participation in context.
(2) Collaborate with others to promote the health and well-being of diverse persons and communities.

(3) Contribute to occupational therapy practice, education and research through the ethical application of reasoning abilities.
(4) Reflect the profession's values, principles and beliefs in carrying out professional responsibilities.
(5) Inform, negotiate, advocate, and consult with diverse persons, disciplines, and communities to facilitate and promote health.

II. ADMISSION REQUIREMENTS

PROFESSIONAL OPTION

BS OS Entrance

1. Bachelors degree in Occupational Science
2. "C" or better in all prerequisite coursework.
3. 3.0 GPA on the most recent 60 hours of coursework (program 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. Bachelors degree in a discipline other than Occupational Science from a regionally accredited university.
2. "C" or better in all prerequisite coursework.
3. 3.0 GPA on the most recent 60 hours of coursework (prerequisites to the transition year not included in the most recent 60 hours will be added in the calculation of GPA) or a 3.0 overall undergraduate GPA (all hours attempted in the semester in which the 60th hour occurs will be counted) determined by May 1st program application deadline.
4. GRE combined score (verbal and quantitative reasoning) of at least 750 and a minimum score of 3.0 on the analytical writing score.
5. Three letters of recommendation.

Specific Criteria — An undergraduate degree in a discipline other than occupational science or occupational therapy and prerequisite course work in Human Anatomy, Human Physiology, Psychology, and Statistics. Students should apply through the undergraduate school by May 1st. Prerequisite course work must be completed by the end of the Spring semester of the application year. Students may be requested to submit a course description of prerequisite course work with the application. Students will be admitted on a competitive basis using a weighted matrix.

Students accepted into the MS Transition program are required to take a year of transition courses prior to beginning Master of Science course work. The deadline for applications for the MS Transition program is May 1st. Students who are accepted into the MS Transition program must be enrolled in Fall semester transition year courses by July 1st and may continue on into the Master of Science program after completing the transition year courses, if they maintain a GPA of 3.0 during the transition year, complete all transition year courses with a "C" or better and are accepted by the Graduate School. Students will apply to the Graduate School during the transition year of course work. The deadline for application to the Graduate School is February 1st.

Transition Year Course Work — The following undergraduate courses are completed as a post-baccalaureate undergraduate during the year prior to the Master's coursework: BIO 271, 371, OTS 362, 402, 422, 430, 478, and 499.

Post-Professional Option

1. Bachelors degree or post-baccalaureate certificate from an accredited occupational therapy program.
2. GRE combined score (verbal and quantitative reasoning) of at least 750 and a minimum score of 3.0 on the analytical writing score.

Specific Criteria — An undergraduate degree or post-baccalaureate certificate from an accredited occupational therapy program. Students with a baccalaureate degree of a certificate in occupational therapy may apply at any time.

III. PROGRAM REQUIREMENTS

Professional Option

Core Courses .....29 hours
OTS 820, 822, 824, 830, 832, 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 704, 790.
Research.....6 hours
Non-thesis
OTS 896 and an elective.
Comprehensive examination required (GRD 887d)**.....0 hours**
OR
Thesis
OTS 898, 899**.....0 hours**
Oral Defense of Thesis (GRD 888c)**.....0 hours**
Field Work .....18 hours
OTS 821, 831, 845, 846, 847, 871.

A minimum of 56 semester hours of graduate credit is required.

Post-professional Option

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.
A minimum of 30 semester hours of graduate credit is required.

IV. EXIT REQUIREMENTS

Thesis — A thesis is optional in this program. If thesis option is selected, an oral defense of the thesis is required (GRD 888c).

Comprehensive Examination — A comprehensive examination will be required of all non-thesis candidates (GRD 887d).

The professional course work for the Master of Science in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane Bethesda, MD 20814, (301) 652-2682. Following successful completion of the Master of Science in Occupational Therapy, the graduate is eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination. For additional information on the examination, contact NBCOT, 800 S. Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150, (301) 869-8492.

Professional level graduates must apply for licensure and/or certification prior to practicing in any state. A criminal record (excluding minor traffic violations) may make a person ineligible for national certification examination and/or licensure or state certification for practice. Students with such a history should contact NBCOT and relevant licensing or certifying bodies prior to enrollment to determine their situation.

For more information regarding the profession, contact the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Bethesda, Maryland, 20814, www.aota.org.

Program changes may occur in response to accrediting agencies. Students should contact the department to verify program requirements.

DEPARTMENT OF RECREATION AND PARK ADMINISTRATION

Dr. Jon McChesney, Chair
Dr. Jon McChesney, Graduate Coordinator/Advisor
www.recreation.eku.edu
(859) 622-1833

The Department of Recreation and Park Administration offers a Master of Science degree in Recreation and Park Administration. Graduates pursue supervisory and management positions in the delivery of recreation, parks, and leisure services.

The Department of Recreation and Park Administration is responsible for program advisement and course prescriptions leading to the Master of Science degree in Recreation and Park Administration.

Full time students may be able to complete the M.S. degree in one year. Graduates may be eligible to apply for the Certified Park and Recreation Professional (CPRP), and/or Certified Therapeutic Recreation Specialist certification (CTRS).

MASTER OF SCIENCE
Recreation and Park Administration
CIP Code: 31.0301

I. GENERAL INFORMATION

The Master of Science program provides a generalized study in recreation, parks, and leisure services management. The program prepares students for supervisory and management careers in therapeutic recreation, commercial recreation and tourism, and public and nonprofit recreation. Individuals with backgrounds in biology, business, physical education, sociology, and psychology frequently lead professional careers in recreation, parks, and leisure services.

II. ADMISSION REQUIREMENTS

Applicants are expected to have an undergraduate grade point average of at least 2.5 overall and a combined score on the Graduate Record Examination (GRE) of at least 143 on the verbal section and 138 on the quantitative section, to receive clear admission to the degree program or the Miller Analogy Test (MAT) scaled score of 365. Applicants with cumulative undergraduate GPA's of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

An undergraduate major or minor in recreation, parks, or leisure is preferred. REC 350 and 460 (or course equivalents) are undergraduate prerequisites for students not holding a BS degree in recreation, parks, or leisure services.

Courses open to graduate students require a minimum understanding of foundations in recreation and park administration, knowledge of facility operation, agency budgeting, and legal issues. Students with limited field experience may be required to complete a graduate practicum course.

III. PROGRAM REQUIREMENTS

Curriculum for the General Program

Recreation Core Requirements.....18 hours
A. Foundation. REC 825.....3 hours
B. Administration. REC 830, 840, 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, 730, 790, 815, 870, 871, 890, and 897.
Elective Courses .....3 hours
Exit Requirement
GRD 887e
Total Requirements.....30 hours

IV. EXIT REQUIREMENTS

Thesis — A thesis is optional in this degree program.

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

College of Justice and Safety

Dr. Allen L. Ault, Dean
Stratton 354-A
(859) 622-3565
www.justice.eku.edu

SCHOOL OF JUSTICE STUDIES

Dr. Victor E. Kappeler, Associate Dean
(859) 622-1978
Stratton 348

SCHOOL OF SAFETY, SECURITY AND EMERGENCY MANAGEMENT
Dr. Larry Collins, Associate Dean
(859) 622-1009
Stratton 245

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

SCHOOL OF JUSTICE STUDIES

Dr. Victor E. Kappeler, Associate Dean
(859) 622-1978
Stratton Building, Room 348

Dr. Peter Kraska, Interim Chair, Graduate Program Director
Stratton Building, Room 467
(859) 622-1980

The School of Justice Studies offers Master of Science degrees in Adult, Juvenile, & Community Corrections Leadership and Criminal Justice.

MASTER OF SCIENCE
Adult, Juvenile, & Community Corrections Leadership

CIP Code: 43.0102

I. GENERAL INFORMATION

Graduates of the program are expected to demonstrate advanced-level critical and analytical thinking; to apply principles from multiple academic disciplines to problems in adult, juvenile, and community corrections in an effort to formulate creative solutions and to respect, evaluate, and synthesize information from diverse sources. A central goal is to develop the student's leadership/communication/critical thinking skills in order to improve their administrative effectiveness. Further, graduates are required to show competency in the following areas: (1) the historical, theoretical, and legal foundations of the field; (2) the methods of gathering and analyzing information for research purposes; (3) knowledge of the major bases of literature; and (4) the ability to function responsively in leadership positions within adult, juvenile, and community corrections agencies.

II. ADMISSION REQUIREMENTS

Applicants must (a) meet the requirements of the Graduate School; (b) hold a baccalaureate degree from an accredited institution; (c) have achieved an undergraduate grade point average (GPA) of 3.0 overall or in the last 60 hours of the baccalaureate program; (d) have achieved Graduate Record Examination (GRE) score of 146 or above on Verbal, 140 or above on the Quantitative and 4.0 or above on the Analytical Writing portions of the GRE; and (e) have two persons qualified to assess the applicant's potential for graduate work submit letters of recommendation directly to the Graduate Coordinator in the School of Justice Studies (Stratton 467). Applicants who do not meet these GPA or GRE requirements, but who otherwise demonstrate promise for successful graduate study, may be granted probationary admission, but such applicants must comply with all requirements of the Graduate School regarding probationary admission.

The Master of Science in Adult, Juvenile, & Community Corrections Leadership must be completed online. Contact the Graduate Program Coordinator for additional details.

III. PROGRAM REQUIREMENTS

A minimum of 30 semester hours of graduate credit is required. A maximum of nine hours of approved, outside credit may be transferred to this degree program. All outside credit must be approved by the Department Graduate Committee.

Core Courses .....15 hours
COR 809, 818, 830, 835, and 878.
Additional COR/Electives .....15 hours
Exit Requirement - Thesis Option.....0 hours
GRD 898b

Exit Requirements - Non-Thesis.....0 hours
GRD 897a, 898a
Total Curriculum Requirements .....30 hours

Note: No more than 6 hours total may be applied to a degree from COR 839 and 897 (singularly or combined).

IV. EXIT REQUIREMENTS

Capstone Applied Research Project - Prerequisites: Complete all core courses and be in the last semester of coursework prior to graduation. Candidates are required to satisfactorily complete applied research project (COR 878) and oral comprehensive examination (GRD 897a and 898a, 0 credit) before they are eligible to graduate from the program.

MASTER OF SCIENCE
Criminal Justice

CIP Code: 43.0103

I. GENERAL INFORMATION

Objectives of the graduate program are based upon the assumption that social policy, decision-making, and reform in modern society require a broad academic experience and innovative thinking, including theoretical foundations of the discipline, appropriate research methods, and principles applicable to the administration of justice.

A major focus is to demonstrate that problems of both a public and private nature associated with crime and delinquency must be viewed as social problems rather than isolated problems. It is therefore expected that graduates will be:

1. conversant with the theoretical and legal principles implicit in criminal justice;
2. knowledgeable of the essential research contributions in the discipline;
3. capable of research and data analysis appropriate to the discipline; and
4. competent to assume policy-making, research and instructional responsibilities in criminal justice.

II. ADMISSION REQUIREMENTS

Students seeking clear admission should hold a baccalaureate degree from an accredited institution of higher learning with a 3.0 grade point average overall or in the last 60 hours of undergraduate course work and are expected to achieve scores of 146 or above on the Verbal, 140 or above on the Quantitative, and 4.0 or above on the Analytical Writing portions of the GRE

Probationary admission may be granted to applicants not meeting these conditions but who present additional evidence for successful graduate study. All applicants must submit two letters of recommendation directly to the Criminal Justice Graduate Program Coordinator in the College of Justice and Safety. Students may be required to complete prerequisite course work. Introductory statistics and research methods are prerequisites for CRJ 808 and CRJ 888.

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

III. PROGRAM REQUIREMENTS

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

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

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

Curriculum for the General Program**

Core Courses .....12 hours
CRJ 800, 870, 888 and 808 or 875.
Eight Electives or Six Electives plus Thesis.....24 hours
Exit Requirements
GRD 897b - (Non-Thesis)
GRD 898c - (Thesis)
Total Requirements.....36 hours

**Course work for CRJ 987 should be arranged and no more than 9 hours will be applied toward the degree.

IV. EXIT REQUIREMENTS

Thesis — A thesis is optional in this program. GRD 898c required if thesis is chosen.

Comprehensive Examination — Students in the non-thesis option are required to pass a written comprehensive examination (GRD 897b). Students in the thesis option are required to pass an oral comprehensive examination in defense of the thesis (GRD 898c).

CERTIFICATE
Corrections/Juvenile Justice Leadership

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in Corrections/Juvenile Justice Leadership granted by the School of Justice Studies and the College of Justice and Safety. The certificate may be completed online. While the GRE is not required to pursue the certificate, students who earn an overall GPA of less than 3.0 in certificate courses will not be accepted into the M.S. program. Students who complete certificate courses with a GPA above 3.0 may apply to the M.S. degree program and apply credit from the certificate toward the degree. The certificate will consist of four courses and offer either a juvenile justice or adult corrections option.

Adult Corrections Option.....12 hours
COR 809, 812, 835, and 840.

Juvenile Justice Option.....12 hours
COR 809, 812, 820, and 835.

SCHOOL OF SAFETY, SECURITY, AND EMERGENCY MANAGEMENT

Dr. Larry Collins, Associate Dean
(859) 622-7884
Stratton Building, Room 245

Dr. Tom Schneid, Graduate Program Coordinator
Stratton Building, Room 345
(859) 622-7890

MASTER OF SCIENCE
Safety, Security, and Emergency Management

CIP Code: 43.9999

I. GENERAL INFORMATION

The School of Safety, Security, and Emergency Management offers the Master of Science degree in Safety, Security, and Emergency Management. The M.S. degree program is designed to provide students with a broad background in safety, security, and disaster management safety, plus the option for more in-depth knowledge of at least one area of safety, security & emergency management, and safety through thesis research. The program is directed to preparing students for responsible careers in safety, security, and emergency management. Students are prepared to draw logically sound conclusions, to think creatively, to communicate effectively, and to appreciate the role and responsibilities of the security or emergency management and safety administration/manager.

The objectives of the graduate Safety, Security, and Emergency Management program are:

(1) To provide a broad based program that affords the depth of education, the specialized skills, and the sense of creativity that will allow the graduate to practice in and contribute to the field of safety, security, and emergency management.
(2) To provide an avenue for a highly mobile and marketable career to individuals wishing to pursue graduate education and remain in Kentucky and/or surrounding areas.
(3) To add to the body of knowledge through scholarly activity, research, and advanced professional training.
(4) To provide safety, security, and emergency management practitioners with leadership skills needed for the planning and delivery of loss prevention and safety services at the state, regional, and national levels.

II. ADMISSION REQUIREMENTS

Students seeking clear admission should hold a baccalaureate degree from an accredited institution of higher learning with a 3.0 grade point average overall or in the last 60 hours of undergraduate course work and a minimum Graduate Record Examination (GRE) score in three categories: Verbal 149, Quantitative 141, Analytical 4.0 or above under the scoring system in use after October 1, 2002; or Miller Analogies Test (MAT) score of 375 and a 3.0 GPA.

Applicants should have academic and/or experiential preparation and background in one of the areas to include: safety, security, fire, homeland security, fire administration, and risk management. When deficiencies are deemed to exist applicants will be required to satisfy all designated deficiencies prior to admission to candidacy.

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

Online Learning Option - The Master of Science degree in Safety, Security and Emergency Management is offered online. The M.S. degree program also offers classes each semester online including options in Ergonomics, Fire Administration, School Safety, Emergency Management, Labor & Employment, Homeland Security, and Occupational Safety.

III. PROGRAM REQUIREMENTS

Safety, Security, and Emergency Management**

Core Requirements .....18 hours
SSE 815, 822, 826, 833, 865, 880.
Elective Courses .....12 hours
Twelve hours selected from the following:
HLS 800, 810, 820, 830, SSE 820, 824, 825, 827, 828, 829, 832, 834, 839, 841, 845, 890, 897.

OR

Option in Emergency Management.....12 hours
SSE 826, 829, 830, 831
Option in Ergonomics….....12 hours
SSE 850, 851, 852, 853
Option in Fire and Emergency Services .....12 hours
SSE 820, 824, 825, 829.
Option in Homeland Security .....12 hours
HLS 800, 810, 820, 830.
Option in Labor and Employment.....12 hours
SSE 860, 861, 862, 863
Option in Occupational Safety.....12 hours
SSE 828, 832, 834, 845.
Option in School Safety.....15 hours
SSE 870, 871, 872, 873, EAD 840.
Thesis or Electives.....6 hours
SSE 898 or electives.
Exit Requirements
GRD 897c (Non-Thesis)
GRD 898d (Thesis)
Total Curriculum Requirements .....36 hours

**Only a combination of nine hours of SSE 839, 841, 897 will count toward the degree. In addition, only six hours of 897 and 3 hours of 839 and/or 841 will count toward the degree. In exceptional cases and with approval from the SSE Graduate Program Coordinator, up to 12 hours from these three courses may be applied toward the degree.

**No more than six hours of SSE 890 courses can be taken within the program. In exceptional cases and with approval from the SSE Graduate Program Director and Graduate School additional 890 courses may be applied toward degree.

IV. EXIT REQUIREMENTS

Thesis — The thesis is optional in this program. If the thesis option is chosen the research topic and area of focus must be agreed upon by the student and the student's permanent committee. An oral examination in defense of the thesis is required (GRD 898d).

Comprehensive Examination — Students in the non-thesis option are required to pass a comprehensive examination (GRD 897c) covering various components of the candidate's program focusing on the core requirements. If choosing this option the candidate must also complete an additional six hours of electives.

CERTIFICATES

Persons with a baccalaureate degree from an accredited institution may earn a 12-hour non-degree graduate certificate in Emergency Management, Ergonomics, Fire and Emergency Services, Homeland Security, Labor and Employment, Occupational Safety, or School Safety. These certificates are granted by the School of Safety, Security and Emergency Management and the College of Justice and Safety. The certificate may be completed online. The GRE/MAT is not required to pursue the certificate option only. A minimum 2.5 GPA is required. However, students who complete certificate courses with a GPA above 3.0 may apply to the M.S. degree program and apply credit from the certificate toward the degree. The certificate will consist of four courses for each option.

Certificate in Emergency Management

Certificate Requirements.....12 hours
SSE 826, 829, 830, 831
Total Curriculum Requirements.....12 hours

Certificate in Ergonomics

Certificate Requirements.....12 hours
SSE 850, 851, 852, 853
Total Curriculum Requirements.....12 hours

Certificate in Fire and Emergency Services

Certificate Requirements .....12 hours
SSE 820, 824, 825, 829.
Total Curriculum Requirements .....12 hours

Certificate in Homeland Security

Certificate Requirements .....12 hours
HLS 800, 810, 820, 830.
Total Curriculum Requirements .....12 hours

Certificate in Labor and Employment

Certificate Requirements……12 Hours
SSE 860, 861, 862, 863
Total Curriculum Requirements.....12 hours

Certificate in Occupational Safety

Certificate Requirements .....12 hours
SSE 828, 832, 834, 835.
Total Curriculum Requirements .....12 hours

Certificate in School Safety

Certificate Requirements.....15 hours
SSE 870, 871, 872, 873, EAD 840
Total Curriculum Requirements .....15 hours

SECTION SIX

Course Descriptions

Course Prefixes

ACC	Accounting
ADM	Apparel Design and Merchandising
AEM	Applied Engineering and Technology Management
AGR	Agriculture
ARH	Art History
ART	Art
BIO	Biology
CAH	Arts and Sciences Interdisciplinary
CCT	Corporate Communication and Technology
CDF	Child and Family Studies
CDS	Communication Disorders and Sciences
CHE	Chemistry
CIS	Computer Information Systems
CMS	Communication Studies
CNM	Arts and Sciences Interdisciplinary
COM	Communication
CON	Construction Management
COR	Correctional and Juvenile Justice Studies
COU	Counseling
CRJ	Criminal Justice
CSC	Computer Science
CTE	Career and Technical Education
DES	Design
EAD	Educational Administration
ECO	Economics
EDC	Educational Core
EDF	Educational Foundations
EGC	Graduate Certification
EHE	Higher Education
EHS	Environmental Health Science
ELE	Elementary Education
EME	Elementary and Middle Grade
EMG	Middle Grade Education
EMS	Elementary, Middle Grade, and Secondary Education
ENG	English
ENW	English Creative Writing
EPY	Educational Psychology
ESE	Secondary Education
ETL	Education Teacher Leader
FCS	Family and Consumer Sciences
FIN	Finance
FRM	Family Resource Management
GBU	General Business
GEO	Geography
GLY	Geology
HEA	Health Education
HIS	History
HLS	Homeland Security
INS	Insurance
LAS	Paralegal
LIB	Library Science
MAT	Mathematics
MGT	Management
MKT	Marketing
MPH	Master in Public Health
MUS	Music
NET	Networking
NFA	Nutrition, Foods, and Food Administration
NSC	Nursing
NSM	Network Security Management
OHO	Ornamental Horticulture
OTS	Occupational Therapy
PHE	Physical Education
PHI	Philosophy
PHY	Physics
POL	Political Science
PSY	Psychology
PUB	Public Relations
QMB	Quantitative Methods
REC	Recreation and Park Administration
RST	Real Estate
SED	Special Education
SPA	Spanish
SSE	Safety, Security & Emergency Management
STA	Statistics
TEC	Technology, General
THE	Theatre Arts
TRS	Traffic Safety

Course Numbering

Courses are numbered according to the following plan:

700-899 are for graduate students only

Course Descriptions

The semester hours which may be earned by successful completion of a course are indicated in parentheses immediately following the course title, e.g., (3).

I, II, and A used in the description of a course indicate the course will be offered the fall semester, spring semester, and by announcement, respectively. A course is offered during the indicated semester or by announcement on the assumption there will be adequate enrollment. If a course does not obtain adequate enrollment, it is subject to cancellation. The University reserves the right to cancel any course if the enrollment is not sufficient, to divide a course if the enrollment is too large for efficient instruction, and to change instructors when necessary.

The description of the course format for courses which include a laboratory experience is found at the end of the course description. A course which consists of three hours of classroom lecture and two hours of laboratory per week is described as “3 Lec/2 Lab.”

ACC—Accounting
Dr. Oliver Feltus, Chair

ACC 701 International Accounting and Combinations. (3) II. Prerequisite: ACC 302 with a minimum grade of "C." Corporate combinations including consolidating balance sheets and income statements, and special problems with consolidations. International topics: standards, foreign exchange transactions, and translation of financial statements of foreign subsidiaries.

ACC 721 Fund Accounting. (3) I. Prerequisite: ACC 302 with a minimum grade of "C." Advanced study in accounting and fiscal procedures for institutions and for federal, state, county, and municipal governments.

ACC 723 Taxation of Corporations. (3) A. Prerequisite: ACC 322 with a minimum grade of "C." Federal income tax report preparation with emphasis on partnership and corporate returns; estate and trusts; gift and estate taxes; special problems in preparation of tax returns.

ACC 725 Forensic Accounting. (3) A. Prerequisites: ACC 301, 322 and GBU 204 with a grade of "C" or better or departmental approval. A study of investigative accounting procedures and techniques used in litigation support. Topics to be covered include financial reporting fraud, employee fraud, income reconstruction methods, testifying as an expert witness, evidence management, cyber crime, and business evaluations.

ACC 750 Accounting for Non-Profit Organizations. (3) II. General theory of budget implementation and reporting as well as internal control of other significant areas for not-for-profit organizations.

ACC 820 Survey of Accounting. (3) I. Designed for students who have completed a non-business degree and now wish to acquire a background in accounting and/or business. Cannot be used as an MBA elective.

ACC 850 Managerial Accounting. (3) II. Prerequisite: Admission into the MBA program and successful completion of any required prerequisite MBA foundation courses or departmental approval. Focus on managerial accounting concepts, including costing, budgeting, forecasting, planning and control. Emphasis on preparing and using financial statements as well as various managerial reports for decision-making.

ACC 857 Research in Taxes. (3) A. Prerequisite: ACC 322 with a minimum grade of "C-" and instructor approval. An intensive analysis of the Internal Revenue Code. Research and discussion of tax problems involving business and tax planning.

ACC 860 Seminar in Accounting. (3) A. Prerequisite: Full admission to the MBA program or departmental approval for non-MBA students. This course involves directed readings and intensive investigations into controversial and specific areas of accounting. Oral and written reports are required.

ACC 890 Special Problems in Accounting. (1-6) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

ADM—Apparel Design and Merchandising
Dr. Diane Leggett, Chair

ADM 750 ADM Topics: _____. (1-3) A. A workshop course designed to offer specialized expertise in numerous areas related to textiles, clothing and fashion. May be retaken to a maximum of six hours provided workshop topics vary.

ADM 810 Socio-Psychological Factors of Apparel. (3) A. Social, cultural, and psychological factors which influence personal satisfaction in selection and use of apparel.

ADM 819 Special Problems in ADM. (1-3) A. Prerequisites: 3.0 GPA and instructor approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. The student selects a problem and works under the supervision of the instructor. May be retaken to a maximum of six hours providing topics vary. Students having received credit for the course at the 500 level may take this course to a maximum of six hours, including the undergraduate credits. Those who have not received credit for this course at the undergraduate (500) level may retake it to a maximum of six hours credit.

AED—Art Education

AED 740 Art Teaching: Secondary Schools. (3) I. Prerequisite: Admission to the Master of Arts in Teaching Program. Co-requisite: AED 761. Developmentally appropriate materials and methods for teaching visual art in the secondary schools. Minimum of 40 field/clinical hours. Maximum number of repeatable hours: 6. Credit will not be awarded for both ESE 740 and AED 740.

AED 761 Materials Inquiry in Art Education. (3) I. Prerequisite: Open to graduate and Master of Arts in Teaching students in Art Education. Diversified inquiry into art materials and processes in the elementary and secondary schools. Maximum number of repeatable hours: 6.

AEM—Applied Engineering Management
Dr. Dennis Field, Coordinator

AEM 706 Six Sigma Quality. (3) A. Formerly INT 706. Prerequisite: AEM 202. A study of six sigma methodology and current practices with an emphasis on key quality drivers and statistical methods for world-class products and companies. Credit will not be awarded for both AEM and INT 706.

AEM 730 Design of Experiments. (3) A. Formerly INT 730. Prerequisite: AEM 202. Principles and practices of efficient experiment design for industry. Topics include the philosophy of experiment design, comparison of various designs, hypothesis testing, and the analysis of data. Credit will not be awarded for both AEM and INT 730.

AEM 801 Economics for Lean Operations. (3) A. Formerly INT 801. Prerequisite: ECO 230. Cost management, budgeting, accounting, capital planning, and other topics necessary for making effective economic decisions from a lean perspective. Quantitative methods and computer applications used to formulate decisions relating to operations. Credit will not be awarded for both AEM and INT 801.

AEM 802 Productivity Assessment and Analysis. (6) A. Formerly INT 802. Prerequisite: departmental approval. A study of industrial productivity; its assessment, measurement, analysis and improvements with emphasis upon human productivity, and machine, material, and process productivity. Credit will not be awarded for both AEM and INT 802.

AEM 804 Project Management. (3) A. Formerly INT 804. Prerequisite: departmental approval. Elements of managing projects including the use of modern project management software. Credit will not be awarded for both AEM and INT 804.

AEM 805 Industrial Operations Research. (3) A. Formerly INT 805. Prerequisite: departmental approval. Concepts and applications of analytical models in industrial decision-making. Includes general concepts of models and simulation, mathematical programming, game theory, and sequential network logic in determining optional industrial strategies. Credit will not be awarded for both AEM and INT 805.

AEM 820 Industrial Technology Proposal. (3) A. Formerly INT 820. Prerequisite: departmental approval. An individually developed proposal related to a project typically encountered by a manager in a technical environment. The project proposal is to be approved by the student's graduate advisor. Credit will not be awarded for both AEM and INT 820.

AEM 821 Industrial Technology Project. (3) A. Formerly INT 821. Prerequisite: AEM 820 or departmental approval. An individually developed project related to the solution of a typical problem encountered by a manager in a technical environment. The problem is to be approved by the student's graduate advisor and the results presented in open forum. Credit will not be awarded for both AEM and INT 821.

AEM 822 Industrial Internship. (3-6) A. Formerly INT 822. Prerequisite: departmental approval. Planned and supervised experience in industry in which the student will have the opportunity to observe and participate in manufacturing management activities. The experience must be for at least one semester and the plan of activities should be approved by the student's graduate committee. Credit will not be awarded for both AEM and INT 822.

AEM 839 Applied Learning in Tech Management. (3-6) A. Prerequisite: Departmental approval. Planned and supervised experience in industry. The experience must be for at least one semester and the plan of activities must be approved by the student's graduate committee. Minimum of eighty hours work required for each academic credit.

AGR—Agriculture
Dr. John Settimi, Chair

AGR 701 Special Problems in Agriculture. (3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. A course for graduate students involving independent study and research related to problems of a theoretical and/or practical nature. May be retaken once to a maximum of six hours.

AGR 709 Agricultural Research Methods and Interpretation (3). I. Explores the scientific underpinnings of modern agriculture and adaptive management, including: the scientific method, observation, experimentation, and data interpretation with an examination of fallacies that masquerade as science. May be retaken up to six hours provided topic is different.

AGR 770 Advanced Technical Agriculture: _____. (3) A. Advanced study of agriculture with emphasis on updating, understanding and developing competency in recent technology. May be retaken to a maximum of nine hours provided the topic varies.

AGR 777 Workshop in the Conservation of Natural Resources. (3) A. For teachers returning for graduate work. Instruction is given in the areas of soil, water, fish and wildlife, forest conservation, and methods of teaching related units at the elementary and junior high level.

AGR 807 Advanced Technical Study in Agriculture Problems. (1-3) A. Prerequisite: advisor/department chair approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent work, workshop, special topics, research problems, or seminars. May be retaken to a maximum of six hours.

ART—Art
Mr. Herb Goodman, Chair

ART 760 Workshop in Art and Design: _____. (3) A. Intensive study in a specific phase of the visual arts. Current processes, materials, and theoretical foundations will be considered. May be retaken with different topics to a maximum of nine hours.

ART 762 Seminar in Art Criticism. (3) I, II. Prerequisites: ARH 390 and 391. Study of various topics and problems which relate to the student's understanding and critical awareness of the visual arts.

ART 800* Drawing. (3) A.

ART 810* Painting. (3) A.

ART 820* Sculpture. (3) A.
ART 830* Printmaking. (3) A.
ART 840* Jewelry and Metals. (3) A.
ART 863 Problems in Art and Design. (1-3) A. Prerequisite: Approval of proposal by department. Continuation of study begun in regular departmental courses. May be retaken to a maximum of nine hours.
ART 870* Ceramics. (3) A.
ART 880* Photography. (3) A.

*Courses in the series ART 800 through 840, and ART 870 and 880 share the prerequisite of "six hours of work in the specialization named or consent of the instructor." Students may register for no more than nine hours of any specialization offered.

BIO—Biological Sciences
Dr. Robert Frederick, Chair

BIO 711 Experimental Approaches in Molecular Biology. (3) I. Laboratory experience-based course in molecular biology techniques. Subject will be introduced in a lecture setting and practical laboratory training. Techniques will include PCR-based methodologies, immunological approaches, and basic protein and nucleic acid manipulations. 1 Lec/4 Lab.

BIO 714 Evolution. (3) I. A study of Darwinism, the history of life in the context of contemporary biology, and the evidences and mechanisms of evolutionary change, with particular emphasis on human evolution and the challenges of teaching and understanding evolution in modern society.

BIO 721 Plant Ecology. (4) A. Ecological concepts and principles relevant to eastern terrestrial ecosystems. Required weekend field trips labs and fall break field trip. 2 Lec/4 Lab.

BIO 722 Grasses and Grasslands. (3) I. Prerequisite: instructor approval. Development and composition of grasslands; phylogeny, classification, and identification of grasses. Emphasis on North American grasses and grasslands, with field trips to native and managed grasslands. 1 Lec/4 Lab.

BIO 725 Aquatic and Wetland Plants. (3) A. Collection, systematics, distribution, ecology, and reproduction of aquatic and wetland vascular plants. 1 Lec/4 Lab.

BIO 727 Immunology. (3) A. Prerequisites: BIO 320, CHE 361 or instructor approval. Characteristics of immune reactions at the molecular level and *in vivo*. Nature and interactions of antigens and antibodies, and allergic phenomena. 2 Lec/3 Lab.

BIO 728 Virology. (3) A. Fundamentals of classification, structure, and pathogenesis of viruses. Host-virus interactions and their applications to medicine and industry. Related areas of immunology, cell culture procedures and applications will be introduced. 2 Lec/3 Lab.

BIO 729 Microbiology in Everyday Life. (3) A. Microbes in medicine, agriculture, and industry; emphasis on teaching microbiology in the classroom. Course open to Biology-Teaching or Education majors.

BIO 730 Microbial Physiology and Genetics. (3) A. Prerequisites: BIO 315, 320, CHE 361 or instructor approval. A study of microbial genetics, metabolism, nutrition, and the effect of chemical and physical environments upon microorganisms in their habitats, with emphasis upon microbes of economic and industrial importance.

BIO 731 Principles of Molecular Biology I. (4) A. Prerequisites: BIO 315 or departmental approval. An in-depth study of the structure, function, and biochemistry of nucleic acids and proteins. Laboratory experiences will involve the manipulation of DNA and protein molecules for the purpose of isolation, purification, and structure modification. 2 Lec/4 Lab. Credit will not be awarded for both BIO 731 and BIO 731S.

BIO 731S Principles of Molecular Biology I. (4) A. Prerequisites: BIO 315 or departmental approval. An in-depth study of the structure, function, and biochemistry of nucleic acids and proteins. Laboratory experiences will involve the manipulation of DNA and protein molecules for the purpose of isolation, purification, and structure modification. 2 Lec/4 Lab. Credit will not be awarded for both BIO 731 and BIO 731S.

BIO 732 Conservation Biology. (3) I. Prerequisite: BIO 316 or instructor approval. Examination of principles and practices of conserving global biological diversity. auses, consequences and rates of extinction. Application of philosophical, biological, sociological, and legal principles to the conservation of genes, species and ecosystems.

BIO 733 Bioinformatics: Principles and Applications. (3) II. Prerequisite: BIO 315. An exposure to the theory and practice of bioinformatics as they relate to laboratory (Cell and Molecular Biology, Biochemistry) and field (Evolutionary and Population Biology) research applications in the life sciences. Discussion and utilization of the prevalent approaches and methodologies currently used in Bioinformatics.

BIO 735 Pathogenic Microbiology. (4) A. Formerly BIO 835. Prerequisite: BIO 320 or instructor approval. Studies in the field of advanced clinical microbiology with emphasis on morphology, cultivation, biochemistry, and serological identification of bacterial diseases; aspects of pathogenesis, epidemiology, and control measures of bacterial and mycotic diseases. 2 Lec/4 Lab.

BIO 736 Dendrology. (3) I. Woody plant taxonomy with emphasis on field identification of trees and shrubs in summer and winter conditions; habitats and distributions; economic importance; forest regions of North America. 1 Lec/4 Lab.

BIO 742 Freshwater Invertebrates. (3) A. Collection, systematics, distribution, behavior, ecology, and life histories of freshwater invertebrates. 2 Lec/3 Lab.

BIO 746 Histology. (4) II. Microscopic anatomy of normal vertebrate cells, tissues, and organs. 2 Lec/4 Lab.

BIO 747 Comparative Vertebrate Embryology. (4) II. Gametogenesis, fertilization, morphogenesis, and organogenesis of the frog, bird, and mammal. Particular emphasis is placed on mammalian development. 2 Lec/4 Lab.

BIO 750 Animal Behavior. (4) A. Advanced study of behavior with emphasis on inherited behavioral patterns in relation to the evolution and ecology of animals. 3 Lec/2 Lab.

BIO 752 Hormones and Behavior (3) A. Provide an understanding of modern-day issues in endocrinology by exploring the effects of hormones on behavior within all taxa.

BIO 753 Mammalogy. (3) A. Classification, natural history, field methods, and distribution of mammals. BIO 316 or 342 recommended prior to enrollment. 1 Lec/4 Lab.

BIO 754 Ornithology. (3) A. Avian biology with emphasis on field identification of local avifauna, anatomy, physiology, ecology, evolution, migration, economic importance, distribution, and behavioral patterns. Early morning field trips required. 2 Lec/4 Lab.

BIO 755 Behavioral Ecology. (3) A. Prerequisite: BIO 316 or instructor approval. How behavior is influenced by natural selection in relation to ecological conditions. Emphasis on quantitative and experimental methods an on integrating theoretical ideas with field and laboratory experience.

BIO 756 Herpetology. (3) A. Natural history of the amphibians and reptiles including taxonomy, general ecology, behavior, distribution, breeding, and food habits. 2 Lec/3 Lab.

BIO 757 Ichthyology. (3) A. A phylogenetic examination of morphological, ecological, and behavioral diversifications of fishes in the world, with special attention to the Appalachian fauna. Laboratory devoted to anatomy, identification, and reproductive strategies. 2 Lec/4 Lab.

BIO 758 Freshwater Ecology. (3) A. Prerequisite: BIO 316 or instructor approval. Ecology of lakes, streams with reference to physical, chemical, and biological factors. To include a variety of methods and instruments. 2 Lec/3 Lab-Disc.

BIO 761 Fish Biology and Management. (3) A. Methods for assessment and analysis of fish populations and aquatic habitats, including age and growth, fecundity, food habits, and yield. Emphasis on economic and ecological importance of management decisions. Optional weekend field trips. 2 Lec/4 Lab.

BIO 784 Upland Wildlife Management. (4) A. Ecological principles and management strategies to preserve and enhance forest and grassland wildlife and their habitats.

BIO 785 Wildlife Resource Policy and Administration. (3) A. Discussion of state, regional, national, and international policies and agencies which impact management of wildlife resources; with emphasis in North America. BIO 381 recommended prior to enrollment.

BIO 786 Wetland Wildlife Management. (4) II. Ecology and management of migratory and resident wetland wildlife populations and their habitats, with a focus on waterfowl. BIO 316 and 381 recommended prior to enrollment. 2 Lec/4 Lab.

BIO 787 Urban Wildlife Management. (3) A. The strategies employed to manage urban wildlife and prevent/control animal damage in North America will be discussed.

BIO 798 Special Problems. (1-3) I, II. Prerequisite: students must have the independent study proposal form approved by the faculty supervisor and department chair prior to enrollment. Independent research in the biological sciences, under the guidance of a faculty member, which allows students to design a research problem and make experimental observations and conclusions. May be retaken to a maximum of four hours.

BIO 799 Topics in Biological Sciences. (1-6) A. Prerequisite: instructor approval. Special topics in the biological sciences of current interest to faculty and students will be presented through lecture, discussion, and report. May be retaken to a maximum of six hours.

BIO 800 Biology and Ethics. (1) I. Responsibilities and ethics of research and teaching in the biological sciences. 2 Lab.

BIO 801 Scientific Literature and Writing in Biology. (2) I. Directed readings in biology designed to acquaint the student with the major sources of literature, the delimitation of problems, note taking, the making of bibliographies, and the writing of scientific articles.

BIO 802 Selected Topic in Biological Sciences. (1-4) A. Advanced study of modern biological principles and the solution of interacting problems. The course content will be designed to meet the needs of students in specialized areas of biology. May be retaken to a maximum of eight hours.

BIO 803 Big Game Ecology. (3) A. Prerequisites: BIO 316, BIO 381 or instructor approval. Biology and ecology of the major big game species found in North America with emphasis on current management practices and problems.

BIO 806 Aquatic Entomology. (3) A. Prerequisite: BIO 341 or 355 or instructor approval. To develop an understanding of, and an appreciation for, aquatic insects. Techniques on collecting as well as the biology, ecology, and systematics of each of the aquatic insect orders will be considered. 2 Lec/3 Lab.

BIO 810 Biostatistics. (3) I. Statistical analysis of biological data. Students participate in the taking and processing of data by use of well-established statistical techniques. 2 Lec/2 Lab-Disc.

BIO 816 Biogeography. (3) A. Physical and biotic factors influencing the evolution, diversity and distribution of Earth's biota; ecogeographic principles, patterns and theories related to the diversity and distributions of organisms.

BIO 831 Molecular Regulation. (3)

A. Discussion and experimental manipulation of transcriptional/translational regulation in eukaryotes/prokaryotes with reliance on the current literature as reference. Coverage of regulatory mechanisms and experimental approaches. 2 Lec/2 Lab.

BIO 839 Applied Learning in Biology. (.5-6) A. Prerequisite: departmental approval. Work under faculty and field supervisors in a cooperative job experience related to student's academic studies. Credit varies with hours of employment; three to six hours per semester or summer. May be retaken at the discretion of the department or college involved. A minimum of eighty hours of work is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

BIO 839 A-F Cooperative Study: Biology. (.5-6) A. Prerequisite: departmental approval. Work under faculty and field supervisors in a cooperative job experience related to student's academic studies. Credit varies with hours of employment; three to six hours per semester or summer. May be retaken at the discretion of the department or college involved. A minimum of eighty hours of work is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

BIO 845 Vertebrate Physiological Ecology. (3) A. Comparative study of physiological mechanisms of vertebrates in response to changing environmental conditions. Topics emphasized include temperature adaptation, color change, orientation, and biological rhythms. 2 Lec/3 Lab.

BIO 846 Population Ecology. (3) A. Theoretical and applied study of size and organization of animal and plant populations and the physical and biological factors affecting spatial and temporal patterns.

BIO 848 Aquatic Ecosystems. (3) A. Prerequisite: BIO 558 or 758 or instructor approval. Modern methods for analysis of biological integrity of aquatic ecosystems. To include fieldwork involving various methods, and the calculation and discussion of currently used metrics. 2 Lec/3 Lab.

BIO 849 Field Methods in Ecology. (3) A. Field sampling techniques and methods of observation applicable to describing terrestrial plant and animal communities. Field data utilized to develop an environmental impact statement. 6 Lab/Disc.

BIO 850 Dynamics of Ecosystems. (2) A. Energy flow, nutrient cycling, and interrelationships among organisms and environments in terrestrial ecosystems; consultation with faculty committee. Required of graduate students in non-thesis option; cannot be used in thesis option.

BIO 880 Current Review of Biology. (3) A. Prerequisite: BIO 801 or departmental approval. Summary and critical evaluation of current research in a particular area of biology, written in consultation with faculty advisor. Required of graduate students in non-thesis program. Cannot be used to meet requirements in the thesis program.

BIO 881 Independent Study. (1-3) I, II. Prerequisite: Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Advanced research in the biological sciences under the guidance of a faculty member, which allows students to design a research problem and make experimental observations and conclusions. May be retaken to a maximum of four semester hours. Credit will not be given to students enrolled in the M.S. Biology thesis program.

BIO 890 Graduate Seminar. (1) A. Prerequisite: BIO 801. Presentation and discussion of selected topics and research in the biological sciences. Required of all graduate students and may be retaken to a maximum of two hours.

BIO 891 Thesis Research. (1-6) A. The accomplishment of an independent research project, in consultation with a faculty advisor, for the preparation of a thesis as part of the requirements for the M.S. degree in Biology. May be retaken to a maximum of six hours.

BIO 891C Continuation of Thesis Research. (1-9) A. Prerequisite: departmental approval. The continuation of an independent research project, in consultation with a faculty advisor, for the preparation of a thesis as part of the requirements for the M.S. degree in Biology. May be retaken as necessary to complete research thesis. A student must have registered for six hours of BIO 891 before registering for BIO 891C. May not be used to satisfy degree program requirements.

CAH—Arts and Sciences Interdisciplinary
Dr. John Wade, Dean

CAH 715 Topics in Humanities_____. (1-3) A. An experimental course designed to investigate relevant topics in Arts and Humanities.

CAH 900 Independent Work. (106) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent research and/or field work.

CCT—Corporate Communication and Technology
Dr. Lana Carnes, Chair

CCT 720 Corporate Training. (3) A. This course applies theories of learning and instructional development to office systems, employee education, and skills training. Topics include instructional design; strategy; technology; and the implementation, evaluation, and management of training in organizational environment.

CCT 750 Integrated Corporate Communication. (3) A. Prerequisite: senior or graduate standing. Examines effective integrated communication skills to achieve organizational objectives. Emphasizes analysis, application of communication process, and strategies for managerial decision-making. Examines change process, corporate culture, and negotiation issues. Provides corporate training component.

CCT 760 Office Management. (3) I, II. Function and organization of offices; office layout and equipment; personnel; work simplification and control; technology in the office; planning, organizing, and controlling office services; systems and job analysis.

CCT 770 Web Design for Offices. (3) A. Prerequisite: CCT 250 or CIS 212 or CSC 104. Advanced development of business document design techniques with an emphasis on web design and multi-media resources. Geared for education, small offices or businesses, personal use, and not-for-profit organizations.

CCT 780 Office Technology Seminar. (3) A. Prerequisites: CIS 250 or CSC 104 or CIS 212, and CCT 300W or CCT 201, ninety hours completed. This capstone course requires synthesis and applications of concepts related to current office systems topics.

CCT 850 Business Research and Communication. (3) A. Business research design and methodology, report writing, oral presentations, and communication strategies for organizations.

CCT 880 Independent Study in Corporate Communication and Technology. (1-4) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

CDF—Child and Family Studies
Dr. Diane Leggett, Chair

CDF 701 Advanced Prenatal and Infant Development. (3) I, II, A. Growth and development from conception to three years. In-depth study of theories and issues related to development during the first three years and before birth. Impact on family, education, and community will be explored.

CDF 738 Research Analysis in Child and Family Studies. (3) I. Prerequisites: CDF 235 or 241 and 244 and six hours in CDF, or departmental approval. Students will acquire the skills required to read and evaluate professional research literature in child and family studies by examining current studies. Students will also compare and contrast the treatment of current issues in their field in both popular and professional writing.

CDF 741 Infant-Toddler Development and Group Care. (3) A. Growth and development from conception to three years. Emphasis on family intervention, appropriate policies and practices for group care, assessment, disabilities, multicultural and gender issues, and caregiver professional growth.

CDF 744 Early Childhood Development and Program Planning. (3) A. Theory pertinent to early childhood development and learning including constructiveness, socially mediated intelligence, multiple intelligence and creativity. Emphasis on emergent curriculum and teaching strategies reflecting social collaboration such as webbing, project work, and multimedia documentation.

CDF 747 Organization and Administration of Early Childhood Programs. (3) II. Prerequisites: CDF 327 or 247, 343 or 248, and 344, or departmental approval. Review of the theories influencing the definition of goals, philosophies and rationales for establishment of early childhood programs (0-5), study of procedures for organizing early childhood programs, and discussion of the management processes for administering quality early childhood programs.

CDF 750 Child and Family Studies Topics: _____. (1-3) A. Workshops on selected topics in child and family studies. May be retaken to a maximum of six hours provided topics vary. Students having received credit for the course at the 500 level may take this course to a maximum of six hours, including the undergraduate credits. Those who have not received credit for this course at the undergraduate (500) level may retake it to a maximum of six hours credit.

CDF 849 Special Problems in Child Development. (1-3) A. Prerequisite: CDF 548 or 748 or instructor approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. The student chooses a problem and works under the supervision of the instructor. May be taken to a maximum of six hours provided topics vary.

CDS—Communication Disorders and Sciences
Dr. Deborah Haydon, Chair

CDS 720 Augmentative and Alternative Communication Systems. (3) I. An overview of various approaches to aided non-oral systems of communication. Various devices and symbol systems will be discussed.

CDS 741 School Services in Communication Disorders. (3) II. Prerequisites: admission to professional education, overall 2.8 GPA, and admission to the CDS program. Organization and management of speech-language therapy services in the schools. Lec/Lab

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

CDS 772 Speech and Hearing Science. (3) II. Prerequisite: admission to the CDS program or instructor approval. Study of the physics of sound, acoustic characteristics and processes, perceptual correlates, production of speech, and psychophysical processes of communication. Software applications and instrumentation are also covered.

CDS 861 Communication Disorders in Atypical Populations. (3) A. Prerequisite: admission to communication disorders and sciences program or

by departmental permission. An overview of associated speech, language, or hearing problems commonly identified in atypical or special populations that may be encountered by the speech-language pathologist.

CDS 863 Motor Speech Disorders. (3) II. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Study of the neurophysiology, assessment, and treatment of various motor speech disorders, including dysarthria and apraxia.

CDS 867 Advanced Language Disorders. (3) A. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Advanced study of formal and informal assessment and treatment approaches in child language without consideration of etiology. Emphasis on collaboration within the classroom, language and narrative sampling analysis techniques and use of language within the natural context.

CDS 870 Professional Issues in Communication Disorders. (3) A. Prerequisite: admission to communication disorders and sciences program or by departmental permission. Scope of practice, professional Code of Ethics, trends in service delivery, pertinent legislation, legal concerns, and other issues which impact the field of communication disorders will be examined.

CDS 873 Advanced Articulation and Phonology Disorders. (3) I. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Study of the research and principles associated with symptomatology, etiology, diagnosis, and treatment of articulation and phonological disorders. Issues related to accent enhancement and modification, including assessment and intervention are explored.

CDS 874 Graduate Practicum: Speech-Language Pathology. (3) A. Prerequisite: admission to communication disorders and sciences program or by departmental permission. Supervised clinical practice in speech-language pathology. Must be retaken for a total of nine hours for the MA degree.

CDS 875 Adult Neurogenic Language Disorders. (3) II. Prerequisites: admission to the communication disorders and sciences program or by departmental permission. The study of the neurophysiological bases of aphasia classification systems, evaluation procedures, and treatment strategies.

CDS 876 Advanced Voice Disorders. (3) I. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Study of the research and bases of laryngeal phonation deviation, including etiology, diagnosis, and treatment of functional and organic voice disorders; assessment and use of clinical techniques with a variety of voice disorders.

CDS 877 Advanced Fluency Disorders. (3) II. Prerequisites: admission to communication disorders and sciences program or by departmental permission. Critical study of research literature on etiology, theory, assessment and intervention strategies for preschool, school age, and adult fluency disorders.

CDS 878 Diagnosis of Communication Disorders. (3) I. Prerequisite: admission to communication disorders and sciences program or by departmental permission. Diagnosis of language and speech disorders with emphasis on the use of dynamic assessment and comprehensive test batteries to describe the communication skills of children and adults. Profile analysis will be utilized to determine relative strength and weakness.

CDS 879 Dysphagia. (3) II. Prerequisite: admission to communication disorders and sciences program or by departmental permission. An introduction to dysphagia, including the anatomy, physiology, and development of normal swallowing, and evaluation, etiologies, and treatment of dysphagia.

CDS 880 Research Methodology in Communication Disorders. (3) I. Prerequisites: admission to communication disorders and sciences program; or by departmental approval. Corequisite: CDS 878. Critical examination of research methodology in communication disorders and sciences. Students acquire the fundamental motivation, knowledge, and skills for conducting clinical and basic science research and for reading and critically evaluating research literature.

CDS 885 Cognitive Rehabilitation. (3) A. Prerequisites: admission to communication disorders and sciences program and CDS 571 or 771 or by departmental permission. Study of the neurophysiological, cognitive, neuropsychological, and social/emotional issues associated with traumatic brain injury in children and adults, including principles of linguistic/cognitive assessment and intervention.

CDS 897 School Experiences in CD. (6) I, II. Prerequisites: CDS 874 (9 credit hours), completion of CD core courses and admission to student teaching. Supervised 12-week, full-time clinical practice with a variety of communication disorders in selected school settings. For CDS graduate students seeking certification in speech-language pathology.

CDS 898 Externship in Communication Disorders. (6) I. Prerequisites: CDS 874 (nine credit hours) and completion of graduate core course work in communication disorders and sciences. Supervised 12-week, full-time clinical practice with a variety of communication disorders in selected externship sites.

CDS 899 Research Project/Thesis Option. (3) II. Prerequisite: CDS 880 or instructor approval. Completion of a research project related to a special population that may lead to a thesis and/or to a professional presentation and publishable paper. May be retaken to a maximum of 9 credit hours. Credit not awarded for both SED 899 and CDS 899.

CHE—Chemistry
Dr. Lori Wilson, Interim Chair

CHE 701 A-E Chemtopics: _____. (1-3) A. Prerequisite: departmental approval. Topics to be chosen from a current and/or specialized area of chemistry based on interests and/or need: A: Analytical, B: Biochemistry, C: Inorganic, D: Organic, or E: Physical. May be retaken to a maximum of six hours.

CHE 701L Chemtopics Lab: _____. (1) A. Prerequisite: departmental approval. Laboratory experiences chosen from specialized areas of chemistry including advanced chemical instrumentation / analysis, synthetic methods, computational chemistry, or molecular modeling. Topics vary according to student needs. May be retaken to a maximum of two hours. 3 Lab.

CHE 715 Synthetic & Analytical Methods. (5) A. Prerequisites: CHE 362, 362L, 425 (or FOR 411), 425L (or FOR 411L), (C or better in each course) or departmental approval. Pre- or Corequisite: CHE 450 (C or better). Synthesis, isolation, purification, and characterization (including spectroscopy and other analytical methods) of inorganic and organic compounds and mixtures. Other methods include handling of air and moisture sensitive compounds and molecular computations. 3 Lec/6 Lab.

CHE 720 Mass Spectrometry. (3) A. Prerequisite: CHE 362. Topics include types of mass spectrometers; qualitative and quantitative mass spectrometry, different ionization processes, sample inlet systems (including chromatography systems), and interpretation of mass spectral data.

CHE 770 Biophysical Chemistry I. (4) I, II. Prerequisite: CHE 361 (C or better), BIO 111 or higher (C or better), and either MAT 124 or MAT 261. Prerequisite or Corequisite: PHY 131 or 201. An introduction to physical and chemical explanations of biological phenomenon and physical chemistry theories and methodologies applied on biological systems. Topics include thermodynamics, chemical equilibrium, kinetics, quantum chemistry, spectroscopy, and selected topics. 6 Lec / Lab / Rec.

CHE 774 Physical Chemistry I. (3) A. Prerequisite: CHE 361 (C or better). Prerequisites or Corequisites: CHE 774L and MAT 224 and PHY 131 or 201 (C or better in each course). A study of thermodynamic properties in physical and chemical systems; electrochemical processes; rates and mechanisms of chemical reactions.

CHE 774L Physical Chemistry Lab I. (1) A. Prerequisites or Corequisites: 774 (C or better). Laboratory component of CHE 774. Experimental work to illustrate principles of physical chemistry that include thermochemistry, thermodynamics, equilibrium, and reaction kinetics. 3 Lab.

CHE 775 Physical Chemistry II. (3) A. Prerequisite: CHE 361 (C or better). Prerequisite or Corequisite: CHE 775L and MAT 225 and PHY 132 or 202 (C or better in each course). An introduction to quantum mechanics as applied to model, atomic, and molecular systems; applications of atomic and molecular spectroscopy; introduction to computational chemistry.

CHE 775L Physical Chemistry Lab II. (1) A. Prerequisites or Corequisites: 775 (C or better). Laboratory component of CHE 775. Experimental work to illustrate principles of physical chemistry including UV-visible, infrared, and fluorescence spectroscopic techniques, fundamentals of laser operation, statistical mechanics, and computational chemistry.

Selected Topics in Chemistry. (1-3) A. Prerequisite: departmental approval. Topics chosen from advanced areas of interest and vary according to needs. May be retaken for credit when new topics offered.

CHE 810 Professional Training (3) I. Prerequisite: departmental approval. Course demonstrates professional tools and establishes skills including teaching in chemistry, chemical literature searching, independent project planning, methods for disseminating chemical data, chemical safety, as well as professional ethical conduct.

CHE 822 Advanced Analytical Chemistry. (3) A. Prerequisite: CHE 525/725 or departmental approval. Modern practices in chemical analysis. Sampling, sample preparation, spectroscopic and chromatographic methods.

CHE 830 Applied Biochemistry (3) A. Prerequisite: CHE 430 or departmental approval. Structure, analysis, and organization of proteins; drug development; organic mechanisms of enzyme action; and the chemistry of the immune system.

CHE 839 Applied Learning in Chemistry. (.5-3) A. Prerequisite: departmental approval. Work under faculty and professional supervisors in an accepted chemistry or chemistry-related internship. One half (.5) to three hours per semester or summer. May be retaken at discretion of department or college up to a maximum of three hours. A minimum of 80 hours work for each credit.

CHE 839 A-F Cooperative Study: Chemistry. (.5-3) A. Prerequisite: departmental approval. Work under faculty and field supervisors in cooperative experience. One half (.5) to three hours per semester or summer. May be retaken at discretion of department or college up to a maximum of three hours. A minimum of 80 hours work for each credit.

CHE 845 Chemical Laboratory and Demonstration Techniques. (1-4) A. Prerequisite: six semesters of undergraduate work in chemistry or departmental approval. Techniques of constructing and demonstrating apparatus to illustrate principles of chemistry. Primarily for high school and community college science teachers. 3-12 Lab.

CHE 850 Advanced Inorganic Chemistry. (3) A. Prerequisite: CHE 550/750. Molecular symmetry in inorganic chemistry, mechanisms of inorganic reactions, and catalysis by coordination and organometallic complexes.

CHE 860 Advanced Organic Chemistry (3) A. Prerequisite: CHE 362 and 362L or departmental approval. Structure and reactivity of organic molecules and an in-depth study of interactions involved in

molecular, macromolecular, and supramolecular systems and multiple step synthesis for polyfunctional molecules.

CHE 880 Graduate Seminar. (1) II. Presentation of significant developments in chemistry to members of the chemistry faculty and department majors. May be retaken to a maximum of two hours.

CHE 881 Graduate Colloquium (1) I, II. Discussions of recent developments in chemistry (and related fields) based on literature and/or experimental research from local or visiting scholars. One weekly meeting. Cannot be taken concurrent with CHE 810 or 880.

CHE 892 Graduate Project. (3) A. Research of chemical literature and preparation of a detailed written report on a current topic in chemistry. The topic of the paper shall be pre-approved by the student's committee.

CHE 895 Graduate Research. (1-6). A. Laboratory research in one of the major areas of chemistry for application to a thesis. May be retaken to a maximum of six hours.

CHE 895C Continuation of Graduate 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 895 before registering for CHE 895C. May not be used to satisfy degree program requirements.

CIS—Computer Information Systems
Dr. Oliver Feltus, Chair

CIS 826 Information Systems Applications. (3) A. Computer literacy, management information systems, and computer applications in business using word processing, spreadsheets, presentation, and database software tools. Tools are demonstrated using problems in accounting, finance, marketing, management, and production. Cannot be used as an MBA elective.

CIS 850 Management of Information Systems. (3) II. Prerequisite: Successful completion of any required prerequisite MBA foundation courses or departmental approval. Examines existing and emerging information technology within and among organizations. The focal points are infrastructure technologies, the role IT plays in business processes, and the manager's role in developing, acquiring and managing information resources.

CIS 860 Contemporary Topics in Information Technology. (3) A. Prerequisite: CIS 850. Topics include some of the following: office automation, telecommunications, decision support systems, knowledge-based systems, executive information systems and executive support systems. May be retaken to a maximum of six hours if topics are different.

CIS 890 Independent Study in Computer Information Systems. (1-4) A. Prerequisite: advisor/departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

CMS—Communication Studies
Dr. Elizabeth Hansen, Chair

CMS 805 Independent Studies in Communication Studies. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Individual research and reading on a specific speech communication subject. Regular consultation and final paper required.

CNM—Arts and Sciences Interdisciplinary
Dr. John Wade, Dean

CNM 799 Ecology for Teachers. (3) A. Prerequisite: BIO 102 or CHE 100 or GLY 102 or PHY 102 or departmental approval. Introduces pre-service teachers to ecology and the environment through an interdisciplinary approach beginning with the physical environment, progressing to whole ecosystems, and onto analyses of environmental issues. Classroom teaching strategies will be modeled.

CNM 800 Environmental Science Issues. (3) A. State, national and global environmental issues will be investigated and evaluated with consideration of actions needed to address the issues.

COM—Communication
Dr. Elizabeth Hansen, Chair

COM 750 Readings in Mass Communications. (3) A. Prerequisites: departmental approval and ninety or more hours. Critical reading of selected books and magazines relating directly or indirectly to mass communications. Features reviews and seminar discussions of readings chosen to reflect student's individual interests.

CON—Construction Management

CON 827 New Construction Entity (3) A. Prerequisites: AEM 801 and TEC 830. A study focused on establishing a new construction entity, which includes: selecting company type, establishing professional relationships, fulfilling federal/state mandates, developing a marketing plan and establishing a risk mitigation strategy.

CON 828 LEED Principles and Procedures (3) A. Prerequisite: Departmental Approval. A study focused on understanding of the requirements and procedures for obtaining Leadership in Energy and Environmental Design (LEED) professional accreditation.

CON 829 Construction Portfolio Management (3) A. Prerequisites: AEM 801 and 804. A study for seasoned project managers responsible for complex projects and/or portfolios of construction projects. From charrette to managing project execution, enterprise-wide project management principles will be examined.

COR—Correctional/Juvenile Justice Studies
Dr. Victor E. Kappeler, Chair

COR 808 Analysis of Correctional and Juvenile Justice Data. (3) A. Prerequisites: undergraduate research methods and undergraduate statistics or departmental approval. This course examines techniques for analyzing data in corrections and juvenile justice. Emphasis is placed on analysis and interpretation of data using univariate, bivariate, and multivariate techniques.

COR 809 Program/Policy Evaluation & Analysis. (3) A. Qualitative/quantitative concepts and procedures to manage, understand, and effectively consume program evaluation and statistically based-research. Reading, understanding, accurately interpreting evaluation-based research journals and governmentally produced research emphasized.

COR 810 Crime Theory for Corrections/Juvenile Justice Leaders. (3) A. Presents and critiques explanations of crime, delinquency, criminalization. Emphasizes application of these explanations to correctional/juvenile justice programming and leadership.

COR 812 Leading with Political, Ethical and Emotional Intelligence (3) A. Examines leadership within the correctional field, focusing on three competencies essential for effective, just leadership: political, ethical, and emotional intelligence. Understanding mindset/tactics associated with administrators that do/don't lead with these competencies.

COR 818 Research Methods in Corrections/ Juvenile Justice. (3) A. Examines strategies/issues relevant to collection and analysis of quantitative and qualitative data in areas of community corrections, juvenile justice, adult corrections. Special attention to methods/techniques most relevant to agency administration.

COR 820 Trends/Issues in Juvenile Institutional/Community Corrections. (3) A. Examines trends/issues central to understanding contemporary juvenile corrections/crime; correctional trends; historical development; use/effectiveness of various interventions (prevention, pre/post adjudicatory responses to juvenile offenders).

COR 823 Topical Seminar in Corrections/ Juvenile Justice. (1-3) A. This is a variable topic seminar meant to provide in-depth, critical analyses of contemporary issues in adult corrections or juvenile justice. The course may be retaken to a maximum of six hours on different topics.

COR 825 Illicit Offender Networks (3) A. Examines structure/functions of inmate exchange networks. Discussion on markets for illicit goods, services; interpersonal, collective, sexual violence; staff complicity in illegal activities. Explore social/ institutional factors impacting inmate exchange networks.

COR 826 International Responses to Juvenile & Adult Offenders. (3) A. Examination of adult and juvenile systems of punishment, traditional and non-traditional, of various nations. Explore critical issues/trends from several perspectives to develop deeper understanding of prison and alternatives in the US and world.

COR 827 Corrections and Crime Mythology. (3) A. Interrelatedness of social construction of issues in corrections, prisons, crime in popular/media culture with empirical realities of these issues. Examination of social and symbolic construction through analysis of film, literature, popular culture, academic literature.

COR 828 Mental Health/Substance Abuse Issues in the Correctional Setting. (3) A. Explores prevalence, diagnosis, best practices for treatment of mental illness/substance abuse disorders; pressing issues facing the criminal justice system in the correctional population.

COR 830 Understanding Corrections/ Juvenile Justice Institutions. (3) A. Situates issues facing correctional organizations in historical, political, economic, cultural contexts. Emphasizes applying theory and critical thinking to address problems/issues/trends facing leaders in corrections and juvenile justice.

COR 835 Correctional/Juvenile Justice Leadership & Administration. (3) A. Examination of contemporary approaches to juvenile justice/ corrections leadership and administration; organization, personnel management, leadership skills, policy formulation focus, study of social/political settings of corrections administration and leadership.

COR 839 Applied Learning in Corrections and Juvenile Justice. (.5-3) A. Prerequisites: departmental approval and graduate GPA of at least 3.0. Students work in an agency in corrections, juvenile justice, or related area. Accompanying classroom and coursework components are designed to promote integration of work and academic experiences. A minimum of 80 hours work is required for each hour of academic credit.

COR 839 A-F Cooperative Study: Corrections and Juvenile Justice. (.5-3) A. Prerequisites: departmental approval and graduate GPA of at least 3.0. Students work in an agency in corrections, juvenile justice, or related area. Accompanying classroom and coursework components are designed to promote integration of work and academic experiences. A minimum of 80 hours work is required for each hour of academic credit.

COR 840 Trends/Issues in Adult/ Institutional/Community Corrections. (3) A. This course analyzes current and emerging trends/ issues in adult community and institutional corrections.

The future of corrections is examined based on current and projected trends.

COR 850 Corrections and Juvenile Justice Interventions. (3) A. This course provides critical analyses of research and theories guiding effective rehabilitation programs in corrections and juvenile justice. It examines how various factors contribute to criminal behavior and how assessment procedures can improve programs.

COR 856 Law and Ethics in Dealing with Offenders. (3) A. Analyzes ethical and legal issues confronting leaders in adult and juvenile correctional agencies. Evaluates statutory law, case decisions, administrative promulgations from constitutional and socio-legal standpoints.

COR 857 Community Context of Adult/ Juvenile Corrections. (3) A. Analyzes interaction between local communities/institutional/community corrections. Explores how community shapes offenders entering the correctional system; how the correctional system impacts local communities. Emphasis on subcultural theories of crime and communities; implications of re-integrating offenders.

COR 878 Capstone Applied Research Project. (3) A. Prerequisites: Complete core courses; final semester registration. Culminating academic experience involving research of well-defined correctional/juvenile justice leadership topic. Emphasizes grounding the project in relevant literature, appropriate topical methods of inquiry, integrating knowledge gained throughout program.

COR 897 Independent Study. (1-6) A. Students must have the independent study proposal form approved by faculty supervisor, department chair, and the graduate director before enrolling. Students engage in self-directed learning at the university or in a field setting under graduate faculty supervision. Students must have completed a minimum of 6 hours of COR coursework and have clear admission status to be eligible to register for this course.

COR 898 Thesis. (1-6) A. Students develop a thesis under faculty direction. While various combinations of hours per semester are possible, students selecting a thesis option must complete six hours total. Students must confer with the thesis advisor before enrolling.

COU—Counseling
Dr. Connie Callahan, Interim Chair

COU 802 Counseling Psychology. (3) A. Examination of counseling methods and concepts with emphasis on current systems of counseling.

COU 803 Mental Health Counseling and Consultation. (3) I. Prerequisite: COU 840. Includes programs of mental health counseling and consultation, the development and management of mental health services, programs, needs assessments, intervention, and evaluation.

COU 804 Counseling Diverse Population. (3) I, II. Prerequisites: COU 813, 840, 846. An examination of the application of counseling methods and concepts to non-majority groups. The lifestyle, values, customs and attitudes of non-majority population will be explored.

COU 807 Counseling: _____. (1-3) A. Prerequisite: advisor/departmental chair approval. Workshops, special topics, or seminars. May be retaken under different subtitles.

COU 813 Professional Orientation and Ethics in Counseling. (3) I, II. Prerequisite: admission to the program. An introduction and orientation to the counseling profession. This course will explore the professional roles, organization, training, and credentialing standards of the profession. It will also survey the ethical, legal and professional issues facing counselors.

COU 814 Administration and Consultation in School Counseling. (3) I. Prerequisites: COU 813, 840, 846. Consideration of theory, organization, consultation and personnel practices involved in organizing and administering guidance and counseling programs in the schools.

COU 820 Group Counseling. (3) I, II. Prerequisites: COU 813, 840, 846. Theory and experiences to develop skill in and understanding of group dynamics and effective group behavior.

COU 822 Lifestyle and Career Counseling. (3) I, II. Prerequisites: COU 813, 840, 846. Occupational information in educational and vocational planning; theories of vocational choice; sociology of occupations, and interpretation and utilization of current data pertaining to career fields.

COU 825 Developmental Guidance K-12. (3) A, II. Prerequisites: COU 813, 840, 846. Student will learn how to design and implement a systematic K-12 developmental guidance program based on collaboration, consultation, and prevention as well as develop creative and play therapy approaches to working with children and adolescents.

COU 826 Assessment in Counseling. (3) I. Prerequisites: EPY 816, 839, COU 855, and department approval. Consideration of the major theories of assessment. Training in the administration, scoring, and interpretation of selected tests of intelligence and other counseling assessment tools.

COU 827 Individual Assessment of Intelligence. (3) I. Prerequisite: COU 826. Supervised practice in the administration, scoring, and interpretation of the Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale, and the Wechsler Preschool and Primary Scale of Intelligence.

COU 840 Counseling Theory and Practice. (3) I, II. Prerequisite/Corequisite: COU 813. Major theories of counseling. Attention is given to personality structure and individual behavior from which these are derived.

COU 844 Student Personnel Services in Higher Education. (3) I. Prerequisite/Corequisite: COU 813. Study of student personnel services; emphasis upon relationship of these services to the total college program, research, and organization.

COU 845 Internship in Student Personnel Services. (3) II. Prerequisite: EPC 844. 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.

COU 846 Process and Basic Techniques of Counseling. (3) I, II. Prerequisites/Corequisites: COU 813, 840. Includes a consideration of different schools of thought in current counseling practice; how the counselor works; and effective procedures for counseling.

COU 847 Crisis and Abuse Counseling. (3) A. Prerequisites: COU 813, 840, 846. This is an advanced counseling techniques class focusing on the process and skills in crisis and abuse counseling, as well as legal, ethical, and advocacy issues.

COU 848 Child and Adolescent Counseling. (3) A. This is an advanced counseling techniques class focusing on specific skills and processes for children and adolescents.

COU 849 Addiction Disorders Counseling. (3) A. Prerequisites: COU 813, 840, and 846. Addictive disorders and behaviors ranging from chemical dependency, compulsive gambling, sex addiction to workaholism with a focus on biopsychosocial model, 12-Step and peer therapy, assessments, and interventions for adolescent and adult populations.

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

COU 851 Counseling GLBT Clients. (3) A. Critical examination of gay, lesbian, bisexual, and transgender identity, politics, culture. Focus on counseling competencies for GLBT clients.

COU 852 The Counseling Process in Grief and Loss. (3) A. This is an advanced skills course which will teach the theoretical and skill-based grief and loss intervention and treatment models for working with clients. Students will explore professional issues in the field, including diversity issues related to grief and loss.

COU 853 The Counseling Process in Clinical Sexuality. (3) A. This is an advanced skills course that will teach theoretical and skill-based clinical sexuality intervention and treatment models to work with clients. Students will explore professional issues in the field, including diversity issues related to clinical sexuality.

COU 855 Diagnosis and Treatment in Counseling. (3) A. Prerequisites: COU 813, 840, 846. This course addresses diagnoses and treatment planning in counseling as well as prevention of mental and emotional disorders and dysfunctional behavior. Credit will not be awarded to students who have credit for PSY 841.

COU 856 Practicum in Intellectual Assessment. (3) A, II. Prerequisites: COU 826, 827. Advanced laboratory practice in giving tests and interpreting results. Attention given to intelligence tests, measurements of special aptitudes, inventories for self-appraisal, and measure of personality.

COU 860 Student Development Theory in Higher Education. (3) I, II. This is a theoretical/ development course in the introduction to the student affairs profession.

COU 861 Overview and Legal Issues in Higher Education. (3) I, II. Overview of the legal and ethical issues in the student affairs profession.

COU 862 Policy and Finance in Higher Education. (3) I, II. Analysis of governance, policy-making, and financial issues in the student affairs profession.

COU 870 Introduction to Play Therapy. (3) A. Prerequisites: EPY 839, COU 813, COU 840, COU 846. This course discusses understanding the person of the therapist, playroom and materials, theories, history, process, techniques, relationship building, themes, parent involvement, ethics and experiential practice of play therapy with children and adults.

COU 871 Advanced Play Therapy. (3) A. Prerequisite: COU 870. Includes research, advanced theory, play therapy practice and skill development with various populations across the life span.

COU 872 Practicum in Play Therapy. (3) A. Prerequisite: COU 871. Includes personal and professional development of the Play Therapist through practical application of Play Therapy theories, techniques and skills.

COU 880 Counseling Practicum: Elementary, Secondary, or Mental Health. (3) I, II. Prerequisite: clinical coordinator approval. This course provides students the opportunity to practice skills developed in their program. Students will be supervised by an experienced counselor in a setting appropriate for their program. May be taken under different setting titles up to 9 hours.

COU 881 Internship in Counseling: Elementary, Secondary, or Mental Health. (3) A, I, II. Prerequisite: COU 880. Practice in a counseling setting which allows for the transition from student to professional. May be taken for up to 9 credit hours in order to generate the needed 600 clock hours.

COU 891 _____. (3) A. Critical examination of current issues and development trends in counseling research. May be retaken for a maximum of 9 hours provided topic is different each time.

CRJ—Criminal Justice
Dr. Victor E. Kappeler, Chair
Dr. Peter Kraska, Graduate Coordinator

CRJ 800 Advanced Criminal Justice Studies. (3) A. An orientation to our field of study as well as an examination of the criminal justice and crime control apparatus. Includes a review of the assumptions, theories, research, and normative

orientations that underlie and drive criminal justice thinking and practice.

CRJ 801 History of Criminal Justice. (3) A. An examination of the historical development of the criminal justice system.

CRJ 802 Violence Against Women (3) A. This course provides students with a human right framework and cross-cultural understanding of violence against women, and efforts across societies to translate international knowledge into local justice for gender-based violence and female victims.

CRJ 808 Analysis of Criminal Justice Data. (3) A. An examination of statistics and analysis in criminal justice research. Addresses epistemological presuppositions, statistical assumptions, results, and use of results for decision making.

CRJ 810 Advanced Police Administration. (3) A. An examination of the functions of the police in the criminal justice system; concepts and principles of police organizational structure; concepts and principles of administration and management with an emphasis on the environment, change, conflict, strategy and evolution.

CRJ 813 Analysis of Police Operations. (3) A. An analysis of the strategies and programs utilized in modern police work. Previous research studies and contemporary methods for assessing the effectiveness of police practices are examined.

CRJ 814 Policing and Society. (3) A. Theoretical, historical and comparative perspectives on policing. Critical analysis of the function of police in modern society.

CRJ 815 Policing Global Insecurity. (3) A. Examines "global security threats" (e.g. terrorism, transnational crime, ethnic cleansing) and the State and private sector's role in their construction and control. Late-modern social, political, and cultural movements are used to make theoretical sense of these phenomena.

CRJ 823 Social Justice and Music. (3) I, II. This course analyzes how American society and justice are reflected in popular music and its performance. The course examines connections between music, culture, history and society. A knowledge of music is not a pre-requisite.

CRJ 840 Punishment and Society. (3) I. Beginning with the enlightenment and classical philosophers, students will examine historical and current trends in punishment and social control theory and practice. Addresses social control and punishment in late-modernity.

CRJ 842 Human Rights & Justice. (3) A. Studies human rights movements, international law, and issues such as war on terrorism. Applies a paradigm of global human-rights justice to identify problem exemplars, exemplary problems solutions, and failing as well as failed paradigms.

CRJ 843 Advanced Issues in Criminal Law. (3) A. Advanced study of criminal law and procedure with emphasis upon judicial supervision of law enforcement and review of convictions.

CRJ 844 Innocence Project Externship. (3) A. Corequisite and or Prerequisite: CRJ 843 and departmental approval. The externship is designed to teach students the fundamental components of effective criminal investigation. Students will have the opportunity to apply investigation skills and knowledge offered in the classroom to cases which may contain previously overlooked exculpatory evidence.

CRJ 846 Legal Issues in Criminal Justice Administration. (3) A. Legal research methodology; examination of employment problems including labor-management relations and discrimination; administrative agencies; civil liability, including vicarious liability and related issues.

CRJ 870 Theories of Crime and Criminal Justice. (3) A. Examines the major theoretical perspectives in modern criminology and criminal justice, including classical statements and contemporary developments. Provides an exploration of theoretical arguments, underlying assumptions, philosophy of science commitments, and the socio-historical context in which the theories were developed.

CRJ 871 Crime, Victims, and Criminals. (3) A. Examines the relationship between social inequality, crime, criminals and victims. Addresses the use of power in the construction of crime and the creation of law, as well as differential treatment by gender, race, ethnicity and class.

CRJ 872 The Community Context of Crime. (3) A. Examines crime and synthesizes the body of theory and research examining community level effects on crime/crime control.

CRJ 873 Social Construction of Crime and Crime Control. (3) A. Examines the social construction of crime including consideration of the process by which crime problems are generated.

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

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

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

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

CRJ 878 Ideology and Criminal Justice. (3) A. An assessment of the interrelatedness of crime and ideology. Includes an examination of the ideological construction of crime and crime control.

CRJ 879 Vice and Criminal Justice. (3) A. A historical, analytic overview of America's response to vice. Particular topics will be chosen from the major vices in American society: prostitution, gambling, drugs and alcohol, as they relate to this country's relationship between morality and the criminal law.

CRJ 888 Research Methods in Criminal Justice. (3) A. Prerequisites: undergraduate research methods and undergraduate statistics. Study of the philosophical foundations, design, and processes of criminal justice and criminological research: critical critique of current research issues in criminal justice.

CRJ 889 Qualitative Research Methods. (3) A. A survey of qualitative research strategies and their epistemological presuppositions.

CRJ 890 Topical Seminar in Criminal Justice. (1-3) A. May be retaken to a maximum of nine hours on different topics.

CRJ 897 Independent Study in Criminal Justice. (1-6) A. Student must have the independent study proposal form approved by faculty supervisor, department chair, and the criminal justice graduate program coordinator in the College of Justice and Safety prior to enrollment. Individual investigations in criminal justice. Under the supervision of a faculty advisor. May be retaken up to a maximum of nine hours.

CRJ 898 Thesis I. (3) A. This course orients students toward the production of a proposal suitable for a thesis.

CRJ 899 Thesis II. (3) A. Entails an oral presentation and defense of thesis.

CSC—Computer Science

Dr. Ka-Wing Wong, Chair

CSC 707 Seminar in Computer Science: _____. (1-3) A. Prerequisite: departmental approval. Topics vary with offering. May be retaken with advisor approval, provided the topics are different. Credit towards degree requirements will depend on the course content.

CSC 710 Web Design and Programming in Education. (3) A. Introduction to design and implementation of World Wide Web applications for teachers. Development of interactive on-line class notes and testing materials.

CSC 720 Multimedia Systems and Forensics. (3) A. Prerequisite: admission to the master's degree program in computer science or to the master's degree program in math (computer science option) or departmental approval. Integration of multimedia technologies, signal processing and compression of images, audio, and video, multimedia forensics and message hiding.

CSC 730 Concepts of Programming Systems. (3) A. Prerequisite: three hours of a programming language or equivalent. The top-down design of algorithms, structured programming, control structures, subprograms, files and lists. Programs will be written in a high level language.

CSC 735 Discrete Structures. (3) A. Prerequisite: MAT 107 or departmental approval. Corequisite: CSC 730. Logic, sets, functions, Boolean algebra, probability and their applications, number theory, recursion, math induction, proofs with application of these topics to computer science. Credit does not apply toward the M.S. degree in Mathematical Sciences.

CSC 738 Computer Crime and Forensics. (3) A. Study of computer crime and forensics. Computer criminal evidence collection, analysis, and handling; computer forensics tools; data acquisition; digital evidence control; Windows and Linux systems investigation; email investigation; network forensics; computer forensic reporting.

CSC 740 Integrated DB Applications. (3) A. Prerequisite: CSC 730 or departmental approval. Techniques and tools for creating an integrated database application. Topics include architecture of a client/server database; creation of named program units stored in the database and in the workstation file system, developer utilities, and domain integrity.

CSC 744 Database Admin and Security. (3) A. Prerequisite: CSC 730 or departmental approval. This course covers database management system concepts, database system architecture, installation and setup, data management, performance monitoring and tuning, backup and recovery, database security models and management, database auditing.

CSC 745 Theory of Database Systems. (3) A. Prerequisite: CSC 730 or departmental approval. Models and principles of information systems. Database languages. The logical and physical design as well as the implementation and use of database systems.

CSC 746 Artificial Intelligence. (3) A. Prerequisite: CSC 730 or departmental approval. The use of programming languages to model concepts selected from artificial intelligence. The application of heuristics to problem solving. Perception and pattern recognition.

CSC 747 Network Forensics and Investigation (3) A. Prerequisite: CSC 730 or departmental approval. Introduction to Windows network forensics. Topics include: Windows network structure; Windows password/authentication mechanisms; Windows ports and services; Live-analysis techniques; Windows registry structure and evidence; Forensic analysis of events logs; Network forensics tools and reporting.

CSC 748 Personal Electronic Device Forensics. (3) A. Prerequisite: CSC730 or departmental approval. Introduction to personal electronic device forensics. Topics include architecture,

functionality, operating systems and implementation of PEDs (cell phones, PDAs, iPod, MP3 music players, GPS devices), recovering evidence from PEDs, and hostile forensic and boobytrapping techniques.

CSC 749 Computer Forensics Capstone. (3) A. Prerequisite: CSC 730 or departmental approval. Project course. Students apply learned digital forensic knowledge, techniques, and software and hardware tools to work on a team project on a case for digital evidence collection, handling, analysis, and reporting.

CSC 750 Graphics Programming. (3) A. Prerequisite: CSC 730 or departmental approval. 3-D geometry, model transformation, matrices, computer algorithms and protocols, texture mapping, camera control, and collision detection.

CSC 755 Topics in Multimedia:____. (3) A. Prerequisite: departmental approval. For advanced students in computer science. Subject announced when offered. May be retaken to a maximum of six hours, provided that the topics are different.

CSC 812 Microcomputer Architecture and Software. (3) A. Prerequisite: CSC 730 or departmental approval. Topics suitable for a microcomputer laboratory systems manager including IBM PC architecture and assembly language, local area networks, MS DOS, copyright law, viruses.

CSC 815 Computer Administration and Security. (3) A. Prerequisite: admission to the master's degree program in computer science, the master's degree program in math (computer science option) or departmental approval. Operating system concepts, installation and setup. System administration, managing system services, program security, viruses and worms, encryption, information security, security policies, legal and ethical issues.

CSC 825 Network Applications and Security. (3) A. Prerequisites: CSC 730 and CSC 815. Local Area Networks, TCP/IP, Internet Protocols, Client/Server applications. Dynamic web pages, Internet security, firewalls, virtual private networks, network attacks, Web and E-commerce security, wireless networking and security.

CSC 831 Data Structures and Algorithms I. (3) A. Prerequisites: CSC 730 or departmental approval. Analysis of algorithms, data structures, files, searching, and sorting.

CSC 833 Data Structures and Algorithms II. (3) A. Prerequisite: CSC 831. Pattern matching, graph theory algorithms, computational complexity, and cryptography.

CSC 834 Software Engineering and Project Management I. (3) A. Prerequisite: admission to the master's degree program in computer science, the master's degree program in math (computer science option) or departmental approval. Planning, organizing, monitoring, and controlling the implementation of a software project.

CSC 835 Software Engineering and Project Management II. (3) A. Prerequisite: CSC 834. A survey of current issues in software engineering, software testing, metrics, quality assurance, software reuse, and re-engineering.

CSC 839 Applied Learning in Computer Science. (.5-3) A. Prerequisite: departmental approval. May be retaken with approval to a maximum of three credits. Employment with faculty and field supervision in an area related to the student's academic interests. A minimum of eighty hours of employment is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

CSC 839 A-F Cooperative Study: Computer Science. (.5-3) A. Prerequisite: departmental approval. May be retaken with approval to a maximum of three credits. Employment with faculty and field supervision in an area related to the student's academic interests. A minimum of eighty hours of employment is required for each academic credit. Credit does not apply toward the M.S. degree requirements.

CSC 842 Parallel Algorithms. (3) A. Prerequisite: CSC 831. The design and analysis of parallel algorithms. Application to merging, sorting, combinatorics and numerical algorithms.

CSC 860 System Programming and Administration. (3) A. Prerequisite: CSC 730. Operating system concepts, concurrent programming, scheduling, security, recovery, methods and languages for operating system management. Layering protocols for computer networks, inter-process communications, TCP/IP Internet protocols, Web programming, and Web server management. Credit does not apply toward the M.S. degree in Mathematical Sciences.

CSC 880 Seminar in: _____. (1-3) A. Prerequisite: departmental approval. Advanced topics in computer science. May be retaken to a maximum of six hours provided the topics are different.

CSC 890 Independent Study in: _____. (1-3) A. Prerequisite: departmental approval. Independent study on a problem chosen by the student and instructor. Student must have the independent study form and course syllabus approved by faculty supervisor and department chair prior to enrollment. May be retaken to a maximum of nine hours, provided that the topics are different.

CSC 895 Applied Computing Project in: _____. (3-6) A. Prerequisite: departmental approval. An individually developed project related to the solution of a typical problem in an applied computing environment. The result is to be presented in open forum. Credit does not apply towards the M.S. degree in Mathematical Sciences.

CTE—Career and Technical Education
Dr. Charles Gagel, Coordinator

CTE 800 Occupational Training Materials. (3) A. Instructional materials designed for the adult learner to include: the preparation and application of individualized learning packets; the identification and application of instructional computer software; the development and application of video instructional programs; organization and application of instructional sequences.

CTE 801 Occupational Training Methods. (3) A. An examination and development of training methods in occupational programs. Content will include an analysis of learning student and occupational needs, objectives, syllabi and lesson preparation and an overview of teaching methods.

CTE 802 Occupational Training Practicum. (6) A. A course designed to allow the trainer the opportunity to provide instruction to trainees in a real life setting.

CTE 861 Supervision in Technical Education. (3) A. Principles, objectives, methods, techniques, and practices of supervision; selection and organization of instructional materials; planning and equipping facilities; and professional and in-service education as they relate to supervision of technical, vocational, and general industrial education programs.

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

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

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

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

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

DES—Design
Mr. Herb Goodman, Chair

DES 717 Interior Design Study Tour II. (1-3) A. Prerequisite: departmental approval. Tour of interior design resources, wholesale, and retail showrooms. Study in museums, libraries, and interior design centers when possible. Special study projects. May be retaken to a maximum of six hours providing topics vary. Students having received credit for the course at the 500 level may take this course to a maximum of six hours, including the undergraduate credits. Those who have not received credit for this course at the undergraduate (500) level may retake it to a maximum of six hours.

DES 725 The Decorative Arts. (3) A. Furniture and accessories of the 18th, 19th, and 20th centuries with emphasis upon the influence of major designers and their interpreters, their stylistic characteristics and technical habituations.

DES 821 Analytical Furniture Design. (3) A. Prerequisite: TEC 331 or departmental approval. Analysis of furniture design in terms of integration of function and style with structure; coordination of furniture style with interior architectural expression. Design and research of components will result in scaled models and a complete set of working drawings.

EAD—Educational Administration
Dr. James Rinehart, Chair

EAD 801 Introduction to School Leadership and Administration. (3) I, II. The study of modern administrative theories, practices, and techniques in school leadership and administrative responsibilities. Emphasis will be upon facilitating leadership to create an organizational climate supportive of excellence in teaching and learning.

EAD 807 Educational Administration and Supervision:_____ (1-3) A. Prerequisite: advisor/departmental approval. Workshops, special topics, or seminars. May be retaken under different subtitles.

EAD 808 Administration of Pupil Personnel Services. (3) A. Prerequisite: departmental approval. Administrative problems relating to child accounting. Major areas emphasized will be attendance reports and records, school census, and social and economic factors influencing school attendance.

EAD 810 The Educational Leadership Practicum. (3) I, II. Analysis of the educational leader in practice. Sixty hours of field experiences inclusive of primary through grade 12, supported with knowledge and skill development symposiums, lectures, and assessments.

EAD 811 Utilizing Resources in Ed. (3) A. The course will help students analyze data to determine the needs of a school, develop a school improvement plan and develop a budget based on the plan.

EAD 812 Staff Selection and PD. (3) A. This course will prepare candidates to select teachers, supervise teachers and plan for their professional growth.

EAD 821 Practicum in Administration and Supervision. (3) A. Prerequisite: professional certificate in administration and supervision. Field experiences with emphasis on organization and administration of schools. Seminars/workshops will be attended to analyze problems and experiences of the field activities.

EAD 824 Technology and Leadership Practices for Program Improvement. (3) I, II. The study of assessment, improvement, and application of computer technology and effective leadership practices in education. The focus of the course will be upon the

use of technology and knowledge of "best" practices for educational improvements.

EAD 827 Finance and Support Services in Schools. (3) I, II. Study of financing and support services within individual schools in Kentucky and the United States. Special emphasis will be placed upon site-based decision-making concepts as they relate to finance and support services.

EAD 828 School Law and Ethics in School Leadership. (3) I, II. Legal principles and interpretations of constitutional and statutory laws. Judicial decisions and school policies based on those are emphasized. Special attention is given to the site-based decision making process at the school level.

EAD 831 Leadership for School Program Collaboration. (3) A. The study of the issues and opportunities that surround educational leaders, professional staff, support staff, students, and communities, as they relate to collaborative efforts regarding quality and equity in development of world class schools.

EAD 834 Leadership for Human Resources Development. (3) I, II. Human resources development practices including functions of school supervision. Course emphasizes the development of knowledge and skills needed to provide essential and effective personnel leadership and management services in an educational organization.

EAD 839 The School Superintendency. (3) A. The role of the school district superintendent is explored and analyzed with reference to job responsibilities and organizational structure. Knowledge, skills, and dispositions necessary to serve successfully in the position are also examined.

EAD 840 Leadership for Safe Schools (3) A. Prerequisites: SSE 870, 871, 872 or COU 847, SSE 873. Lecture course providing educators with skills and information to analyze safety data, plan safety interventions and manage crises in educational settings.

EAD 846 Leadership for School Community Relations. (3) I, II. Study of issues and responsibilities relating to the establishment and administration of a school community relations program at the school district and school building levels. Credit will not be awarded to students who have credit for EAD 846S.

EAD 846S School Community Relations: Service Learning. (3) A. Field-based course designed to engage students in developing and implementing a community relations program contributing to a service learning activity in an actual school setting. Service learning option for EAD 846. Credit will not be awarded to students who have credit for EAD 846.

EAD 849 School Systems Administration. (3) A. Examination of school system operations including financial management, the administration of auxiliary services, human resources management, the management of federal and state programs, facilities planning and management, and the management of curriculum and instructional support.

EAD 851 Assessment for Learning. (3). A. Candidates will develop skills to analyze data, including common assessments, to improve school learning environment and student achievement. Finally, candidates will develop an action research plan.

EAD 852 Human Resources Leadership. (3) A. Candidates will evaluate school processes for selecting staff, inducting staff, supervising staff, and providing staff professional development. Candidates will recommend ways to develop school human resources.

EAD 853 Conditions for Learning. (3) A. Candidates will use data from surveys and interviews to evaluate a school's learning environment. Candidates will develop recommendations for improvement.

EAD 854 Fair Learning Changes. (3) A. Prerequisite: EAD 851. Candidates will complete the proposal developed in EAD 851, working with school and community leaders to improve student learning or working conditions. Candidates will lead a team in developing, implementing, and evaluating the plan.

EAD 856 Learning for At-Risk Students. (3) A. The course will provide knowledge and strategies for aspiring school leaders to support staff, programs, and initiatives to reduce the impact of risk factors on student learning.

EAD 857 Principal Internship I. (3) A. Prerequisite: Departmental approval and successful completion on the Kentucky Principal Test (KYPT) and School Leadership Licensure Assessment (SLLA). 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) A. Prerequisite: Departmental approval and EAD 857. Candidates are principals, or have an approved plan, under the supervision of a mentor(s) to learn the principal role. In either case, candidates participate in seminars based on principal duties and responsibilities.

EAD 859 Strategic Planning in Education. (3) A. An examination of planning processes used by leaders to direct and focus educational change and improvement. Includes strategic planning approaches designed to address the goals of an organization.

EAD 869 Decision-Making and Action Research in Education. (3) I, II. Study of action research and decision-making as they apply to problems encountered in the school principalship and supervision.

EAD 879 The Superintendency Practicum. (3) A. Analysis of the school district superintendent's role in practice with emphasis on changes in society and schools. Students will participate in a variety of experiences that involve interacting with practicing school administrators, especially with superintendents.

EAD 897 Independent Study. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Designed for advanced graduate students who desire to investigate special problems relating to educational administration and/or supervision.

EAD 898 Project Development. (3) A. Prerequisites: admission to Ed.S. program and EPY 869 or equivalent. Research and investigation in the area of specialization. Examination of appropriate design models. Development of acceptable project proposal.

EAD 899 Specialist Project. (3) A. Prerequisites: EPY 895 and EAD 898. Guided completion of a scholarly project appropriate to the student's field of specialization.

ECO—Economics
Dr. Gyan Pradhan, Chair

ECO 760 Special Problems in Economics. (1-4) A. Prerequisite: advisor/departmental approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent work, special workshop, special topics, or seminar.

ECO 790 Regional Economics. (3) A. Prerequisite: three hours economics. Analysis of patterns of regional growth and development. Use of economic models for regional forecasting and policy evaluation; the problems of marginal areas in developed economies.

ECO 807 Economics _____. (1-3) A. Prerequisite: advisor/departmental approval. Independent work, workshops, special topics, or seminars. May be retaken under different subtitles to a cumulative maximum of nine hours.

ECO 810 Economics for Teachers. (3) A. A course designed to enhance teachers' understanding of economics. Study of microeconomic and macroeconomic principles; application to policy issues; introduction to economic literacy of students in schools.

ECO 848 Statistical Methods in Business and Economics. (3) A. Prerequisite: ECO 220 or equivalent or consent of instructor. Application of statistical analysis in business and economics; probability, sampling distributions, estimation and hypothesis testing, regression, analysis of variance, chi-square analysis, and time series. Credit will not be awarded to students who have credit for QMB 850.

ECO 850 Managerial Economics. (3) II. Prerequisites: ECO 230 and 231 or ECO 822. Economic concepts directly relevant to decision making, including demand, forecasting, cost analysis, production theory, and pricing under competitive and imperfect market conditions.

ECO 854 Advanced Statistical Applications. (3) A. Prerequisite: ECO 848 or equivalent. Develops business and economic applications emphasizing the general linear model. Includes statistical inference, regression models, non-parametrics, and analysis of variance. Emphasis upon description and prediction of business and economic phenomena. Credit will not be awarded to students who have credit for EPY 843 or QMB 300 or STA 500 or STA 700 or ECO 320 or PSY 301 or STA 320.

ECO 855 Contemporary Economic Issues: _____. (1-6) A. Prerequisite: ECO 850 or equivalent. Application of economic analysis to such issues as international trade, health care, education, environmental policy, monetary and fiscal policy, and income distribution. May be retaken to a maximum of six hours if topics are different.

ECO 860 Independent Study in Economics. (1-6) A. Students must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. May be retaken under different subtopics to a cumulative maximum of six hours.

EDC—Educational Core
Dr. Dorie Combs, Chair

EDC 810 K-12 Ed/Tech: Critical Issues. (3) Online. Introduction to research about integration of technology into K-12 school systems. Students will also investigate current and future technology advancements in hardware, software, networking, support, and training. Basic issues relating to legal and ethical issues relative to technology will also be introduced.

EDC 811 K-12 Ed/Tech: Multimedia Design. (3) Online. Corequisite: EDC 810. Introduction to multimedia-authoring approaches and research in electronic formats. Students will create web-based instructional courseware. All students will produce and publish a classroom, school, or other education related website.

EDC 812 K-12 Ed/Tech: Online Learning. (3) Online. Corequisite: EDC 810. Understand and apply principles and best practices in online learning as a medium for adding online activities in the K-12 classrooms. Students will evaluate open source software and develop an online course or unit of study using a selected open source system.

EDC 813 K-12 Ed/Tech: Capstone. (3) Online. Prerequisites: EDC 810, 811, and 812. Students will synthesize and integrate theories and practices learned from the three previous courses in the program and apply them toward the development of a culminating educational technology project appropriate to the K-12 environment.

EDF—Educational Foundations
Dr. Dorie Combs, Chair

EDF 807 Educational Studies: _____. (1-3) A. Prerequisite: advisor/departmental chair approval. Independent work, workshop, special topics, or seminars. May be retaken under different subtitles.

EDF 832 History of Education in the United States. (3) A. Rise and development of public education in the United States. Sociological,

psychological, and scientific movements in education; education reorganization; brief study of the development of public education in Kentucky.

EDF 835 Critical Thinking in the Educational Process. (3) A. A study of the process of critical thinking in education. Exploration of techniques and materials for teaching the art of reasoning, defining problems, and analyzing and evaluating information.

EDF 836 Philosophy of Education. (3) A. Meaning and scope of philosophy in education; contrasting philosophies and conceptions of education; evaluation and interpretation of present-day issues and problems in education.

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 850 Educational Sociology. (3) A. Investigation of the social forces and institutions influencing education. A study of cultural change, social control, social stratification, ethnic patterns, and religion and their effects on the school.

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 800 Field Experience for Specialists in Education. (3-6) A. Minimum of sixty hours of field experiences relevant to the student's planned program of study for each 3 hours of course credit, supported by skill development through synopsis, tutorials, lectures, and assessments. May be retaken to a maximum of six hours.

EDL 810 Introduction to Quantitative Research Methods. (3) A. Introduction to the use of quantitative research methods in education. Topics include measures of central tendency, measures of variability, correlation, regression, testing statistical hypotheses, and research design.

EDL 811 Introduction to Qualitative Research Methods. (3) A. Introduction to qualitative data collection and analysis in educational research. Review of origins, theory, and design of method; issues of validity, reliability, and human subject ethics.

EDL 812 Intermediate Quantitative Research Methods (3) A. Prerequisite: EDL 810 or departmental approval. The emphasis is on research design, the limitations of research design, and the analysis of data. Techniques include ANOVA, regression, and ANCOVA.

EDL 820 Cultural and Contextual Foundations of Leadership. (3) A. Investigation of cultural and social influences on the development of leadership in educational settings. Emphasis is on place and the application of sociocultural concepts to leadership issues and problems in educational settings.

EDL 821 Moral and Ethical Dimensions of Leadership. (3) A. Examination of the moral dimensions of the process and content of leadership from theoretical and practical perspectives. Emphasis is on the application of ethical thinking and concepts to leadership issues and problems in educational settings.

EDL 822 Social and Political Dimensions of Leadership. (3) A. Examination of social and political dimensions of the process and content of leadership from theoretical and practical perspectives. Emphasis is on the application of relevant theoretical constructs to leadership issues and problems in educational settings.

EDL 823 Assessment for Educational Leaders. (3) A. Study and application of appropriate and effective uses of different types of assessment data in a variety of educational settings to guide leadership practice.

EDL 826 Leadership for Change in Organizations (3) A. Focuses on the leader's role in changing educational organizations emphasizing the nature, characteristics, responsibilities, and contextual determinants.

EDL 830 College Teaching.(3) A. An introduction to teaching on the college level focusing on best practices in pedagogy and research.

EDL 899 Thesis for Specialists in Education. (3) A. Prerequisite: departmental approval. Completion and defense of a research thesis in educational leadership, policy studies, or a related field. May be retaken to a maximum of six hours.

EDL 900 Ed.D. Field Experience. (3) A. Prerequisite: departmental approval. Minimum of eighty hours of field experiences relevant to the student's planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. May be retaken to maximum of six hours.

EDL 910 Seminar in Advanced Research Methodology and Design. (3) A. Prerequisites: EDL 810 and 811. In-depth study of research methodology and design (qualitative, quantitative, or mixed methods) as related to a specific research project or set of research questions. May be retaken to a maximum of six hours.

EDL 930 Seminar on Rural Schools and Communities. (3) A. Consideration of the relationship between schools and rural communities, including issues related to democratic localism, state and national education agendas, and economic development in rural areas.

EDL 931 Leadership in Rural Settings. (3) A. Analysis of general and specific skills required for leadership in rural schools. Comparisons are made with leadership demands in urban and suburban settings. Examines formal and informal interactions and individual and collaborative leadership needs.

EDL 999 Dissertation. (3) A. Prerequisite: departmental approval. Completion and defense of a research dissertation in educational leadership, policy studies, or a related field. May be retaken to a maximum of twelve hours.

EGC—Graduate Certification
Dr. Dorie Combs, Chair

EGC 820 Professional Studies I: Teachers, School, and Society. (3) A. Prerequisite: criteria for admission to the MAT program. Corequisite: EGC 830. An introduction to roles and responsibilities of teachers in standards-based schools, school organization, and relationship of school and society. 20 field/clinical hours.

EGC 826 Graduate Practicum in Elementary Education. (8) I. Prerequisites: EGC 820, 830, MAT Core I-IV, admission to student teaching. Corequisite: EGC 827. Elementary Master's of Arts in Teaching Practicum. Observation, participation, and responsibility for classroom teaching including related professional activities.

EGC 827 Elementary Master of Arts in Teaching Seminar. (1) I. Prerequisites: admission to graduate practicum, EGC 820 and 830. Corequisite: EGC 826. Seminar with emphasis on questions and problems encountered in teaching including classroom management, state and national curriculum trends, and legal issues. Minimum sixteen clinical hours.

EGC 829 Master of Arts in Teaching Capstone Seminar. (3) I. Prerequisites: EGC 820 and 830, MAT Core I-III. Mediated presentation of action research project completed in Core III, completion and assessment of graduate portfolio, plan for continued professional growth based on experienced teacher standards.

EGC 830 Professional Studies II: Learner, Teachers, and Action Research. (3) A. Prerequisite: criteria for admission to MAT program. Corequisite: EGC 820. Focus on theories and principles of human development and action research. 20 field/clinical hours.

EGC 835 Content Methods and Curriculum for Middle Grades. (3) I. Prerequisites: admission to MAT in Middle Grade Education and Teacher Education; completion of EGC 820, 830. Examination of curriculum, responsibilities of teachers, appropriate methods and instructional materials for middle grades.

EGC 836 Middle Grades Practicum in Middle Grade Education. (4 or 8) II. Prerequisites: admission to student teaching. Corequisite: EGC 837. Observation, participation, responsible classroom teaching including related professional activities. MAT candidates teaching under temporary provisional certification take this course for 4 hours in spring semester and 4 hours in fall semester. Other MAT candidates take this course for 8 hours during student teaching semester.

EGC 837 Middle Grades Master of Arts in Teaching Seminar. (1) II. Prerequisite: admission to student teaching. Corequisite: EGC 836. Emphasis on questions and problems encountered in middle grades teaching including classroom management, state and national curriculum trends, and implementation and evaluation of instruction.

EGC 840 MAT Applied Learning in Education (3) A. Corequisite: EGC 820 and EGC 830. Directed field experience in educational settings. Minimum of 200 hours field experience required.

EGC 846 Graduate Practicum in the Secondary/P-12 School. (4 or 8) A. Prerequisites: admission to student teaching. Corequisite: EGC 847. Observation, participation, responsible classroom teaching including related professional activities. MAT candidates teaching under temporary provisional certification take this course for 4 hours in spring semester and 4 hours in fall semester. Other MAT candidates take this course for 8 hours during student teaching semester.

EGC 847 Secondary/P-12 M.A.T. Seminar (1) A. Prerequisite: admission to graduate practicum. Corequisite: EGC 846. Emphasis on questions and problems encountered in secondary/P-12 teaching including classroom management, state and national trends, and legal issues. Minimum sixteen field/clinical hours.

EGC 889 Master of Arts in Teaching Capstone Seminar. (3) A. Prerequisites: EGC 846 and 847 or departmental approval. Multi-media presentation of action research project completed in Core III, completion and assessment of graduate portfolio, plan for continued professional growth based on Experienced Teacher Standards.

EHE—Higher Education
Dr. Dorie Combs, Chair

EHE 807 Problems in Higher Education. (1-3) A. Prerequisite: advisor/departmental chair approval. Independent work, special workshops, selected topics, or seminar. May be retaken under different subtitles to a maximum of six hours.

EHS—Environmental Health Science
Carolyn Harvey, Interim Chair

EHS 710 Radiological Health (3) A. Provides the student with the principles of health effects from ionizing radiation, including radiation sources, detection, measurement, control, and safety devices. Student will be able to identify, evaluate and control radiation in the work environment; implement a radiation monitoring program; establish emergency plans for actions to be taken in event of radiological accident; develop risk assessment and communication program. Credit will not be awarded for both EHS 710 and EHS 410.

EHS 800 Environmental Health Research Process. (3) A. Cross listed with PHE 800. Provides the student with an in-depth exploration of the public health/environmental health paradigm using instruction and hands on experience in the application of quantitative and qualitative analysis in the public and environmental health arena. Credit will not be awarded

to students who have credit for PHE 800.

EHS 825 Environmental Health Planning. (3) A. The study of the planning tools required for the administration and implementation of environmental health programs.

EHS 839 Applied Learning in Environmental Health. (.5-6) A. Cross listed with EHS 863. Supervised and directed field experience at official agencies at any level of government (local, state or national) or with a private industry. The EHS field practice course administrator must approve all field-training sites before selection or assignment. Credit will not be awarded to students who have credit for EHS 863.

EHS 840 Industrial Hygiene Principles. (3) A. A study of the impact of the work place on worker's health and the control of causative factors of disease.

EHS 841 Essentials of Industrial Hygiene. (3) A. Identify primary sources of potential chemical, physical and biological agents, identify techniques for assessing the risk of worker exposures and understand health impacts of occupational exposures to workers.

EHS 845 Environmental Health Standards/ Compliance. (3) A. The study of international and national environmental health standards, rules and regulations, application interpretations, and the statutes upon which they are based.

EHS 850 Introduction to Environmental Health Science. (3) A. Study of the effects of the environment on personal and public health related to water and waste water treatment, air pollution, food hygiene, disease vectors, waste disposal, radiation, noise, institutions, etc. as they link to chronic and communicable diseases.

EHS 855 Emergency Sanitation/Shelter/ Environments. (3) A. This course will provide students with environmental health principles required to protect the environmental health of a community in times of emergency/disaster.

EHS 860 Air Quality and Health. (3) A. A study of health impacts of air pollution from both outdoor and indoor sources. The course will also provide information about methods of reduction, control, and elimination of air pollution.

EHS 863 Field Experience in Environmental Health. (1-6) A. Cross listed with EHS 839. Supervised and directed field experience at official agencies at any level of government (state, local or national) or with private industry. The course administrator must approve all field-training sites before selection or assignment. Credit will not be awarded to students who have credit for EHS 839.

EHS 865 Environmental Toxicology. (3) A. Toxicology, the principles, concepts and thinking that are its foundation. The mechanisms by which the substances enter the cells of the body, the physiological processes, the target organs, classes of toxic substances, and potential exposures.

EHS 870 Assessing and Managing Health Risks. (3) A. A study of risk assessment, injury control, and environmental epidemiology. Techniques for assessment and management of risk and paradigms for decision making to protect community public health and the work environment.

EHS 875 Principles of Ventilation (3) A. Provides the student with the principles of ventilation including: design of fans, cleaners duct sizing; calculations, inspections, balancing the system, and overall maintenance. This course deals with use of ventilation to reduce or eliminate occupational exposures in the workplace.

EHS 877 Public Health Group Dynamics. (3) A. Provides the student with the principles of value-based decision-making in empowering stakeholders of the health care system. This course deals with group planning processes, negotiation and mediation.

EHS 880 Food/Waterborne Disease Control. (3) A. The management of safety and disease hazards inherent in administering community programs of food hygiene, water supply, and wastewater treatment.

EHS 885 Crisis Management, Risk Communication/ Assessment. (3) A. Provides the student with the principles of Crisis Management and Risk communication/ Assessment by becoming familiar with laws that mandate risk communication, types and approaches to risk communication, effective risk communication, importance of crisis management/ communication, process of hazard risk assessment, and benefits of development and implementation of an emergency response program.

EHS 890 Graduate Project in Environmental Health. (3) A. Research into a special topic in Environmental Health. Student must have approval of course faculty.

EHS 899 Thesis in Health Science. (1-6) A. Prerequisite: advisor/course instructor/departmental approval prior to enrollment. Student-initiated directed study on thesis research and writing. Regular consultation with faculty supervisor and final project research paper required.

EHS 899C Thesis in Health Science Continuation. (1-6) A. Prerequisite: advisor/course instructor/departmental approval prior to enrollment. Student-initiated directed study on thesis research and writing. Regular consultation with faculty supervisor and final project research paper required.

ELE—Elementary Education
Dr. Dorie Combs, Chair

ELE 707 Problems in Elementary Education. (1-3) A. Prerequisite: advisor/ departmental chair approval. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent work, special workshops, special topics, or seminar.

ELE 719 Teaching in the Kindergarten. (3) A. Focuses upon leaders and literature of kindergarten education including historical movements, organizations, curricula, equipment, and procedures used with normal, developmentally different, and multicultural children.

ELE 741 Survey of Elementary Curriculum Programs. (3) I, II. For physical education, art, or music majors seeking 12th grade certification. Explores elementary curriculum, the role of special teachers, problems of individual learners, functions of the entire school-community. Not open to elementary education majors.

ELE 807 Elementary Education: _____. (1-3) A. Prerequisite: advisor/departmental chair approval. Independent work, workshops, special topics, or seminars. May be retaken under different subtitles.

ELE 810 Elementary School Curriculum. (3) I, II. Study in depth of principles, materials, and procedures in current curriculum development and revision in the elementary school.

ELE 871 Literacy Programs: P-5 (3) A. Prerequisite: Admission to Master of Arts in Education or appropriate teacher certification program. Intensive study of methods and materials appropriate for developing emergent, primary, and transitional literacy in grades P-5.

ELE 897 Independent Study. (1-3) I, II. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Primarily for advanced graduate students who desire to investigate special problems relating to elementary education.

EME—Early Elementary/Middle Grade
Dr. Dorie Combs, Chair

EME 710 Art in the Curriculum. (3) A. Elements of the discipline, creativity, aesthetics, theory, philosophy and instructional facilities will be explored. Individual explorations of research and media.

EME 751 Linguistics in the Curriculum. (3) A. Prerequisite: EME 445, 873 or ELE 871. Investigations of elements in the science of linguistics and their application to communication skills of students.

EME 786 Teaching of Health in P-8. (3) A. Prerequisites: admission to teacher education and major in school health. Developmentally appropriate curriculum, materials, and methods for the health P-8 program. Minimum of twenty field/clinical hours.

EME 796 Physical Education for Children and Youth. (3) A. Comprehensive review of techniques used in teaching physical education in the early elementary and middle grades. Emphasis placed on health, evaluation, fitness testing, rhythmical activities, game activities, tumbling and self-testing.

EME 843 Teaching Math to Low Achievers. (3) A. Crosslisted as MAE 843. In-depth analysis of characteristics of low achievers, teaching resources, teaching strategies, and appropriate mathematics curriculum content. Credit will not be awarded for both EME 843 and MAE 843.

EME 863 Social Science in the Curriculum. (3) A. Emphasis on social science disciplines in the curriculum. New developments in social studies curricula are explored.

EME 865 Investigations in Reading. (1-3) A. Prerequisite: instructor approval. Individual research and study of investigative and theoretical literature dealing with the teaching of reading.

EME 866 Investigations in Mathematics. (1-3) A. Critical study of investigative and theoretical literature dealing with the teaching of mathematics.

EME 870 Trends in Science Education. (3) A. Exploration of modern trends, practices, and foundation programs drawn from appropriate disciplines which relate to the teaching of science.

EME 872 Mathematics in the Curriculum. (3) A. Cross-listed as MAE 872. Exploration of trends, concepts, and issues involved in modern mathematics programs. Research findings are examined and multi-sensory materials are presented. Credit will not be awarded for both EME 872 and MAE 872.

EME 873 Research Based Reading Instruction. (1-3) A. Advanced study of methods, materials, and organizational procedures appropriate for teaching developmental reading.

EME 874 Language Arts in the Curriculum. (3) A. Examination of current trends and curriculum problems related to teaching of language arts. Emphasis on listening, oral and written expression, spelling and handwriting.

EME 876 Investigations in Science Education. (3) A. Prerequisite: instructor approval. Individual research and study of investigative and theoretical literature dealing with the teaching of science.

EME 877 Practicum for Reading Specialists. (3) A. Prerequisites: EMS 868 and 875. Supervised experience for reading specialists in diagnosing and instructing students with reading difficulties.

EMG—Middle Grade Education
Dr. Dorie Combs, Chair

EMG 707 Problems in Middle Grade Education: _____. (1-3) A. Prerequisite: approval of advisor. Independent work, workshops, special topics, or seminar. May be taken for a maximum of six hours under different subtitles.

EMG 768 Curriculum and Instructional Strategies for Industrial Education in the Middle Grades. (3) A. Prerequisite: certification in Industrial Education. Study of curriculum content, instructional materials and strategies appropriate for Industrial Education instruction in the middle grades.

EMG 806 Reading Instruction in the Middle School. (3) A. Prerequisite: a course in foundations or reading/language arts instruction. Comprehensive study of materials and strategies for teaching reading in the middle grades with special emphasis on reading in

the content areas.

EMG 807 Middle Grade Education: _____. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Independent study, special workshops, topics, or seminars. May be retaken for a maximum of six hours under different subtitles.

EMG 810 Curriculum in the Middle School. (3) A. A study of the physical, social, emotional, and intellectual needs unique to the middle grade student and their implications for courses of study, the learning environment, and teacher characteristics.

EMG 867 Middle Grade Curriculum and Instructional Strategies in Family and Consumer Sciences. (3) A. Curriculum content, instructional materials, and strategies appropriate for middle grade instruction in family and consumer sciences.

EMG 897 Independent Study. (1-3) A. Student must have the independent study proposal form approved by faculty supervisor and department chair prior to enrollment. Offered for advanced graduate students who desire to investigate special problems related to middle grade education.

EMS—Early Elementary/Middle Grade/Secondary
Dr. Dorie Combs, Chair

EMS 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 800 Instructional Design and Technology. (3) A. An in-depth study of designing and planning technology enhanced learning activities and materials in P-12 classrooms.

EMS 811 Humanistic Teaching — Strategies and Behaviors. (3) A. Rationale for and practice with techniques for effective teaching using humanistic and behavioral approaches. Emphasis is placed upon meeting the individual professional needs of participants.

EMS 818 Effective Instructional Models and Practices. (3) A. A course designed to help students examine, evaluate, and apply recent research findings related to effective instruction and schools.

EMS 830 Multicultural Populations and School Curriculum. (3) A. Exploration of ethnic and family backgrounds, class structure, patterns of living, language characteristics, and teacher-pupil attitudes as they relate to the school experience.

EMS 842 Discipline and Classroom Management. (3) A. Knowledge and skills necessary for establishing and maintaining positive relationships in the classroom; disciplinary concerns of teachers. Theoretical and tested knowledge in personal behavior and communication skills systems examined for practical and effective application.

EMS 850 Curriculum for Leaders in Education. (3) A. A course focusing on definition, planning, implementation, and assessment of P-12 curricula. Designed for students pursuing programs in Instructional Leadership.

EMS 853 Creativity in the Classroom. (3) A. Designed to offer students experience with creativity as a necessary component in learning for the gifted as well as all children. Creativity will be modeled in class format and teaching strategies.

EMS 854 Social & Emotional Development of Gifted & Talented. (3) A. Focuses on the need for affective education of gifted students in a classroom context. Candidates will examine social and emotion issues, review models, and practice differentiated classroom strategies.

EMS 855 Gifted and Talented Youth. (3) A. Survey of the unique characteristics of gifted and talented youth, methods of identification, and educational needs.

EMS 856 Curriculum in the Gifted and Talented Education. (3) A. Models for gifted and talented curriculum development, gifted and talented curriculum projects and teaching strategies, state and national curricular guidelines for gifted and talented instruction, program delivery options, and technological support are major topics.

EMS 857 Model Programs for Gifted and Talented Education. (3) A. Examination of school and district wide programs for gifted and talented students including program delivery options, staff development, and development of critical and creative thinking skills.

EMS 858 Practicum for Gifted and Talented Education. (3) A. Prerequisites: EMS 855, 856, 857. Supervised teaching experience with gifted/talented students. Provides students opportunities to apply knowledge and skills in classroom settings. Students will participate in program planning, implementation, and evaluation.

EMS 861 Environmental Education Essentials. (3) A. Exploration of the philosophy, historical development, resource identification and curriculum development of environmental education.

EMS 863 Techniques of Teaching Environmental Education. (3) A. Appropriate methods and materials for effective environmental education in a variety of settings.

EMS 868 Instructional Techniques and Materials for Students with Reading Difficulties. (3) A. Prerequisite: ELE 871, EME 873, EMG 806, or ESE 774. Methods, materials and techniques appropriate for correction of reading problems.

EMS 870 Introduction to Literacy Consulting. (3) A. An introduction to the roles, skills, responsibilities and dispositions needed for successful literacy consulting in grades 4-12.

EMS 871 Practicum in Literacy Consulting. (3) A. Prerequisite: EMS 870. Supervised experiences for literacy consultants working in schools to provide instructional support and professional development in the language arts to teachers across the curriculum.

EMS 875 Diagnostic Assessment of Students with Reading Difficulties. (3) A. Prerequisite: ELE 871, EME 873, EMG 806, or ESE 774. Theory and implementation of diagnostic procedures for the appraisal of reading difficulties. Emphasis on assessing types and degree of reading disabilities and identifying casual and contributing factors.

EMS 880 Organization and Supervision of Student Teaching. (3) A. Prerequisite: teaching experience. For school and college personnel concerned with improving student teaching experiences.

EMS 889 Specialist in Education Capstone. (1-3) A. Prerequisites: ETL 802 or EDL 810 and EDL 811. Completion of minimum of 24 hours in Ed.S. program. Multimedia presentation of a research project related to area of specialization. Reflections on individual professional development related to Advanced Kentucky Teacher Standards.

ENG—English
Dr. James Keller, Chair

ENG 700 Topics in Professional Writing: _____. (3) A. Study and practice in selected areas of professional writing. May be retaken with different topics to a maximum of six hours. If subtopic is "Writing for the Popular Media," no credit given to students who have credit for JOU 480.

ENG 702 Advanced Creative Writing. (3) A. Open to students who desire to have their manuscripts criticized: fiction, drama, poetry, biography, or the informal essay accepted; guest lectures by and discussion with writers in residence.

ENG 703 Creative Writing Workshop. (1) A. Prerequisite: departmental approval. One-week course of lectures and discussions by faculty and visiting lecturers. Each student must submit a short story, a one-act play, four poems, or equivalent. May be retaken for a maximum of three hours. Students having received credit for this course at the 500 level may take this course for a maximum of six hours, including the undergraduate credit.

ENG 704 Creative Writing Mentorship. (2) SUMMER ONLY. Prerequisite/Corequisite: ENG 703. Corresponding with instructor on-line and in conference, students will further develop advanced projects begun in ENG 703.

ENG 710 Introduction to Linguistic Theory. (3) A. An introduction to current linguistic theory and practice.

ENG 715 English as a Second Language. (3) A. Prerequisite: ENG 510, 710, or departmental approval. Study of theories advanced to explain the learning of English as a second language.

ENG 720 History of the English Language. (3) A. Study of the history of the English language in terms of social, historical, and linguistic forces from which it developed into modern English.

ENG 730 Topics in Genre: _____. (3) A. Study of a designated literary genre, such as the rise of the novel, epic poetry, classical drama, or a popular literature genre. May be retaken with different topics to a maximum of six hours.

ENG 750 Topics in Literature: _____. (3) A. An intensive study of a particular aspect of literature such as a theme, a movement, or contemporary directions/experiments. May be retaken with a different topic to a maximum of six hours.

ENG 800 Seminar on Composition. (3) I. An introduction to current information and ideas on composition, with practical application, problem solving, and research especially relevant to college composition. Required of and limited to teaching assistants in English.

ENG 801 Introduction to Graduate Study. (3) I. Introduction to professional expectations, issues, techniques, and tools of graduate-level study and research in the discipline of English. Must be taken before 12 hours earned in the program.

ENG 803 Approaches to Creative Writing. (3) A. Study in depth of the various approaches to pedagogy of creative writing (e.g., Atelier, Great Works, Workshop) culminating in a major project demonstrating both mastery and synthesis of the approaches covered.

ENG 804 Seminar in Creative Writing: _____. (3) A. Writing and study in depth of a particular genre (e.g., fiction, poetry, drama) resulting in a coordinated project. May be retaken with different topics to a maximum of nine hours.

ENG 805 Writing Project. (1-6) A. Prerequisite: Departmental approval. Critical reading of professional literature on the development of writing ability; application and analysis of the writing process and response to writing; individualized research. Maximum of three credit hours may apply toward an M.A. degree in English.

ENG 806 Topics in Modern Rhetoric: _____. (3) A. Study in depth of selected major authors, theories, research and/or pedagogical approaches in twentieth-century rhetoric. May be retaken with a different topic to a maximum of six hours.

ENG 807 Advanced Study of Language: Knowledge and Use. (3) A. Prerequisite: ENG 510/710 or equivalent. An advanced course in language knowledge (competence) and use (performance) from the perspective of language theory, focusing on aspects of language acquisition and literacy development.

ENG 808 Studies in Modern Composition Theory. (3) A. An advanced course in modern theories of composition, suitable for students of writing and for students interested in teaching writing; includes theory, practice, and evaluation.

ENG 809 Seminar in Scholarship and Writing. (3) A. Study of the range of scholarly tools and methods for research and writing, including print and electronic sources. Special emphasis on practical application to a specific research project.

ENG 810 Seminar in Linguistics. (3) A. Prerequisite: ENG 510/710 or equivalent. Study of

language from various linguistic perspectives.

ENG 812 Seminar in Research Methods in Rhetoric and Composition Studies. (3) A. Study of methods and bibliographical resources, including electronic media, for scholarly research and writing in rhetoric and composition studies. Emphasis on practical application to a specific research project.

ENG 825 Old English Language and Literature. (3) A. Study of the structure of Old English (phonology, morphology, syntax) and of selected literary works in the original. Emphasis on language or literature based on individual students' interests.

ENG 827 History of Rhetoric. (3) A. Study of classical rhetoric through the nineteenth-century as it applied to written discourse. Emphasis upon methods of invention, arrangement, and style to demonstrate their continuing utility.

ENG 830 Seminar in Literature. (3) A. An intensive study of an author(s) or a particular aspect of literature such as theme, a movement, or contemporary directions/experiments. May be retaken with different topics to a maximum of six hours.

ENG 833 Modern Literary Criticism. (3) A. Study of selected major critical approaches (such as New Criticism, Marxist Criticism, Psychoanalytic Criticism, Deconstruction, New Historicism, Feminist Criticism, Reader-Response Criticism) and their backgrounds.

ENG 839 Applied Learning in English. (.5-6) A. Prerequisite: English department approval. Work under faculty and field supervisors in cooperative placement related to English graduate studies. One to six hours credit per semester or summer. Minimum of eighty hours work required for each academic credit. Maximum of three hours credit may apply toward an M.A. degree in English.

ENG 839 A-F Cooperative Study: English. (.5-6) A. Prerequisite: English department approval. Work under faculty and field supervisors in cooperative placement related to English graduate studies. One to six hours credit per semester or summer. Minimum of eighty hours work required for each academic credit. Maximum of three hours credit may apply toward an M.A. degree in English.

ENG 850 Seminar in Early American Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in American literature through Cooper. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 853 Seminar in Nineteenth-Century American Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in American literature of the 19th century. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 854 Seminar in Twentieth-Century American Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in modern American literature. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 860 Topics in Reading & Teaching Lit. (3) A. Study of various topics in reading and teaching literature to middle and high school students. Designed for middle and high school language arts/English teachers. (Counts towards credit hours for MAT, M.Ed, and Extension Certificate). May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 861 Reading and Teaching Poetry. (3) A. The course introduces middle and high school language arts/English teachers to the teaching of poetry (reading and writing); it demonstrates how teachers may share their approaches to poetry with middle and high school students so that their students may more skillfully read and interpret poetry. (Counts towards credit hours for MAT, M.Ed, and Extension Certificate).

ENG 862 Reading and Teaching Fiction. (3) A. The course introduces middle and high school language arts/English teachers to the teaching of fiction (reading and writing); it demonstrates how teachers may share their approaches to fiction (novels and short stories) with middle and high school students so that their students may more skillfully read and interpret works of fiction. (Counts towards credit hours for MAT, M.Ed, and Extension Certificate).

ENG 863 Writing and Teaching Writing. (3) II. Writing experiences with varied purposes in different genres; approaches for teaching writing in K-12 schools. Writing is analyzed for evidence of instructional "next steps." Does not fulfill requirements for MA in English. Credit will not be awarded for both ENG 863 and ENG 805.

ENG 870 Seminar in Medieval Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in English literature of the Middle Ages. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 873 Seminar in Renaissance Literature. (3) A. Study in depth of Shakespeare or of several major authors, or of a significant literary movement, in English literature from 1485 to 1660. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 876 Seminar in Restoration and Eighteenth-Century Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in British literature from 1600 to 1800. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 878 Seminar in Nineteenth-Century British Literature. (3) A. Study in depth of several major authors, or of a significant literary movement, in British literature of the Romantic and Victorian periods. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 880 Seminar in Twentieth-Century British Literature. (3) A. A study in depth of several major authors, or of a significant literary movement, in modern British literature. May be retaken with different topics to a maximum of six hours, only upon advisor recommendation.

ENG 890 Special Studies. (1-3) A. Independent research and writing designed to fulfill individual needs and interests of advanced students. Student must have the graduate special studies proposal approved by faculty supervisor, graduate program coordinator, and department chair.

ENG 895 Mentored Scholarly Project. (3) Prerequisite: ENG 801 or 809 or 812; and departmental approval. Research, writing, and/or revision of a culminating scholarly paper or project. Student may not attempt the comprehensive examination while enrolled.

ENG 898 Thesis I. (3) A.

ENG 899 Thesis II. (3) A.

ENW—English Creative Writing
Dr. James Keller, Chair

ENW 800 Winter MFA Residency: _____. (3) A. Ten to fourteen-day writing residency involving intensive workshops, held off-campus during early January. May be retaken up to four times. Topic/content must vary.

ENW 801 Summer MFA Residency: _____. (3) A. Ten to fourteen-day writing residency involving intensive workshops, held off-campus during summer term. May be taken up to four times. Topic/content must vary.

ENW 810 Topics in Creative Writing: _____. (3) A. ONLINE ONLY. A literature course for creative writers; topic focus determined by instructor. May be retaken up to four times. Topic/content must vary.

ENW 820 MFA Writing Workshop/ Mentorship: _____. (6) A. ONLINE ONLY. Students work closely with instructor on drafts, revisions, and critical responses to contemporary literature. Students may take course up to four times. Content must vary.

EPY—Educational Psychology
Dr. Connie Callahan, Interim Chair

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

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

EPY 842 Statistical Methods I. (3) A. Introduction to the techniques appropriate for the treatment of educational and psychological data. Use and interpretation of descriptive statistical methods. Credit will not be awarded to students who have credit for ECO 824 or ECO 220 or HEA 450 or PLS 400 or COR 400 or QMB 200 or PSY 291 or STA 208 or STA 209 or STA 210 or STA 270.

EPY 843 Statistical Methods II. (3) A. Prerequisite: instructor approval. Use and interpretation of multi-sample inferential statistics. Analysis of variance, co-variance, factorial designs, multiple regression, and nonparametric techniques. Credit will not be awarded to students who have credit for ECO 221 or ECO 854 or PSY 301 or QMB 300 or STA 271 or STA 500 or STA 700.

EPY 852 Advanced Educational Psychology. (3) A. Basic problems of biological and environmental factors are reviewed, and the principles of motivation and learning are emphasized.

EPY 854 Mental Health and Personal Adjustment. (3) A. Study of the personal and social factors related to the development of individual mental health and mental illness.

EPY 869 Research and Program Evaluation. (3) A. This course is designed to provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation principles, models, and applications.

EPY 895 Advanced Research Methodology. (3) A. Prerequisite: EPY 869 or equivalent. Theories and models of research design in the study of behavior and the educative process; statistical analysis of data. Research proposals may be developed.

ESE—Secondary Education
Dr. Dorie Combs, Chair

ESE 707 Problems in Secondary Education. (1-3) A. Prerequisite: advisor/departmental chair approval. Independent work, special workshops, special topics, or seminars.

ESE 740 Teaching Art in the Secondary P-12 Schools. (3) I. Prerequisite: admission to the Master of Arts in Teaching program. Corequisite: AED 761. Developmentally appropriate materials and methods for teaching art in the secondary schools. Minimum of 96 field/clinical hours. Credit will not be awarded for both ESE 740 and AED 740.

ESE 743 Teaching of Language Arts in the Secondary School. (3) I. Prerequisites: admission to the MAT program with a major in English, French, German, Spanish or speech and drama. Developmentally appropriate materials and methods for teaching language arts in the secondary school. Minimum of 90 field/clinical hours.

ESE 749 Teaching Social Studies in the Secondary School. (3) I. Prerequisites: admission to the MAT program, a "B" or higher in EGC 820 and EGC 830, and a major in the social sciences. Developmentally appropriate materials and methods