



GRADUATE CATALOG
2022-2023

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UNIVERSITY AND GRADUATE EDUCATION INFORMATION

Mission

As a public comprehensive university located in a major metropolitan area, Northern Kentucky University delivers innovative, student-centered education and engages in impactful, scholarly and creative endeavors, all of which empower our graduates to have fulfilling careers and meaningful lives, while contributing to the economic, civic, and social vitality of the region.

Our Vision

Northern Kentucky University will be acclaimed by students, alumni, the region, and the commonwealth for:

Our Success...in preparing graduates for a global society.

Our Contribution...to regional progress and economic growth.

Our Delivery...of distinctive academic programs.

Our Dedication...to the development and well-being of our people.

Our Effectiveness...in securing and managing resources sustainably.

Our Core Values

These are the core values that NKU embraces as we go about our work:

We will promote a culture that fosters and celebrates EXCELLENCE in all that we do.

We will engage in honest, fair, and ethical behavior, with INTEGRITY at the heart of every decision and action.

Ours will be a community that embraces INCLUSIVENESS, diversity, and global awareness in all dimensions of our work.

We will approach our work - how we teach, engage, and serve - with creativity and INNOVATION.

We will maintain a climate of COLLEGIALITY built on respect and characterized by open communication and shared responsibility.

Institutional History

NKU is the youngest of Kentucky's eight state universities. The university's roots go back to 1948 when the University of Kentucky established a two-year community college in Covington. In 1962 the extension branch was renamed Northern Community College. Five years later, a grassroots petition asking for a new college in the region was signed by more than 3,000 people including children, many of whom would someday graduate from NKU. As a result, an independent four-year degree-granting institution was created in 1968 by then-governor Louie B. Nunn, who signed legislation to establish Northern Kentucky State College, which eventually became Northern Kentucky University.

In late 1969, Dr. Frank Steely was selected as NKU's first president. He immediately began work to hire faculty and staff, obtain funding, and oversee building construction. From 1970 to 1972, undergraduate courses were offered at the old community college's location until Nunn Hall was completed in Highland Heights. When Nunn Hall opened in 1972, it constituted all of NKSC: the president's office, classrooms, library, bookstore, vending machines - everything was located there.

Rapid growth occurred during the early years: nine buildings were constructed in the 1970s. The Salmon P. Chase Law School of Cincinnati merged with NKSC in 1971, and the first intercollegiate men's basketball game was held that year. The first NKSC commencement ceremony was in the spring of 1973; graduate programs were added in 1975; the state college became a full-fledged university in 1976; and before the end of the decade the athletics program was winning regional championships. Chase Law School moved to the main campus in 1982. The first residence hall also opened that year, marking a shift from a student body composed exclusively of local commuters to a more diverse one from across the nation and the globe. When President Steely resigned in September 1975, the school enrolled almost 4,300 students.

Dr. A. D. Albright served as the second president, leading the institution from 1976-83. During his term, additional academic buildings opened and eased overcrowding. The 1977 opening of the University Center with a place to eat, meet, and hold student activities brought a more traditional campus feel. In 1983, at the end of Dr. Albright's presidency, the school enrolled about 8,500 students and employed 1,160 faculty and staff.

In the 1980s and early 90s, NKU began to focus on its place in the region and the world. Dr. Leon Boothe, president from 1983-97, sought to diversify the university by initiating an international exchange program. He also led the first capital campaign in response to state funding cuts that reached a cumulative 30 percent of the university's state appropriation. At the end of Dr. Boothe's presidency, enrollment stood at 11,785, and 1,584 faculty and staff served the university.

Dr. James C. Votruba became NKU's fourth president in 1997 and retired from the position in the summer of 2012. Under his leadership, new programs were added including cutting-edge undergraduate programs, many more master's degree options, and two doctoral programs. Numerous buildings were built during his tenure including the Dorothy Westerman Herrmann Natural Science Center, the James C. and Rachel M. Votruba Student Union - named for President and Mrs. Votruba upon his retirement as president - The Bank of Kentucky Center, and NKU's newest building: the super-high-tech Griffin Hall, home to the College of Informatics. Throughout his presidency, Dr. Votruba built on the concept of NKU as a metropolitan university, calling on the whole campus to become locally and regionally engaged for the benefit not just of the campus but also the community at large. On numerous occasions, NKU has been recognized nationally for its success in sharing knowledge through public engagement.

NKU's athletics program was very successful during Dr. Votruba's tenure as president. As a member of NCAA Division II, NKU won three national championships and 22 regional titles. The university's first national athletics championship was earned by the women's basketball team in 2000. When the women repeated in 2008, they became the first women's team in Kentucky to win two national championships. The men's soccer team followed in 2010 with a national title of its own.

At the end of Dr. Votruba's presidency, NKU employed about 2,030 faculty and staff who served close to 15,800 students: 85 percent undergraduates, 11 percent graduate students, and 3 percent law students.

NKU named its fifth president, Geoffrey S. Mearns, a former federal prosecutor, law school dean and provost, in 2012. Under his leadership, the university continued to excel and attract high-achieving students who benefited from a student-centered faculty and extremely dedicated administrators and staff.

Following a storied Division II tenure, the athletics program reclassified to Division I beginning in 2012, joining the Atlantic Sun conference. In July 2015, NKU moved to the Horizon League, with member schools located in Kentucky, Ohio, Michigan, Indiana, Illinois and Wisconsin.

NKU Today

Today, NKU is a vibrant, exciting center of teaching and learning, research and creative work, and service to the northern Kentucky region, the commonwealth, the nation and the world.

In July 2018, the university welcomed its sixth president, Dr. Ashish Vaidya. Prior to joining NKU, Dr. Vaidya served as the interim president of St. Cloud State University in Minnesota. The university also opened the Institute for Health Innovation (IHI), a transdisciplinary center that furthers NKU's commitment impacting population health issues. The IHI brings together programs and departments across the university to prepare graduates for real-world challenges. The Institute is housed in the Health Innovation Center (HIC), NKU's new state-of-the-art facility that opened in the fall of 2018.

NKU offers associate degrees in a limited number of areas and eight bachelor degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.M.), Bachelor of Music Education (B.M.E.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Social Work (B.S.W.), and Bachelor of Science in Business Administration (B.S.B.A.). Undergraduate students have a choice of 73 majors and 89 minors. Students can also choose from among more than 200 student clubs and organizations ranging from disciplinary clubs such as the biology club to service organizations, advocacy groups, Greek organizations, sports clubs, faith-based organizations, leadership societies and more.

Since active NCAA Division I membership was granted in 2016, NKU athletics wasted little time making its presence felt on the national scene. Women's soccer won the Horizon League Tournament and reached the NCAA Tournament that fall. Men's basketball followed in March with the University's second Horizon League Tournament title and faced Kentucky in the NCAA Tournament in front of 4.93-million viewers on CBS. Since then, NKU has added a Horizon League regular-season title in men's basketball and several individual league titles as well.

Graduate Degrees Conferred

The University is authorized by the Commonwealth of Kentucky to confer the following graduate degrees:

- Master of Accountancy
- Master of Arts in Communication
- Master of Arts in Education: Teacher as a Leader
- Master of Arts in English
- Master of Arts in Integrative Studies
- Master of Arts in Public History
- Master of Arts in School Counseling
- Master of Arts in Teaching
- Master of Business Administration
- Master of Legal Studies
- Master of Public Administration
- Master of Science in Athletic Training

- Master of Science in Business Informatics
- Master of Science in Cardiovascular Perfusion
- Master of Science in Clinical Mental Health Counseling
- Master of Science in Cyber Security
- Master of Science in Business Leadership & Innovation
- Master of Science in Exercise Science
- Master of Science in Health Administration
- Master of Science in Health Informatics
- Master of Science in Health Science
- Master of Science in Industrial-Organizational Psychology
- Master of Science in Nursing
- Master of Social Work
- Education Specialist in Educational Leadership
- Education Specialist in Teaching and Leading
- Doctor of Education
- Doctor of Nursing Practice
- Doctor of Occupational Therapy
- Juris Doctor/Master of Business Administration

The Catalog

The university's catalog is the document of authority for all students. It contains detailed information that will help students succeed in their degree and certificate programs, have a positive university experience, and graduate in a timely manner. The catalog contains information on domestic and international admissions; tuition and fees; degree requirements for every program; general education requirements; university-wide graduation requirements; academic opportunities; support services; enrichment opportunities; university policies and procedures; and faculty and administration. It also contains a brief description of each of the courses offered by the university. Students are strongly urged to read the catalog carefully and work closely with their advisors.

Catalogs for the current academic year, and 10 prior years, are available at <http://catalog.nku.edu>.

Catalog Changes

The information contained in the catalog is accurate at the time of publication. However, Northern Kentucky University reserves the right to change regulations, policies, fees, services, and curricula through official actions of the NKU administration, its Board of Regents, or the Kentucky Council on Postsecondary Education.

Accreditations

Northern Kentucky University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctoral degrees. Contact SACSCOC at 1866 Southern Lane, Decatur, GA, 30033-4097 or call 404-679-4500 for questions about the accreditation of Northern Kentucky University.

The following organizations have accredited specific NKU programs:

AACSB International-the Association to Advance Collegiate Schools of Business

American Bar Association; American Chemical Society (ACS)
 American Council for Construction Education (AACE)
 Commission on Accreditation of Athletic Training Education (CAATE)
 Commission on Accreditation for Respiratory Care (CoARC)
 Commission on Collegiate Nursing Education (CCNE)
 Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
 Council on Social Work Education (CSWE)
 Joint Review Committee on Education in Radiologic Technology (JRCERT)
 National Association of Schools of Music (NASM)
 National Association of Schools of Public Affairs and Administration (NASPAA)
 National Council for Accreditation of Teacher Education (NCATE)
 Accreditation Commission for Education in Nursing (ACEN)
 Technology Accreditation Commission, ABET, Inc.

Persons holding a baccalaureate degree or a foreign equivalent from an institution accredited by the U.S. Department of Education are eligible to apply for admission to a graduate program.

All graduate level coursework successfully completed from an accredited higher education institution may be considered for transfer credit at NKU. The credit is posted in the form of an equivalent course at NKU with the associated earned credit hours onto the student's academic record transcript.

Campus Calendars

NKU provides a variety of calendars online (<http://nku.edu/calendars.html>), including a master calendar and several academic calendars. In addition, there are calendars of events such as athletic and music events.

Campus Map

NKU makes available online (www.nku.edu/campusmaps.html) a variety of campus maps, including: a three dimensional view of the Highland Heights campus with links and information about each building; a two dimensional map of the campus; a regional map showing the location of the Highland Heights campus and a map giving directions to the Highland Heights campus.

History of Graduate Education

Graduate programs in education were initiated in 1974; business administration in 1979; public administration in 1989; nursing in 1992; technology in 1997; accountancy in 1998; computer science in 1999; information systems (now business informatics) and teaching in 2001; industrial/organizational psychology and liberal studies in 2004; school counseling and community counseling (now clinical mental health counseling) in 2005; communication and executive leadership & organizational change in 2006; health informatics in 2007; English and the doctor of education in 2008; computer information technology in 2009; public history in 2010; social work in 2010; education specialist in educational leadership and the doctor of nursing practice in 2011, health science in 2014, and education specialist in teaching & leading and legal studies in 2015, LL.M. in U.S. Law in 2016, exercise science in 2019 and athletic training in 2020. We also offer numerous certificate programs. New graduate programs are planned to meet the demands of our growing population.

NKU continues to thrive as evidenced by the new state-of-the-art informatics building. Total enrollment is more than 15,000 and growing. Currently, there are over 3,600 graduate students. NKU's location six miles south of downtown Cincinnati allows the serenity of a suburban setting with the activities of a metropolitan area.

Mission Statement

The mission of the Office of Graduate Education is to advance and support high-quality graduate education. This is accomplished by encouraging and supporting the development and delivery of outstanding graduate programs, as well as contributing to the recruitment, admission, and retention of well-prepared and successful graduate students. The Office of Graduate Education also contributes to the development and fair enforcement of policies related to graduate students and graduate programs.

Administration

Office of Graduate Education

The vice provost for graduate education, research & outreach has the primary responsibility for overseeing graduate education. The Office of Graduate Education serves as the coordinating office for the University's graduate programs. It is responsible for marketing, recruiting, and admitting graduate students. The director of graduate education is responsible for implementing the Graduate Council's policies and procedures and for coordinating negotiations for cooperative graduate arrangements with other universities. The director facilitates the development of new programs; works with graduate program directors to ensure the quality of graduate programs; acts as an advocate for graduate student concerns; and oversees the placement of graduate assistants. He/she serves on the Graduate Council as a non-voting member and hears procedural appeals from graduate program directors.

The Office of Graduate Education is located in Lucas Administrative Center 302. To contact us please call (859) 572-6364, email graduate@nku.edu, or visit our website at <http://inside.nku.edu/graduate>.

Graduate Council

The Graduate Council is the official university body that oversees and interprets all policies, procedures, curricula, and regulations associated with NKU graduate programs. It approves all policies with regard to graduate courses and programs and establishes all rules, regulations, and procedures governing admission, academic policies, curriculum, and evaluation of programs in which graduate degrees or certificates are awarded. The council also rules on appeals for waivers of any graduate regulations with the exception of admission decisions. The council's recommendations and decisions are advisory to the provost.

Voting members of the Graduate Council include representatives of each of the graduate programs, two at-large members elected by the graduate faculty, one graduate student, and the chief academic officer for graduate education. The director of graduate education is an ex officio member of the council.

GRADUATE PROGRAMS APPLICATION AND ADMISSION REQUIREMENTS

Admissions Requirements

Admission Categories

International Graduate Students

The purpose of administrative rules and regulations is to ensure that academic standards for admission are maintained and that procedures are in place to allow students to know what is expected of them throughout their graduate career. These rules and regulations also help students to know what is expected by the University. The policies and procedures presented in this catalog apply to all graduate students of NKU.

Admissions Requirements

Presented in this section are the minimum standards required for admission to NKU's graduate programs. These standards exist to admit applicants who have a reasonable chance of successfully completing their graduate work. Individual programs may have more stringent admission standards. Recognizing that some applicants may be successful graduate students even though they do not meet the minimum standards, there are admission categories (provisional admission) that may be used to give students a chance to prove themselves. These admission categories are used sparingly and only with the approval of the graduate program director. Please recognize that meeting these minimum requirements does not guarantee admission into the University in general or into a specific degree program.

Notification of admission decisions will be sent via the email address supplied by the applicant at the time the application was submitted. Students who do not have an email address should notify the Office of Graduate Education of the need for an alternative method of delivery.

Applying for Admission

Application

Applications must be submitted online. The website for access to the application is <http://apply.nku.edu>.

Application Fee

An application processing fee will be assessed at the time the application is submitted. Applicants who have earned a bachelor's or master's degree or graduate certificate from NKU, as well as current faculty and eligible staff, and active duty military and veterans are not assessed an application fee. Faculty and staff must submit a copy of their All Card for an application fee waiver.

The application fee is non-refundable regardless of circumstance.

Deadlines

Application deadlines vary by program. Please consult the program of interest for more information.

Grade Point Average (GPA)

The minimum undergraduate GPA to be considered for non-degree admission (not pursuing a certificate or degree) is 2.5 on a 4.0 scale. Each degree and certificate program sets its own minimum GPA standard. Students should look at the admission requirements for their program of study for complete information.

Transcripts

To be admitted into NKU as a graduate student, applicants must hold a bachelor's degree from a regionally accredited institution. Applicants must submit official transcripts for **all** work taken (undergraduate and graduate) before being awarded full admission into the University. An unofficial transcript showing that a bachelor's degree has been awarded may be used for admission for one semester only upon approval by the graduate program director. Once official transcripts have been received, and presuming they have been evaluated favorably in relation to the University's standards, the student will be allowed to enroll for additional semesters. If applicants are not able to produce an official transcript, they should contact the graduate program director directly. Official transcripts are defined as those submitted directly to the Office of Graduate Education from the issuing institution or given to the applicant by the issuing institution in an envelope sealed/stamped by the issuing institution. NKU reserves the right to evaluate all transcripts and course credits individually to determine eligibility for admission or transfer of credit to NKU. International students should refer to the International Graduate Students section.

Standardized Tests

Although standardized tests such as the GRE and GMAT are not a university requirement, they are required by some NKU graduate programs. Applicants should check with the graduate program director for specifics.

Change of Degree Program

A new application is necessary to change from one degree program to another. An additional application fee may be assessed. Students will be under the catalog in effect at the time of admission into the new program.

Admission Categories

Full or Regular Admission

Applicants are eligible for this category if they meet all admission requirements and have submitted all required documents prior to beginning graduate study.

Provisional Admission

Students who fail to meet one or more admission requirements may be granted provisional admission for one semester to demonstrate an ability to succeed in the program by receiving acceptable grades in program coursework, meet required pre-requisites and/or submit required admission documents. Admission documents are program specific; applicants should check their individual program's specifications. The missing documents may include, but are not limited to, official transcripts, official standardized test results, or letters of recommendation.

Provisional admission is valid for one semester only during which time the necessary conditions must be met or missing documents must be submitted. Students can be dismissed from the program if the conditions are not met or newly submitted documents do not meet the appropriate admission requirements. Provisional admission may not be available in all graduate programs. Applicants should consult the graduate program director for more information.

Students who are awarded provisional admission may receive a federal loan only during the first semester. The student must be fully admitted by October 1 for fall admission, March 1 for spring admission, or July 1 for summer admission. Students who become fully admitted by the deadline dates remain eligible for financial aid for future semesters. In some cases students admitted provisionally will not be eligible for federal aid for even one term. Check with the Office of Financial Assistance to determine specific eligibility.

Non-degree Students

Non-degree status is appropriate for applicants who wish to take graduate courses without obtaining a degree or if applicants want to demonstrate their academic abilities before applying to a degree program. In order to be admitted as a non-degree student, applicants must hold a bachelor's degree from a regionally accredited institution with an overall minimum undergraduate GPA of 2.5 on a 4.0 scale. Non-degree students may take as many courses as they like; however, if they decide later to pursue a degree, only a maximum of nine hours of coursework taken as a non-degree student may be counted toward the degree.

Visiting Students

Students enrolled in a graduate program at another regionally accredited institution who want to take a course to transfer into that program may do so as a visiting student. There are no transcript or GPA requirements (except for the Haile/US Bank College of Business); however, students must have permission from their home institution. To apply for visiting student status, complete the graduate application, submit the visiting student form, and pay the NKU application fee.

Undergraduates Taking Graduate Credit

Undergraduate students who have no more than six credits remaining to complete a bachelor's degree may be dually enrolled as a graduate student, provided the student has the approval of their undergraduate academic advisor and the relevant graduate program director has awarded provisional admission into the graduate program. Dual-enrolled students may take a maximum of 12 credits, graduate and undergraduate combined, in a single semester. Graduate credit for these courses will not be granted unless all work for the undergraduate degree is completed during the semester in which the student is enrolled for graduate credit. The graduate courses taken will count only toward the graduate degree and cannot be part of the coursework required for the bachelor's degree.

Graduate Students Taking Undergraduate Courses

Graduate students are allowed to take undergraduate courses as long as a separate undergraduate application has been submitted. Students should refer to the Matriculated Student Tuition policy (located in the Tuition and Fees section) for billing information.

Time Limits for Application/Readmission

Once admitted as a graduate student, students have one year to enroll; otherwise, a new application will be required to ensure that all student information is up to date. The Office of Graduate Education will keep the documents submitted with the initial application for one year if the student does not enroll. If the student has the need to delay enrolling for an additional period of time, the Office of Graduate Education will keep the documents on file via a written request to the office requesting that the date of enrollment be moved to a new semester. Some programs may require new admission documents. Check with the graduate program director for specific information.

An application is valid for one year and may be updated to a different term if no decision has been made.

Students who have enrolled at NKU but interrupted their enrollment for four or more years, will need to submit a new application for admission and meet current admission requirements. Students are required to submit official transcripts for additional coursework taken elsewhere since their last attendance at NKU. The standard application fee will be assessed. The student's catalog of record will be the one in effect upon readmission.

International Graduate Students

Application Deadline

The application deadline for the fall semester is June 1 and the deadline for the spring semester is October 1. Applications should be sent well in advance of the start of a semester in order to make certain the University will have time to receive all required documentation, make an admission decision, and issue an I-20 or DS-2019 (F-1 and J-1). International Student and Scholar Services (ISSS) will not issue an I-20 until it has received documentation that the applicant has: acceptable academic credentials; competency in English; and access to funds sufficient to meet the costs of completing your studies (see specific financial documentation requirements below). If a tuition deposit is required, the student will be notified. International students should contact ISSS for information and guidelines regarding online courses.

Financial Documentation (F1 and J1 students only)

All international applicants must submit a declaration and certification of finances from their sponsors. This includes the Financial Statement from Sponsor. This form must be accompanied by the sponsor's current bank statement, a letter from the bank on official stationery, other liquid assets to prove that sufficient finances are immediately available to cover the costs of educational and living expenses at NKU. The form is available at <http://issn.ku.edu>.

International Transcripts

Applicants who have international transcripts are required to submit an evaluation by an accredited foreign education evaluation service that is a member of the National Association of Credential Evaluation Services (<https://www.naces.org>) before sending their transcripts to NKU. Graduate programs require a course-by-course, GPA and degree analysis, so be certain to check the requirements of each program. A list of the acceptable agencies where applicants can send transcripts may be obtained from the ISSS in University Center 305, at <http://nku.edu/international> or at (859) 572-6517.

Applicants with international transcripts will need documentation of completion of undergraduate studies culminating in a degree equivalent to a four-year U.S. bachelor degree. Official or certified copies of transcripts of **all** undergraduate and graduate coursework are required. These must be translated into English, if applicable. The undergraduate grade point average (GPA), based on all undergraduate course work must be at least a 2.5 on a 4.0 scale. Individual programs may have higher GPA requirements.

English Proficiency

Applicants must demonstrate English proficiency by submitting the exam results on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing Service (IELTS) exam. TOEFL scores must meet a minimum standard score of 550 on the paper version, 213 of the computer-based version, or 79 on the internet based (iBT) version. Applicants submitting the IELTS must achieve a 6.5 on the general band portion. Particular

graduate programs may require higher minimum scores on either of these tests or specific minimum scores on the individual sections of the TOEFL.

Provisional admission may be offered to international students on a case-by-case basis with approval from the graduate program director. Please check requirements for your program of interest. Official test results should be sent to ISSS at the time of application. International students may substitute the Institutional TOEFL Exam only if it is taken at NKU through the American English Language Program (AELP) and by approval of the graduate program director. Applicants must score at least a 550. Contact ISSS for complete information. (Exception: International students whose native language is English or who have graduated from an American university in which the language of instruction is English may be eligible for a waiver of this requirement. Contact ISSS for more details.) It may be possible for permanent residents and H1-B visa holders to apply for an English proficiency waiver at the discretion of the graduate program director, with final approval from the Office of Graduate Education and International Student and Scholar Services (ISSS).

A graduate program director may require students to take additional English remediation such as a course in English as a Second Language if in his/her judgment it is needed to improve English language skills. This decision will be based upon admission materials and an interview with the program director. The applicant will be notified at the time of admission by the graduate program director if the course will be necessary.

College of Education Specifics

International students are subject to all requirements for admission to NKU's graduate programs. The only exception is for international students applying to a graduate program in education may be admitted without a teaching certificate. If the applicant is a graduate of an institution outside the United States and is not a certified teacher in the United States, they may be admitted to the Master of Education program, but will not earn teacher certification upon completion. As a rule, admission into the Master of Arts in Teaching is not open to applicants holding foreign transcripts. Applicants seeking an exception to this policy may appeal to the graduate program director for the degree they are seeking an exception.

GRADUATE PROGRAMS PROGRESSION TO DEGREE

Catalog of Record

Graduate students are held to the catalog year in effect when they were admitted, even if the initial admission is provisional. The policies and procedures published in that catalog are the ones the student will follow during their graduate career. If progress toward a degree is interrupted for four or more academic years from the last time the student was regularly enrolled, the catalog in effect upon re-entry into the university will govern. The initial catalog of record (the one in effect when originally enrolled) will no longer be applicable and will be superseded by the new one. If a student wants to change their area of concentration or the catalog under which they are governed, they may complete a form to do so. The Change of Area of

Concentration/Change of Catalog of Record form is on the Office of Graduate Education website.

With the permission of the graduate program director, a student may request that their catalog of record be moved forward. Students cannot have a catalog of record that was extant prior to admission into their program of study.

Appeals to these regulations can be made to the Office of Graduate Education.

Credit Applied to Degree

Most of the credit applied towards the degree will be earned after the student has been admitted into the program; however, students may have taken courses outside of the degree program that they would like applied to the degree.

Non-degree Credit

There is no limit on the number of hours a student may take as a non-degree seeking student; however, only nine hours of coursework taken in the graduate non-degree status may be applied to a graduate degree program at NKU. Some graduate programs may allow fewer; students should check the guidelines of each specific program.

Students will be allowed to apply additional courses taken in non-degree status if those courses were taken in fulfillment of an NKU graduate certificate program and they are not older than eight years upon completion of the graduate degree.

Transfer Credit

A maximum of 40% of a degree program may consist of transfer work. All such work must be from a regionally accredited institution or an accrediting body which accredits an existing NKU program. In all cases, the graduate program director may document and petition the Graduate Council for inclusion of transfer course/credits for students. All work requested for transfer must be taken for graduate credit and posted to a graduate transcript, and completed with a *B* or better.

Students may take courses for transfer credit through the Greater Cincinnati Consortium of Colleges and Universities (GCCCCU). The limit on transfer credit does not include any hours taken through the Greater Cincinnati Consortium of Colleges and Universities (GCCCCU) which will be considered NKU courses. The grades in transferred courses will not be factored into the NKU GPA unless taken as a part of the GCCCCU. For more information refer to the GCCCCU section listed in Academic Support and Policies.

First Professional (e.g., law school and medical school) courses may be transferred into a graduate program only if: they fit into the program of study; a grade of *B* or better was earned; they were earned at a regionally accredited institution; and the student's graduate program director approves the courses for transfer credit.

Transfer work taken at schools on other than a semester system will not be given one-to-one credit hour equivalency. For example, a four quarter hour course transfers into NKU as 2.66 hours. A student may have to take an additional one credit hour course to meet the required minimum 30 credit hours required for a graduate degree. Further, students cannot receive more credit for a transfer course than is offered for the NKU course for which it will substitute. A course taken elsewhere for four semester hours will be transferred into NKU as three hours of credit if that is the maximum number of hours for the NKU course in the catalog.

Submission and Processing of Transfer Credit

Students must request transfer credit for work taken prior to matriculation into NKU during the first semester of enrollment in a program. Graduate program directors will determine the approval status. If the request is denied, the student will be so notified in writing at that time.

After initial approval by the graduate program director, transfer course requests will be sent to the Office of Graduate Education where the director of graduate education will determine if the requested credit meets with university standards for transfer of graduate courses (see above for guidelines). The vice provost for graduate education, research & outreach will be the final arbiter where differences exist between the graduate program director and the director of graduate education.

Students will be notified by the Office of Graduate Education of the final decision and advised as to when the courses expire as credit toward the degree.

No transfer work will be noted on a transcript until a student formally enrolls for NKU classes. Transfer request forms can be found on the Office of Graduate Education website.

Transfer Credit from Previously Earned Graduate Degrees

With the approval of the graduate program director, a student may transfer up to nine hours of coursework taken as part of a previously earned graduate degree.

Course Policies

Independent Study/Readings Courses

Number of Hours Allowed

NKU offers graduate students the opportunity to engage in independent scholarship guided by individual graduate faculty. These courses take the form of readings and independent study. Students are encouraged to undertake research into topics that are not part of the regular curriculum, provided that:

- No more than 20% of the minimum number of hours counted toward degree completion may be taken through courses listed as readings and independent study with the exception of studio work, labs, research, practica, and internships.

- Consent of the graduate faculty member and the director for the graduate program in which the student is enrolled is obtained prior to the student's registration for the course.

- The content of an independent study course is not the same as that covered in a regularly offered course; exceptions to this requirement must be approved by the graduate program director and vice provost for graduate education, research & outreach before the course may be offered.

- There must be a sufficient number of contact hours, albeit scheduled on an arranged basis, between the student and the instructor throughout the duration of the course to ensure consistency with the amount of graduate credit earned in regular course offerings; this contact hour number is specified by the program/department contract or program requirements.

- Any exceptions should be approved by the graduate program director and vice provost for graduate education, research & outreach.

Special Topics Courses

Special topics courses may be repeated with the approval of the graduate program director. A topics course for a change of grade may be repeated only when the same topic is offered again.

Numbering for Independent Study/Readings Courses

All graduate courses in which only one student is enrolled or a faculty member works with a student one-on-one are considered independent study or readings courses. The course numbering assigned for independent work is X99 and should be used instead of the regular or seminar course number. This applies even if the content of the coursework is identical to that of a regular, existing course.

Where an independent study course is used in lieu of a required course, the change must be noted on the student's program plan when submitted to the Office of the Graduate Education as certification for graduation.

Degree Time Limits & Course Age

Graduate students are expected to complete their master's degrees and certificates within six years, doctoral students within eight years. All coursework that is applied to degrees and certificates must be no older than eight years by the time the program is completed. The allowed time frame does not include circumstances involving changed programs or the pursuit of multiple degree programs; however, students may appeal if they have experienced unusual or mitigating circumstances that have prohibited them from meeting those standards.

Exceptions & Course Age Reinstatement

Exceptions to the rule may be granted by reinstating courses older eight years.

- The student and the graduate program director must prepare a reinstatement plan that is reviewed and approved by the vice provost for graduate education, research & outreach.

- This plan must include a special examination, portfolio presentation or other measurable demonstration of knowledge consistent with current course content.

- Once the student successfully complies with all of the elements in the reinstatement plan, the course is considered valid for the length of time identified in the reinstatement plan.

- No more than 25% of the courses required for a degree may be reinstated.

- Only courses in which a grade of *B* or higher is earned can be reinstated. Individual programs may set more stringent standards.

Certificate Guidelines

The policies presented below are the minimum university guidelines for students in graduate certificate programs. Students should always check the requirements of their particular program which may be more restrictive.

- A graduate certificate consists of 18 credits of coursework.

- A post-master's certificate consists of 24 credits; at least 75% of which must be at the 600-level or above.

- No more than 33% of the credits required on a graduate certificate may be transfer credits. All such work must be from a regionally accredited institution, taken for graduate credit and posted to a graduate transcript; and completed with a grade of *B* or better. The graduate program director approves all courses to be allowed as transfer credit. The limit on transfer credit does not include any

hours taken through the Greater Cincinnati Consortium of Colleges and Universities (GCCCCU) which will be considered NKU courses. Students should be aware the grade earned in courses taken the GCCCCU will become part of their NKU GPA.

One may earn both a certificate and a degree, but it is not necessary to earn one in order to be awarded the other.

Credits used in fulfillment of certificate requirements may be used in partial fulfillment of degree requirements as well. Check with your graduate program director for specific information.

One must be admitted to the certificate program prior to completion of all certificate requirements, or prior to completion of all requirements for the concurrent master's degree.

All credits for a certificate program must be earned within the eight years prior to the award of the certificate.

Students enrolled in a certificate program must meet the same course prerequisites as any other student.

Up to 33% of credits earned in one certificate program can be counted toward a different certificate, providing that both certificates are issued by NKU.

Up to 33% or nine credits (whichever is less) of the credits for a certificate program may have been completed as part of a previously earned master's degree issued by another regionally accredited university, providing that the credits are not out-of-date.

Grading Policies

Types of Grading and Academic Probation

Grades Allowed

Grades that can be assigned by faculty for graduate courses are: *A*, *A-*, *B+*, *B*, *B-*, *C+*, *C*, *F*, *P*, *I*, and *X*. An *F* is considered an unacceptable grade for graduate students.

Incompletes

An *I* grade may be assigned when part of the work in a course remains incomplete. It is given only at the student's request and where there is a reasonable possibility that a passing grade will result from completion of the work. If the coursework is not completed by the last day of the following semester (excluding summer and winter semesters); a grade of *F* will automatically be assigned. The appropriate dean may grant a semester extension of an *I* grade due to unforeseen family or medical circumstances and will notify the university registrar of such action. Under no circumstances will more than one extension be granted for an *I* grade.

Deferred

Grades of *X* are reserved for continuing work on dissertations/theses/capstone projects. They remain unchanged on a student's transcript as an *X* until the dissertation/thesis/capstone project has been completed. All *X* grades on a transcript will convert to the final grade received on the dissertation/thesis/capstone project once completed.

Pass/Fail

Courses may not be taken as pass/fail unless so designated by the individual programs. A request that the course be designated pass/fail must be requested of Graduate Council as part of the curriculum process. Students enrolled in a course that has been designated as pass/fail will not have the option of requesting a grade. Grades assigned for pass/fail courses are *P* (pass) and *F* (fail).

Good Standing

Students must maintain a minimum 3.0 grade point average and/or earn no more than two grades of *C* or below to remain in good standing. (A *C+* is considered above a *C* grade.) Should students fall below a 3.0 GPA, they will be placed on academic probation. (See below for specifics of probationary status). No student will be allowed to graduate with more than two *C* grades or below in course work that contributes to the degree program. Students who have more than two *C* grades or below will need to repeat some course work to be in compliance with this policy (See below for specifics of the course repeat option).

Students should be aware that even though a transcript may state that the student is in "good standing" because the overall GPA is not below 3.0, they are in fact considered by the university not to be in "good standing" when they have more than two grades of *C* or below.

Academic Probation and Dismissal

Students are placed on academic probation when their GPA falls below a 3.0 on the 4.0 scale. Once on academic probation, students will have up to nine semester hours to achieve a GPA of at least 3.0 to remove their probationary status. The nine semester hours must be taken at NKU. If after nine semester hours on probation a student's graduate GPA has not increased to at least a 3.0, he/she will be dismissed from their program upon approval from graduate program director, department chair/school director, and dean. A student will not be placed on probationary status more than once. If a student successfully removes him/herself from probationary status and subsequently has a GPA that falls below a 3.0 on the 4.0 scale, the student will be dismissed from the program by upon approval by their graduate program director, department chair/school director, and dean. Individual programs may have more stringent requirements. Students should check program guidelines for complete information as individual program requirements may vary.

Students may be considered for readmission after one semester has elapsed if the student was dismissed from a program for academic reasons. When applying for readmission, the student will need to document their preparedness for re-entry into the program.

If a student wishes to be considered for readmission into the program, they must submit a new application for admission to the Office of Graduate Education with a letter attached explaining why they are now prepared to continue in their program. A student will not be admitted without approval from their graduate program director. A letter of support from the graduate program director signed by the dean of the college the program is housed in for readmission must be sent to the vice provost of graduate education, research & outreach who will make the final decision. If readmitted, the student will be granted an additional nine semester hours to remove their probationary status. During this period, any grade earned below a *B* will result in dismissal from the program.

Course Repeat Option

Graduate students are permitted to repeat a total of two courses. A specific course may be repeated only once. These courses must be taken at NKU, unless the student has permission from the graduate program director through the Greater Cincinnati Consortium of Colleges and Universities (GCCCCU). If the student wants to use one or both of these courses to replace the course grade on the transcript, the student must submit an option to repeat form from the registrar's office. The grade earned for the repeated course will be the one

used to count the number of C and below grades as well as the grade factored into the GPA, even if it is below the original grade.

Academic Bankruptcy

Students who have not been successful in previous graduate work from NKU but want to start over in the same or a different graduate program, may apply for academic bankruptcy. Students cannot have been enrolled in the University for at least six years if they want to start over in the same graduate program; a student may apply at any time if they are pursuing an academic field that is unrelated to the one for which they request bankruptcy. Students will need to make requests for bankruptcy to the Office of the University Registrar at the time of admission into a program or no later than the first semester they are enrolled in the program. All courses taken prior to the time of academic bankruptcy will be omitted from the graduate GPA (with the exception of work taken as part of a previously earned degree/certificate) but not from the transcript. No coursework earned prior to bankruptcy may be applied toward a graduate degree at NKU.

Grade Changes

If a grade change is required due to an error, it must be accomplished by midterm of the next full semester after the issuance of the incorrect grade. Changes become official when received and recorded by the Office of the University Registrar.

If the time limitation has been exceeded, the instructor must attach a written explanation of the causes for the delay and deliver the change to the department chair, who will forward any approved changes to the appropriate dean's office.

For I (incomplete) grades being changed to letter grades, the instructor and department chair must approve the change; for letter grade changes to another letter grade, the instructor, the department chair, and the appropriate dean must approve.

For information on grade appeals where there is a difference of opinion between the student and the instructor, refer to the catalog section titled, Grade/Academic Appeals.

Course Numbering

Courses numbered 499 and below are considered undergraduate-level courses and should not be taken by students who want to take a course for graduate credit. Courses numbered 500 to 599 may be taken by juniors and seniors for undergraduate credit and by graduate students for graduate credit. Students who take a 500-level course with the intention of earning graduate credit must have submitted a graduate application and been admitted by the Office of Graduate Education.

Only graduate students are allowed to take courses numbered 600 and above.

No more than 25% of a student's graduate coursework may be taken at the 500 level. With the approval of the Graduate Council new programs may be given a waiver of this regulation at the time they are approved.

Course Prerequisites and Corequisites

Prerequisites

A prerequisite is a requirement that must be satisfied before enrolling for a specific course. Students may not enroll in courses in which they lack the stated prerequisites. Without the appropriate prerequisite(s), students will be

withdrawn from the course at the request of either the instructor or the graduate program director.

Corequisites

A corequisite is a course that must be taken in conjunction with another course. Students must enroll in corequisites during the same semester or summer session. If a student is enrolled in one course but not its corequisite, the student will be withdrawn from that course upon request of the instructor and/or graduate program director.

Course Substitutions and Audits

Substitution for Course Requirement

Only graduate program directors may approve substitute courses for program requirements. Recognition of professional certifications for course credit is subject to approval by the graduate program director and department chair or dean of the college. No more than 40% of the program may be comprised of course substitutes.

Audits

To audit a graduate course, students will need to get prior approval from the graduate program director in which the course is offered. Audited courses may be repeated for credit that in turn can be counted towards the degree.

Coursework Taken as an NKU Undergraduate

A 500-level course taken at the undergraduate level cannot count toward a graduate degree if the student took that course, or any course cross-listed with it, as an undergraduate at NKU.

Course Loads

Full-time Status

Graduate students who are enrolled in six hours in any semester are considered full-time students. Full time status for international students is nine hours in the fall and spring terms.

Course Overloads

Students may take up to 12 graduate hours of coursework in a semester. To enroll in more than 12 credits, students should seek the approval of their graduate program director.

Student Appeals

Appeals may be related to one or more of the following: grades, graduation requirements, graduate student honor code, etc.

Waiver of Graduate Policies

There are two regulations where no exception will be made:

No one will receive a master's degree with fewer than 30 hours of coursework;

No one will be awarded a graduate degree or certificate with a cumulative graduate GPA below 3.0.

Appeals of Graduate Regulations

A graduate student wishing to appeal the application of other university rules or regulations relating to graduate students (e.g., time limits for graduation, limits on transfer credits, limits on hours taken as a non-degree student that may apply to a graduate degree) should submit a variance form, found at

<https://inside.nku.edu/graduate/current-students/forms.html> to the graduate program director. Exceptions to graduate policies must be approved by the graduate program director, department chair or school director, dean of the college, and Vice Provost for Graduate Education, Research and Outreach. Once the waiver has been reviewed, the Director of Graduate Education will notify the graduate program director of the decision.

Appeals Relating to Violation of the Graduate Student Honor Code

A student sanctioned for violating the *Graduate Student Honor Code*, including plagiarism and other academic misconduct, may appeal the decision that a violation has occurred and/or the sanction. Students must follow the appeal procedures set forth in the *Graduate Student Honor Code* which can be found at <http://gradschool.nku.edu/currentstudents/academics.html>.

Grade/Academic Appeals

Any graduate student who believes their **final** course grade is inaccurate, or based on factors that were not included in the grading policy, may appeal the grade. To be considered, the grade appeal must meet one or more of the following conditions:

The method for determining the final course grade conflicts with the grading policy per the course syllabus or other announced grading policies.

There is an alleged mathematical error in calculating the final course grade.

There is evidence that the final course grade is based on something other than performance in the course.

Grades on individual assignments are not covered by this policy.

If a student wishes to appeal a final course grade, the student must provide a written statement (email or letter) that outlines the grade appeal. In the statement, the student should note which of the three conditions listed above that the grade appeal meets.

All responses to appeals must be in writing. If at any point a grade change is agreed upon, the record change shall be initiated by the instructor within two (2) working days.

Appeals must first be taken to the instructor and shall move up the levels below as needed.

1. Instructor Level Appeal: The student must provide their appeal to their instructor within fifteen (15) working days after the last date for faculty to submit grades as indicated on the Registrar's academic calendar. The instructor must respond to the student within five (5) working days from the receipt, stating whether the appeal is granted and stating the instructor's rationale for the decision. If the student is unable to reach the course instructor or the initial appeal is not resolved, the student may move the appeal forward in the process.

2. Chair/Director Level Appeal: If the student is not satisfied with the outcome of Step 1, they may take their appeal to the chair/director of the department/school in which the course was offered within five (5) working days of the receipt of the instructor's decision. After consultation with the student and the instructor, the chair/director will provide a response to the student and instructor with five (5) working days of receiving the appeal. The instructor

shall respond within five (5) working days indicating whether they agree with the recommendation of the chair/director.

3. Dean Level Appeal: If no mutually satisfactory decision was reached at Step 2, the student may appeal to the dean of the college (or designee) that houses the course within five (5) working days of receipt of the instructor's response. The dean (or designee) shall review the documentation and provide a response to all parties within five (5) working days following receipt of the written appeal. The instructor shall respond within five (5) working days as to whether they agree with the recommendation of the dean (or designee).

4. Grade Appeals Panel: If the student is dissatisfied with the results of the appeal in Step 3, the student may submit a written appeal requesting a hearing with the Grade Appeals Panel to the Vice Provost for Graduate Education, Research, and Outreach within five (5) working days of the instructor's response to the dean's or designee's recommendation. The Vice Provost will convene a Grade Appeals Panel as soon as practical.

Grade Appeals Panel

The Grade Appeals Panel shall be composed of the following members:

a dean or designee not involved in the appeal process

two faculty members from graduate programs other than the one involved in the appeal (selected by the Vice Provost for Graduate Education, Research, and Outreach)

two graduate students (selected by the Vice Provost for Graduate Education, Research, and Outreach).

The Vice Provost for Graduate Education, Research, and Outreach (or designee) convenes the panel and serves as a non-voting member.

Determination of Merit: The Grade Appeals Panel shall receive copies of the written appeal and all prior documentation. Thereafter, neither new evidence nor changes shall be introduced before the Grade Appeals Panel. The Grade Appeals Panel shall review the file to determine if the student's case meets any of the grounds for appeal. If the panel determines that the appeal does not meet any of the grounds, the appeal will not be considered. The ruling of the Grade Appeals Panel is final and must be communicated to all parties within two (2) working days of the decision.

Hearing Meeting: If the Grade Appeals Panel determines that the case meets any of the grounds for appeal, the Panel will proceed to a full hearing of the appeal. All previously involved parties (instructor, student, chair/director, and dean or designee) have the right to attend the meeting and offer evidence or rebuttal. Both student and instructor may request to be accompanied by advisors during the hearing. Advisors may only consult and interact privately with the student and instructor during the hearing and will not be allowed to address the Grade Appeals Panel. The Vice Provost for Graduate Education, Research, and Outreach or designee will notify the parties of the exact date, time, and location of the hearing at least five (5) working days before the hearing. During the hearing, both student and instructor shall be granted time to present their case.

Deliberation and Decision: The Grade Appeals Panel shall deliberate confidentially and arrive at a decision by majority vote. If the Grade Appeals Panel finds that an academic evaluation based upon anything other than a good-faith judgment of a student's work has

been proved, it will approve a grade change to the academic record. The Grade Appeals Panel shall provide a written report of its ruling to the student, the instructor, the department chair/school director, and the dean of the college within five (5) working days of the hearing. The decision of the Grade Appeals Panel is final and binding. If a grade change is approved, the Vice Provost for Graduate Education, Research, and Outreach will forward the information to the Registrar's Office.

Grade Appeals, Other Academic and Non-Academic Matters

Appeals relating to other academic and non-academic matters are governed by the university's *Code of Student Rights and Responsibilities*, which can be found at <http://scra.nku.edu/policies/student-rights.html>. This includes grade appeals that do not relate to consequences for violations of the *Graduate Student Honor Code*.

Unacceptable actions by students that are not addressed in the grade appeals policy, *Code of Student Rights and Responsibilities*, or *Graduate Student Honor Code* will be referred for review by the graduate program, department chair/school director, dean and Vice Provost for Graduate Education, Research, and Outreach for review and possible dismissal from the university.

DEGREE AND CERTIFICATE EXIT PROGRAM REQUIREMENTS

Culminating Experiences and Capstone Courses

All graduate degree programs require a culminating experience described in each program section. Examples include dissertation, thesis, project, portfolio, comprehensive exam, and capstone course. All references to dissertation also include dissertation alternatives as approved by the vice provost for graduate education, research & outreach.

Guidelines for All Culminating Experiences

Forms to Submit to Office of Graduate Education

Any students taking a comprehensive exam or defending a project/thesis/dissertation must submit the following forms completed by the appropriate graduate program director or thesis/dissertation chair; these forms are available on the Office of Graduate Education website at <http://inside.nku.edu/graduate/current-students/Thesis.html>.

Form for Thesis/Dissertation/Comprehensive Exam Committee Appointment - completed at the start of the thesis/dissertation/comprehensive exam process.

Form to schedule the Thesis/Dissertation Defense (also for comprehensive exam) - no later than **two weeks** prior to scheduled defense.

Form for Thesis/Dissertation Defense Results (also for comprehensive exam) - within two weeks of results.

Defense of Dissertation/Thesis/Project

When a student has completed the dissertation/thesis/project, the student may be asked to present it formally to their committee through an oral examination and in some cases a presentation to the university community. This process provides the opportunity to answer questions posed by the student's committee about the research.

Unfinished Dissertation/Thesis/Project Grade

Until a dissertation/thesis/project has been completed, approved by the department, and formally certified by the Office of Graduate Education, the grade to be assigned to thesis/project credits will be an X. This grade does not affect a student's GPA nor credits earned. When the dissertation/thesis/project is completed, the faculty supervisor will change the X to a P or letter grade and the credits will be counted toward graduation. Letter grades will contribute to the overall GPA. If the dissertation/thesis/project is never completed, then the X grade remains on the transcript permanently.

Completion of Dissertation/Thesis/Project

After successful completion of the program requirements for the dissertation/thesis/project and after the committee has indicated the student has passed, the student should make all required changes to the document (if applicable to the student's particular work). Completed is defined as follows: the student has successfully defended the dissertation/thesis/project; has made all changes required by his/her project director and/or thesis/dissertation/project committee; project director and/or thesis/dissertation/project committee has approved those changes.

After the committee chair approves the final document, the student will upload the document in PDF format to the ProQuest/UMI website (if applicable to the student's particular work). Students should not upload documents to UMI until the document is completed. Theses and dissertations must be uploaded by the student to ProQuest/UMI, an online graduate research submission, publishing, archiving, and dissemination service. Complete instructions for the final submission of the dissertation, thesis, or project are published in the Electronic Thesis/Dissertation Guidelines found on the Office of Graduate Education web site at <http://inside.nku.edu/graduate/current-students/Thesis.html>.

Submission to ProQuest/UMI does not necessarily mean acceptance. Once the document has been uploaded to UMI, the director of graduate education will examine the document. The student and graduate program director will be notified of changes/editing that must be made before final approval by the director of graduate education can be given. Once the final dissertation/thesis/project has been certified by the Office of Graduate Education, the director of graduate education will notify the Office of the University Registrar that the student has been cleared for graduation as long as all other graduation requirements have been met.

Submission Deadlines

The following dates are the deadlines for uploading completed documents to ProQuest/UMI. In order to ensure the deadlines are met, students and their dissertation/thesis/project committee chairs should plan the defense date accordingly. If the document has not been fully approved and uploaded to ProQuest/UMI by these dates, the student may be required to delay graduation for at least one term.

Fall **No later than November 1**

Spring **No later than April 1**

Summer **No later than July 1**

Use of Proprietary Information

The tradition and culture of graduate education requires that dissertations/theses/published projects be treated as public documents, and as a result, they will be placed in the library for public access. If a student is using proprietary information supplied by their employer or sponsor for the dissertation/thesis/project, they should reconcile proprietary issues with the employer or sponsor before beginning work on the dissertation/thesis/project. In rare instances a waiver from public access for a limited time (no longer than one year) may be granted. To protect the student's investment of time and energy, students should be sure to have the waiver request signed by the appropriate graduate program director, approved by the Office of Graduate Education, and on file in the Office of Graduate Education prior to the start of work on the dissertation/thesis/project. If the waiver is denied, students may either agree to publication anyway or rewrite the dissertation/thesis/project in a manner that can be published.

Failure of Culminating Experience

Graduate program directors will notify the Office of Graduate Education in writing when one of their students does not pass the culminating experience. The graduate program director will recommend one of two options for the student: allow a second opportunity to pass a culminating experience or be withdrawn from the program. If the student is allowed to remain in the program, and if the student's catalog of record provides more than one option for a culminating experience, the student may select a second option rather than repeat the previous option. The student must have the written permission of the graduate program director before selecting the second option.

Two failures of the culminating experience, whether two failures of the same experience or a combination of two different experiences, will result in dismissal from the program.

Master's Degree Thesis/Final Project/Comprehensive Exam Specific Requirements

There are four formal culminating experiences excluding programs where a specifically designated course serves this function. Each of these is listed below. For specific information on which one will be required for the student's program of study, students should consult with their graduate program director.

Formal thesis

Requirements:

It should include a thorough literature review.

It should include original research.

There will be at least three faculty members on the student's committee; one member may be outside of NKU.

It will be published in ProQuest/UMI upon completion.

There will be a formal defense of the thesis.

There must be final approval by Office of Graduate Education.

Thesis credits may be 3-6 credits of degree requirements.

Published Project

Requirements:

It should include a literature review.

It should contribute to a body of knowledge or practice.

There will be at least three faculty members on the student's committee; one member may be outside of NKU.

It will be published in ProQuest/UMI upon completion.

There must be final approval by Office of Graduate Education.

Unpublished Project

Requirements:

The length depends upon the project and the particular graduate program. Non-research, portfolio and creative documents (or products) will fall into this category.

There is no oversight from Office of Graduate Education.

Approval by the graduate program director is required.

Comprehensive Examination

Each program using the comprehensive examination as a culminating experience will set forth the appropriate guidelines including dates and format.

Continuing Credit

Individual graduate programs will determine the number of continuing credit hours for thesis students in their program are allowed to pursue. All continuing credit must be taken within the six years allowed to complete the master's degree.

Committee Membership for Exit Options

Outside members should not be required but may be used. When outside members are used, the graduate program director must apply for and receive graduate faculty status for the outside members via the faculty credentialing process. Each graduate program director will be responsible for "tutoring" faculty in the appropriate method of chairing or being a member of a committee. Each graduate program director will decide on the oversight necessary.

Doctoral Degree Dissertation/Dissertation Alternative Specific Information

Each individual doctoral program will decide whether a dissertation or dissertation alternative meets the requirements for their degree. For specific information on which one will be required for each student's program of study, students should consult with their graduate program director.

Doctoral students must be continuously enrolled in at least one credit hour every term while completing their dissertation or dissertation alternative.

Dissertation Committee Membership

There must be at least three members (a chair and two "readers") on the dissertation committee, whose responsibility it is to:

Approve the dissertation proposal;

Evaluate the dissertation;

Participate in the defense of the dissertation, and

Vote to determine a candidate's passing of the defense.

One person shall be designated the dissertation chair. This member will:

Facilitate the committee schedule and meetings;

Mentor the candidate through the completion of the degree;

Process paperwork;

Coordinate the candidate's defense with the Office of Graduate Education.

One "reader" member of the dissertation committee must be from outside the candidate's department of study.

All members of the dissertation committee shall approve the dissertation proposal.

The program shall have a dissertation proposal process that provides for the Office of Graduate Education, the program, and the candidate, a written and signed document defining the expectations of the program for a successful dissertation.

The "approval of the dissertation proposal" is deemed successful when the dissertation chair files appropriate paperwork with the Office of Graduate Education signifying approval for the candidate to move forward.

Until the dissertation defense is scheduled, the initial proposal may be amended with unanimous agreement of the dissertation committee and candidate.

A dissertation defense may not be scheduled without a signed dissertation proposal. The candidate shall initiate the scheduling of a defense. Defense scheduling requires the concurrence of at least one committee member.

Programs must provide alternatives for candidates to alter or change dissertation chairs and committee membership.

The "completion of the defense" is deemed successful when:

A simple majority of the dissertation committee votes approval.

If desired, programs can make votes more restrictive, but may not require unanimous approval by the committee (chair and readers).

Dissertation defenses shall be open to the public.

Graduation Requirements

Minimum Credit Hours Required for a Master's Program

All master's degree programs require a minimum of 30 semester hours. Only courses taken for graduate credit and placed on a graduate transcript as graduate credit may be counted toward a master's degree.

GPA

No student may earn a graduate degree or graduate certificate with a GPA below 3.0 (no rounding allowed) for all graduate work taken for completion of a specific graduate program as well as a cumulative 3.0 (no rounding allowed) for all graduate work taken at the institution. If a student has declared academic bankruptcy, the graduate GPA will be based on all coursework taken subsequent to the bankruptcy.

Incomplete Coursework

No student will be awarded a degree if an *I* (incomplete) has not been cleared for all coursework applicable to that degree. An *I* in a course that is not part of the coursework for the degree is allowed. Students should be aware of the policy that changes an *I* to an *F* after a given period of time. *X* grades are not considered incompletes, and are reserved for continuing work on dissertations/theses/capstone projects. They remain unchanged on a student's transcript as an *X* until the dissertation/thesis/capstone project has been completed. All *X* grades on a transcript will convert to the final grade received on the dissertation/thesis/capstone project once completed.

Degree Application Deadline

All graduate degree and certificate students must complete an Application for Graduation with the Office of the University Registrar. Students must complete the form via myNKU under the Student Self-Service Tab, Academics, Apply for

Graduation. There is a fee associated with the graduation application. The fees given below are the current fees and are subject to change. The fee assessed will be the one in effect at the time a student submits an application for graduation.

The graduation application must be submitted by the following dates, or if a date falls on a weekend, by the Monday following the prescribed date.

For fall graduation	May 31
For spring graduation	November 30
For summer graduation	April 30

Graduation Fees

For fall semester graduation:

Apply by May 31	\$50
Apply between June 1 to August 31	\$80
Apply between September 1 - September 30	\$100

* Graduation applications submitted after September 30 will not be processed for fall semester graduation unless special approval from the Office of Graduate Education is obtained. There is no guarantee that the application can be processed in time for fall graduation.

For spring semester graduation:

Apply by November 30	\$50
Apply between December 1 to January 15	\$80
Apply between January 16 to February 15	\$100

* Graduation applications submitted after February 15 will not be processed for spring semester graduation unless special approval from the Office of Graduate Education is obtained. Even with that approval, there is no guarantee that the application can be processed in time for spring graduation.

For summer semester graduation:

Apply by April 30	\$50
Apply between May 1 to May 31	\$80
Apply between June 1 and June 30	\$100

* Graduation applications submitted after June 30 will not be processed for summer semester graduation unless special approval from the Office of Graduate Education is obtained. Even with that approval, there is no guarantee that the application can be processed in time for summer graduation.

It is not necessary for a student enrolled in multiple programs (master's and certificate, for example) to complete all of them at the same time. However, if the student is completing both in the same term, only one fee will be assessed. If they are completed in separate terms, the fee will be assessed for each.

Applications submitted separately will be assessed the fee individually.

Participation in Graduation Ceremony

In order for a student to participate ("walk") in the NKU graduation ceremony, the following requirements must be met:

Doctoral students:

- Successfully complete all program requirements.
- Successfully complete all course work.
- Successfully defend the dissertation/dissertation alternative.

Master's and Graduate Certificate Students:

- Successfully complete all coursework.
- Successfully complete the culminating experience requirement pertinent to the program.

Individual graduate programs may set a more rigorous policy.

ACADEMIC SUPPORT AND POLICIES

All regulations found in this section apply to regular 16 week courses held in the fall and spring semesters. These regulations will also apply to all short courses, especially summer offerings, in a time sequence proportional to the length of the session. Students are subject to being governed by the general university policies and their respective departmental policies.

Adding a Course

The online registration guide and online academic calendar list the dates when a student may add a course. A course should be added via myNKU as the official process. Contact the Office of the University Registrar, Lucas Administrative Center 301, if guidance is needed.

When adding courses, a student should see the course load policy for allowable limits. Unless specified by an academic department, students do not need approval to add a course prior to the published last day to add. After the published deadline for adding a course, students will be permitted to enter a course only with approval from the instructor of the course, the graduate program director and an assistant dean of the college offering the course.

Withdrawing from a Course - Student Initiated

Unless otherwise required by an academic department, students do not need approval to drop a course if the drop is initiated prior to the published deadline to drop. Once the semester has begun, students may withdraw from a course only during the session or semester in which the course is taken.

There are three time periods that relate to withdrawing from a course. The online registration guide and online academic calendar list the relevant semester dates and their equivalencies for courses of differing lengths.

- Weeks 1 through 3 or equivalent: during the first three weeks or equivalent of the semester, official course withdrawals are not reflected on the student's transcript. That is, the transcript will not indicate that the student was ever registered for the course.

- Weeks 4 through 10 or equivalent: a student who withdraws from a course after the third week of the semester (or equivalent) and prior

to the end of the 10th week of the semester (or equivalent) will receive a grade of *W* for the course.

Weeks 11 through 14 or equivalent: course withdrawals after the 10th week or equivalent are not usually allowed. In circumstances beyond the student's control, a *W* may be granted with approval of the instructor, graduate program director, and department chair or dean of the college the student's program is housed in. In cases not approved, the student will receive the grade of *F* (failure).

Students withdrawing completely (withdrawing from all courses) after the 10th week need only the approval of the dean of the student's program.

The instructor may not issue a *W* as the final grade for students who did not withdraw prior to the 10th week or equivalent if they are not covered by exceptions listed above.

Withdrawing from School

If, after midterm, a student wishes to withdraw completely from school, the student will need to submit a late withdrawal form signed by the dean of the college where the student's program is housed. Instructors will be notified of the withdrawal on revised class lists or final grade rosters by the Office of the University Registrar. Consult the Office of the University Registrar for exceptions to this policy.

The above regulations apply to fall and spring 16 week semesters. The dates for summer, shortened fall and spring terms, and winter term adds/drops depend upon the session in which the course is taken. The last dates to add or withdraw from a course will be made available on the Office of the University Registrar academic calendar for each semester at <https://inside.nku.edu/registrar/calendars.html>.

Retroactive Late Withdrawal

A retroactive late withdrawal from an individual course or from all courses after the last day of the semester is permitted only for circumstances beyond the student's control. In cases where medical or employment reasons are the cause for withdrawal, explanatory documents from the physician or employer must be attached. Request for retroactive late withdrawal from a course solely because of poor performance will be denied. Approvals denied at any level (graduate program director, department chair, dean, VPGERO) will result in a denial of the withdrawal. For requests with appropriate approval (i.e. health care provider documentation on letters), a 'W' grade, rather than a failing grade, will be assigned. The form to request a retroactive late withdrawal can be found on the Office of Graduate Education homepage. If approved, the student may pursue a tuition adjustment via the tuition appeal process. More information can be found by contacting Student Account Services or at <https://inside.nku.edu/studentaccounts/services/refunds/appeal.html>.

Student Absence Due to Military Service

Northern Kentucky University recognizes and appreciates the important contributions made by Active Duty, Reserve, National Guard, ROTC military students in service to their country of allegiance. The university understands that students may be called into active military service for periods longer than 14 days or be required to be absent from class for shorter durations to fulfill military obligations.

The University has adopted an Active Duty Military Absence option to be considered for absences longer than 14 days. The University also has developed a Short-Term Military Absence policy for absences that exceed the attendance policy for the course(s) or last up to two weeks during the fall and spring semesters. The Short-Term Military Absence policy will apply to an

equivalent time period in reduced semesters (e.g., 7-week terms and summer sessions).

Examples of Active Duty Military Absence include but are not limited to: individual or unit calls to active duty for deployment, natural disaster response, or receipt of military permanent change of station orders. Short-Term Military Absences may include funeral honor guard details, periodic training/drill obligations, ROTC field training exercises or service related medical appointments.

Students must provide instructors with maximum advance notice of absences and provide copies of their official military documentation (paper, electronic orders, or a unit's memorandum). It is the responsibility of the student to request the opportunity to complete missed work, and to complete coursework according to the terms mutually agreed upon between the instructor and the student. Registration for those courses in which instructors accommodate the absence will remain intact and tuition and mandatory fees will be assessed in full for those courses.

The Certifying Official and Office of the University Registrar will collaborate together and obtain a copy of the official military documentation. The Certifying Official and the Office of the University Registrar will work with the student and instructor to ensure complete understanding of the policy and the impact of the policy on the academic record. All parties will be notified and provide assistance in completing the form if necessary. If the student is serving in a country other than the United States, International Student and Scholar Services may be required to verify the student's military necessity for withdrawal.

Once the student is aware of call to duty, the student must discuss their circumstances with the Certifying Official located in the Office of the University Registrar. The student will be advised of the policy and given a Student Absence Due to Military Service form. Any withdrawal from the university may impact current and future VA benefits.

If a withdrawal is under any consideration the student will immediately notify and collaborate with the instructor. After discussion with the instructor, the only viable option may be to withdraw from some or all classes. Should a withdrawal be necessary or adjustments be made for a course, the student will follow the procedures identified in option A and B found in the Absence Due to Military Service Form.

The student should see the Certifying Official in the Office of the University Registrar. The student will be advised of the policy and given a Student Absence Due to Military Service form. If a withdrawal is under any consideration the student will immediately notify and collaborate with the instructor.

The Certifying Official will collect a copy of the official military documentation and a completed Absence form. Any questions regarding the decision will be answered and explained to the student.

Per the student's form, the following may occur:

- a. Withdraw from all classes with a 100% refund with the report date used as the effective withdrawal date. Student is then de-registered using "Military/Civil Service" as reason for withdrawal.
- b. Certifying official will request the grade earned to date by the report date from each instructor, and that grade will be recorded by the official in the Office of the University Registrar. Student is then de-registered using "Military/Civil Service" as reason for withdrawal.

c. Withdrawal from selected courses as indicated on the Notification form with the report date used as the effective withdrawal date.

Required reporting, outside of notifying Student Account Services, Financial Assistance and the instructors, includes notifying the VA Education Division for students using a GI Bill or VA Education Benefit. This will be done by the Certifying Official within 30 days of the withdrawal date. Student Account Services will process and return any federal Tuition Assistance refunds, and Financial Assistance will process and return any state Tuition Assistance refunds in accordance to Title IV.

Late submissions can be accepted and processed. However, retroactive withdrawals cannot be processed more than 6 months from the "end of active duty" date. The Office of the University Registrar and the Certifying Official will verify end dates to determine whether or not a late withdrawal will be allowed.

Any withdrawals not included on the Absence form, meaning submitted by the student using myNKU, will be processed in accordance with the dates published on the University's Academic Calendar and may not be eligible for a refund. Appeals will be considered within 6 months of the "end of active duty" date. The student will need to provide a copy of the official military documentation before an appeal will be considered.

Removal from a Course - University Initiated

A student who, without previous arrangement with the instructor or department, fails to attend the first class meeting of a given term may be dropped from the course. An instructor may drop a student for nonattendance only during the regular drop/add period of the term as defined by the academic calendar. Nonattendance does not release students from the responsibility to officially drop any course for which they have enrolled and choose not to complete.

A student may also be dropped from a course as a result of his or her disruptive classroom behavior. See NKU's Community Standards & Student Rights at <https://inside.nku.edu/studentaffairs/departments/scra/student-rights/code-of-student-rights-and-responsibilities.html> for more information.

Removal Initiated by Graduate Program Director

Drops may be initiated by graduate program directors. The drop may be initiated if the graduate program director is notified by the instructor that the student has not attended class during the first two class meetings of the semester. A drop also can be initiated by the graduate program director if the student does not have the proper prerequisite, co-requisite, or consent of the instructor or has been found to be in violation of NKU's Community Standards & Student Rights.

Class Attendance

NKU students are expected to attend the first day of each course for which they are enrolled.

For classes meeting more than once per week

If a student does not attend the first class meeting and has not contacted the instructor in advance to declare this absence, the instructor may drop the student for nonattendance. If the student also misses the second class meeting and still has not contacted the instructor about the absences beforehand, the instructor is compelled to drop this student for nonattendance.

For classes meeting only once per week

If the student misses the first class meeting and has not contacted the instructor about this absence beforehand, the instructor is compelled to drop this student for nonattendance.

For online classes

If the student does not log onto Canvas and access course materials or contact the instructor during the first week of classes, the instructor is compelled to drop this student for non-participation (i.e., nonattendance). Classroom participation is essential to the educational process in many disciplines. If a portion of the final grade is dependent upon classroom participation, the instructor will make a statement to that effect in the course syllabus. The syllabus will be provided to students no later than the first week of classes. Regardless of attendance policy, students are responsible for familiarity with material disseminated in the class and are not released from this responsibility due to nonattendance. Students are responsible for becoming familiar with the deadlines that are published by the Office of the University Registrar regarding add/drop and withdraw dates. Students who do not officially withdraw prior to published deadlines, and fail to successfully complete required coursework, will receive a failing grade.

Nonattendance

The university is required to return federal Title IV aid for students who have never attended a class for which they are registered. If students do not attend a class and do not submit a formal drop/withdrawal, they will be held responsible for tuition.

Course Evaluations

Evaluations are an important means of gathering information about instructors and courses. The information submitted will be used for the enhancement of student learning opportunities. It is an important responsibility of NKU students to participate responsibly in the instructor and course evaluation process and to include thoughtfully written comments.

Evaluation periods begin 1 week prior to final exams for the 8-week courses or 2 weeks prior to final exams for a full-semester course. Students are notified via email when the online evaluation process is available and are sent a reminder every three days until evaluations are completed. The evaluations ask students to reflect upon what they have learned in each of their courses, the extent to which they have invested the necessary effort to maximize learning, and the role the instructor played in the learning process.

Students who complete an evaluation for a particular course or select "opt out" within the online evaluation instrument will have access to their course grade as soon as the grade is submitted by the instructor.

Students who do not complete the course evaluation and do not select "opt out" within the online evaluation instrument will incur a 2-week delay in viewing the course grade, obtaining an unofficial and official transcript, and running a degree audit. The delay starts after the university's official date for grade availability.

Student evaluations are strictly confidential, and results are not available to instructors until after final grades for the course are posted. The university has established extensive precautions to prevent individual student comments from being identified.

For more information and to view the instructor and course evaluation schedule visit the student evaluation homepage at <https://inside.nku.edu/eval.html>.

Registration Holds

Registration holds prevent students from registering for courses. They are most often established because the student is required to meet with his or her advisor prior to registering or because the student owes money to the university. Registration holds must be resolved before a student can register online via myNKU. The student can still search for courses and place them in the registration cart, but the student must contact the office that placed the hold and resolve the issue before being able to register. For advising and probation holds, the student should contact their graduate program director to make arrangements for release of these holds. If a student has a fee-related hold, the fee must be paid before the hold will be released. A complete list of holds can be found on the Office of the University Registrar website at <https://inside.nku.edu/registrar/registration/registration-holds.html>.

Transcript Availability

Transcripts of NKU coursework are available upon request. Students must request their official transcript through the National Student Clearinghouse. Students may view and print an unofficial transcript through myNKU.

The transcript fees, delivery options and additional information on this process can be found on the Office of the University Registrar website.

Transcripts Received from Other Institutions

When NKU receives transcripts from another institution, the transcripts are considered property of NKU. NKU does not reproduce or copy transcripts received from any sending institutions. Students should seek copies of transcripts from the institution that originally issued the transcript.

Diplomas

The diploma, which documents that one has earned a degree, is issued and dated only after all graduation requirements are met. NKU awards electronic and paper degrees in May, August, and December. Diplomas are emailed to the student NKU email address and U.S. mailed to the recipient's U.S. diploma address submitted at the time of application. Delivery of the paper diploma generally takes at least six to eight weeks following commencement.

Academic Honesty

NKU is dedicated to creating an environment conducive to the development of educated and intellectually curious people. Cheating and plagiarism are in opposition to this environment. Therefore, NKU requires that all work submitted by a student be a product of that student's own ideas and words.

Plagiarism is defined as using someone else's thoughts and/or words and allowing other people to believe they are your own. It does not matter whether this is done intentionally or unintentionally. One is plagiarizing if one uses specific words, phrasing, or ideas of others without using quotation marks and citations. When paraphrasing an idea or sentence, the original source of that material must be cited.

Cheating is defined as copying from someone else's exam, purchasing a paper to be submitted as your own, or using books and notes during exams (in class or take-home) when expressly forbidden to do so.

These examples of cheating and plagiarism are not meant to be exhaustive. Rather they are to be used as basic guidelines for appropriate academic behavior.

NKU takes academic dishonesty very seriously. A student found responsible of cheating or plagiarism may be sanctioned to an oral or written reprimand, a

grade reduction or an *F* in the course, examination or assignment or course, or can be recommended for suspension or expulsion from the University. Cheating and plagiarism will not be tolerated in any form. All work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty.

Misrepresentation of NKU Credentials

Any person reporting their accomplishments or relationship with NKU is expected to do so in a completely truthful manner. Misrepresentation of accomplishments may relate to, but is not limited to, grades, coursework, co-curricular activities, honors, certificates, and degrees. Anyone misrepresenting his or her work or accomplishments at NKU may be barred from future enrollment and graduation from NKU. In addition, such behavior may be subject to criminal or civil prosecution.

Academic Requirements and Regulations Updates

The colleges of the university reserve the right to change requirements. Program changes will become effective at the beginning of the next fall semester and are applicable only to new students and to readmitted students as stipulated elsewhere in this catalog under Catalog of Record. Changes in program requirements with any other effective date require the approval of the provost; such changes will become effective when posted in the Lucas Administrative Center, the University Center, the Student Union, the Office of Graduate Education (for graduate programs only), and in each academic building. Students should refer any inquiries to the appropriate dean or the university registrar.

Email Accounts

All NKU students automatically receive campus email accounts that become activated when you obtain your NKU All Card. More information on your email account can be found by visiting: <http://it.nku.edu/email.html>.

Online Graduate Programs and Courses

Technology Requirements

NKU uses Canvas, a web portal that offers easy access to course materials and the ability to communicate with instructors and classmates from one location. Canvas runs on Mac, Windows, Linux, and mobile device operating systems iOS and Android. Download the free Canvas App for use on your mobile device. Canvas recommends using the newest version of the following browsers and applications.

Instructure recommends you use Chrome, Firefox, or Safari for Canvas.

Flash - needed for media recording/streaming and viewing as well as uploading files to a course or an assignment

Zoom

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your instructional associate and/or professor. For web-based courses, students should have a basic working knowledge of computers and Internet use as well as access to a computer with a broadband (DSL, cable, satellite) Internet connection. Other requirements for each course are listed in the university catalog.

At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Word is the standard word processing software,

Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. Microsoft Office 365 is the standard office productivity software utilized by faculty, students, and staff and is free for all students. To download your free software, visit <https://inside.nku.edu/it/service-catalog/software/softwarecatalog.html>.

Online Degree and Certificate Programs

The credits required for the following degree and certificate programs can be earned entirely online. For more information, visit <https://www.nku.edu/admissions/adult/online.html>.

Master of Science in Nursing (MSN)
Post-Master's Certificate in Nursing
Nurse Practitioner Advancement Certificate
Master of Science in Exercise Science
Graduate Certificate in Health Informatics
Master of Science in Business Informatics
Master of Science in Health Informatics
Graduate Certificate in Business Informatics
Graduate Certificate in Emergency Management
Graduate Certificate in Total Worker Health
Master of Arts in Education: Teacher as Leader (selected concentrations)
Rank 1 in Education (selected concentrations)
Education Specialist - Teaching & Leading (selected concentrations)
Education Specialist in Educational Leadership
Master of Science in Health Science
Doctor of Nursing Practice - Post Master's specialization
Master of Business Administration
Master of Accountancy (selected tracks)
Master of Legal Studies
Master of Science in Health Administration
Health Care Commercialization Certificate
Master of Social Work
Master of Science in Cybersecurity

Community Standards & Student Rights

The Community Standards & Student Rights (the Code) document is designed to ensure that Northern Kentucky University students shall enjoy intellectual freedom, fair and legal treatment, the freedom of speech both on and off campus, freedom of press, the right of peaceable assembly, the right to petition for redress of grievances, the right to a fair hearing of charges made against one, and the right to responsible participation in the university community. Rights imply responsibilities; therefore, members of the University community must show both initiative and restraint. The Code is designed neither to be exhaustive nor to encompass all possible relationships between students and the institution. This document is endorsed and approved by the Northern Kentucky University Board of Regents. The Code is not rigid nor unchangeable. As the relationship between students and the University continues to grow, it may be necessary to modify the Code.

It is incumbent upon students to be aware of University regulations. Ignorance of these regulations does not excuse students from adherence to them. University Officials should endeavor to inform students of University rules, regulations, and policies, whenever the circumstance is applicable.

The full Code is available online at <https://inside.nku.edu/studentaffairs/departments/scra/student-rights/code-of-student-rights-and-responsibilities.html>.

Graduate Student Honor Code & Appeals Policy

The purpose of the Honor Code is to establish standards of academic integrity for graduate students at the university and provide procedures that offer assurances of fundamental fairness to any student accused of violating the Honor Code. This document also provides a process for graduate students to appeal certain decisions to the Graduate Council. Covered under this section of the document are university regulations applicable to graduate students, but not regulations relating to admission decisions, grade appeals, or violations of the Graduate Honor Code.

The procedures set forth in this document are specific to graduate students at the university. As Northern Kentucky University students, graduate students are also subject to the provisions of NKU's Community Standards & Student Rights as adopted by the Board of Regents. Where provisions or procedures set forth in the two documents differ or conflict, this document will prevail in cases involving graduate students. Grade appeals that do not relate to consequences for violations of the Graduate Honor Code are covered by NKU's Community Standards & Student Rights. Academic Grievance Process. It is incumbent upon graduate students to be aware of university regulations. Ignorance of these regulations does not excuse students from adherence to them.

The complete text of the Graduate Student Honor Code and Appeals Policy can be found at <https://inside.nku.edu/studentaffairs/departments/scra/student-rights/grad-student-academic-integrity.html>.

Privacy Rights: FERPA

The Family Educational Rights and Privacy Act affords students certain rights with respect to their education records, including:

- 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 university registrar, dean, head of the academic department or other appropriate official a written request that identifies 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.

- 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.

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.

Disclosure without the student's consent is permissible to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, 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 Regents; 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 educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

FERPA allows the institution to routinely release information defined as "directory information." The following student information is included in the definition: the student's name, address, email address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletics teams, dates of attendance, enrollment status (including full time, part time, not enrolled, withdrawn, and date of withdrawal), degree and awards received, and the most recent previous education agency or institution attended by the student. When a student wants the directory information to remain confidential, an official request form must be completed in the Office of the University Registrar (Lucas Administrative Center 301).

The right to file a complaint with the U.S. Department of Education concerning alleged failures by NKU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Students who have questions about FERPA, would like to grant access to their educational records to a third party, or wish to see their records should contact NKU's Office of the University Registrar at 859-572-5556 or email the university registrar at registrar@nku.edu.

ADA Policy

The mission of the Office for Student Accessibility (<http://nku.edu/osa>) is to ensure that qualified students are provided equal access to academic and co-curricular programs through reasonable accommodations, appropriate to their disability, and student-centered assistance. We seek to empower students with disabilities through self-advocacy and developing independence to the

fullest extent possible. Student Accessibility strives to increase disability and access awareness amongst all members of the campus community and is committed to the full participation of individuals with disabilities as defined under Federal law.

Alcohol and Drug Abuse Policy

In order to ensure the university's commitment to a quality educational and work environment, every faculty member, employee, and student has a right to work and learn in an environment free from the effects of abuse of alcohol and other drugs. It is the policy of the university to discourage the misuse and abuse of alcoholic beverages and other drugs.

NKU prohibits the unlawful possession, use, or distribution of drugs and alcohol on its property or as a part of its activities. A clear statement of unacceptable conduct and consequences related to student substance abuse is found in NKU's Community Standards & Student Rights(<https://inside.nku.edu/studentaffairs/departments/scra/student-rights/code-of-student-rights-and-responsibilities.html>).

Students may be accountable to both civil authorities and to the University for acts that constitute violations of both the law and NKU's Community Standards & Student Rights. Those charged with violations of NKU's Community Standards & Student Rights are subject to University student conduct proceedings independent of any pending criminal proceedings and may not challenge University proceedings on grounds that criminal charges for the same incident have been dismissed, reduced, or not yet adjudicated.

The following misconduct is subject to disciplinary action:

- unauthorized distribution, possession, or use of any controlled substance, illegal drug, or paraphernalia on University Premises or at University-sponsored activities. Controlled substances are defined by the Kentucky Revised Statutes, chapter 218A
- the use, possession, or distribution of alcoholic beverages on University Premises, except as modified by University policy
- appearing in a public place on University Premises or at University sponsored activities manifestly under the influence of a controlled or other intoxicating substance to the degree that there is danger to self, others, or property, or there is reasonable apprehension of such danger to persons in the vicinity.

The legal drinking age in Kentucky is 21. Individuals are personally responsible for knowing the laws that apply to substance abuse in Kentucky. In particular, individuals should be aware of the legal consequences for violation of the legal age, use of false identification, driving under the influence, and the sale or distribution of illegal drugs.

Recognizing that alcohol and drug abuse are serious problems in our society, NKU offers a variety of educational and assistance programs to the student population. For more information, students should contact the Office of Health, Counseling, and Student Wellness (<http://hcswnku.edu>), University Center 440, or by calling 859-572-5650.

Tobacco-Free Policy

Northern Kentucky University is a tobacco-free campus.

Tobacco use at all university-owned, operated, and leased properties is covered by this policy. Tobacco products are therefore prohibited in all interior and exterior building space, outside ground areas, walkways and parking structures, indoor and outdoor athletic facilities, and vehicles.

Numerous products are prohibited by this campus policy. They include, but are not limited to, cigarettes, cigars, pipes, hookah-smoked products, and oral tobacco such as spit/spitless, smokeless, chew, and snuff products. Products that contain tobacco flavoring or simulate tobacco use, such as electronic cigarettes, are also prohibited.

Violations of this policy will be addressed by the appropriate administrative departments. Concerns about tobacco use will be respectfully addressed. Support resources are available online at tobaccofree.nku.edu.

Sexual Discrimination and Sexual Misconduct

As members of the campus community, all university students, faculty and staff as well as guests and visitors have the right to be free from sexual misconduct. The university does not tolerate gender-based misconduct and does not discriminate on the basis of sex in its education programs. The university is committed to treating those involved in an allegation of sexual misconduct with dignity and respect. Investigative and hearing proceedings are conducted in a timely, thorough, and impartial manner. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define expectations and to establish a mechanism for determining when those expectations have been violated. More information on the university's sexual misconduct policy can be found on the office of Title IX website (<https://inside.nku.edu/titleix.html>).

NKU prohibits all forms of discriminatory harassment that are unlawful under applicable local, state, and federal law, including sexual harassment. It is the policy of the university to provide every employee and student with an environment conducive to productivity and learning, free from intimidating, hostile, or offensive behavior. The university condemns all forms of sexual harassment on the part of any employee, student, or vendor toward any other employee, student, or vendor. Sexual harassment is the making of unwelcome and offensive sexual advances or of sexually offensive remarks or acts, especially by one in a superior or supervisory position or when compliance is made a condition of continued employment or advancement. Unwelcome behavior is behavior that is not welcome, not solicited, and not wanted by the offended person.

Title IX prohibits gender discrimination at all institutions receiving federal funding, including Northern Kentucky University. These requirements apply to all forms of sexual misconduct including, but not limited to sexual harassment and sexual violence, and are important for preventing and effectively responding to sex discrimination.

If you are a student who believes you have been subjected to (1) sexual harassment by University faculty or staff; or (2) any other form of gender discrimination under Title IX, you may report such misconduct or file a formal complaint with the Title IX Coordinator in the Office of Title IX. Complaints must be submitted in writing. If you are a student who believes you have been or are the victim of sexual harassment, including sexual assault, sexual violence or other sexual misconduct, by another University student, you may report such conduct or file a complaint under Title IX with the Title IX Coordinator. Complaints of student sexual misconduct are addressed by the NKU's Sexual Harassment Policy (<https://inside.nku.edu/titleix/policy/sexual-harassment-policy.html>). Federal and state laws prohibit the taking of retaliatory measures against any individual who files a complaint in good faith. Contact information for the Title IX Coordinator, as well as additional

information about Title IX legislation, may be found online (<https://inside.nku.edu/titleix.html>)

A report may also be filed by calling university police at 859-572-5500 or by completing an incident report form on the Office of Title IX website (<https://inside.nku.edu/titleix.html>).

Statement of Nondiscrimination

Northern Kentucky University does not discriminate based on national origin, race, color, age, gender, gender identity, gender expression, sexual orientation, religion, political affiliation, physical or mental disability, genetic information, pregnancy, and Uniform Services or veteran status in its educational programs and activities, employment, daily operations and admissions policies, in accordance with all applicable federal, state local laws and university policies. No retaliation shall be initiated against any person who makes a good faith report of a violation.

Greater Cincinnati Consortium of Colleges and Universities (GCCCCU)

Through an agreement with the Greater Cincinnati Consortium of Colleges and Universities, current NKU students may register for courses offered by other consortium institutions. Course credit and/or grades will be posted on the NKU transcript and treated as though earned at NKU. Complete information may be obtained at <https://inside.nku.edu/registrar/registration/gc3.html>.

Guidelines

To participate in the consortium during the fall and spring, students must be enrolled in at least three (3) hours of graduate course work from NKU during the semester in which a consortium course is taken. During the summer, graduate students may enroll in a consortium class without being enrolled in an NKU course provided they were enrolled at NKU at least half time during the preceding spring semester. Students must be degree seeking and may enroll for no more than two courses at the host institution in one semester. Students may not take a course through the GCCCCU that will be offered by NKU within one calendar year unless they have applied officially for graduation and the required course is scheduled after the student will have graduated. Students cannot have registration holds. Students must observe all regulations of the host institution. Students must obtain written permission in advance from their graduate program director, director of graduate education, and the vice provost for graduate education, research and outreach before registering for courses through the consortium at other colleges or universities. The graduate program director must approve acceptance of any GCCCCU course as part of the student's degree program.

Forms

Cross registration forms are available in the Office of the University Registrar.

GCCCCU Tuition and Fees

In addition to regular tuition charges at NKU, students will be required to pay course-related fees at the host institution.

Member Institutions Offering Graduate Credit:

Art Academy of Cincinnati

Athenaeum of Ohio

Mount St. Joseph University

Hebrew Union College/Jewish Institute of Religion

Miami University

Northern Kentucky University

Thomas More College

University of Cincinnati

Union Institute & University

Xavier University

Southwestern Ohio Council for Higher Education

Through an agreement between the Greater Cincinnati Consortium of Colleges and Universities and Southwestern Ohio Council for Higher Education, NKU students may register for courses offered by the latter in fall and spring semesters if the courses needed are not available at the GCCCCU schools. The same regulations apply as for the Greater Cincinnati Consortium.

Member Institutions:

Air Force Institute of Technology

Cedarville University

Central State University

United Theological Seminary

University of Dayton

Urbana University

Wright State University

UNIVERSITY SERVICES

Student services are provided by a variety of units and departments at NKU. What follows are descriptions of many of the services that benefit NKU's graduate students.

All Card

The All Card is the official identification card for NKU. It is imprinted with a student's photograph and an assigned ID number. The All Card allows students to be recognized as members of the university community. It also enables them to enjoy discounts and gain access to services and activities throughout campus. All Cards are automatically activated each semester for the duration of a student's attendance. New students should visit the All Card office after classes begin to receive an ID card.

Students can add money to their All Card and enjoy convenience and savings at campus dining locations (six percent discount) and copiers (50 percent discount). Students can also use this account to make purchases at the NKU bookstore, and drink and snack vending machines. The All Card can also be used to pay for computer lab printing, NKU parking permits and fines, Health, Counseling and Student Wellness, Norse Tech Bar in University Center, and Steely Library fines and fees. Additional Information is available online at <http://allcard.nku.edu>.

Campus Recreation

Make friends, have fun, and get involved! The Campus Recreation Center, IM Field Complex, sand volleyball, and basketball courts are the places to be for fitness, sports, and socializing day or night. Whether it's playing basketball,

running on a treadmill, kicking a soccer ball, or taking laps in the pool, there is something for everyone. The Campus Recreation Center is open daily so students can work out before or after class, as well as on the weekends. All registered NKU students are automatically members of the Campus Recreation Center and may also purchase supplemental or family memberships.

Students can play on intramural sports teams, relieve stress with a yoga class in the Norse Fitness program, climb on the bouldering wall, join sports club teams as they compete and travel to other schools, and achieve fitness goals by working with a personal trainer through the Personal Training program. The mission of Campus Recreation is to enhance student and university community success by advocating and providing inclusive, developmental opportunities that promote student engagement, lifelong learning, and healthy behaviors. A valid NKU All Card is all that is needed to get started.

- Aquatic Center with 8-lane competition pool, dive well, shallow water activity area, whirlpool and, sauna
- 6 basketball/volleyball courts
- 17,000 square feet of weight/cardio equipment
- 1 smart meeting room
- 2 racquetball courts
- Indoor Track
- MAC gym for indoor soccer and floor hockey
- Bouldering wall
- Locker rooms
- Lounge and study areas
- Outdoor courtyard with sand volleyball court
- IM Field Complex with 2 lighted turf fields
- Sand Volleyball Complex with 2 lighted sand volleyball courts and a pavilion
- 2 outdoor basketball courts

Career Services

Career Services offers an integrated program of services that emphasize the developmental nature of career decision making: self-exploration, career exploration and world-of-work knowledge, job-search skill development, and career transition assistance. These services are available without charge to graduate students and alumni of NKU and may include the following specific activities: career advising, resume and job-search assistance, interview preparation, and cooperative education coordination (cooperative education credit, CEP 600, is available at the graduate level at NKU in a few select programs).

Numerous online resources are provided through the Career Services website, including the Handshake job and employer platform; InterviewStream interview preparation software; and GoinGlobal international and USA city career and employment information. Career Services is the university's liaison to area corporations and organizations, inviting these employers for on-campus interviews, career fairs, information sessions, and other events. Employers are encouraged to post co-op, internship, and full-time positions to Handshake. Graduate students seeking employment should activate their Handshake account by visiting the Career Services website. Career Services is located in University Center 225. For additional information, call 859-572-5680 or visit <https://nku.edu/careerservices>.

Center for Student Inclusiveness

Center for Student Inclusiveness includes the offices of the African-American Student Initiatives, Latino Student Initiatives, and the LGBTQA+ Student

Initiatives. These departments have a strong brand and identity with the Center for Student Inclusiveness serving as catalyst for inclusion, diversity, collaboration and innovation. The CSI is a progressive and transformative approach that places inclusive excellence at the center of student life and provides student centered programming that aligns with NKU's core value of being "a community that embraces inclusiveness, diversity, and global awareness."

The Center is located in Student Union 309. For more information, feel free to visit our website: <https://inside.nku.edu/studentaffairs/departments/csi.html>

African American Student Initiatives

The mission of the African American Student Initiatives (AASI) Office within the Center for Student Inclusiveness is to facilitate a support system which advocates for academic excellence, celebrates African/African American culture, and engages students with faculty, staff, and alumni. We provide opportunities that help African American students develop academically and socially by offering programs and services in self and cultural identity, leadership, career exploration, and community building.

For more information, the office can be contacted via email at: aasi@nku.edu or online at: <https://inside.nku.edu/studentaffairs/departments/aasi.html>

Office for Student Accessibility

The mission of the Office for Student Accessibility (OSA) is to ensure that qualified students are provided equal appropriate to their disability. In addition, OSA is available as a resource to faculty, staff and community agencies to provide education, consultation and guidance regarding disability issues. The office is the main source of advocacy for students with disabilities in the development of the university's policies, procedures, programs and curriculum.

Students must register with the Office for Student Accessibility in order to receive reasonable academic accommodations. For more information contact OSA at 859-572-5282, osa@nku.edu, stop by Student Union, Suite 309 or visit the website at <http://nku.edu/osa>.

Office of Latino Student Initiatives

The Office of Latino Student Initiatives within the Center for Student Inclusiveness strives to improve and enhance the educational experience of Latinx students at Northern Kentucky University by implementing academic, cultural and social programs designed to address their needs and further their success. We are located in Votruba Student Union room 313 and can be reached at 859-572-5821 3 or online at <https://inside.nku.edu/studentaffairs/departments/latino.html>

LGBTQA+ Student Initiatives

The Office of LGBTQA+ Student Initiatives, housed within the Center for Student Inclusiveness, promotes education, awareness, and advocacy for the lesbian, gay, bisexual, transgender, questioning, queer, ace, and ally community at NKU. LGBTQA+ Student Initiatives provides several workshops built around developing a greater understanding of the LGBTQA+ Community, including Allied Zone and Trans Ally trainings. Through collaborative efforts within the Center for Student Inclusiveness and with partners across campus, LGBTQA+ Student Initiatives work to promote an inclusive environment for all members of the NKU community.

LGBTQA+ Student Initiatives provides programming during October's LGBTQ History Month, National Coming Out Day, Asexual Awareness Week, Transgender Day of Remembrance, World AIDS Day, National Day of Silence, Trans* Day of Visibility, PRIDE Week, and are always developing more to better serve the growing diversity of the LGBTQQA+ community. The office also coordinates Inside Out, a confidential coming out group, the LGBTQ Ambassador Program, students who serve to provide support to the mission of LGBTQQA+ Student Initiatives, and provides support to LGBTQQA+ affiliated student organizations.

LGBTQA+ Student Initiatives is working to better develop and nurture partnerships with numerous LGBTQQA+ community and state organizations surrounding NKU. LGBTQQA+ Student Initiatives is in the Votruba Student Union 309 and can be reached via email: lgbtq@nku.edu or online at <http://lgbtq.nku.edu>.

Parents Attending College

Parents Attending College (PAC) nurtures the abilities of student parents through the offering of and referral to high quality programs focused on academic, career, and personal success. Student parents have a unique challenge as they are often required to manage school, work and parenthood. In the PAC office we strive to make that challenge a little bit easier by connecting students to all available services that NKU offers to foster success, including, but not limited to, Early Childhood Center, Student Support Services, Career Development Center, Learning Assistance Center, Academic Advising, etc.

Health, Counseling and Student Wellness

Health, Counseling and Student Wellness is dedicated to helping students achieve and maintain optimal levels of physical, mental and emotional functioning. Most major health insurance plans are accepted. Health Services are administered by registered nurses who are available free of charge and on a walk-in basis, and a nurse practitioner who is available by appointment. Services include illness and injury management, immunizations, physical exams, allergy injections, health education and reproductive health services including birth control and sexually transmitted disease screening and management. The Counseling staff are licensed masters-and-doctoral-level mental health professionals who provide individual, couples, group and crisis intervention counseling. Counseling Services also includes consultation, workshops/presentations on a variety of mental health topics and psychological testing. The Counseling staff are experienced in working with a diverse student population and in treating a wide variety of concerns, including (but not limited to) anxiety, depression, relationship issues, adjustment issues, concerns regarding sexual orientation/gender identity, traumatic life events, grief and substance use/abuse. For additional information, stop by University Center 440, call (859) 572-5650, or visit <http://hcswnku.edu/>.

Norse Violence Prevention Center

The Norse Violence Prevention (NVP) Center provides advocacy and assistance to university students who are affected by sexual violence, intimate partner violence and stalking. Survivors can disclose as much or as little about the incident as they feel most comfortable. Survivors can access our free confidential resources regardless of whether or not they decide to report to the university or police. The NVP center assists survivors in understanding their options and identifying which choices make the most sense for them. Our services are available to students who experienced violence prior to or while enrolled at Northern Kentucky University - we provide services to ALL survivors.

To schedule an appointment, please call the Norse Violence Prevention Center at 859-572-5865, e-mail us at nvp@nku.edu or stop by the center on the second floor of the Albright Health Center (adjacent to Campus Rec), suite 246. For more information about the NVP Center, please visit <http://nku.edu/nvp>.

University Housing

University Housing provides a home away from home that welcomes all students into safe and affordable communities. Our residential experience celebrates diversity, equity, and inclusiveness and values excellent customer service. In a variety of community options, students engage in a co-curricular learning environment that promotes academic and social opportunities that advance them on a path to graduation. For housing costs or a virtual tour of all room types, visit <http://housing.nku.edu>. Living options for NKU students include community style and suite-style residence halls. Amenities include computer labs, free laundry facilities, study space, residential gaming equipment, community kitchens, and 24 hour staffing. One fee covers all housing costs including rent, high-speed internet, and all utilities. Students have the option to reside on campus for the academic year (fall and spring semesters), spring semester only, and/or during summer sessions. Flexible meal plans and dining options are available to meet every student's needs. Financial aid and scholarships may be applied toward your housing and dining fees. For more information or a tour, please contact University Housing at (866) 572-5676, or via email at housing@nku.edu. Currently, University Housing at NKU can make recommendations for students who are married or seeking family housing.

International Student and Scholar Services

International Student and Scholar Services (ISSS) supports all prospective and current international students (non-immigrants). The office issues the required documentation (Form I-20 and DS-2019) for all newly admitted undergraduate and graduate students, granting them the opportunity to apply for a student visa at a U.S. consulate or embassy abroad. The office handles all recruitment and admission of international undergraduate students including admission policies and standards. In addition, ISSS offers various programs to educate students about American life and culture and expose the greater NKU community to international students on campus. The office is located in University Center 305.

W. Frank Steely Library

The W. Frank Steely Library, located in the center of campus and online, partners with many campus departments to support the academic achievement and success of NKU students. The library provides a variety of services and resources including wireless access, a coffee shop, group study rooms, and computers with Internet access and Microsoft Office products, and a makerspace Stego Studio. Other special services (found at <https://inside.nku.edu/library.html>) include research consultation (in person, by phone, by email, by chat, or by appointment); classroom instruction and embedded librarians via Canvas courses; web-based research guides and tutorials; Interlibrary loan (a document delivery service for obtaining materials not available at Steely Library); access to 150 databases, many with full-text documents; and a growing collection of electronic books and streaming media. Steely Library is also a depository for many federal government publications and is a member of the U.S. Patent Office's Patent and Trademark Resource Center system. The Eva G. Farris Special Collections and Schlachter University Archives contain materials related to the history of NKU and materials documenting the history and heritage of the northern Kentucky region, the Ohio

River valley, the Underground Railroad, Appalachian writers, and military history.

Steely Library has reciprocal borrowing agreements with the University of Cincinnati's Langsam Library and the three northern Kentucky public library systems in Boone County, Campbell County, and Kenton County. Students and faculty may use their NKU All Card to borrow materials from these libraries. Please visit the library's home page for more information about its facilities and services.

Parking

All students who operate and park a motor vehicle on the Highland Heights campus must properly display a current parking permit on their vehicle and must park their cars in appropriate parking areas. During the online registration period, a parking permit may be ordered via the parking services' website at <http://parking.nku.edu>. Permits can be ordered online for mailing up to the second week of classes, after this permits can only be ordered online for pick-up in the office. Permits can also be purchased in the office at anytime.

University Police

At University Police, our mission is to serve, protect and educate NKU's campus community. We are a state-accredited, full-service law enforcement agency with a dedicated group of professionals working around the clock. Our staff is committed to supporting student success and ensuring positive outcomes for our community wherever possible - including fostering close partnerships with both on-and off-campus partners. Students, faculty, staff and visitors are strongly encouraged to report criminal activity or potential criminal action and any other emergency to University Police by dialing 911. Non-emergency calls can be made to 859-572- 5500 at any time. Also, there are numerous emergency call boxes located throughout campus that provide direct access to University Police. All faculty, staff and students are encouraged to sign up for the Norse Alert emergency notification system. This and other useful information can be found by visiting <https://inside.nku.edu/studentaffairs/departments/police.html>.

Clery Act Notice/Campus Safety

Federal legislation requires institutions of higher education to inform prospective members of our community about its most recent crime/incident statistics; crime prevention; security programs and activities; policies concerning the reporting of crime; and related information in accordance with the Campus Security Act, commonly referred to as the Clery Act. Upon request, you can obtain a paper copy of the university's Annual Campus Security Reports by contacting the NKU's University Police Department, 419 Old Johns Hill Road, Highland Heights, KY 41099 or calling 859-572-5746. This information is also available on the University Police Department's website at <https://inside.nku.edu/studentaffairs/departments/police/clery-act/securityreports.html>.

Office of the University Registrar

The Office of the University Registrar is responsible for official student and curricular records. Staff members handle course and room scheduling, degree audit, and produce the registration guide, the academic calendar, and the schedule of classes.

The Office of the University Registrar processes requests to add, drop, or withdraw from courses; audit courses; repeat courses; change courses to pass/fail status; enroll in multiple sections of courses; change student names

and addresses; change, add, or drop a student's majors, minors, or focus; change or establish residency; declare academic renewal; and graduate from the university.

The Office of the University Registrar also handles course registration, processes enrollment for all incoming and outgoing students who are enrolling through the Greater Cincinnati Consortium of Colleges and Universities or the Southwestern Ohio Council for Higher Education, processes graduation applications, handles enrollment verification for any purpose, is responsible for maintaining and issuing official NKU transcripts, and processes and awards credit for prior learning, as well as for CLEP, DSST, IB, Portfolio, ACE, and military- and Department of Defense-approved institution attendance. The Office of the University Registrar is located in Lucas Administrative Center 301.

Schedule of Classes

The schedule of classes and the priority registration schedule are available at <http://classschedule.nku.edu>.

Residency Status

The Office of the University Registrar is also responsible for reviewing residency status. Changing an address to Kentucky is not sufficient to change residency status for tuition purposes. The residency review affidavit must be completed and submitted to the Office of the University Registrar within 30 days of the first class day for the fall and spring semesters. During the summer semester, the residency review affidavit must be completed and submitted to the Office of the University Registrar within 10 days of the start of the session. For further information regarding residency status visit <https://inside.nku.edu/registrar/forms-records/residency.html>.

Testing Services

Testing Services provides standardized and proctored examinations in a convenient and secure testing environment for the NKU community and region. Testing Services adheres to the standards set forth through the National College Testing Association. Tests offered include admissions tests, such as the National ACT and Residual ACT, and the Law School Admission Test (LSAT); Credit-by-Examinations; PRAXIS (Professional Assessments for Beginning Teachers); Major Field tests, Avant STAMP assessments, ParaPro Assessment, placement exams; and distance learning examinations. National certification and licensing exams through Pearson VUE, Scantron, Kryterion, PSI, Prov, Inc., NOTCI, and the American Institute of Constructors are also available through Testing Services. In addition, Testing Services offers accommodated testing for those students who are registered with the Office of Student Accessibility.. For additional information, call (859) 572-6373 or visit <http://testing.nku.edu>.

TUITION AND FEES

Due Dates
Account Statements
Registration Agreement
Payment Methods
NKU Installment Plan
Cancellation of Classes for Non-payment
Past Due Notices
Collections
Refunds

Tuition Reimbursement for
Employed Students
Matriculated Student Tuition
Policy
Financial Audit
Financial Assistance
Third-Party Billing
Veterans' Benefits
Official Withdrawal from the
University
Academic Common Market

Office: Student Account Services

Location: Lucas Administrative Center 235

Telephone: 859-572-5204

Fax: 859-572-6087

Email Address: studentaccounts@nku.edu

Web Address: <http://studentaccounts@nku.edu>

Director: Kim Grabosky

Other Key Personnel:

Associate Director of Student Account Services: Ashley Jackson

Assistant Director of Student Account Services: Brandon Billiter

The Office of Student Account Services is responsible for assessment and collection of student tuition and fees. Hours are subject to change as necessary and are posted outside the office and on the Student Account Services website.

Please visit the website for complete tuition information. Students should be certain to note that there are different tuition classifications for graduate students: resident, metro, and nonresident rates. There also are different rates for specific programs or sites.

Information about fees is included on the Student Account Services website. Below is a list of some of the fees that students may encounter after enrolling at NKU:

Course fees - Information concerning specific class fees can be found by clicking the class fee list under the Course Fees section on the Tuition and Fees page (<http://studentaccounts@nku.edu/tuition.html>).

Late registration fee - Students registering as of the first day of the term will be assessed a late registration fee.

NKU Installment Plan enrollment fee - Students not paid in full by the original due date of the semester will automatically be enrolled in the NKU Installment Plan and charged a \$50 payment plan enrollment fee for participating in the installment plan.

Account maintenance fees - Any outstanding balances at the end of each month will be assessed a 1.25 percent account maintenance fee.

Returned check fee - Students whose E-check or payment gets returned by their bank to Student Account Services as unpaid will be charged a fee.

Graduation fee - Students are charged a fee at the time they apply to graduate.

Campus recreation fee - All students are charged an additional, per credit hour student recreation center fee as approved by the Student Government Association and NKU's Board of Regents.

Due Dates

Tuition, housing and fees are due the first day of each semester. If you register for a course after the initial tuition due date, that tuition is due upon registration.

Note: Accelerated Online Majors tuition is due in full at the beginning of the first session for all courses registered for that semester. If you decide to register for the second or third session later in the semester, then tuition payment is due immediately upon registration. There are no installment plans available for accelerated online course sessions.

Please refer to Accelerated Online Major Students Only FAQ's website located at <https://inside.nku.edu/studentaccounts/faq/online-program.html>. There are billing-related issues specifically for the AP online majors that are addressed on the website.

Registration Agreement

By registering for classes, you (the student) enter into a legally-binding contract to pay all tuition and fees, including any non-refundable fees. Please refer to the NKU Registration Agreement - Terms and Conditions, which is acknowledged by acceptance upon class registration, at the following website: <http://studentaccounts@nku.edu/agreement.html>.

Account Statements

Account statements are sent **ONLY** to the student's NKU email address. Account statements are not sent via the U.S. Postal Service. They are sent at the end of every month. Students should be sure to regularly check their NKU email accounts. Failure to read the email statement does not relieve the student of the financial obligation to the university.

Payment Methods

Online via myNKU - Biller Direct Tab: E-Check Payments (No Fee) and Credit Cards (VISA, Master Card, AMEX and Discover) Accepted (2.5% service fee)

By Mail - Student Account Services, AC 235 Nunn Drive, Highland Heights, KY 41099.

In Person - The office is located on the second floor of the Lucas Administrative Center. Credit card payments are not accepted in the office.

NKU Installment Plan

Students who do not pay their bill in full by the original tuition due date will automatically be placed into the NKU Installment Plan. Students entering the installment plan will be charged a payment plan enrollment fee of \$50 and will be assessed a 1.25 percent account maintenance fee each month. Payments are due according to the following schedule:

50 percent of the full balance is due on the original tuition due date.

An additional 25 percent of the charges is due 30 days after the start of the semester, bringing the total paid to 75 percent of the bill.

The remaining balance is due 60 days after the initial due date. Accounts must be paid in full by the close of business on that day.

NOTE: An installment plan is not available for Accelerated Online Students.

Cancellation of Classes for Non-payment

Students with majors not eligible for the installment plan or any student enrolled in the NKU Installment Plan who does not pay 50% of their total charges will be at risk for cancellation of their classes for non-payment. Payment criteria must be met by the due dates to avoid course cancellation for non-payment.

Students who have their classes cancelled as a result of non-payment are responsible for 100% of their original bill.

All students who fail to have their financial aid in place when the semester begins will be responsible for paying their bill in accordance with options 1 or 2 above and can later receive their financial aid as a reimbursement.

Students who register and later change their plans for attendance should not rely on the cancellation for non-payment or cancellation for non-attendance processes to complete administrative drops for them. Those who no longer wish to be enrolled must drop their courses via myNKU and officially withdraw for accurate determination of their financial obligation to the university, if any.

Past Due Notices

Any student whose bill is not paid before the end of the month will be sent a past due notice to his or her NKU email address. Any student *who continues* to remain unpaid by the fourth notice will receive the final warning letter at the student's standard address on file with the registrar as well as at his or her NKU email address. *This is the final* warning to a student before the account is turned over to a professional collection agency. Students should make necessary financial arrangements with the Student Account Services Office before an account is turned over to a collection agency because additional fees are incurred once the account is turned over for collection.

Collections

The student is responsible for all outstanding debts and contracts with the University, including but not limited to institutional charges for tuition & fees, room & board, parking citations and registration, library fines, course books, insurance, class resource materials etc. The University reserves the right to assess financial penalties on any indebtedness. By accepting the Registration Agreement, the student agrees to reimburse NKU the fees of any collections agency (regional or state), which may be based on a percentage at a maximum of 33.3% of the debt; all fees, costs and expenses, including attorney's fees that NKU may incur in such collection efforts on my behalf. Any past due accounts may be referred to an outside collection agency which could result in such fees for collection. Any accounts sent to collection are assessed a collection fee on their full unpaid balance and are reported as a delinquent account to the credit bureaus. If the account remains unpaid at the collection agency, the account will be sent to the Kentucky Department of Revenue for collection.

Refunds

7-Day Hold

All refunds are subject to a maximum 7-day hold before disbursement. This period is used to ensure that funds have been received by the university, allow for adjustments, and ensure accuracy of the refund being disbursed. Students who fail to receive a refund within seven days should contact Student Account Services Office at 859-572-5204.

Refund Calculations

Any refund is subject to the last day to cancel classes and receive tuition refunds for each term as published on the NKU academic calendar on the Registrar website. A reimbursement of some or all tuition depends on when a student drops a class, or several classes, and whether the student adds other classes. Refunds are calculated based on the number of financially equivalent hours, not academic hours. This means that a student who drops and adds the same number of credits does not necessarily end up with the same tuition bill as he or she would have gotten for the initial set of courses. For example, if a student originally had 15 credit hours and dropped 5 credit hours during the 50 percent tuition adjustment period, the student would be charged for 12.5 hours (15 credits less half of 5 credits = 12.5 credits). If the student added five credits at the same time, the student would be charged for 17.5 hours. The formula to determine financial equivalent hours follows:

Previous academic hours - (dropped hours * tuition adjustment percent) + added hours = financial equivalent hours charged.

To determine refund eligibility, calculate:

New tuition charge - previous tuition charge = difference.

If the difference is negative, the student is due a refund; if the difference is positive, the student owes money to the university.

Direct Deposit

Students are encouraged to use their checking account to sign up for direct deposit to receive refunds. In myNKU, click on the Biller Direct Tab, then select Manage Bank Accounts, Add Account, Enter Bank Account Details, Check Box for Account to Refund, Click Review, Click Confirm. Full instructions are available on the Student Account Services website. Direct deposit refunds are processed daily.

1098-T

NKU now electronically provides students with the Internal Revenue Service required 1098-T Tuition Statement form. The electronic 1098-T form may be used for all income tax purposes and is sanctioned by the Internal Revenue Service. By eliminating hard copies of this paper tax document and providing an electronic copy through myNKU's web system, the risk of identity theft associated with postal delivery is reduced. The 1098-T form will be available for viewing and printing from myNKU online portal system on or before January 31 of the year following the tax year reported. All future 1098-T forms will be furnished electronically. Students will receive an e-mail notification each January when the electronic 1098-T form is available. Electronic delivery will remain in effect each year unless the student opts out and specifically requests a hard copy by emailing studentaccounts@nku.edu.

Tuition Reimbursement for Employed Students

In order to comply with federal regulations surrounding Truth-in-Lending disclosures, Northern Kentucky University does not have an Employer Reimbursement Plan. If a student is receiving tuition reimbursement from their employer, the student will initially be responsible for paying the first semester up front through a variety of options (i.e. government loans by filing the FAFSA, alternative loans, savings, etc.) or any combination of these and other financial resources. Once they complete their first semester, they can use the reimbursement that they receive from their employer to pay for the next semester, and continue this process for subsequent semesters until the final

employer reimbursement is made, at which time those funds can go to pay off any loans that were taken out and/or replenish any savings that were depleted to fund the first semester. At the end of each semester, the employer will usually ask for a copy of an account statement indicating the balance has been paid and by what means. The student may print off their account statement via their myNKU account under the Biller Direct tab and the Pay Your Bill link. To avoid any additional fees, the balance will need to be paid in full by the tuition due date each semester. Students are automatically enrolled in the NKU Installment Plan if they have not paid their account balance by the tuition due date.

Matriculated Student Tuition Policy

NKU students enrolled in an undergraduate program of study will be charged for all classes at the undergraduate rate. NKU students enrolled in graduate programs of study (including provisional) will be charged for all classes at the graduate rate. NKU students dually enrolled in two different degree level programs of study (i.e. undergraduate and graduate or graduate and professional) will be charged at the highest degree level of courses registered. NKU students enrolled in the law program of study will be charged law program rates for all courses registered. Any NKU student changing their primary enrolled program after the published full session drop/add period for that term will be charged for that semester at the original enrolled program of study rate: i.e. undergraduate program to graduate program, graduate program to undergraduate program, as well as graduate program to professional program, professional program to graduate program.

Financial Audit

All student account activity is subject to financial audit at any time. If the result of an audit indicates a change is needed, it may include an administrative adjustment. This could result in the student owing the university more money, or it may result in the student receiving a refund, depending on the outcome of the audit.

Financial Assistance

Approved financial assistance is applied directly to a student's account. If the assistance is not showing, the student should contact the Office of Student Financial Assistance at 859-572-5143 or toll free at 888-225-4499.

Students receiving financial aid may obtain a temporary deferment of their financial obligation(s) if the financial aid process is complete (that is, estimated aid is viewable on the student's account and covers at least 50 percent of the entire account balance owed). At the time the financial aid is disbursed to the student account, the Student Account Services Office will deduct any balance due the university. Students who fail to have their financial aid in estimate status and viewable on the student's myNKU account when the semester begins will be responsible for paying their bill and will later receive their financial aid as a reimbursement.

Third-Party Billing

Students who have a tuition sponsor (such as an embassy, government program, or any other agency/business outside Northern Kentucky University) billed on behalf of or for all their tuition and fees must provide an official authorization.

The official authorization:

- Must be on agency letterhead
- Must have an official signature

- Must include the billing address of the sponsor
- Contain the name and phone number of a contact person
- Specify the length of the sponsorship
- Specify what fees or portion of fees the sponsor will pay

Once the documentation is provided, the student account will be credited and the sponsor will be billed directly. If authorization is not received, the student will be required to make the full payment by the due date.

Note: Changes to the student's schedule may affect the authorized payment amount. A student should contact Student Account Services immediately if changes to the schedule affect the tuition and fees charged.

Veterans' Benefits

Students eligible for veterans' educational benefits should contact the Veterans' Resource Station in University Center Room 131, 859-572-7867 or at veteransresource@nku.edu prior to registration.

Official Withdrawal from the University

When a student determines that he or she will NOT be attending NKU for the upcoming semester, the student must drop all of his or her classes through the myNKU portal adhering to all academic calendar deadlines. It is recommended that the student complete the Formal Withdrawal Request form on the registrar's office website.

IF THE STUDENT DOES NOT OFFICIALLY WITHDRAW FROM THE UNIVERSITY, THE STUDENT MAY BE HELD RESPONSIBLE FOR ALL TUITION AND FEES AND MAY ALSO RECEIVE FAILING GRADES FOR COURSES IN WHICH THE STUDENT IS CURRENTLY REGISTERED.

Academic Common Market

The Academic Common Market is a cooperative tuition-reduction agreement among 16 Southern Regional Education Board states. The program allows Kentucky students who are interested in an academic program not offered at a public/state-funded university in Kentucky to pay in-state tuition at participating public/state-funded colleges and universities. The list of programs included in the ACM is revised periodically to reflect the changing needs and offerings of participating states. The 16 states that participate in the ACM are Alabama, Arkansas, Delaware, Florida (graduate-level only), Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina (graduate-level only), Oklahoma, South Carolina, Tennessee, Texas (graduate-level only), Virginia, and West Virginia. For more information, contact: Academic Common Market Institutional Coordinator, Founders Hall 508, Northern Kentucky University, Highland Heights, KY 41099, 859-572-6578 or the Council on Postsecondary Education, Kentucky ACM Coordinator, Frankfort, KY 40601, 502-573-1555.

FINANCIAL AID

Free Application for Federal
Student Aid (FAFSA)

FAFSA Deadlines

Eligibility to Receive Financial Aid

Cost of Attendance

Award Notification

How Withdrawing from Classes

Affects Financial Aid

Donovan Scholars

Graduate Assistantships

Student Employment

Office: Student Financial Assistance

Mailing Location: Lucas Administrative Center 416

Walk-In Assistance Location: Lucas Administrative Center 301

Telephone: 859-572-5143, toll free: 888-225-4499

Fax: 859-572-6997

Email Address: ofa@nku.edu

Web Address: <http://financialaid.nku.edu>

Director: Leah Stewart

Other Key Personnel:

Associate Director: Trenee Johnson

Assistant Director of Compliance: Robin Jones

The Office of Student Financial Assistance creates clear pathways for students and parents to apply for and receive financial aid. Staff will employ creative and innovative approaches to provide personalized service to both current and prospective students as financial aid options are explored. The staff continually strives to exceed the expectations of those they serve.

Free Application for Federal Student Aid (FAFSA)

Students apply for federal, state, and institutional aid programs by completing the FAFSA online at fafsa.gov. The FAFSA is available starting October 1 each year.

To be considered for aid for the academic year or for fall semester only, the FAFSA should be submitted by February 1. Applications submitted after the priority date will be considered if funds are available.

FAFSA Deadlines

FAFSA available	October 1
FAFSA Fall Semester Priority Deadline	February 1
FAFSA Spring Semester Priority Deadline	November 1
*FAFSA Summer Priority Deadline	February 1

*Students who wish to apply for a summer term should contact the NKU Office of Student Financial Assistance.

Eligibility to Receive Financial Aid

To receive financial aid, a student must be enrolled in a program leading to a degree or certificate. Graduate students must be in a degree-granting program.

Transient or non-degree student enrollment does not qualify for financial aid consideration.

During any semester, a graduate student must be enrolled for at least 3 graduate level credit hours to receive a student loan and 6 semester credit hours to be considered a full-time student.

In order to determine eligibility, students must be fully admitted to NKU, and they must annually complete the FAFSA if they are applying for federal or state financial aid or for other special programs that indicate the FAFSA is required. Students will not be awarded federal, state, or institutional aid until their FAFSA is complete. Students must also be maintaining satisfactory academic progress (SAP) according to NKU's SAP policy, and must meet all federal, state, and institutional eligibility requirements.

International students are not eligible for federal financial aid. International students may be eligible for university-sponsored scholarships listed on the Office of Student Financial Assistance website. Please note any citizenship or residency requirements. International students may also be eligible for alternative loans.

Cost of Attendance

The federal government requires that the Office of Student Financial Assistance establish an annual cost of attendance (COA). The COA includes tuition, room and board, books, transportation, and miscellaneous expenses. The COA differs based on a student's residency (Kentucky resident or non-resident). The COA also differs based on whether it is for an undergraduate, graduate, or law program of study. The COA can be prorated depending on the length of the term. Questions regarding a student's COA should be directed to the Office of Student Financial Assistance.

Award Notification

Students who submit the Free Application for Federal Student Aid (FAFSA) before February 1 for the following academic year will receive notices from different sources: the federal government and NKU.

Students will receive notice with instructions to view their myNKU portal online to accept or decline the financial aid offer(s). This notice will include financial aid for which the student is eligible (that is, student employment, scholarships, and student loans). Upon acceptance of loans, students need to complete the required loan entrance counseling and master promissory note. These requirements can be completed online at www.studentloans.gov.

It is important for students to understand that all financial aid awards are dependent upon institutional, private, or federal funding. Notification of any change to financial aid awards will be sent to the student via their NKU email address or via U.S. mail. Please be aware NKU considers the use of your NKU email address to be the primary source of communication between the university and the student.

Satisfactory Academic Progress Policy

Federal regulations mandate that all students make satisfactory, measurable academic progress toward completion of the degree in order to receive federal assistance through Title IV federal grant, work, and loan programs.

This policy will be used to determine eligibility for aid for the 2020-2021 academic year. This policy is current as of the date of this publication and could be subject to change due to federal, state or institutional adjustments. Students should always review the policy on the Office of Financial Assistance website for the most current information.

First-time freshmen, new transfer students and new post baccalaureate students are automatically considered to be making satisfactory academic progress during their first academic year. These students will be subject to the standards of satisfactory academic progress at the end of their first academic year and thereafter. An academic year is defined as August to May.

NKU's SAP standards comply with the requirements of the U.S.

Department of Education.

These are financial aid standards only and do not replace or override NKU academic policies.

Academic progress will be reviewed at the end of each spring semester.

For current students, satisfactory academic progress is usually determined in early June. Students who are not meeting academic progress requirements will be notified by mail as well as through their myNKU portal.

The academic progress of financial aid applicants will be reviewed as NKU receives FAFSA data.

It is the student's responsibility to stay informed of the university's SAP standards and policy.

The academic progress of students will be reviewed for:

qualitative progress (GPA),
quantitative progress (pace of completion), and
maximum time frame for degree completion.

Students must maintain satisfactory progress in all three areas whether or not they have received financial aid in the past.

Satisfactory Academic Progress Appeals

A letter will notify students who do not maintain good academic standing when they apply for financial aid. Students may be able to appeal to the Financial Aid Appeals Committee. The notification letter contains instructions concerning the appeals process. If the Financial Aid Appeals Committee denies the appeal, the student cannot receive any federal, state, or institutional financial aid and will be responsible for paying tuition out-of-pocket or through another source.

How Withdrawing from Classes Affects

Financial Aid

Non-Attendance Policy

Students who do not attend their classes are subject to being dropped by their instructors for non-attendance. As a result, these students may lose part or all of their financial assistance. Any remaining balance must be repaid before the student can receive further financial assistance.

Return of Funds Due to Unofficial Withdrawal

Federal financial aid recipients who receive all *F* and/or *I* grades are subject to federal regulations titled Return of Title IV Funds. These students are considered unofficially withdrawn at the midpoint of the semester. Without acceptable proof of attendance or participation in class relative to the student's activity beyond the midpoint of the semester, the federal Title IV financial aid credited for the term is refunded to the aid program(s) from which it came at the rate of 50 percent of university charges. Loans are refunded before grants. For example, a student with \$3,500 Federal Subsidized Stafford Loan and \$2,000 Pell Grant fails all of his or her classes for a semester. Assume the charges totaled \$2,000. Federal regulations require that 50 percent (\$2,000 x 50 percent = \$1,000) be refunded for the Federal Subsidized Stafford Loan. The

student's loan debt decreases, but the student still owes NKU \$1,000 (assuming the student's account balance was \$0).

Acceptable proof of attendance or participation in a class is a letter from a professor, instructor, or academic advisor noting the last date of a student's presence in class or involvement in an academically-related activity. Examples of academically-related activities are examinations or quizzes; tutorials; computer-assisted instruction; academic conferences; academic assignments, papers, or projects; and attendance at a school-assigned study group. Financial aid recipients receiving all *F* and/or *I* grades for a given semester are notified by mail of the deadline for submitting documentation of class attendance or participation for the semester. Included in the student's notification is a class attendance verification form that can be completed by the professor verifying attendance. Late certification is not accepted.

NKU is required to comply with Title IV federal regulations in this manner to ensure continued participation in federally funded aid programs.

Return of Funds for Modules (R2T4)

For all programs offered in modules (a course that does not span the entire length of the semester), a student is considered a withdrawal for Title IV purposes if the student ceases attendance at any point prior to completing the payment period or the period of enrollment, unless the school obtains written confirmation that he/she will attend a module that begins later in the same payment period or period of enrollment. To determine if a student who is enrolled in at least one course offered in modules is considered a withdrawal, the student must have begun attendance in the period of enrollment, ceased to attend a course and at the time he/she ceased to attend, he/she was no longer attending any other courses as well.

Return of Funds due to Withdrawal

If a student completely withdraws from the university either voluntarily or involuntarily during a semester, a portion of the federal Title IV aid disbursed to the student must be returned to the financial aid programs. The percentage of Title IV aid required to be returned is based on the percentage of time remaining in the semester as of the student's date of withdrawal. This percentage is equal to the number of calendar days remaining in the semester divided by the total number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded from this calculation.

Percent of aid to be returned =

Number of calendar days remaining in the semester

Total number of calendar days in the semester

Example: A student who remains enrolled for 10 percent of a semester will be eligible to keep 10 percent of the total Title IV aid disbursed to him or her. The balance (90 percent) must be returned to the Title IV program(s). Similarly, a student who remains enrolled for 60 percent of a semester will be eligible to keep 60 percent of the total Title IV aid disbursed to him or her. The balance (40 percent) must be returned to the Title IV program(s).

Note: No Title IV aid funds are required to be returned if the student remains enrolled for **more than** 60 percent of the semester.

The date of withdrawal is the date a student officially notifies the NKU registrar's office of his or her intent to completely withdraw from school. If a student unofficially withdraws from school, the Office of Student Financial Assistance will use the midpoint of the semester to establish the student's date of withdrawal.

At the time a student withdraws, Student Account Services will automatically use all or a portion of the student's "institutional refund" as payment toward the amount that must be returned to the Title IV programs. The student may also be required to repay a portion of the aid funds that were directly disbursed to him or her in the form of a residual check.

Failure to pay will result in a HOLD being placed on the student's account, and the student will not be allowed to register for classes, obtain grades, or obtain an academic transcript. Student loan funds are to be repaid in accordance with the terms of the loan.

Post-Withdrawal Disbursement of Title IV Aid

The Office of Student Financial Assistance will determine if a student is eligible to receive Title IV funds that were awarded but not yet disbursed to the student at the time of his or her withdrawal from school. If the student is eligible for a post-withdrawal disbursement, the Office of Student Financial Assistance will first apply these funds to the student's outstanding university charges (if any). Any remaining amount of the post-withdrawal disbursements will be mailed directly to the student.

Donovan Scholars

The Herman L. Donovan Fellowship for Older Adults program allows Kentucky residents 65 years of age or older to pursue credit-bearing coursework at NKU for a degree or for personal enrichment without payment of application fees or tuition. Donovan Scholars are responsible for books, supplies, parking, and applicable taxes. Noncredit courses are not included in this benefit. Upon applying for admission, students must submit proof of age. The tuition award is posted to the student's account by the Office of Student Financial Assistance.

Graduate Assistantships

Eligibility

To serve as a graduate assistant (GA), one must be enrolled (fully or provisionally) in a graduate certificate or graduate degree program.

Students admitted as non-degree may be appointed as graduate assistants with the approval of the Vice Provost for Graduate Education, Research & Outreach or designee. Students with concurrent admission (graduate and undergraduate) may not be appointed as graduate assistants.

Requirement for Continuance of Assistantship

A graduate assistant must have a graduate grade point average of 3.0 or above to receive or retain an assistantship. To retain an assistantship, a GA must perform at a satisfactory level in his/her academic program and his/her assistantship responsibilities.

Credit-hour Requirement

A graduate assistant must be enrolled at NKU in a minimum of six semester hours of graduate credit during each semester he/she is serving as a GA. Exceptions will be considered on a case-by-case basis by the Vice Provost for Graduate Education, Research & Outreach or designee. International students are eligible to be hired as graduate assistants.

Definition of Full-time Graduate Assistant

A full-time graduate assistant will work either 20 or 24 hours per week for 16 weeks in each of the fall and spring semesters of one academic year. A graduate assistant appointed for fewer is considered a part-time graduate assistant. International students may not work more than 20 hours per week.

Benefits

Graduate assistants receive an hourly rate of pay determined by the hiring department for the work performed and tuition up to a maximum of nine hours per fall and spring semesters. Tuition is paid at the standard (non-business) in-state rate. Non-Kentucky residents are required to pay the difference between the in-state tuition paid by the assistantship and their actual university assessment.

Student Employment

Students may elect to work to assist with meeting educational costs and living expenses.

NKU administers the Federal Work-Study program and an institutional student employment program. NKU administers these programs in accordance with the laws, federal and state regulations, and instructions issued by or on behalf of the Department of Education, as well as its own institutional policies. The Federal Work-Study program provides funds for students with financial need. These funds are earned through part-time employment at NKU and assist in financing the cost of post-secondary education. These funds are not directly applied toward tuition. Students earn a bi-weekly paycheck that they can utilize for expenses.

Student workers must be enrolled for at least six credit hours during the fall and spring semesters. U.S. citizens are allowed to work a maximum of 25 hours per week during the academic year and a maximum of 35 hours per week during the summer session. For summer employment, the student must have been enrolled in the previous spring or intend to enroll for the upcoming fall semester. International students are allowed to work a maximum of 20 hours per week during the academic year and must be enrolled for 12 hours per semester.

COLLEGE OF ARTS AND SCIENCES

Location: Steely Library 410

Telephone: 859-572-5495

Fax: 859-572-6185

Email Address: deanaands@nku.edu

Web Address: <https://www.nku.edu/academics/artsci.html>

Dean: Diana McGill

Other Key Personnel:

Associate Dean: Bethany Bowling

Associate Dean: Emily Detmer-Goebel

Assistant Dean and Director of the College Advising Center: Amy Racke

Budget Officer: Beth Sweeney

Director of Development: Sarah Eastburn

Director of Integrative Studies: Rudy Garns

Event, Project and Administration Manager: Annette Pendery

The College of Arts and Sciences is not only the largest of the six colleges at Northern Kentucky University, but we also offer the most diverse collection of undergraduate and graduate degree programs and the widest array of general education courses. All students will discover something of interest in our

classes and leave better prepared to solve problems, create, discover, communicate, and influence their communities and the world around them. Students in Arts and Sciences may choose from among 48 undergraduate degree programs and 46 minors. We offer undergraduate certificates in 5 areas, and graduate certificates and master's degrees in 12 areas. Pre-professional programs are available for students interested in specific career paths such as medicine, pharmacy, law, engineering, forestry and wildlife management. Students interested in experiencing multiple disciplines and understanding the connections among them may choose from many interdisciplinary program options at the undergraduate and graduate levels.

We look forward to welcoming you to the College of Arts and Sciences and helping you succeed throughout your university experience and beyond!

Department of English

Location: Landrum 500

Telephone: 859-572-5416

Email Address: englishgrad@nku.edu

Web Address: <https://inside.nku.edu/artsci/departments/english/MAE.html>

Department Chair: John Alberti

Other Key Personnel:

Program Director, Master of Arts in English: Kelly Moffett

The graduate program in English is a multi-faceted program for students seeking advanced study of literature, professional writing, creative writing, composition and rhetoric, and/or cultural studies either for career preparation and advancement or personal enrichment. The program includes the Master of Arts in English certificate programs in Composition and Rhetoric, Creative Writing, Literary and Cultural Studies, and Professional Writing.

MASTER

English, M.A.

John Alberti, Ph.D., Department Chair

Kelly Moffett, Graduate Program Director

Admission

Applications for admission must be completed online. Please submit all materials to the Office of Graduate Education, AC 302, Nunn Drive, Highland Heights, KY 41099. For maximum consideration, submit all materials by the priority deadline of July 1 for the fall semester and November 1 for the spring semester. If space permits, applications from qualified candidates may be considered after those dates.

Regular Admission

To be considered for regular admission to the Master of Arts in English program, applicants will need to complete and submit the following:

- An application for graduate admission to Northern Kentucky University
- An official transcript indicating a bachelor's degree in English or a related field from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale in major or cognate area coursework. **Candidates with excellent writing skills and degrees outside English may be considered.**

Official transcripts for all undergraduate and graduate work

Two letters of reference (please use forms which can be downloaded at <https://inside.nku.edu/graduate/admission-process/additional-forms.html>).

500-750 word Statement of Purpose explaining why you are interested in pursuing an MA in English at NKU

Other Admission Status

Applicants not meeting all criteria for regular admission to the MAE may be admitted provisionally or as a non-degree graduate student if substantial evidence suggests the candidate can succeed in the program.

Teachers' Rank Change

For candidates who already hold a teaching certificate in Kentucky, Ohio, or Indiana, the MAE may serve as a functionally relevant master's degree. Check with the appropriate state education board to verify requirements. The MAE does not lead to initial teacher certification. At Northern Kentucky University, the Master of Arts in Teaching is the approved master's level program for obtaining an initial teaching certificate.

◆Indicates prerequisite.

PROGRAM CURRICULUM

The Master of Arts in English degree requires at least 30 hours of coursework, distributed as follows:

Core Courses (15 credit hours)

ENG 600 Introduction to Graduate Studies (3 credits)

Two of the following three courses (6 credit hours)

ENG 544 Research/Methods in Professional Writing (3 credits) ◆

ENG 556 Composition Theories (1-3 credits) ◆

ENG 582 Special Topics in Literature (3 credits) ◆

Two of the following three courses (6 credit hours)

ENG 725 Theory and Craft of Creative Writing (3 credits) ◆

ENG 735 Readings In Composition (3 credits) ◆

ENG 755 Readings in Literary Studies (3 credits) ◆

Capstone

ENG 799 Capstone Presentation (0 credits) ◆

Electives (15 credit hours)

Selected from ENG OR CIN courses numbered at 500 or above.

Total Hours: 30

Course Requirements

Students need to be aware of the following requirements of the program:

- twenty-one credit hours must be at the 600 level or above.
- a maximum of 12 credit hours of transfer credit will be allowed.
- two graduate courses from another NKU program may be approved for credit toward the MAE.
- overall GPA must be a minimum of 3.0 to qualify for graduation.
- no more than six hours of C grade will be counted toward the MA in English. Students may retake, only once, any course. Students should be aware that a given course may be offered only infrequently.

PROGRAM OF STUDY

New candidates for the MA in English must enroll in ENG 600 Introduction to Graduate Studies (3 credits) during one of the first two regular semesters (spring or fall) of their enrollment in the program.

Transfer work

With some restrictions, the program may accept 12 hours of credit transferred from other institutions. The program may accept up to nine credit hours a student earns as a non-degree student at NKU.

Independent Study

Subject to approval by the graduate program director, candidates may take independent study or readings courses. The University currently limits such courses to no more than 20% of the course work (6 hours for MAE students). Capstone research hours, practicums, and internships are exceptions. Before signing up for an independent study, candidates must have the approval of both the graduate program director and the instructor. In addition, the instructor must be a member of the graduate faculty. A syllabus that describes the course topic, reading list, assignments, and learning objectives must be on file with the graduate program director before an independent study course can be approved.

Teaching Program

With approval of the graduate program director and the writing instruction program director, outstanding candidates may be permitted to work closely with the Writing Instruction Program Director and one or more experienced faculty members to gain experience teaching in the college classroom.

Capstone Presentation

At the end of their final semester, candidates will make a public oral presentation based on their work in the program. Students should check their handbook and/or with the graduate program director for details regarding the capstone presentation.

CERTIFICATE

Composition and Rhetoric Certificate

John Alberti, Ph.D., Department Chair

Kelly Moffett, Graduate Program Director

Introduction

The Composition and Rhetoric Certificate is a non-degree, graduate certificate program composed of 18 credit hours of specialized courses designed to explore the theoretical and pedagogical issues pertaining to the study of writing through rhetorical and composition theory. The Composition and Rhetoric Certificate is appropriate for candidates planning to teach writing at the undergraduate level or secondary level, as well as those interested in furthering their knowledge of writing in the professions, as a social practice, and to effect change.

Credits earned toward the Composition and Rhetoric Certificate may apply to or be transferred into the Master of Arts in English (MAE) at the graduate program director's discretion. If certificate coursework is applied to the MAE program, this certificate coursework can be no more than six years old at the time of graduation from the MAE program. Candidates must complete all coursework for the certificate program within six years, including any transfer work.

Admission

Application to the Composition and Rhetoric Certificate requires the following:

- an application for graduate admission to Northern Kentucky University.
- official transcripts for all undergraduate and graduate work.
- a bachelor's degree from a regionally accredited institution.
- an undergraduate GPA of at least 2.5 on a 4.0 scale.
- a grade of *B* or higher on all graduate work that may apply to the certificate.

At the discretion of the graduate program director, a writing sample may be required for evaluation and undergraduate courses recommended for applicants who did not focus on English or writing at the undergraduate level.

◆Indicates prerequisite.

CERTIFICATE PROGRAM CURRICULUM

The Certificate in Composition and Rhetoric requires 18 hours of coursework, as follows:

Core Hours (3 credit hours)

ENG 556 Composition Theories (1-3 credits) ◆

Electives (15 credit hours)

Selected from the following

- ENG 544 Research/Methods in Professional Writing (3 credits) ◆
- ENG 546 Grant Writing (3 credits) ◆
- ENG 600 Introduction to Graduate Studies (3 credits)
- ENG 630 The Teaching of Composition (3 credits)
- ENG 632 New Media and Professional Writing (3 credits)
- ENG 636 Issues in Professional Writing (3 credits)
- ENG 638 Theories of Community Literacy (3 credits)
- ENG 639 Fieldwork in Community Literacy (3 credits) ◆
- ENG 645 Topics in Contemporary Rhetoric (3 credits)
- ENG 646 Composition and Rhetoric Practicum (3 credits) ◆
- ENG 647 History of Rhetoric (3 credits)
- COM 671 Media Criticism (3 credits)

Total Hours: 18

Creative Writing Certificate

John Alberti, Ph.D., Department Chair

Kelly Moffett, Graduate Program Director

Introduction

The Creative Writing Certificate is a non-degree, graduate certificate program composed of 18 credit hours of specialized courses designed to explore, in an intensive workshop environment, the theoretical and practical concerns of creative writers today. The Creative Writing Certificate is appropriate for candidates with experience in creative writing at the undergraduate level or extensive professional or independent experience as creative writers.

Credits earned toward the Creative Writing Certificate may apply to or be transferred into the Master of Arts in English (MAE) at the graduate program director's discretion. If certificate coursework is applied to the MAE program, this certificate coursework can be no more than six years old at the time of graduation from the MAE program. Candidates must complete all coursework for the certificate program within six years, including any transfer work.

Candidates should refer to the graduate catalog in effect when they are accepted to this or another NKU certificate program to determine the extent to which credit hours may be applied to more than one NKU certificate or degree program. Candidates whose transcripts do not show substantial undergraduate preparation in creative writing may be asked to submit a writing sample.

Admission

Applications to the Creative Writing Certificate require the following:

- an application for graduate admission to Northern Kentucky University.
- official transcripts for all undergraduate and graduate work.
- a bachelor's degree from a regionally accredited institution.
- an undergraduate GPA of at least 2.5 on a 4.0 scale.
- a grade of *B* or higher on all graduate work that may apply to the certificate.

At the discretion of the graduate program director, a writing sample may be required for evaluation and undergraduate courses recommended for applicants who did not focus on creative writing at the undergraduate level.

◆Indicates prerequisite.

CERTIFICATE PROGRAM CURRICULUM

The Certificate in Creative Writing requires 18 hours of coursework, representing at least two genres of creative writing and four different course numbers, selected from the following:

- ENG 542 Teaching and Practice/Creative Writing (3 credits) ◆
- ENG 600 Introduction to Graduate Studies (3 credits)
- ENG 622 Poetry Writing Workshop (3 credits)
- ENG 624 Fiction Writing Workshop (3 credits)
- ENG 626 Novel Writing Workshop (3 credits)
- ENG 628 Creative Non-Fiction Workshop (3 credits)
- ENG 722 Prose Writing Workshop (3 credits)
- ENG 724 Emerging Genres in Creative Writing (3 credits)

Total Hours: 18

Students are encouraged to take additional coursework that focuses on both historical and contemporary literature to increase their exposure to notable writers and texts.

Literary and Cultural Studies Certificate

John Alberti, Ph.D., Department Chair

Kelly Moffett, Graduate Program Director

Introduction

The Literary and Cultural Studies Certificate is a non-degree, graduate certificate program composed of 18 credit hours that explores texts from a variety of perspectives. The Literary and Cultural Studies Certificate is appropriate for candidates who want to delve deeper into literary studies, develop critical thinking skills, explore cultural concepts, and consider essential questions of what it means to be human.

Credits earned toward the Literary and Cultural Studies Certificate may apply to or be transferred into the Master of Arts in English (MAE) at the graduate program director's discretion. If certificate coursework is applied to the MAE program, this certificate coursework can be no more than eight years old at the time of graduation from the MAE program. Candidates must complete all coursework for the certificate program within six years, including any transfer work.

Admission

Applications to the Literary and Cultural Studies Certificate require the following:

- an application for graduate admission to Northern Kentucky University
- official transcripts for all undergraduate and graduate work.
- a bachelor's degree from a regionally accredited institution.
- an undergraduate GPA of at least 2.5 on a 4.0 scale.
- a grade of *B* or higher on all graduate work that may apply to the certificate.

◆Indicates prerequisite.

CERTIFICATE PROGRAM CURRICULUM

The Certificate Program in Literary and Cultural Studies requires 18 hours of coursework, distributed as follows:

Electives (18 credit hours)

- ENG 582 Special Topics in Literature (3 credits) ◆
- ENG 600 Introduction to Graduate Studies (3 credits)
- ENG 636 Issues in Professional Writing (3 credits) (topic subject to graduate program director approval)
- ENG 638 Theories of Community Literacy (3 credits)
- ENG 639 Fieldwork in Community Literacy (3 credits) ◆
- ENG 645 Topics in Contemporary Rhetoric (3 credits) (topic subject to graduate program director approval)
- ENG 671 World Literature in English (3 credits)
- ENG 672 African American Literature (3 credits)
- ENG 674 Multicultural Literature (3 credits)
- ENG 676 Post-Colonial Theory and Literature (3 credits)
- ENG 687 Gender and Literature (3 credits)
- ENG 755 Readings in Literary Studies (3 credits) ◆
- CIN 601 Studies in Cinema (3 credits)
- COM 580 Sexuality and Communication (3 credits) ◆
- COM 624 Gender and Communication (3 credits) ◆

Total Hours: 18

The following additional requirements apply:

- Students must take at least one course that addresses an American and one course that addresses a British/World or intercultural perspective.
- No more than 25% of the required curriculum for the Literary and Cultural Studies Certificate may be transferred to NKU from a regionally accredited university.

Professional Writing Certificate

John Alberti, Ph.D., Department Chair

Kelly Moffett, Graduate Program Director

Introduction

The Professional Writing Certificate is a non-degree, graduate certificate program composed of 18 credit hours, including a course that provides an overview of the field, specialized courses designed to explore both theoretical and practical concerns of the professional who writes, and, optionally, a supervised course that includes an internship and development of a professional portfolio of work. The Professional Writing Certificate is

appropriate for the working professional and for candidates in the technical, scientific, business, non-profit, and grant writing fields.

Credits earned toward the Professional Writing Certificate may apply to the Master of Arts in English (MAE) at the graduate program director's discretion. If certificate coursework is applied to the MAE program, this certificate coursework can be no more than six years old at the time of graduation from the MAE program. Candidates must complete all coursework for the certificate program within six years, including any transfer work.

Admission

Applications to the Professional Writing Certificate require the following:

- an application for graduate admission to Northern Kentucky University.
- official transcripts for all undergraduate and graduate work.
- a bachelor's degree from a regionally accredited institution.
- an undergraduate GPA of at least 2.5 on a 4.0 scale.
- a grade of B or higher on all graduate work previously taken that may apply to the certificate.

At the discretion of the graduate program director, a writing sample may be required for evaluation and undergraduate courses recommended for applicants who did not focus on English or writing at the undergraduate level.

Transfer credit

No more than 25% of the required curriculum for the Professional Writing Certificate may be transferred to NKU from a regionally accredited university or applied from previous NKU coursework.

◆Indicates prerequisite.

CERTIFICATE CURRICULUM

The Certificate in Professional Writing requires 18 hours of coursework, distributed as follows:

Core Hours (3 credit hours)

ENG 544 Research/Methods in Professional Writing (3 credits) ◆

Electives (15 credit hours)

Selected from:

- ENG 546 Grant Writing (3 credits) ◆
- ENG 600 Introduction to Graduate Studies (3 credits)
- ENG 632 New Media and Professional Writing (3 credits)
- ENG 636 Issues in Professional Writing (3 credits)
- ENG 638 Theories of Community Literacy (3 credits)
- ENG 639 Fieldwork in Community Literacy (3 credits) ◆
- ENG 647 History of Rhetoric (3 credits)
- ENG 696 Internship: Portfolio Development (1-3 credits) ◆

Total Hours: 18

Department of Psychological Science

Location: Mathematics-Education-Psychology Center 301

Telephone: 859-572-5310

Fax: 859-572-6085

Email Address: psychology@nku.edu

Web Address: <http://psychology.nku.edu>

Department Chair: Cecile Marczynski

Other Key Personnel:

Assistant Chair: Kathy O'Connor

Department Coordinator: Tiffany Boone

Secretary: Christina Knight

MASTER

Industrial-Organizational Psychology, M.S.

Cecile Marczynski, Ph.D., Department Chair

Philip Moberg, Ph.D., Graduate Program Director

Introduction

Program Description

Industrial/Organizational (IO) psychology is the behavioral science that applies the principles, methods, and findings of psychology to work settings. Industrial psychology underlies human resources practices such as selection and staffing, training and development, testing and measurement, job analysis and performance evaluation, compensation and reward systems, promotion, transfer, and termination. Organizational psychology focuses on group behavior and addresses broader topics from social psychology and organizational behavior such as leadership, work motivation, organizational change and development, work teams, conflict management, and workplace abuse, work life quality and balance, job attitudes and work design, and organizational climate and culture. The content and methods of IO psychology overlap with career paths in psychological testing and measurement (psychometrics), engineering psychology (human factors), counseling psychology (occupational interests), individual differences psychology (roles of ability, attitudes, emotions, personality, skills, values), scientific survey research and consumer psychology (marketing analysis), occupational health psychology, and organizational data analytics.

Graduates with master's degrees in IO psychology pursue multiple career paths. In human resources management, IO psychology graduates are employed as personnel generalists or specialists in recruiting, selection, and staffing, job analysis, performance appraisal, organizational planning, employee relations, training and development, talent analysis, and compensation and benefits. Other IO graduates pursue careers in human factors and technology design, occupational safety and worker health and well-being, organizational development and consulting, testing and assessment, program evaluation, quality control and assurance, survey design and research, strategic planning and analysis, and marketing analysis/consumer research.

The graduate program in IO psychology is designed to accommodate both working professionals and full-time graduate students pursuing part-time jobs or internship opportunities by offering courses during weekday evenings. The program requirements may be completed on a full or part-time basis that may be changed to address the needs and circumstances of the individual student.

Office of the MSIO Program

The IO psychology graduate program is administered by the Department of Psychological Science, located in 337 MEP Center. For additional information visit the program website at

<https://inside.nku.edu/artsci/departments/psychology/graduate.html>, call Dr. Philip Moberg, Graduate Program Director, at 859-572-1913, or e-mail questions to msio@nku.edu.

Admission

Full Admission

To be considered for full admission, applicants must have completed and submit evidence documenting:

- An online application for graduate admission at <http://apply.nku.edu>.
- A bachelor's degree at a regionally accredited institution with a grade point average (GPA) of at least 3.0 on a 4.0 scale for the last 60 semester hours completed.
- Nine semester hours of undergraduate or graduate coursework in psychology.
- At least one undergraduate course in statistics with a grade of *B* or better.
- Official transcripts from all colleges and universities attended.
- Scores from the general test of the Graduate Record Examination (GRE).
Scores of at least 150 on the verbal test and 150 on the quantitative test and a 3.5 on the writing test are expected. Note: Because this requirement has been waived during the COVID-19 pandemic, please confirm this requirement with the Program Director at msio@nku.edu.
- A current resume or vita.
- A statement of personal interest.
- Three letters of recommendation, preferably from writers who can comment on your readiness for graduate study.

Provisional Admission

Candidates whose application files are incomplete, because one or more required documents or prerequisite qualifications are missing (e.g., a final transcript, GRE scores, letter of recommendation, etc.), may be considered for provisional admission if, in the judgment of the program faculty, admission would be likely had the missing documents been received or requirements met. The missing documents or prerequisite qualifications must be submitted or met within one semester of admission.

Application Process

Submit all application materials directly to the Office of Graduate Education, 1 Nunn Drive, Lucas Administrative Center 302, Highland Heights, KY 41099. Documents also may be submitted electronically to graduate@nku.edu.

Deadlines

Our priority deadline is **March 1** for the fall semester. Applications received by this deadline will receive consideration for graduate assistantship funding, when available. The absolute final deadline to be considered for each semester is listed below. These deadlines reflect the date before which **all materials** must be submitted.

To be considered for regular admission, all materials should be received by:

Fall semester (begins mid-August) - **August 1**

Summer semester (begins mid-May) - **May 1**

Spring semester (begins mid-January) - **December 1**

Note: Late applications for all semesters may be considered as space allows.

Transfer Credit

Students may transfer up to nine semester hours of appropriate, acceptable graduate coursework from other regionally accredited institutions. A student must have earned a minimum grade of *B* in such courses. These courses must be deemed appropriate to the student's program of study at the time of admission into the program by the department chair on the advice of the

graduate program director. Transfer of graduate credit must be accomplished before students earn 12 semester hours at NKU.

Academic Standing

A GPA of at least 3.0 must be maintained for all courses taken in the program. At most two *C* grades can be counted toward the degree. A course may be repeated only once, and only two courses may be repeated. Only courses with a grade of *C* or below can be repeated; only the repeat grade is used in GPA determination. Students whose GPA falls below 3.0 will be placed on academic probation; those remaining on probation for more than nine semester hours of coursework will be dropped from the program.

Course Load

Because the program is designed to be completed on either a full-time or part-time basis, enrollment in six credit hours or more is considered full-time. Most students enrolled on a full-time basis take three courses in each Fall and Spring semester and complete their program in two years plus two summers.

◆Indicates prerequisite.

ACADEMIC REQUIREMENTS

To earn the Master of Science degree in Industrial-Organizational Psychology, students are required to complete a core curriculum of 36 semester hours of classes and 9 semester hours of elective work for a total of 45 semester hours.

REQUIRED CORE COURSES (INTERMEDIATE) (12 CREDIT HOURS)

The following four courses are required if they have not previously been completed, as electives, at the undergraduate level. These courses may be waived by the MSIO Admission Committee, after review of transcripts and consultation with the student.

- PSY 501 I-O Discussion Forum (3 credits) ◆
- PSY 550 Organizational Psychology (3 credits) ◆
- PSY 570 Work Environments (3 credits) ◆
- PSY 580 Cognition in the Workplace (3 credits) ◆

REQUIRED CORE COURSES (ADVANCED) (24 CREDIT HOURS)

The following eight courses are all required.

- PSY 615 Univariate Statistics & Research Design (3 credits) ◆
- PSY 616 Multivariate Stats & Research Design (3 credits) ◆
- PSY 620 Job Analysis and Staffing (3 credits) ◆
- PSY 625 Psy Testing, Measmt, & Sci Survey Mthds (3 credits) ◆
- PSY 635 Selection and Performance Appraisal (3 credits) ◆
- PSY 640 Training and Development (3 credits) ◆
- PSY 660 Organizational Change and Development (3 credits) ◆
- PSY 685 Applied Research Study Capstone (3 credits) ◆

ELECTIVE OPTIONS AND COURSES (9 CREDIT HOURS)

Students must take at least 9 credit hours of the courses below, or substitutes approved by the MSIO graduate program director.

Note: With the approval of both graduate program directors, classes in the Master of Business Administration, Master of Business Informatics, Master of Public Administration, and Master of Arts in Communication programs may be taken by IO graduate students to satisfy elective requirements.

Graduate classes offered by colleges and universities participating in the Greater Cincinnati Consortium of Colleges and Universities "GC3" may be completed to satisfy elective requirements when the elective class is not offered by the home institution and when determined to be appropriate and approved by the Program Director. For additional information, see <https://www.gccollegiateconnection.org/students/cross-registration/index>.

- PSY 630 Occupational Health Psychology (3 credits) ♦
- PSY 632 Public Health (3 credits) ♦
- PSY 645 Organizational Consulting (3 credits) ♦
- PSY 670 Organizational Leadership (3 credits) ♦
- PSY 675 Motivation (3 credits) ♦
- PSY 694 Graduate Psychology Special Topics (1-3 credits) ♦
- PSY 699 Independent Study in Psychology (0-3 credits) ♦
- PSY 795 Practicum (1-3 credits) ♦
- PSY 797 Thesis (1-6 credits) ♦

PROGRAM TOTAL: 45 CREDIT HOURS

CERTIFICATE

Total Worker Health Certificate

Cecile Marczynski, Ph.D., Department Chair

Philip Moberg, Ph.D., Graduate Program Director

Program Description

The Total Worker Health Certificate® is an 18 credit hour certificate that focuses on worker safety, health and well-being. It emphasizes applying scientific findings of research in psychology and occupational health to workplace settings to improve employee and organizational health. The Total Worker Health Certificate program at Northern Kentucky University is an affiliate of the National Institute of Occupational Safety and Health Total Worker Health® program.

The Certificate may be earned by completing the 6 courses in one of two ways:

- As a stand-alone 18 credit hour graduate certificate program.
- As a combination of required (12) and elective (6) credit hours earned to satisfy the requirements of the Master of Science Degree in Industrial and Organizational Psychology.

Admission to this certificate program requires the following:

- An application for graduate admission to NKU.
- Official transcripts for all undergraduate and graduate work.
- A bachelor's degree from a regionally accredited institution.
- An undergraduate GPA of at least 3.0 on a 4.0 scale.
- No grade lower than a B(3.0) on all graduate coursework previously taken may be applied to the certificate.

Students may enroll in no more than three courses within a certificate program without applying to the certificate program. Students wishing to pursue a certificate must apply to the certificate program before enrolling in a third certification curriculum class.

♦Indicates prerequisite.

TOTAL WORKER HEALTH CERTIFICATE

- PSY 550 Organizational Psychology (3 credits) ♦
- PSY 570 Work Environments (3 credits) ♦
- PSY 580 Cognition in the Workplace (3 credits) ♦

- PSY 620 Job Analysis and Staffing (3 credits) ♦
- PSY 630 Occupational Health Psychology (3 credits) ♦
- PSY 632 Public Health (3 credits) ♦

Total Hours: 18

Department of Integrative Studies

MASTER

Integrative Studies, M.A.

Rudy Garns, Ph.D., Graduate Program Director

Introduction

Program Description

The Integrative Studies program offers students a flexible, interdisciplinary program through which they develop master's level expertise that meets their personal or professional goals. Working with the graduate program director, students design an individualized plan of study to address a complex, real-world problem or issue that goes beyond the scope of traditional disciplinary or professional programs. Students choose graduate courses from two or more different disciplines. They then integrate insights and methods to create a rigorous capstone project or master's thesis.

This program is ideal for those seeking intellectual enrichment or professional enhancement. MAIS graduates are excellent problems solvers, critical and creative thinkers, and effective communicators. Graduates from interdisciplinary programs are what many companies call "T-shaped professionals"- individuals with both breadth and depth of knowledge, who can integrate knowledge from a variety of sources, who are innovative, and who can understand problems from different perspectives.

Office of the MAIS Program

The program office is located in FH 365. For more information call (859) 572-1450, email IST@nku.edu or visit our website at

<https://inside.nku.edu/artsci/departments/integrativestudies.html>

Program Admission Process

In order to be considered for regular admission to the MAIS program, applicants will need:

- An application for graduate admission to Northern Kentucky University.
- A bachelor's degree from a regionally accredited institution with a minimum undergraduate GPA of at least 3.0 on a 4.0 scale.
- Official transcripts for all undergraduate and graduate work.
- Two letters of reference from persons qualified to evaluate potential for successful performance in the graduate program.
- A personal resumé that reflects both work and academic experience.
- A written statement of purpose indicating professional or personal goals, the intended academic focus for the plan of study, and the relevant knowledge or skills that might figure into the anticipated interdisciplinary research.

♦Indicates prerequisite.

PROGRAM CURRICULUM

IST 585 Introduction to Graduate Interdisciplinary Studies (3 credits) ♦
24-27 credit hours of electives in at least two disciplines at the graduate level.

Choose one of the culminating experiences:

IST 793 Integrative Studies: Capstone (3 credits)

OR

IST 797 Applied Research: Capstone Thesis (3-6 credits) ♦

Total Hours: 33

GRADUATION REQUIREMENTS

Candidates are required to take at least thirty-three (33) credit hours of graduate level coursework in at least two disciplines. At least 15 credit hours must be taken at the 600-level or above. The total 33 hours includes the required three hour IST 585, which is taken in the first year, and either the three hour Capstone course (IST 793) or the six hour thesis option (IST 797). Only 6 credit hours of independent study or directed readings will count toward the degree. Students can include up to 9 hours of graduate coursework from the Greater Cincinnati Consortium of Colleges and Universities (GCCCCU). Transfer credits may not constitute more than 9 credit hours. We strongly encourage internships and study away opportunities for course credit. Students who earn over 6 credit hours with the grade of C or lower will be removed from the program.

Department of Political Science, Criminal Justice, and Organizational Leadership

Location: 555 Founders Hall

Telephone: 859-572-5321

Fax: 859-572-6184

Email Address: psc@nku.edu

Web Address: <https://inside.nku.edu/artsci/departments/pscjol.html>

Department Chair: Karen Miller

Other Key Personnel:

Program Director, Master of Public Administration: Julie Cencula Olberding

Program Coordinator, Master of Public Administration: Missy Gish

The Department of Political Science, Criminal Justice, and Organizational Leadership gives students the background they need to become engaged citizens while preparing them for professional careers and graduate school, particularly the Master of Public Administration (MPA) or law school. With several unique programs of study - political science, criminal justice, public administration, organizational leadership and international studies - our department attracts a wide range of students. Our programs provide opportunities for students to:

Understand the intricate web of politics and government

Study law enforcement and the judicial process

Develop managerial skills for jobs in public administration and organizational leadership

Prepare for careers in foreign service or international business

MASTER

Public Administration, M.P.A.

Karen Miller, Ph.D., Department Chair

Julie Cencula Olberding, Ph.D., Graduate Program Director

Introduction

Program Description

The Master of Public Administration (MPA) is an applied 36 credit hour degree designed to prepare students for careers in public service and public management. Classes are small, permitting faculty to personalize instruction and allowing students to develop the knowledge and skills necessary for competitive employment in the public and related sectors, including government agencies, hospitals, universities, and other nonprofit organizations. It is the only MPA program in the Northern Kentucky and Greater Cincinnati region accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), and one of only seven in the state of Kentucky.

The MPA degree can be completed in a fully online format or in hybrid format with a mix of in-person and online classes. To accommodate students' work schedules, in-person and online synchronous classes are taught on weekday evenings. Other formats include online asynchronous classes, independent study, and study abroad. Classes have a mix of lectures, seminars, small group discussions, service learning, and/or computer-based work (e.g., data analysis and GIS)

The MPA program takes approximately two years to complete with students enrolling in 6 credit hours per semester in the fall, spring, and summer semesters. Students can accelerate this pace by taking 9 to 12 credit hours per semester, or they can choose a slower the pace (due to work or other commitments) by taking 3 credit hours per semester or by not enrolling in summer sessions. For more current information about the MPA program, consult the website at nku.edu/mpa.

In addition to the MPA degree, the department offers Nonprofit Management and Emergency Management graduate certificates, each of which requires a total of 18 credit hours. Students can efficiently earn a dual MPA degree and graduate certificate for a total of 39 credit hours (more information below). Also, our MPA courses are part of at least five micro-credentials at NKU including: 1) Arts Administration; 2) Leadership in the Public Sector; 3) Disaster Readiness; 4) GIS and Mapping; and 5) Serving Veterans and Families. Each micro-credential requires a total of 6 to 9 credit hours. More information at: <https://nku.edu/microcredentials.html>.

Office of the MPA Program

The main office of the MPA program is 555 Founders Hall. For more information call (859) 572-5326, e-mail mpa@nku.edu or visit nku.edu/mpa.

Program Mission Statement

The MPA program helps meet the fundamental need for public service professionals in the Northern Kentucky / Greater Cincinnati region and beyond by developing students to manage and lead government agencies, nonprofit organizations, and related entities. Students enhance their knowledge and

skills through engaged learning including capstone projects, service learning, student philanthropy, applied research, internships, and study abroad. In addition, students deepen their public service values through extracurricular speakers and events, service and social activities by our student organization, mentorships and other connections with our alumni network, and our chapter of the Pi Alpha Alpha global honor society and develops students to lead and manage in government agencies, nonprofit organizations, and related public service entities in the Northern Kentucky / Greater Cincinnati region and beyond.

MPA Core Competencies

- The ability to lead and manage in public governance.
- The ability to participate in and contribute to the policy process.
- The ability to analyze, synthesize, think critically, solve problems and make decisions.
- The ability to articulate and apply a public service perspective.
- The ability to communicate and interact productively with a diverse and changing workforce and citizenry.

The program systematically collects information from various sources to assess these core competencies. These sources include student surveys, alumni surveys, capstone portfolio reviews, capstone project evaluations, internship evaluations, service-learning project assessments, other class and feedback from stakeholders including MPA Advisory Board members, and regional employers.

Admission Process

Students applying for admission into the MPA program are divided into two applicant categories: in-career and pre-career. In-career applicants are those who demonstrate five years of professional experience pre-career students are all other applicants. Each applicant must provide the following items:

- Completed online application for graduate admission.
- Official transcripts showing all college/university coursework completed at both the undergraduate and graduate levels. The applicant must possess a bachelor's degree from a regionally accredited college or university with a cumulative GPA of 2.75 or higher (scale of 4.0).
- At least two recommendation letters or completed forms from persons qualified to evaluate the applicant's potential for successful performance in the MPA program.
- A statement of purpose describing the applicant's career goals, how the MPA program will support attainment of those goals, and any additional information such as relevant academic or professional experience (300 to 400 words).

AND

- In-career students must submit the following items:
 - A current resume documenting five years of work experience in the public or related sector.
 - A portfolio of two to three work products (singular or team efforts) that demonstrate professional activities.

OR

- Pre-career students must submit the following items:

If undergrad GPA is 3.0 or higher, a writing sample (either an academic paper or work product)

If undergrad GPA is below 3.0, official scores of the Graduate Record Examination (GRE) general test, Graduate Management Admission Test (GMAT), or Miller Analogies Test; the LSAT is not a suitable substitute.

Dual MPA Degree and Graduate Certificate

Students may complete a dual MPA degree and graduate certificate, either in Nonprofit Management or Emergency Management. To do so, students must submit separate applications for the MPA degree and for the graduate certificate via apply.nku.edu. Students seeking the dual MPA degree and Nonprofit Management certificate must take PAD 620, PAD 621, and PAD 622. Similarly, students seeking the dual MPA degree and Emergency Management certificate must take PAD 682 and either PAD 681 or PAD 683. Further, all dual students must complete an additional 3 credit hours of MPA electives beyond the 36 credit hours for the degree, raising the total credit hours 39 hours.

Students completing the MPA program may also earn related micro-credentials. To do so, students must submit separate applications for the MPA degree and micro-credentials via apply.nku.edu. Students seeking related micro-credentials may use these micro-credential courses as electives in the MPA program.

Program Curriculum

To earn the Master of Public Administration degree, students are required to complete a core curriculum of 27 credit hours of classes and 9 credit hours of elective work for a total of 36 credit hours.

◆Indicates prerequisite.

INTERMEDIATE CORE COURSES (REQUIRED) (9 CREDIT HOURS)

The following three courses are required if they have not already been successfully completed as electives at the undergraduate level. These courses may be waived by the MPA Admission Committee, after review of transcripts and consultation with the student.

- PAD 500 Foundations of Public Service (3 credits) ◆
- PAD 501 Human Resource Management (3 credits) ◆
- PAD 511 Budgeting Techniques and Applications (3 credits) ◆

ADVANCED CORE COURSES (REQUIRED) (18 CREDIT HOURS)

The following six courses are all required.

- PAD 602 Organizational Behavior and Theory (3 credits) ◆
- PAD 603 Public Policy Analysis (3 credits) ◆
- PAD 615 Research Methods (3 credits) ◆
- PAD 616 Data Analysis (3 credits) ◆
- PAD 631 Diversity & Equity in Public Service (3 credits) ◆
- PAD 793 Public Administration Capstone (3 credits) ◆

ELECTIVE COURSES (9 CREDIT HOURS)

Each student selects three PAD courses (9 credit hours) based on their educational and professional goals.

- PAD 515 Cartography (3 credits) ◆

PAD 519 Introduction to Remote Sensing (3 credits) ♦
 PAD 520 Advanced Remote Sensing (4 credits) ♦
 PAD 550 Geographic Information Systems (4 credits) ♦
 PAD 551 Geographic Information Analysis (3 credits) ♦
 PAD 560 Community Development (3 credits) ♦
 PAD 594 Topics: Public Administration (3 credits)
 PAD 612 Administrative Law (3 credits) ♦
 PAD 620 Managing Nonprofit Organizations (3 credits) ♦
 PAD 621 Resource Acquisition and Management (3 credits) ♦
 PAD 622 Volunteer Management (3 credits) ♦
 PAD 623 Grant Research, Writing & Management (3 credit) ♦
 PAD 624 Strategic Planning & Program Evaluation (3 credit) ♦
 PAD 630 Ethical Leadership in Public Service (3 credits) ♦
 PAD 632 Executive Management & Public Leadership (3 credits) ♦
 PAD 675 Local Government Management (3 credits) ♦
 PAD 681 Homeland Security Administration (3 credits) ♦
 PAD 682 Emergency Management (3 credits) ♦
 PAD 683 Terrorism (3 credits) ♦
 PAD 696 Internship: Public Administration (3 credits) ♦
 PAD 699 Readings: Public Administration (1-3 credits) ♦
 PAD 793 Public Administration Capstone (3 credits) ♦
 Other electives with MPA program director's consent.

TOTAL HOURS: 36

CERTIFICATE

Emergency Management Certificate

Karen Miller, Ph.D., Department Chair

Julie Cencula Olberding, Ph.D., Graduate Program Director

Program Description

The Emergency Management (EM) graduate certificate is an 18 credit hour program suited for individuals currently employed or interested in emergency management in local, state or federal government or in universities, schools, hospitals, other nonprofits, or private businesses. Students can earn the certificate in a completely online format or in a mix of online and in-person classes. They complete the certificate at their own pace, but most finish in a year or two by enrolling in one to three courses per semester. The core courses are taught online, and the electives are taught either online or on weekday evenings (6:15 to 9 p.m.), and they include a mix of lecture, seminar, small group, and service learning.

Office of the EM Certificate

The main office of the Emergency Management graduate certificate program is 555 Founders Hall. For more information please call (859) 572-5326, email mpa@nku.edu, or visit our website at nku.edu/mpacertificates.

Program Mission

The Emergency Management graduate certificate provides pre-career and in-career students with the knowledge and skills to manage and lead in emergency management and public safety. For this 18 credit hour program, each student completes two required courses (6 credit hours) that focus on the management of natural and manmade disasters. Then each student selects four elective courses (12 credit hours) that enhance their knowledge and skills in broader areas such as government administration, nonprofit management, and executive leadership.

Admission Process

Each applicant must provide the following items:

Completed online application for graduate admission.

Official transcripts showing all college/university coursework. The applicant must possess a bachelor's degree from a regionally accredited college or university, with a cumulative GPA of 2.5 or higher (scale of 4.0)

Statement of purpose describing the applicant's career goals, how the certificate program will support attainment of those goals, and any additional information such as relevant academic or professional experience (300 to 400 words).

Dual MPA Degree and Graduate Certificate

Students completing the Emergency Management graduate certificate may apply for admission to the Master of Public Administration (MPA) program. If admitted, they may receive up to 15 credit hours toward the 36 credit hour master's degree. For academic questions about the EM and/or MPA programs, contact the MPA office at (859) 572-5326 or email mpa@nku.edu.

PROGRAM CURRICULUM

Emergency Management Core: 6 credit hours

Students are required to complete two core courses. Each student must complete Emergency Management (PAD 682) and either of the following courses: Homeland Security Administration (PAD 681) or Terrorism (PAD 683).

PAD 682 Emergency Management (3 credits) ♦

PAD 681 Homeland Security Administration (3 credits) ♦
 OR

PAD 683 Terrorism (3 credits) ♦

Emergency Management Electives: 12 credit hours

Students choose at least 12 credit hours from the following elective options.

PAD 501 Human Resource Management (3 credits) ♦
 PAD 515 Cartography (3 credits) ♦
 PAD 550 Geographic Information Systems (4 credits) ♦
 PAD 551 Geographic Information Analysis (3 credits) ♦
 PAD 602 Organizational Behavior and Theory (3 credits) ♦
 PAD 620 Managing Nonprofit Organizations (3 credits) ♦
 PAD 622 Volunteer Management (3 credits) ♦
 PAD 623 Grant Research, Writing & Management (3 credit) ♦
 PAD 630 Ethical Leadership in Public Service (3 credits) ♦
 PAD 631 Diversity & Equity in Public Service (3 credits) ♦
 PAD 632 Executive Management & Public Leadership (3 credits) ♦
 PAD 675 Local Government Management (3 credits) ♦
 PAD 681 Homeland Security Administration (3 credits) ♦
 PAD 683 Terrorism (3 credits) ♦
 PAD 594 Topics: Public Administration (3 credits)
 PAD 696 Internship: Public Administration (3 credits) ♦
 PAD 699 Readings: Public Administration (1-3 credits) ♦
 Elective with MPA program director's consent

Total Hours: 18

Nonprofit Management Certificate

Karen Miller, Ph.D., Department Chair

Julie Cencula Olberding, Ph.D., Graduate Program Director

Program Description

The Nonprofit Management certificate is an 18 credit hour program suited for individuals currently working in or interested in the nonprofit sector including social service organizations, hospitals, universities, foundations, and arts organizations. Students can earn the certificate in a completely online format or in a mix of online and in-person classes. They complete the certificate at their own pace, but most finish in a year or two by enrolling in one to three courses per semester.

Office of the Nonprofit Management Certificate

The main office of the Nonprofit Management certificate is currently 555 Founders Hall. For more information please call (859) 572-5326, email mpa@nku.edu or visit our website at nku.edu/mpacertificates.

Program Mission

The Nonprofit Management graduate certificate provides pre-career and in-career students with knowledge, and skills, to manage and lead in nonprofit organizations. For this 18 credit hour program, each student completes three required courses (9 credit hours) that provide a foundation for nonprofit management. Then each student selects three elective courses (9 credit hours) that enhance their knowledge and skills in areas such as strategic planning and program evaluation, grant writing and management, diversity and equity, and arts administration.

Admission Process:

Each applicant must submit the following items:

Completed online application for graduate admission.

Official transcripts showing all college/university coursework. The applicant must possess a bachelor's degree from a regionally accredited college or university with a cumulative GPA of 2.5 or higher (scale of 4.0)

Statement of purpose describing the applicant's career and academic goals and how the graduate certificate program will support attainment of those goals, and any additional information such as relevant academic or professional experience (300 to 400 words).

Dual MPA Degree and Graduate Certificate

Students completing the Nonprofit Management graduate certificate may apply for admission to the Master of Public Administration (MPA) program. If admitted, they may receive up to 15 hours of credit towards the 36 credit hour master's degree. For academic questions about the Nonprofit Management certificate and/or MPA degree, contact the MPA office at (859) 572-5326 or mpa@nku.edu.

◆Indicates prerequisite.

PROGRAM CURRICULUM

Nonprofit Management Core (9 credit hours):

Students are required to complete three core courses.

PAD 620 Managing Nonprofit Organizations (3 credits) ◆

PAD 621 Resource Acquisition and Management (3 credits) ◆

PAD 622 Volunteer Management (3 credits) ◆

Nonprofit Management Electives (9 credit hours):

Students choose at least 9 credit hours from the following elective courses.

PAD 501 Human Resource Management (3 credits) ◆

PAD 515 Cartography (3 credits) ◆

PAD 550 Geographic Information Systems (4 credits) ◆

PAD 602 Organizational Behavior and Theory (3 credits) ◆

PAD 623 Grant Research, Writing & Management (3 credit) ◆

PAD 624 Strategic Planning & Program Evaluation (3 credit) ◆

PAD 630 Ethical Leadership in Public Service (3 credits) ◆

PAD 631 Diversity & Equity in Public Service (3 credits) ◆

PAD 632 Executive Management & Public Leadership (3 credits) ◆

PAD 594 Topics: Public Administration (3 credits)

PAD 696 Internship: Public Administration (3 credits) ◆

PAD 699 Readings: Public Administration (1-3 credits) ◆

Elective with MPA program director's consent

Total Hours: 18

Department of History and Geography

Location: Landrum 415A

Telephone: 859-572-5461

Email Address: hisgeo@nku.edu

Web Address: <https://inside.nku.edu/artsci/departments/hisgeo.html>

Facebook: <https://www.facebook.com/NKUHistoryandGeography>

Department Chair: Burke Miller

Other Key Personnel:

Director of Public History: Brian Hackett

Director of the Center for Public History: Rebecca Johnson

Department Coordinator: Lou Stuntz

About the MA in Public History

The graduate program in public history is a terminal professional degree for students seeking exciting careers in museums, historic sites, libraries, historic preservation, educational programming, and much more. The program offers hands-on training in a variety of public history fields with numerous experiential opportunities, including exhibit work and internships at local, regional, and national museums and other sites.

MASTER

Public History, M.A.

Burke Miller, Ph.D., Department Chair

Brian L. Hackett, Ph.D., Graduate Program Director

Introduction

The Master of Arts in Public History (MAPH) is a flexible program that provides both traditional history educational experiences and opportunities to complete

professional methods training in the fields of museum work, historic preservation, historic sites and archives.

Admission

Applications for admission can be completed online at <http://apply.nku.edu>. For maximum consideration, submit all materials by the priority deadline of May 1 for summer sessions, July 1 for the fall semester, and November 1 for the spring semester. If space permits, applications from qualified candidates may be considered after those dates.

Regular Admission to the MAPH

To be considered for regular admission to the MAPH program, applicants will need to complete and submit the following:

- An application for graduate admission to Northern Kentucky University.
- Application fee.
- An official transcript indicating a bachelor's degree in history or a related field from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale in major area coursework.
- Official transcripts for all undergraduate and graduate work.
- Two letters of reference; please use forms which can be downloaded at this site: <http://inside.nku.edu/graduate>.
- A letter of intent that clearly articulates your interest in public history and your abilities to pursue graduate level study.

◆Indicates prerequisite.

CURRICULUM

The MAPH degree requires 36 credit hours of coursework, distributed as follows:

Required Core (18 credit hours)

- HIS 605 Museum Education and Interpretation (3 credits) ◆*
- HIS 609 Administration and Collections Management (3 credits) ◆
- HIS 689 Research and Writing in Public History (3 credits) ◆
- HIS 701 Public History Capstone I (3 credits) ◆
- HIS 702 Public History Capstone II (3 credits) ◆

Choose one of the following:

- HIS 625 Archives & Digital Humanities (3 credits) ◆
- HIS 694 Topics: History (3 credits) ◆

Note:

* HIS 605 may be repeated when topics vary

Public History Methods Electives (18 credit hours)

- HIS 522 Introduction to Historic Preservation (3 credits) ◆
- HIS 594 Special Topics in History (1-3 credits) ◆
- HIS 605 Museum Education and Interpretation (3 credits) ◆
- HIS 607 Exhibits in Museums and Historic Sites (3 credits) ◆
- HIS 616 Theory and Practice of Oral History (3 credits) ◆
- HIS 618 Local and Regional Research Methods (3 credits) ◆
- HIS 622 Cultural Heritage Tourism (3 credits) ◆
- HIS 624 Historical Editing (3 credits) ◆
- HIS 625 Archives & Digital Humanities (3 credits) ◆
- HIS 628 Contract History (3 credits) ◆
- HIS 630 American Decorative Arts (3 credits) ◆
- HIS 631 Living History in Museums (3 credits) ◆

Expedited Public History Concentration

Students will take four of the following courses during their senior year. Two will count for the undergraduate degree and two will be counted for the graduate degree.

- HIS 501 Introduction to Public History (3 credits)
- HIS 522 Introduction to Historic Preservation (3 credits) ◆
- HIS 592 Directed Research in History (1-6 credits) ◆
- HIS 594 Special Topics in History (1-3 credits) ◆
- HIS 595 Study Abroad in History (1-15 credits) ◆
- HIS 596 Internship: History (0-6 credits) ◆
- HIS 599 Independent Study: History (0-6 credits) ◆

Course requirements

Students need to be aware of the following requirements of the program:

- 18 credit hours must be at the 600 level.
- A maximum of nine credit hours of transfer credit will be allowed.
- An overall GPA must be a minimum of 3.0 to qualify for graduation.
- No more than six hours of C grades will be counted toward the MA in Public History.

Total Hours: 36

PROGRAM OF STUDY

Students in the MA in Public History must take either HIS 625 Introduction to Archives or HIS 694 Topics: History as part of their required core hours.

18 credits of electives in Public History; graduate (500 and above) history courses as well as related graduate courses in other disciplines outside of history can be taken with permission of the Program Director.

Transfer work

With some restrictions, the program may accept nine hours of credit:

- Transferred from other regionally accredited institutions.
- Earned as a non-degree graduate student at NKU.

Independent Study

No more than six hours earned in independent study at NKU and approved by the graduate program director will be accepted towards degree completion unless otherwise approved by the graduate program director or MAPH advisory committee.

MAPH candidates may take independent study or readings courses. Before signing up for an independent study, you must have the approval of both the program director and the instructor. In addition, the instructor must be a member of the graduate faculty. A syllabus that describes the course topic, reading list, assignments, and learning objectives must be on file with the graduate program director.

CAPSTONE EXPERIENCE

The required capstone experience culminates in a publishable article, museum exhibit, co-op experience, or other suitable project with the instructor's approval. The project proposal created in Capstone I must have the approval of both the Capstone I instructor and the graduate program director before the student begins the project in Capstone II. The order that the capstone courses may be taken in reverse depending on the student's needs. The final project must have a writing component for assessment purposes.

HAILE COLLEGE OF BUSINESS

Introduction

The Haile College of Business offers three graduate degrees - the Master of Accountancy (MAcc), the Master of Business Administration (MBA), and the Master of Business Leadership and Innovation.

Accreditation

The Haile College of Business is accredited by AACSB International - the Association to Advance Collegiate Schools of Business, the official accrediting agency for business colleges, for its bachelor and graduate programs. Northern Kentucky University is accredited by the Southern Association of Colleges and Schools.

Office of Graduate Business Programs

The Graduate Business Programs office is located in the Haile College of Business Center room 363.

Program inquiries for the COB graduate programs should be directed to:

Kari Wright Perkins

Haile College of Business, BC 363A

Northern Kentucky University

Nunn Drive, Highland Heights, KY 41099

mbusiness@nku.edu

Telephone: 859- 572-6657; fax: 859- 572-5150; website:

<https://www.nku.edu/gradbusiness.html>

Graduate Non-degree Status (students not working toward a degree)

Enrollment in graduate-level Haile College of Business courses is normally restricted to students admitted to graduate business degree programs. However, students in graduate non-degree status may enroll in courses providing 1) the Office of Graduate Education has on file official copies of all their undergraduate and graduate transcripts; 2) they meet all stated prerequisites for the course(s) for which they wish to enroll; and 3) they have received written permission from the appropriate graduate program director. Students in graduate non-degree status may take no more than nine hours of graduate business courses, unless an exception is approved by the graduate program director.

Visiting Students

Students who would like to take a course from the Haile College of Business for transfer to another university, must submit a transcript from his/her home institution in addition to the other university requirements. Permission to enroll must be approved by the graduate program director. All prerequisites must be met and an undergraduate transcript may be required.

Academic Requirements

Transfer Credit

Transfer credit must have been earned at an AACSB accredited institution within the last five years with a grade of at least a *B*. The courses may be no older than six years at the time of graduation. The director of graduate programs in the Haile College of Business must evaluate the courses as equivalent to NKU courses. Courses rejected by the director of graduate programs in the Haile College of Business will not be transferred into the

program. Credit earned by correspondence will not apply toward 600-level requirements in the program. No credit can be earned through work experience. Applications for transfer must be submitted to the director of graduate programs in the Haile College of Business and must include title and edition of the texts used and detailed course descriptions or course syllabi.

Students or graduates wishing to transfer coursework to the Master of Accountancy degree program at NKU may be granted credit for up to 12 semester hours at the discretion of the MAcc graduate program director.

Students or graduates wishing to transfer coursework to the Master of Business Administration degree program at NKU may be granted credit for up to 12 semester hours at the discretion of the MBA graduate program director.

A student who wishes to take graduate courses elsewhere after being admitted to the MAcc or MBA program must receive written approval from the graduate program director before registering for the courses.

Refer to academic requirements in the graduate studies section of this catalog for NKU transfer policies.

Academic Standing

A GPA of at least 3.0 must be maintained for all graduate level coursework. A course may be repeated only once, and only two courses may be repeated. Only courses in which a less-than-satisfactory grade was earned (i.e., *C* or *F*) may be repeated; the repeat grade will be used to compute the GPA. Students must file an Option to Repeat form in the Office of the University Registrar for any repeated courses. If a student's graduate GPA falls below 3.0, he/she will be placed on academic probation. Any student whose graduate GPA has remained below 3.0 for nine credit hours will be dismissed from the program.

MASTER

Accountancy, M.Acc.

J. Human, Ph.D Graduate Program Director

Purpose

The Master of Accountancy (MAcc) degree program supports the mission of Northern Kentucky University to educate "students to be productive citizens, to prepare them for success in careers and occupations...." There are four concentrations within the MAcc degree program. The Professional concentration is to allow those with an undergraduate degree from a regionally accredited university, who have successfully completed the courses listed below with a *C* or better, to meet the requirement that candidates for the certified public accountant examination have 150 semester hours including a bachelor's degree. The second concentration is the Accounting Practice and Reporting concentration. This concentration meets the needs of students who do not have an undergraduate degree in accounting but who wish to pursue a career in accounting. The third concentration is the Expedited MAcc concentration and is for current accounting undergraduate students. This concentration will enable students to begin working towards their MAcc degree as undergraduates. The fourth concentration Data Analytics/Data Visualization, is similar to the Professional concentration. The concentration is a 30 hour program consisting of 10 courses, three of which concern data analytics and data visualization. The goal of this concentration is to prepare MAcc students in both accounting and data analytics/data visualization, which is in high demand in the current industry.

Admission Process

A portfolio approach is used in evaluating prospective students for acceptance into the MAcc program. Factors considered for admission include:

- Online application and fee
- Official transcripts of all undergraduate and graduate (if applicable) coursework. Acceptable transcripts should show evidence of successful completion of quantitative courses.*
- Current resume.
- A statement of purpose explaining your interest in a MAcc degree in general and the NKU MAcc degree in particular.
- If applicable, an official copy of the Test of English as a Foreign Language (TOEFL).

**Students are required to take the GMAT or GRE if their transcripts do not show evidence of successful completion of quantitative courses. Although scores make up only one factor in the admissions process, it is anticipated that successful applicants will have a minimum overall score of 520 on the GMAT (comparable GRE scores will also be considered).*

To enter the Expedited MAcc concentration, undergraduate BSBA students at NKU who have completed ACC 200 may be invited to apply. Students applying to the MAcc 4+1 Track must submit the following:

- Statement of Purpose
- Resume

In addition, Expedited MAcc applicants must have a cumulative GPA of 3.0 or higher and must have completed at least 15 credit hours at NKU. GMAT and application fee are waived.

Submit applications and all supporting documents to the Office of Graduate Education, Northern Kentucky University, 1 Nunn Drive, Highland Heights, KY 41099.

◆Indicates prerequisite.

PROGRAM REQUIREMENTS

Additional Admission Requirements

To be considered for admission to the MAcc program, applicants must meet all requirements for admission to a Haile/US Bank College of Business program (detailed above). All academic requirements of the Haile/US Bank College of Business program related to transfer credit and academic standing (see above under Haile/US Bank College of Business main section in the graduate section of this catalog) are enforced for the MAcc program. Students who are enrolled in or have completed the MBA at NKU and choose to pursue a MAcc in the professional concentration may transfer up to nine semester hours completed under the MBA to degree requirements of the MAcc with the approval of the graduate program director.

Professional Concentration Requirements (30 credits hours)

The Professional Concentration is a 30 semester hour program composed of 24 semester hours of required courses and six semester hours of electives. **To enter this concentration, students must have an undergraduate degree from a regionally accredited university and must have completed the following undergraduate accounting courses, with a grade of C or better:**

- ACC 200 (or equivalent) - Introduction to Financial Accounting**
- ACC 201 (or equivalent) - Introduction to Managerial Accounting**

- ACC 300 (or equivalent) - Intermediate Accounting I**
- ACC 301 (or equivalent) - Intermediate Accounting II**
- ACC 320 (or equivalent) - Tax Planning**
- ACC 350 (or equivalent) - Management Cost Accounting**
- ACC 400 (or equivalent) - Auditing**

Required Courses (24 credit hours):

Two electives may be selected from any graduate course approved by the MAcc program director (such as ACC 630, ACC 634, ACC 638, and ACC 650). For all courses, prerequisites must be met, unless approval is granted by the program director.

- ACC 603 Consolidations and Partnerships (3 credits) ◆
- ACC 620 Tax Research and Practice (3 credits) ◆
- ACC 633 Business Law for Accountants (3 credits) ◆
- ACC 640 Advanced Auditing (3 credits) ◆
- ACC 660 Strategic Management Accounting (3 credits) ◆
- ACC 670 Accounting Analytics Capstone (3 credits) ◆
- ACC 688 CPA Review - Regulation (3 credits) ◆
- ACC 689 CPA Review-Financial (3 credits) ◆

Electives (6 hours)

Choose two electives from the following or other Graduate courses as approved by MAcc director.

- ACC 630 Federal Taxation of Corporations (3 credits) ◆
- ACC 634 Taxation of Partnerships and Pass Through Entities (3 credits) ◆
- ACC 638 Advanced Individual Income Taxation (3 credits) ◆
- ACC 650 Forensic Accounting (3 credits) ◆

Accounting Practice and Reporting Concentration Requirements (36 credit hours)

The Accounting Practice and Reporting concentration is a 36 semester hour program composed of 12 required courses. The required courses are listed below. For all courses, prerequisites must be met, unless approval is granted by the program director.

Required courses (36 credit hours):

- ACC 500 Auditing (3 credits) ◆
- ACC 520 Tax Planning (3 credits) ◆
- ACC 600 Accounting Skills (3 credits) ◆
- ACC 603 Consolidations and Partnerships (3 credits) ◆
- ACC 604 Financial Accounting I (3 credits) ◆
- ACC 606 Financial Accounting II (3 credits) ◆
- ACC 620 Tax Research and Practice (3 credits) ◆
- ACC 633 Business Law for Accountants (3 credits) ◆
- ACC 640 Advanced Auditing (3 credits) ◆
- ACC 670 Accounting Analytics Capstone (3 credits) ◆
- ACC 688 CPA Review - Regulation (3 credits) ◆
- ACC 689 CPA Review-Financial (3 credits) ◆

Expedited MAcc Concentration Requirements (30 credit hours)

The Expedited MAcc concentration is a 30 semester hour track of the MAcc program composed of 30 semester hours of required courses. Applicants will be accepted into the Expedited MAcc concentration when they are NKU undergraduate BSBA students and may complete the program in one year after

earning their BSBA degree. Students enrolled in the Expedited MAcc concentration can earn both a BSBA and a MAcc degree in a five-year period.

ACC 500 and ACC 520 will be completed while Expedited MAcc concentration students are enrolled as undergraduate BSBA students.

Required courses (30 credit hours):

- ACC 500 Auditing (3 credits) ♦
- ACC 520 Tax Planning (3 credits) ♦
- ACC 603 Consolidations and Partnerships (3 credits) ♦
- ACC 620 Tax Research and Practice (3 credits) ♦
- ACC 633 Business Law for Accountants (3 credits) ♦
- ACC 640 Advanced Auditing (3 credits) ♦
- ACC 660 Strategic Management Accounting (3 credits) ♦
- ACC 670 Accounting Analytics Capstone (3 credits) ♦
- ACC 688 CPA Review - Regulation (3 credits) ♦
- ACC 689 CPA Review-Financial (3 credits) ♦

MAcc-Data Analytics/Data Visualization Concentration (30 credit hours)

The MAcc Data Analytics/Data Visualization concentration is similar to the Professional concentration. The concentration is a 30 hour program consisting of 10 courses, three of which concern data analytics and data visualization.

Required Courses (21 credit hours)

- ACC 603 Consolidations and Partnerships (3 credits) ♦
- ACC 620 Tax Research and Practice (3 credits) ♦
- ACC 633 Business Law for Accountants (3 credits) ♦
- ACC 640 Advanced Auditing (3 credits) ♦
- ACC 660 Strategic Management Accounting (3 credits) ♦
- ACC 670 Accounting Analytics Capstone (3 credits) ♦
- MBI 635 Database Management Systems (3 credits)

Electives (9 credit hours)

Choose **THREE** Electives from the following or other Graduate Accounting, MBI, or CSC courses as approved by MAcc director (at least one elective course MBI or CSC)

- ACC 650 Forensic Accounting (3 credits) ♦
- ACC 688 CPA Review - Regulation (3 credits) ♦
- ACC 689 CPA Review-Financial (3 credits) ♦
- MBI 660 Business Intelligence Development (3 credits) ♦
- MBI 662 Decision Analysis (3 credits) ♦
- MBI 664 Data Visualization and Analytics (3 credits) ♦
- MBI 684 Business Analytics (3 credits) ♦

Business Administration, M.B.A.

Sandra Spataro, Ph.D., Graduate Program Director

Purpose

The Master of Business Administration is a degree designed to equip its graduates for success and enhancement in the workplace. The program is flexible in scheduling and format and allows students to emphasize topics that interest them most and are in the most demand in the marketplace. The program is aimed toward full-time working professionals, classes are held during the week in the evening and online.

A portfolio approach is used in evaluating prospective students for acceptance into the MBA program. Factors considered for admission include:

Online application and fee

Official transcripts of all undergraduate and graduate (if applicable) coursework from accredited institutions with a minimum undergraduate overall grade point average (GPA) of 2.5. Acceptable transcripts should show evidence of successful completion of quantitative courses.*

Current resume

Applicants with an undergraduate overall GPA under 3.0 must have three years of professional work experience.

No longer than one page (single spaced) essay stating your motivation for pursuing an MBA.

If an international applicant, IBT, TOEFL or equivalent with a minimum score of 550 or IELTS minimum score of 6.5 must be submitted to the NKU Office for International Students and Scholar Services.

Applications are reviewed on a rolling basis as they become complete.

♦Indicates prerequisite.

MBA ESSENTIALS (16 CREDIT HOURS)*

MBA Essentials (core - 2 hour classes plus 1 hour optional addition for non-MBA)

*Up to 8 optional hours

- MGT 605 Managing in Organizations (2 credits) ♦
- MGT 606 Managing in Organizations - Applied (1 credit)
- FIN 605 Financial Management in Organizations (2 credits) ♦
- FIN 606 Financial Management in Orgs - Applied (1 credit)
- ACC 610 Accounting in a Corporate Environment (2 credits) ♦
- ACC 611 Accounting in the Corp. Env. - Applied (1 credit)
- MKT 605 Marketing in Organizations (2 credits) ♦
- MKT 606 Marketing in Organizations - Applied (1 credit)
- MGT 607 Strategies for High Performing Orgs (2 credits) ♦
- MGT 608 Strategies for High Perf. Orgs. - Applied (1 credit)
- MBI 600 Intro to Info Systems in Organizations (2 credits) ♦
- MBI 601 Information Systems in Practice (1 credit)
- BUS 605 Legal Environment for Business (2 credits) ♦
- BUS 606 Legal Environment for Business (1 credit)
- MGT 610 Operations Management (2 credits) ♦
- MGT 611 Operations Management - Applied (1 credit) ♦

MBA STACKS (12 CREDIT HOURS)

Complete 2 stack areas made of multiple classes totaling 6 hours for each stack area with program director approval.

MBA CAPSTONE (5 CREDIT HOURS)

The capstone will span 2 semesters for a total of 5 hours.

- MBA 610 Comprehensive MBA Essentials Review (2 credits) ♦
- MBA 611 MBA Capstone (3 credits) ♦

Total Hours: 33

Business Leadership & Innovation, M.B.

Sandra Spataro, Ph.D., Graduate Program Director

Purpose

The Master of Business Leadership and Innovation (MBLI) program focuses on leadership, innovation, and organizational change as the key components of effective management. Today's leaders face great challenges dealing with complex and changing environments, and the program develops leadership competencies to help leaders and managers transform their organizations to ensure current and future success.

Office of the MBLI Program

The MBLI office is located in the Haile College of Business, Business Academic Center, 363. Program inquiries should be directed to MBLI Program, Haile College of Business BC 363C, Northern Kentucky University, Nunn Drive, Highland Heights, KY 41099. Telephone: 859-572-5947; fax 859-572-5150; email: mbusiness@nku.edu.

Program Requirements

The program seeks to admit qualified students who have either full-time professional or managerial job experience. There is no GMAT or GRE requirement. Each application will be independently reviewed by a committee consisting of full-time faculty, advisory board members and current students.

Admission Requirements

Students applying to the MBLI program must submit:

- An application for graduate admission and the application fee
- Current Resumé
- Personal Leadership Growth Essay
- Two letters of recommendation, one of which must be from your direct administrator
- Official copies of transcripts of all undergraduate and graduate work, undergraduate GPA of 2.5 or higher

In addition to the items above, candidates will be interviewed for admission.

Submit completed applications to the Office of Graduate Education, Northern Kentucky University, 1 Nunn Drive, Highland Heights, KY 41099.

Applicants are eligible for admission if they have:

- A bachelor's degree from a regionally accredited institution with a GPA of 2.5 or higher
- Minimum 3 years of professional or managerial work experience with significant decision making authority (e.g., experienced managers, small or family business owners, management consultants, human resources or technical professionals).
- Full-time employment in a professional or managerial position at the time of application/entry is required.

FIRST YEAR CURRICULUM (18 CREDIT HOURS)

Fall

- MBLI 605 Action Research Methods (3 credits) ♦
- MBLI 610 Leadership (3 credits) ♦

Spring

- MBLI 615 Leading Diverse and Innovative Teams (3 credits) ♦
- MBLI 620 Accounting and Finance for Leaders (3 credits) ♦

Summer

- MBLI 618 Project Management for Leaders (3 credits) ♦
- MBLI 625 Creating High Performing Organizations (3 credits) ♦

SECOND YEAR CURRICULUM (18 CREDIT HOURS)

Fall

- MBLI 630 Organizational Consultation (3 credits) ♦
- MBLI 635 Innovation for Extraordinary Results (3 credits) ♦

Spring

- MBLI 640 Strategy Development and Systems Thinking (3 credits) ♦
- MBLI 645 Managing Organizational Change (3 credits) ♦

Summer

- MBLI 650 Public Engagement Practicum (3 credits) ♦
- MBLI 655 Global Leadership & Sustainability (3 credits) ♦

Total Hours: 36 credit hours

GRADUATION REQUIREMENTS

Students must complete all courses in the program to be eligible for graduation.

JOINT DEGREE

Joint Juris Doctor/Master of Business Administration, J.D./M.B.A.

Introduction

The JD/MBA is an attractive alternative for individuals wishing to practice law and/or business in an increasingly dynamic and complex environment. It is designed to augment the knowledge of students who seek to expand their expertise in the business arena. Accordingly, the number of semester hours required to obtain the joint degree is fewer than the number required if each degree is pursued independently.

Admission Process and Requirements New Students

Applicants for the JD/MBA degree program must apply to and meet the separate admission requirements for each college.

The College of Law operates a dual-division program, which accommodates both full-time and part-time students. The Haile College of Business accepts students in summer, fall and spring terms. Applicants may apply for admission as either full-time students or part-time students in both sections of the program, though the length of the program will be extended considerably for part-time evening JD/MBA students.

To be considered for admission to the MBA program, an applicant must submit the following:

A portfolio approach is used in evaluating prospective students for acceptance into the MBA program. Factors considered for admission include:

- Online application and fee
- Official transcripts of all undergraduate and graduate (if applicable) coursework from accredited institutions with a minimum undergraduate overall grade point average (GPA) of 2.5. Acceptable transcripts should show evidence of successful completion of quantitative courses.*

Current resume

Applicants with an undergraduate overall GPA under 3.0 must have three years of professional work experience.

No longer than one page (single spaced) essay stating your motivation for pursuing an MBA.

If an international applicant, IBT, TOEFL or equivalent with a minimum score of 550 or IELTS minimum score of 6.5 must be submitted to the NKU Office for International Students and Scholar Services.

Applications are reviewed on a rolling basis as they become complete.

For application deadline dates and a more complete description of the MBA admission materials, see previous section on MBA program or information on the web at <http://www.nku.edu/academics/cob/programs/graduate/mba.html>.

JD Application:

J.D. applicants are required to receive a baccalaureate degree from a regionally accredited college or university prior to enrollment and are required to take the Law School Admission Test (LSAT).

Chase seeks to admit those applicants who have the best prospect of high-quality academic work; thus, the Admission Committee relies heavily on the applicant's undergraduate grades and performance on the LSAT during the application review process. Additional factors considered include upward trend of undergraduate grades; time between college graduation and application to Chase; college grading and course selection patterns; outside work while in college; letters of recommendation; graduate study; cultural, educational, or sociological deprivation; employment background; leadership ability; speaking or linguistic ability; and demonstrated competence in another profession or vocation. Chase seeks diversity in the student body by considering, in no particular order, sex, age, cultural or geographic background, and minority status. Full-time students enter in the fall semester; part-time evening students may begin in either the summer or fall semester.

The priority deadline for applications is March 15 for summer start and April 1 for fall start.

Visit <https://chaselaw.nku.edu/prospective/juris-doctor/jd-application.html> for a complete description of the NKU Chase College of Law application process and deadlines.

Currently Enrolled Students

Students currently enrolled in either the MBA or JD program may elect to pursue the joint degree if they comply with the admission requirements of each program. Students enrolled in the joint program will be eligible for membership in student organizations, fraternities and clinical programs of each college as well as for law review, mock trial, and moot court at NKU Chase College of Law.

Transfer Credit

Normally no more than 30 semester hours of law courses may be transferable toward the JD degree; no credit will be transferred for any course where a grade of less than C (2.0 on a 4.0 scale) was received. Students wishing to transfer credit must have been in good standing at an American Bar Association approved law school. All credit transferred will be with the grade of "credit." For transfer policies, refer to the graduate catalog.

Academic Standing

A student entering the joint JD/MBA program is required to complete 108 credit hours, consisting of 81 hours in the College of Law and at least 25 hours in the Haile College of Business. If the same student were to complete

each degree separately, he or she would be required to take 90 credit hours in law and at least 33 in business. Thus, at least theoretically, the joint degree program allows the student to take 9 fewer law credit hours and 8 fewer business credit hours and to complete the joint degree program as much as a year earlier. Students failing in one college but meeting passing requirements in the other college and desiring to complete their degree there will be allowed to do so as long as they continue to maintain a passing average. Students who do not complete the joint program, however, will be required to meet the regular degree requirements that were in effect when they entered the joint program.

◆Indicates prerequisite.

CURRICULUM

Required Business Courses

The curriculum for the business portion of the JD/MBA degree includes all the Business Essentials courses, except BUS 605 Legal Environment for Business (2 credits), at least one Stack of courses from among the MBA electives, and the MBA capstones. Descriptions of these elements can be found at the following link: <http://inside.nku.edu/cob/departments/gradstudies/mba/curriculum.html>

MBA Essentials (14 credit hours)

- MGT 605 Managing in Organizations (2 credits) ◆
- FIN 605 Financial Management in Organizations (2 credits) ◆
- ACC 610 Accounting in a Corporate Environment (2 credits) ◆
- MKT 605 Marketing in Organizations (2 credits) ◆
- MGT 607 Strategies for High Performing Orgs (2 credits) ◆
- MBI 600 Intro to Info Systems in Organizations (2 credits) ◆
- MGT 610 Operations Management (2 credits) ◆

MBA Stacks (12 credit hours)

6 hours in Law and 6 hours in Business Electives

MBA Capstone (5 credit hours)

The capstone will span 2 semesters for a total of 5 hours.

- MBA 610 Comprehensive MBA Essentials Review (2 credits) ◆
- MBA 611 MBA Capstone (3 credits) ◆

Law

Required law courses plus the following:

- Administrative Law (3 credits)
- Business Organizations (4 credits)
- Employment Discrimination Law (3 credits)
- Tax-Basic Income Tax Concepts (3 credits)
- UCC Basics (4 credits)
- Securities Regulation (3 credits)
- Tax: Business Organizations and Business Planning (3 credits)

Required Courses

- Basic Legal Skills - Research (2 credits)
- Basic Legal Skills - Writing (4 credits)
- Civil Procedure I (3 credits)
- Civil Procedure II (3 credits)
- Constitutional Law I (3 credits)
- Constitutional Law II (3 credits)
- Contracts I (3 credits)
- Contracts II (3 credits)

Criminal Law (3 credits)
Criminal Procedure (3 credits)
Evidence (4 credits)
Legal Analysis and Problem Solving (0 credit)
Professional Responsibility (3 credits)
Property I (3 credits)
Property II (3 credits)
Torts I (3 credits)
Torts II (3 credits)

Elective courses

The additional hours needed to fulfill the total 81 law school hours will be taken from other courses offered by the College of Law, all as elective hours in the joint degree program.

Advanced writing requirements

Students in the joint degree program shall fulfill both parts of the Advanced Writing requirement.

Skills Training and Experiential Learning

Students beginning their law studies in the fall 2016 semester and thereafter are required to complete six hours of experiential learning. This requirement replaces the three hours of professional skills training.

Additional Information

Students enrolled in the joint degree program are advised to take these courses as they are available: anti-trust law, close corporations, and white collar crime. While not always offered, these courses are important courses.

No more than six hours of credit from courses listed in the "18-Hour Rule" will apply to the 81 hours needed to fulfill the law hours in the joint degree program.

Students in the joint degree program are required to take their first year of law school before starting with MBA courses. Thereafter, students will take a combination of law and business courses.

Students in the joint degree program can apply no more than 4 non-classroom hours to the 81 hours needed to fulfill the law hours in the joint degree program.

Students in the joint degree program shall maintain at least a 2.5 cumulative grade point average after their first 28 hours of law study and thereafter. Students who do not achieve this GPA would be dealt with in the usual academic standing procedures, modified only for the 2.5 GPA requirements. If a student ultimately fails to meet the GPA requirement but is otherwise in good standing in the College of Law, that student could continue in the regular JD program and be required to meet all of its GPA and other requirements. That student could also remain in the regular MBA program provided that the student otherwise met the MBA requirements; the decision of whether the student remained in the MBA program would be made in the Haile/US Bank College of Business. Because the business courses will be offered at night only, students in the evening division will most likely not be eligible to participate in the JD/MBA program.

Course Descriptions

Additional descriptions of MBA courses may be found in this catalog; JD course descriptions may be found in the College of Law catalog.

COLLEGE OF EDUCATION

Location: Mathematics-Education-Psychology Center 206

Telephone: 859-572-6069

Fax: 859-572-6623

Email Address: coehsdean@nku.edu

Web Address: <https://nku.edu/academics/coe.html>

Dean: Dr. Ginni Fair

Other Key Personnel:

Interim Associate Dean: Dr. Ginger Blackwell
Department Chair, Department of Educational Leadership and
Advanced Studies: Dr. Jim Allen
Department Chair, Teacher Preparation and Educational Studies: Dr.
Eileen Shanahan
Business Officer: Sheila Rubin
Assistant to the Dean: Jennifer Brown
Academic Coordinator: Sarah Hellman
Teacher Education Program Assistant: Lesley Webster
Doctor of Education Program Assistant: Lori Smith
Graduate Program Director, Master of Arts in Education: Teacher as
Leader - Dr. John Huss
Graduate Program Director, Education Specialist: Teaching and
Leading - Dr. Jim Allen
Graduate Program Director, Master of Arts in Teaching - Dr. Melissa
Hess
Graduate Program Director, Doctor of Education - Dr. Missy Jones
Graduate Program Director, Education Specialist: Educational
Leadership - Dr. Ginger Blackwell

Introduction Purpose

The faculty and staff of the College of Education (COE) are committed to providing graduate programs that set a standard of excellence. The programs in the college have rigor, relevance, and sustainability of the highest caliber and the faculty and staff pride themselves in the quality relationships they create and foster with students and colleagues alike.

The college offers the following graduate level programs:

Master of Arts in Education: Teacher as Leader: This program is designed specifically for certified teachers 1) to provide learning experiences that will improve the professional performance of classroom teachers, 2) add additional endorsements/teaching areas to certificate, and 3) to enable **Kentucky** teachers to upgrade their certification to Rank II, **or the equivalent in other states.**

Rank I Program (non-degree): This program is designed to be a logical professional step beyond Rank II for currently certified teachers. It continues to build the knowledge, skills, and leadership abilities of teachers in their current positions while also providing direction and assistance toward meeting the long-term professional career goals of teachers. A Rank I can also be earned

through the Education Specialist in Teaching and Leading program described below.

Master of Arts in Teaching: This **alternative certification** program is designed for individuals who have completed a baccalaureate degree from a regionally accredited institution and wish to become teachers. Candidates will choose a teaching field at the middle grade levels, secondary grade levels, or P-12 languages of French, German, or Spanish.

Education Specialist in Teaching and Leading: The Education Specialist degree in Teaching & Leading is for teachers who wish to enhance their teaching, leadership and mentoring skills. This program engages students in learning and practicing principles and skills of collaboration, mentorship, and research-based practice, leading to improved skills for graduates, the teacher candidates under their influence, and the P-12 students in their classrooms. Program completers would be eligible for rank change (Rank 1) in Kentucky.

Education Specialist in Educational Leadership: This program is designed to prepare certified teachers to become effective leaders as principals and/or supervisors. A separate certification for Superintendent is also offered by the educational leadership programs, although not as a degree. A separate certification for Director of Pupil Personnel (DPP) is also offered by the educational leadership programs, although not as a degree.

The Doctor of Education (Ed.D.) in Educational Leadership: This program is designed to enhance leadership skills for instructional and administrative leaders in P-20 settings, as well as other instructional specialists. It is a practitioner degree designed to meet a set of "best practice" competencies/outcomes integrated with individual career and personal goals for leaders with five or more years of professional experience.

All graduate students must demonstrate progress toward meeting the state and national standards appropriate for each degree program. Students enrolled in the education related degrees must meet the Kentucky Teacher Performance Standards, the Interdisciplinary Early Childhood Education Teacher Standards, or the Professional Standards for Educational Leaders (PSEL 2018). Each set of standards identifies the knowledge, skills, and dispositions students must demonstrate to become effective professionals in their respective area of study.

Accreditation and Membership

The education and educational leadership programs at Northern Kentucky University are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and are authorized by the Kentucky Education Professional Standards Board to offer Rank II and Rank I certification programs. The University holds membership in the American Association of Colleges for Teacher Education, Teacher Education Council of State Colleges and Universities, Southern Association of Colleges and Schools, and the World Council for Curriculum and Instruction.

The Teacher Education Committee

The Teacher Education Committee (TEC) is the official body to establish the policies for admission, retention, and exit of all students in education and instructional leadership, as approved by the Kentucky Education Professional Standards Board (KYEPSB). The TEC approves all curriculum changes. Its deliberations, in the case of graduate education programs, proceed to the University Graduate Council and then the University Curriculum Committee. The program directors of each graduate program work closely with the dean of the College of Education to provide the highest caliber graduate program. In consultation with the associate provost of graduate studies, the

directors are responsible for administering and ensuring compliance with regulations of the Graduate Council.

The Teacher Education Graduate Office

The Teacher Education Graduate Office is responsible for assigning academic advisors, processing applications, and teacher licensure forms. The office is in MEP 263C and can be reached at gradedu@nku.edu or 859-572-1567.

All students enrolled in COE graduate programs must check their NKU email on a regular basis to obtain updated information regarding their graduate program.

Academic Requirements

Program Offerings

Master of Arts in Education- Teacher as Leader Students who enter under this program already hold a teaching certificate, and intend to complete the admission and degree requirements for the Master of Arts in Education - Teacher as Leader program.

Rank I Teaching Students who enter under this program intend to complete the admission and program requirements for the non-degree Rank I program in education.

Master of Arts in Teaching Students who enter under this program intend to complete the admission and degree requirements for the Master of Arts in Teaching in order to obtain initial certification.

Director of Pupil Personnel (DPP) Certification Students who enter under this program intend to complete the admission and program requirements in order to obtain director of pupil personnel certification.

Superintendent Certification Students who enter under this program intend to complete the admission and program requirements in order to obtain superintendent certification.

Education Specialist in Educational Leadership Students who enter under this program intend to complete the admission and degree requirements for the education specialist in order to obtain the degree and certification as a P-12 principal and/or supervisor of instruction. Obtaining certification requires additional exams required by KYEPSB.

Education Specialist in Teaching and Leading Students who enter under this program intend to complete the admission and degree requirements for the education specialist in order to obtain the degree. Those who enter holding Rank II status in Kentucky will be eligible to apply for Rank I status upon program completion.

Doctor of Education Students who enter under this program intend to complete the degree requirements for Doctor of Education.

Visiting Students

Students enrolled in a graduate program at another regionally accredited institution may be admitted to NKU as visiting graduate students. The graduate dean of that institution must first submit a statement of approval to the NKU Office of Graduate Education in lieu of the usual admissions documentation. The general graduate application should also be completed. The application is available at <http://apply.nku.edu>.

Non-Degree Graduate Students

Students enrolled as non-degree graduate students seeking an endorsement or additional area of certification must submit a copy of their teaching certificate in addition to the admission requirements of Northern Kentucky University for non-degree admission. A signed curriculum contract and codes of ethics are required in the first semester if seeking an endorsement or additional area of

certification. In order to add the certification or request a rank change based on the planned program of study the policies below on teacher certification apply.

Course Numbering

Courses numbered 500-599 are open to upper-division undergraduates who have completed at least 54 undergraduate semester hours and to graduate students. Courses numbered at the 600-799 level are open to graduate students only. Courses numbered at the 800 level are open to students admitted to a doctoral program only.

Academic Advising

Once students have been admitted to a graduate program in the College of Education, they are assigned an academic advisor. Because of the complexity of the programs at the graduate level, students are expected to maintain close consultation with their advisors. It is the responsibility of the students to confer with their advisors and to take the courses needed to complete their coursework. Students should be advised to follow their prescribed course of study and to check with their advisors before they schedule classes not listed on the appropriate course of study. Students should refer to the graduate COE website or the program handbook for additional information.

Certification

Teachers holding regular teaching certificates and who have completed an approved four-year college degree or the equivalent are classified as Rank III by the Education Professional Standards Board. Applicants for admission to graduate education programs at NKU must be certified at the Rank III level or above or have a statement of eligibility to be admitted to the program. Teaching certificates from out of state must be equivalent to those required for admission to the graduate studies programs. Substitute teaching certificates are not equivalent to a teaching certificate and are not accepted for the admission process.

The Education Professional Standards Board will grant Rank II status to teachers holding a teaching certificate who either have a master's degree in a subject field approved by the Education Professional Standards Board or equivalent preparation. NKU offers two programs leading to Rank II status: 1) the Master of Arts in Education-Teacher as Leader and 2) the Master of Arts in Teaching.

The Education Professional Standards Board will grant Rank I classification to teachers holding regular teaching certificates who have either a master's degree in a subject field approved by the Education Professional Standards Board or equivalent preparation and who, in addition, have earned 30 additional semester hours of approved graduate work or its equivalent. NKU's non-degree Rank I, the Education Specialist in Teaching and Leading, and the Education Specialist in Educational Leadership are approved by the Kentucky Education Professional Standards Board as appropriate planned programs for achievement of a Rank I classification.

Since the Master of Arts in Education -Teacher as Leader, Rank I, Education Specialist in Educational Leadership, Education Specialist in Teaching and Leading and Master of Arts in Teaching programs are planned programs, attainment of appropriate ranking will result only through an institutional recommendation. Students planning to finish the Master of Arts in Education - Teacher as Leader, Rank I Program, Education Specialist in Educational Leadership, Education Specialist in Teaching and Leading and Master of Arts in Teaching, or any certification or endorsement program as non-degree must complete the necessary application for Kentucky certification or change in salary rank according to the following time schedule:

Completion	Deadline
Spring	May 1
Summer	August 1
Fall	December 1

These forms may be obtained online at the KYEPSB website (www.kyepsb.net) and submitted online to KYEPSB. For questions contact the Teacher Education Graduate Office (MEP 263C). Forms are sent as recommendations to the Kentucky Education Professional Standards Board after the student's course of study has been certified by the appropriate office. NKU master's programs are approved curricula for the renewal of Kentucky teaching certificates. Therefore, in most cases, students completing the master's program will be recommended for the appropriate teaching certificate in addition to the rank change. Because these programs have detailed admission standards and prerequisites including Praxis exams or other tests required by KYEPSB, students enrolling in one of the programs should work closely with their graduate advisor and the appropriate office throughout the program. Students teaching out of state should check with the licensure/certification entity for the state to see what is required of them for a change in pay or certification.

MASTER
Education - Teacher as Leader, M.A.

John Huss, Ed.D., Graduate Program Director

Purpose
The Teacher as Leader Program is designed to foster an educational culture in which instruction and learning are informed by research and continuous data collection and analysis, while embracing the NKU themes of diversity, technology, and civic engagement.

The program requires 30 credit hours of graduate-level coursework earned beyond the bachelor's degree and initial teacher certification. Kentucky Teacher Performance Standards are met through an action research project and other program experiences.

Contact Information
Teacher Education Graduate Office - MEP 263C
gradedu@nku.edu or 859-572-1567

Admission Requirements and Process
All admission requirements should be submitted to the Office of Graduate Education in the Lucas Administrative Center, AC 302, before the application deadline (available on the Office of Graduate Education web page). Applicants whose admission requirements are not complete by the application deadline will be considered for admission if space is available.

- To be eligible for admission applicants must submit:
- Official Transcripts: Submit official transcripts for all undergraduate and graduate coursework. One transcript must show conferral of a bachelor's degree from a regionally accredited institution. Students who have attended NKU are not required to submit official transcripts for NKU coursework.
 - Graduate Record Examination (GRE) Scores: Submit official scores for the Graduate Record Examination (general test) taken within the past five years. The GRE requirement is waived for applicants who have

an undergraduate grade point of 3.0 or higher, and for applicants who have already earned a master's degree from a regionally accredited institution.

Supplemental application

Teaching Certificate: Submit a copy of current teaching certificate or out-of-state equivalent. New teachers in Kentucky may submit a Kentucky Statement of Eligibility.

Teacher as Leader Admission Agreement: Print, sign, and submit the Teacher as Leader Admission Agreement to the Office of Graduate Education. The agreement form is available at <http://inside.nku.edu/graduate/admission-process.html>.

International students or students whose native language is not English should contact the International Student and Scholar Services (ISSS) to inquire about policies regarding official transcript evaluations and English proficiency. Transcript evaluations and/or TOEFL scores may be required for admission to the Teacher as Leader program. ISSS may be reached by telephone at 859-572-6517 or by email at iss@nku.edu.

Preference will be given to applicants with an undergraduate grade point average of 2.75 or higher, and GRE scores of 139 or higher in Quantitative Reasoning, 150 or higher in Verbal Reasoning, and 3.5 or higher in Analytical Writing. Applicants who meet two or more of these requirements will be considered, but may be required to take additional coursework.

Applicants who took the GRE exam before August 1, 2011 which had a score scale ranging from 200-800 will be accepted in the program based on GRE scores of the same percentile rank according to the concordance table published by Educational Testing Service.

Application Review

Only complete application files will be reviewed. Admission will be offered to the number of applicants sufficient to meet enrollment limits. Applicants whose application files are not complete before the priority deadline may only be considered for admission if enrollment limits have not yet been met.

Admission decisions are not made based on single admission criteria (e.g., GRE scores, GPA, SPG, etc.). Applicant's files are evaluated holistically when estimating an applicant's readiness for graduate study; therefore, submitting the required admissions documents or attaining the minimum requirements does not guarantee admission to the program.

◆Indicates prerequisite.

CURRICULUM CRITERIA

Core Courses (15 credit hours)

EDG 607 Orientation to MAED Teacher as Leader (0 credits) ◆*(Must be taken in the first semester)*

EDA 602 Leadership in Schools, Orgs & Community (3 credits)
(Must be taken in first semester)

EDG 605 Introduction to Research Methods (3 credits) ◆

EDG 606 Leadership in a Diverse Society (3 credits) *(Diversity field placement required)*

EDG 615 Instructional Design & Curriculum (3 credits) ◆

EDG 689 Applied Action Research I (1 Credits)

EDG 690 Applied Action Research II (1 Credits)

EDG 691 Applied Action Research III (.5 credit) ◆

EDG 692 Applied Action Research IV (.5 credit) ◆

Individual Competency Development (3-6 credit hours)

Any MAEd applicant whose previous coursework does not include a course in the teaching of reading and/or a course in the teaching of students with exceptionalities will be required to take such courses as part of this program.

Elective Courses (3 credit hours)

Candidates in concentration areas requiring only 12 credits will select a course based on their Statement of Professional Goals with approval of his/her advisor and the graduate director to strengthen instructional design and teaching competence (e.g. reading/literacy, special education, statistics). Students who are required to complete courses within the Individual Competence Development component may apply one course (3 credit hours) to the elective course requirement.

Concentrations (12-15 credit hours)

Content Option

Candidate takes 12 credit hours of content courses in area(s) of his/her teaching certification. Courses meeting the content component must be approved by the student's advisor and the Teacher Education Graduate Office prior to student enrolling in the courses.

Interdisciplinary Early Childhood Education (Birth to Kindergarten)

For IECE Certification: Completion of all courses (21 credit hours) and Praxis exam(s) as required by KYEPSB.

This is an option designed to assist teachers with an existing elementary or special education teaching certificate to achieve the IECE certificate.

Required Courses (18 credit hours)

EDG 651 Applied Behavior Analysis I (1.5 Credits)

EDG 652 Applied Behavior Analysis II (1.5 Credits)

EDS 551 Assistive Technology in the Classroom (3 credits)

EDS 588 Professional Laboratory Experiences (3-6 credits) ◆

EDU 551 Preschool Education and Programming (3 credits) ◆

EDU 552 Infant Toddler Education and Programming (3 credits) ◆

EDU 569 Kindergarten Education and Programming (3 credits) ◆

Electives - choose one (3 credit hours):

EDU 550 Current Trends in Early Childhood Education (3 credits) ◆

EDU 554 Language Development and Emergent Literacy (3 credits) ◆

EDS 562 Early Childhood Special Education Programs (3 credits) ◆

EDU 565 Early Childhood Assessments for Screening (3 credits) ◆

EDU 566 Ongoing Assessment in Early Childhood Education (3 credits) ◆

EDU 567 Math and Science Exploration PreK-3rd (3 credits) ◆

EDU 568 Administration and Supervision in Early Childhood Education (3 credits) ◆

EDS 570 Working with Families of Students with Disabilities (3 credits) ◆

Learning and Behavior Disorders (P-12)

For LBD Certification: Completion of all courses (33-36 credit hours) and Praxis exams as required by KYEPSB

EDG 630 Language and Learning Across the Curriculum (3 credits)

EDG 651 Applied Behavior Analysis I (1.5 Credits)

EDG 652 Applied Behavior Analysis II (1.5 Credits)

EDG 658 Assessment Techniques for P-12 Mathematics (3 credits)

EDG 660 Learning and Behavior Disorders (3 credits)
 EDG 662 Educational Assessment of Learning and Behavior Disorders (3 credits) ♦
 EDG 664 Procedures and Methods for Remedial Learning and Behavior Disorders (3 credits)
 EDG 666 Introduction to Education of Students with Exceptionalities (3 credits)
 EDG 667 Collaboration and Inclusive Practices (3 credits)
 EDS 561 Intellectual and Orthopedic Disabilities (3 credits) ♦
 EDS 570 Working with Families of Students with Disabilities (3 credits) ♦
 EDS 572 Secondary Special Education Programs (3 credits) ♦
 EDS 588 Professional Laboratory Experiences (3-6 credits) ♦

Moderate and Severe Disabilities (P-12)

If not certified in LBD (15 credit hours)

Candidate must complete the following courses or course equivalencies (15 credit hours) to pursue the moderate to severe certification:

EDG 651 Applied Behavior Analysis I (1.5 Credits)
 EDG 652 Applied Behavior Analysis II (1.5 Credits)
 EDG 662 Educational Assessment of Learning and Behavior Disorders (3 credits) ♦
 EDG 666 Introduction to Education of Students with Exceptionalities (3 credits)
 EDS 561 Intellectual and Orthopedic Disabilities (3 credits) ♦
 EDS 570 Working with Families of Students with Disabilities (3 credits) ♦

If LBD certified (19-22 credit hours)

Moderate and Severe Disabilities for students who are currently LBD certified or have completed the prerequisite courses:

For MSD certification: Completion of all courses (19-22 credit hours) and Praxis exam(s) as required by KYEPSB.

EDG 653 Language Development of Students with Disabilities (3 credits)
 EDG 655 Applied Behavior Analysis III (1.5 Credits)
 EDG 656 Applied Behavior Analysis IV (1.5 Credits)
 EDG 665 Transdisciplinary Collaboration (3 credits)
 EDG 669 Diagnostic/Prescriptive Teaching (4 credits)
 EDS 551 Assistive Technology in the Classroom (3 credits)
 EDS 588 Professional Laboratory Experiences (3-6 credits) ♦

Gifted Education (P-12)

For Gifted and Talented Endorsement: Completion of all courses (12 credit hours) and Praxis exam(s) as required by KYEPSB.

Prerequisite to starting the endorsement: One year of full time teaching experience

Students must take EDG 621 and EDG 623 before they will be permitted to enroll in EDG 625 and EDG 627.

Core Courses (12 credit hours)

EDG 621 Introduction to Gifted Education (3 credits)
 EDG 623 Teaching Creative Higher-Level Thinking (3 credits)
 EDG 625 School Programs for Gifted Students (3 credits) ♦
 EDG 627 Seminar and Field Experiences in Gifted Education (3 credits) ♦

Reading (P-12)

For Reading Endorsement: Completion of all courses (16 credit hours), and Praxis exam(s) as required by KYEPSB.

One Prerequisite Course (3 credit hours)

Choose one of the following:

EDG 630 Language and Learning Across the Curriculum (3 credits)
 EDG 693 Selected Topics in Education (1-3 credits) (Kentucky Reading Project)
 EDG 693 Selected Topics in Education (1-3 credits) (Adolescent Literacy Project)
 EDU 525 Differentiated Literacy Instruction (3 credits) ♦

Core Courses (12 credit hours)

EDG 632 Classroom-Based Literacy Assessment (3 credits) ♦
 EDG 637 Literacy Clinic I (3 credits) ♦
 EDG 639 Literacy Clinic II (3 credits) ♦

Choose one of the following (3 credit hours):

EDU 530 Reading in Middle and Secondary Schools (1.5-3 credits) ♦
 EDG 636 Reading Instruction in Middle Grades (3 credits) ♦

Environmental Education (P-12)

For Environmental Education Endorsement: Completion of 12 semester hours in accordance with the environmental education endorsements to meet the NAAEE Guidelines for the Initial Preparation of Environmental Educators Standards.

Students must gain their advisors' approval prior to enrolling in courses.

Completion of all courses (12 semester hours).

Core Courses (6 credit hours)

EDU 545 Fundamentals of Environmental Education (3 credits) ♦
 EDU 546 Teaching Environmental Education (3 credits) ♦

Elective Courses, choose two (6 credit hours)

ENV 578 Environmental Issues for Educators (3 credits) ♦

EDU 544 Aquatic Ecology for Teachers (3 credits) ♦

OR

BIO 644 Aquatic Ecology for Teachers (3 credits)

EDG 693 Selected Topics in Education (1-3 credits)

EDU 594 Topics: Education (1-3 credits) ♦

EDU 547 Teaching and Learning in the Outdoors (3 credits) ♦

EDU 548 Environmental Issues for Educators (3 credits) ♦

Instructional Computer Technology (P-12)

For ICT Endorsement: Completion of all courses (15 credit hours).

Prerequisite Course (First Course) (3 credit hours)

EDG 602 Technology in Education (3 credits)

Instructional Design Strand, choose one of the following (3 credit hours):

EDG 641 Applying Innovative Tech in Ed Prac (3 credits) ♦
 EDA 624 Technology and Best Practices for School Improvement (3 credits) ♦

Distance Learning and Web Concepts Strand, choose one of the following (3 credit hours):

EDG 642 Designing Online Instruction (3 credits) ♦

EDG 603 Selected Topics in Technology in Education (1-3 credits) *

Technical Component Strand, choose one (3 credit hours)

EDG 643 Technology Systems in Schools (3 credits) ♦

EDG 603 Selected Topics in Technology in Education (1-3 credits)

Final Course (3 credit hours)

EDG 646 Research in Educational Technology (3 credits) ♦**

*EDG 603 may be taken when the topic fits the specified strand with advisor approval

**EDG 691 and EDG 692 will take the place of EDG 646 for students enrolled in the master's degree program

English as a Second Language (ESL) (15 credit hours)

For ESL Endorsement: Completion of all courses (15 credit hours) and PRAXIS exam(s) as required by KYEPSB.

ESL 601 Advocacy and Leadership in TESOL (3 credits)

ESL 605 Second Language Acquisition Classroom for Teachers (3 credits)

ESL 602 Testing and Evaluation in Second Language Teaching (2 credits)

ESL 606 Methods/Materials for Teachers of TESOL (4 credits)

ESL 608 Grammar & Linguistics Teachers of TESOL (3 credits)

Special Education not leading to endorsement

Completion of all courses (12 credit hours)

Required Courses (9 credit hours): (substitutions must have prior advisor approval)

EDG 660 Learning and Behavior Disorders (3 credits)

EDS 561 Intellectual and Orthopedic Disabilities (3 credits) ♦

Choose one of the following (3 credit hours):

EDG 667 Collaboration and Inclusive Practices (3 credits)

EDS 551 Assistive Technology in the Classroom (3 credits)

EDG 653 Language Development of Students with Disabilities (3 credits)

EDS 570 Working with Families of Students with Disabilities (3 credits) ♦

EDS 572 Secondary Special Education Programs (3 credits) ♦

Special Education elective (with advisor approval) (3 credits)

Autism/Applied Behavior Analysis

Completion of all required courses (18 credit hours)

Required Courses (21 credit hours)

EDS 573 Individuals w Autism Spectrum Disorders (3 credits) ♦

EDG 650 Concepts and Principles in ABA (3 Credits)

EDG 651 Applied Behavior Analysis I (1.5 Credits)

EDG 652 Applied Behavior Analysis II (1.5 Credits)

EDG 655 Applied Behavior Analysis III (1.5 Credits)

EDG 656 Applied Behavior Analysis IV (1.5 Credits)

EDG 661 Research Methods in Applied Beh Analysis (3 credits) ♦

EDG 670 Ethical Considerations Applied Beh Analy (3 credits) ♦

EDG 671 Implementing ABA Prog Applied Settings (3 credits) ♦

Optional Course (2-4 credit hours)

EDG 672 Personnel Supervision & Management ABA (2-4 credits) ♦

Elementary Mathematics Specialist (17 credit hours)

This program supports current elementary school teachers in improving their own practice and their school mathematics community. The courses for the program fit into three categories. The first category of courses focuses on

mathematical pedagogies for grades K-2, grades 3-5, and interventions across grades K-5 for students with additional needs. The second category of courses address mathematical content that is relevant for teachers teaching grades K-5, including number and operations, algebra and functions, geometry and measurement, and data analysis and probability. The third category contains a leadership course designed to build leadership capacity among elementary teachers in the area of mathematics.

MTE 650 Advanced Methods for Teaching Number P-2 (3 credits) ♦

MTE 651 Advanced Methods for Teaching Number 3-5 (3 credits) ♦

MTE 652 Intervention in Elementary Mathematics (3 credits) ♦

MTE 653 Advanced Geometry and Measurement Con P-5 (3 credits) ♦

MTE 654 Advanced Number, Algebra, and Data P-5 (3 credits) ♦

MTE 655 Enhancing Leadership in Math Teaching (2 credits) ♦

STEM Concentration: Computer Science

Teachers take 18 credit hours of Computer Science graduate courses:

First Course (must be taken in first semester) (0 credit hours)

EDG 608 Conc for Dual Credit Teaching: Intro (0 credits) ♦

Required Core (12 credit hours)

CSC 500 Object-Oriented Programming (3 credits) ♦

CSC 501 Data Structures and Computer Systems (1-3 credits) ♦

CSC 502 Advanced Programming Methods (3 credits) ♦

CSC 539 Software Testing and Maintenance (3 credits) ♦

Select two courses from the options below (6 credit hours):

CSC 507 Concepts of Programming Languages (3 credits) ♦

CSC 515 Android Mobile App Development (3 credits) ♦

CSC 516 iOS Mobile App Development (3 credits) ♦

CSC 525 Artificial Intelligence (3 credits) ♦

CSC 540 Software Engineering (3 credits) ♦

CSC 556 Advanced Web Application Development (3 credits) ♦

CSC 560 Operating Systems (3 credits) ♦

CSC 582 Computer Security (3 credits) ♦

CSC 670 Social Implications of Computing (3 credits) ♦

Final Course (must be taken in final semester) (0 credit hours)

EDG 609 Conc for Dual Credit Teaching: Capstone (0 credits) ♦

Note

Note: Teachers with no programming experience will be required to take Technology in Education (EDG 602) prior to CSC 500.

At the completion of these graduate courses, teachers will be qualified to teach the following dual credit courses:

Elementary Programming (INF 120, 3 credits) - NKU general education course

Object Oriented Programming I (CSC 260, 3 credits) - has a corresponding Advanced Placement exam

Introduction to Web Development (INF 286, 3 credits)

Computer Science Principles - has a corresponding Advanced Placement exam

Liberal Arts/ Social Sciences concentration: Communication

First Course (must be taken in the first semester) (0 credit hours)

EDG 608 Conc for Dual Credit Teaching: Intro (0 credits) ♦

Required Core (12 credit hours)

COM 601 Communication Theory (3 credits)
COM 621 Communication Pedagogy (3 credits)
COM 625 Issues in Communication Pedagogy (3 credits)
COM 680 Communication Teaching Practicum (3 credits)

Select two courses from the options below (6 credit hours):

COM 520 Relational Communication (3 credits) ♦
COM 560 Rhetorical Criticism (3 credits) ♦
COM 604 Organizational Communication (3 credits)
COM 620 Interpersonal Communication (3 credits)
COM 640 Persuasion (3 credits)
COM 671 Media Criticism (3 credits)
COM 677 Organizational Culture and Identity (3 credits)

Final Course (must be taken in final semester) (0 credit hours)

EDG 609 Conc for Dual Credit Teaching: Capstone (0 credits) ♦

Note

At the completion of these graduate courses, teachers will be qualified to teach the following dual credit courses:

Public Speaking (CMST 101, 3 credits) - NKU general education course
Introduction to Communication Studies (CMST 110, 3 credits) - NKU general education course
Media Literacy (EMB 100, 3 credits) - NKU general education course
Media in a Diverse Society (EMB 105, 3 credits) - NKU general education course
Introduction to Popular Culture (POP 205, 3 credits) - NKU general education course
International Popular Culture (POP 250, 3 credits) - NKU general education course

Liberal Arts/ Social Sciences concentration: English

Teachers enroll in and complete the Graduate Certificate in Composition and Rhetoric in the Department of English.

First Course (must be taken in the first semester) (0 credit hours)

EDG 608 Conc for Dual Credit Teaching: Intro (0 credits) ♦

Required Core (9 credit hours)

ENG 556 Composition Theories (1-3 credits) ♦
ENG 646 Composition and Rhetoric Practicum (3 credits) ♦
ENG 735 Readings In Composition (3 credits) ♦

Select three courses from the options below (9 credit hours):

ENG 638 Theories of Community Literacy (3 credits)
ENG 645 Topics in Contemporary Rhetoric (3 credits)
ENG 647 History of Rhetoric (3 credits)
any English course designated at the 500+ or 600+ level

Final Course (must be taken in final semester) (0 credit hours)

EDG 609 Conc for Dual Credit Teaching: Capstone (0 credits) ♦

Note

At the completion of these graduate courses, teachers will be qualified to teach the following dual credit courses:

College Writing (ENG 101, 3 credits) - NKU general education course
Advanced College Writing (ENG 291, 3 credits) - NKU general education course

Curriculum and Instruction (15 credit hours)

The curriculum is designed to help teachers certified to teach in middle-12 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.

EDG 618 Advanced Curriculum Studies (3 credits) ♦
EDG 620 Learning and Motivation (3 credits)
EDG 624 Pupil Assessment and Evaluation (3 credits)
EDG 626 Current Trends and Issues in Curriculum (3 credits) ♦
EDG 628 Increasing Instructional Effectiveness (3 credits) ♦

EXIT CRITERIA

Completion of 30 credit hours with a minimum 3.0 GPA.
Completion of area of concentration with a minimum 3.0 GPA.
Completion of all core courses, concentration courses, and elective or core competency courses used for the degree with a C or better.
Signed Codes of Ethics for Kentucky School Personnel and College of Education.
Signed copy of Master of Arts in Education: Teacher as Leader curriculum contract and appropriate area of concentration curriculum contract.
Successful completion and presentation of the Action Research Project.

Educational Leadership, M.A. Ed.

Ginger Blackwell, Ed.D., Graduate Program Director

Purpose

The Master of Arts in Leadership degree will lead to administrative certification in Kentucky. The Principal Preparation concentration within the MAEd degree program is to train and develop excellent teachers for administrative positions as elementary, middle and secondary school principals as well as P-12 Supervisors of Instruction. The MAEd in Educational Leadership has two distinct concentrations.

Contact Information

Educational Leadership Graduate Office - MEP 295
edleadership@nku.edu or (859) 572-7892

Admission Requirements

Individuals applying must meet all requirements for admission to graduate study at Northern Kentucky University as defined by the Graduate Catalog at the time of application in addition to the following criteria:

Submit an online application and application fee to the Office of Graduate Education.
Bachelor's degree with a GPA of 3.0 or higher.
Three (3) years of documented teaching experience in a public school or a nonpublic school which meets state performance standards as established in KRS 156.160.
Three letters of recommendation attesting to the candidate's leadership skills including one from the candidate's principal; the other two letters can be from an assistant principal, academic coach, department head, grade level leader, mentor or university professor.
A written statement documenting the candidate's skills and understanding in the following areas:

1. Ability to improve student achievement;
2. Leadership; and
3. Advanced knowledge of curriculum, instruction, and assessment; and

An agreement from a school district pledging support that includes opportunities for the candidate to participate in a clinical experience. The agreement shall include:

1. A description of how the district will provide opportunities for the candidate:
 - a. To observe school and district leadership; and
 - b. To participate in school and district leadership activities;
2. Confirmation that the candidate shall be permitted to utilize aggregated school and district information and data; and
3. The signature of the district superintendent or the district superintendent's designee.

EDUCATIONAL LEADERSHIP, SCHOOL PRINCIPAL, ALL GRADES

Students complete all 30 hours.

EDA 704 Education Leader as Culture Builder: Roles and Responsibilities in a PLC (3 credits) ♦

EDA 705 Education Leader as Culture Builder: Fieldwork (1 credit) ♦

EDA 706 Educational Leader: Designing Curriculum (3 credits) ♦

EDA 707 Educational Leader: Fieldwork (1 credit) ♦

EDA 708 Education Leader as Assessor: Data Informed Decision Making (3 credits) ♦

EDA 709 Education Leader as Assessor: Fieldwork (1 credit) ♦

EDA 711 Education Leader as Supervisor: Building Teacher Capacity (3 credits) ♦

EDA 712 Education Leader as Supervisor: Fieldwork (1 credit) ♦

EDA 713 Education Leader as Manager: School Improvement Plans (3 credits) ♦

EDA 714 Education Leader as Manager: Fieldwork (1 credit) ♦

EDA 715 Education Leader as Facilitator: Leveraging Community Systems and Resources (3 credits) ♦

EDA 716 Education Leader: Legal & Ethical Perspectives (3 credits) ♦

EDA 791 Education Leader as Researcher: Designing Collaborative Action Research (2 credits) ♦

EDA 792 Education Leader as Researcher: Theory to Practice (2 credits) ♦

Teaching, M.A.T.

Melissa Hess, Ed.D., Graduate Program Director

Purpose

NKU's Master of Arts in Teaching (MAT) program prepares bachelor's degree holders who are already knowledgeable in their content areas into outstanding middle grades and secondary educators. Teacher candidates seek certification in the following areas:

Middle Grades 5-9	Secondary Grades 8-12	Grades P-12
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English and Communications	Biological Sciences	French
Mathematics	Chemistry	German
Integrated Science	Earth/Space Science	Spanish
Social Studies	English	Physical Education/Health
	Mathematics	
	Physics	
	Social Studies	

Note: The MAT program does not provide certification in Elementary Education.

Combining thoughtful placements, knowledgeable cooperating teachers, and courses taught by expert faculty, our MAT program develops effective teachers with the knowledge, skills, and dispositions to contribute to their students' academic and personal development. Students move through the program in cohorts. We find that the cohort is a tremendous source of learning and professional support for our teacher candidates.

We offer an online option consisting of courses offered in 7-week semesters. The online program prepares teachers for excellence across a range of settings. Candidates in the online program are eligible for employment in a Kentucky school under a Temporary Provisional Certificate (through Kentucky's Option 6 alternative certification pathway). Candidates complete the online program through one of two paths: A (for candidates doing supervised student teaching) and B (for candidates employed through the Option 6 pathway). Path A is accomplished through completion of a 16-week supervised teaching experience. This is a non-paid teaching experience and requires full-day attendance 5 days a week at the assigned school, preparing lesson plans, grading student work, and participating in the school community. Teacher candidates must understand it would be very difficult to be employed full time during this semester. Completion of Path B is through successfully completing the Kentucky Teacher Internship Program (KTIP) through the Option 6 pathway for students who have secured employment in a Kentucky school.

Students interested in applying to the MAT program are strongly recommended to schedule a pre-advising appointment with the Program Director to ensure pre-requisite courses for content-area certification have been taken prior to admission.

ADMISSIONS REQUIREMENTS

Individuals applying must meet all requirements for admission to graduate study at Northern Kentucky University as defined by the Graduate Catalog at the time of application in addition to the criteria below:

Official transcripts of all undergraduate and graduate (if applicable) coursework from an accredited institution, with a minimum 2.75 GPA or a GPA of at least 3.0 in the last 30 semester hours of coursework

Submit official notification of appropriate Praxis 2 content exam(s) in the area in which you are seeking certification with the minimum score required by the state of Kentucky

All required paperwork and official background check.

APPLICATION PROCESS

Potential students may apply to the MAT program by submitting:

An online application for admission and application fee to the Office of Graduate Education.

Official transcripts of undergraduate and any graduate coursework sent directly from all institutions of higher education previously attended. If official transcripts do not reflect all necessary pre-requisite courses for content-area certification, the application may be denied.

Current resume that includes work experience and prior education. Please include experience working with children other than in a family setting, whether through work or volunteerism, if applicable.

A Statement of Professional Purpose which states the applicant's reasons for pursuing teacher certification at this point in their life, as well as in the chosen content area.

A criminal and federal background check. We recommend using this service: <https://portal.castlebranch.com/nq45>

Official notification of appropriate Praxis II content exam(s) in the area in which the candidate is seeking certification with the minimum score required by the state of Kentucky.

Successfully complete an interview* with the MAT Admissions Committee to ensure the potential candidate's qualifications, disposition, and character uphold the ethical standards of the profession and are a good match for working with P-12 students.

* After a thorough review of application materials, the MAT Admissions Committee will select candidates to be interviewed. The committee will review all available data to assess the fit and overall potential of the candidate for success in the program before making a final offer of admission.

◆Indicates prerequisite.

CURRICULUM REQUIREMENTS

Students progress through the MAT program in a planned program, the details of which are laid out in a curriculum contract. Students will be held to the program-specific policies in the MAT handbook.

To earn the MAT degree, students are required to complete a core curriculum of 19 credit hours, methods courses of between 3-6 credit hours (depending on area of certification), and field and clinical experiences totaling 14 credit hours, for a total of 36-39 credit hours.

Core Curriculum (19 credit hours):

EDMT 610 Foundation of American Schooling (2 credits)

EDMT 611 Studies of the Learners (2 credits)

EDMT 612 Classroom Management (2 credits)

EDMT 621 Students with Exceptionalities in Middle/Secondary Classrooms (3 credits)

EDMT 622 Cultural Identity in Schooling (2 credits)

EDMT 632 Curriculum Design and Assessment (3 credits)

EDMT 641 Technology in Middle/Secondary Classrooms (2 credits)

EDU 530 Reading in Middle and Secondary Schools (1.5-3 credits) ◆

Methods Courses (3-6 credit hours):

Candidates seeking certification in any certification area except secondary English must take one 3-credit hour methods. Methods courses are generally offered once per year.

Secondary English candidates are required to take two methods courses (ENG 535 and ENG 537)

Students pursuing two content areas are required to take a methods course in each content area and may require additional semesters in the program.

Field and Clinical Experiences (14 credit hours):

Option A: Clinical experience (EDMT 695/EDMT 696), is intended for candidates completing the program through placement in a cooperating teacher's classroom.

Option B: Professional lab experience (EDMT 697/EDMT 698) is intended for candidates completing the program through Option 6 certification; the placement occurs in the candidate's own classroom.

EDMT 693 Field Experience (1-5 credits)

EDMT 693: Minimum 5 hours of field experience taken in increments of 1, 2, or more hours each semester based on program director or advisor approval of planned program of study.

And

OPTION A:

EDMT 695 Clinical Experience I (4.5 credits) ◆

And

EDMT 696 Clinical Experience II (1-9 credits)

OR

OPTION B:

EDMT 697 Professional Lab Experience I (4.5 credits) ◆

And

EDMT 698 Professional Lab Experience II (4.5 credits) ◆

Total Hours: 36

EXIT REQUIREMENTS

Before a degree or certification can be awarded, students must:

Complete and submit the Praxis II PLT at the appropriate grade levels with a passing score as prescribed by the KY Education Professional Standards Board.

Complete the MAT curriculum with at least a 3.0 grade point average on a 4.0 scale.

Complete all required coursework used for the degree with a C or higher. Apply for the master's degree graduation. Application may be found on myNKU.

EDUCATION SPECIALIST

Educational Leadership, Ed.S.

Ginger Blackwell, Ed.D., Graduate Program Director

Purpose

The Education Specialist in Leadership degree will lead to administrative certification in Kentucky. The Principal Preparation concentration within the Ed.S. degree program is to train and develop excellent teachers for administrative positions as elementary, middle and secondary school principals as well as P-12 Supervisors of Instruction. The Education Specialist in Educational Leadership has two distinct concentrations.

Contact Information

Educational Leadership Graduate Office - MEP 295

edleadership@nku.edu or (859) 572-7892

Admission Requirements

Individuals applying must meet all requirements for admission to graduate study at Northern Kentucky University as defined by the Graduate Catalog at the time of application in addition to the following criteria:

Submit an online application and application fee to the Office of Graduate Education.

Copy of valid teaching certificate showing successful completion of three (3) years full-time documented classroom teaching experience in a school which meets the state performance standards as established in KRS 156.560.

Official transcripts sent from all undergraduate and graduate institutions attended. One transcript must show completion of master's degree from an accredited institution of higher education, with a total cumulative grade point average of no less than 3.5 on a 4.0 scale.

Three recommendations-one must be from current principal and/or supervisor completed on the Ed.S. recommendation forms.

Ed.S. Supplemental Application, including three essays which attest to candidates skills and understanding of: Leadership; Ability to Improve Student Achievement; Advanced Curriculum, Instruction, and Assessment.

A professional folio presented in an innovative and attractive manner including at least three documents that demonstrate successful teaching, and at least three artifacts that support successful leadership activities.

◆Indicates prerequisite.

CURRICULUM REQUIREMENTS

Level One Course Sequence (30 credit hours)

Completion of all courses in the level one sequence is required to obtain Level I school principal certification. Completion of all courses in the level one sequence is required to obtain Level I and Level II supervisor of instruction certification.

EDA 791 Education Leader as Researcher: Designing Collaborative Action Research (2 credits) ◆

EDA 704 Education Leader as Culture Builder: Roles and Responsibilities in a PLC (3 credits) ◆

EDA 705 Education Leader as Culture Builder: Fieldwork (1 credit) ◆

EDA 706 Educational Leader: Designing Curriculum (3 credits) ◆

EDA 707 Educational Leader: Fieldwork (1 credit) ◆

EDA 708 Education Leader as Assessor: Data Informed Decision Making (3 credits) ◆

EDA 709 Education Leader as Assessor: Fieldwork (1 credit) ◆

EDA 711 Education Leader as Supervisor: Building Teacher Capacity (3 credits) ◆

EDA 712 Education Leader as Supervisor: Fieldwork (1 credit) ◆

EDA 713 Education Leader as Manager: School Improvement Plans (3 credits) ◆

EDA 714 Education Leader as Manager: Fieldwork (1 credit) ◆

EDA 715 Education Leader as Facilitator: Leveraging Community Systems and Resources (3 credits) ◆

EDA 716 Education Leader: Legal & Ethical Perspectives (3 credits) ◆

EDA 792 Education Leader as Researcher: Theory to Practice (2 credits) ◆

Level Two Course Sequence (6 credit hours)

Completion of two of the three courses in the level two sequence is to occur after the Ed.S. degree has been completed in order to obtain level II principal certification. Program director will work with candidate to identify which two courses will be most beneficial for the candidate in their planned program.

EDA 717 Principal as Practitioner I (1-3 credits) ◆

EDA 718 Education Leader as Practitioner (1-3 credits) ◆

EDA 719 School Finance and Budgeting (3 credits)

Ed.S. Degree Total Hours: 30

Total Certification Program Hours: 36

EXIT REQUIREMENTS

For the Principal Preparation Concentration:

Application to graduate submitted by posted deadlines by candidate through their myNKU student portal.

Completion of all coursework for the Education Specialist in Educational Leadership program with minimum 3.0 GPA.

Completion of all required coursework used for the degree with a C or higher.

Complete all six anchor assessments successfully with satisfactory performance on Professional Standards for Educational Leaders (PSEL 2018).

Capstone project and two presentations.

Signed curriculum contract(s) for Education Specialist in Educational Leadership program and signed Code of Ethics.

A CA-1 form must be submitted to the Kentucky Education Professional Standards Board (KYEPSB) to apply for the certification. Contact the Educational Leadership Graduate Office at edleadership@nku.edu for questions on certification.

For the Supervisor of Instruction Only Concentration:

Application to graduate submitted by posted deadlines by candidate through their myNKU student portal.

Completion of all coursework for the Education Specialist in Educational Leadership program with minimum 3.0 GPA.

Completion of all required coursework used for the degree with a C or higher.

Complete all six anchor assessments successfully with satisfactory performance on Professional Standards for Educational Leaders (PSEL 2018).

Capstone project and two presentations.
 Signed curriculum contract(s) for Education Specialist in Educational Leadership program and signed Code of Ethics.
 A CA-1 form must be submitted to the Kentucky Education Professional Standards Board (KYEPSB) to apply for the certification. Contact the Educational Leadership Graduate Office at edleadership@nku.edu for questions on certification.

*NOTE: Praxis exams are not required for completion of the Ed.S. degree. Certification requirements are subject to change therefore students are encouraged to apply for the certification upon completion of their degree. You may choose not to do so but must file for the certification within two calendar years of graduation from the Ed.S. Students may take the principal exam (SLLA 6990) and request principal Level I certification provided they have submitted the appropriate documents and official copies of their SLS Praxis exams with passing scores have been sent to NKU within two calendar years of graduation.

ADDITIONAL REQUIREMENTS

The certification will be awarded to candidates upon:

- In order to obtain principal or supervisor certification recommendation completion of appropriate testing as required by the Kentucky Professionals Standards Board (KYEPSB) on the School Leaders Licensure Assessment (6011) with minimum passing score of 160 and the Kentucky Specialty Test of Instructional and Administrative Practice (6990) with a minimum passing score of 151. Requirements and passing scores for certification are subject to change. For the most current Praxis II testing requirements, go to the Kentucky Education Professional Standards Board website (<http://www.epsb.ky.gov>). Candidates applying for Ohio certification may submit a copy of passing scores on the assessment required by Ohio in lieu of Kentucky Praxis scores.
- Completion of five years of successful teaching.
- A CA-1 form must be submitted to the Kentucky Education Professional Standards Board (KYEPSB) to apply for the certification. Contact the Educational Leadership Graduate Office at edleadership@nku.edu for questions on certification.

Additional Information

Certifications are not automatic and must be initiated by the student. Forms and processes of application for certification from Kentucky Education Professional Standards Board (KYEPSB) are subject to change. For the most current application forms or processes go to the KYEPSB website (<http://www.epsb.ky.gov>). Contact the teacher education graduate office for additional information on university recommendations for certification.

Requirements and passing scores for teacher/educator certification are subject to change. For the most current PRAXIS II testing requirements, go to the Kentucky Education Professional Standards Board website (<http://www.epsb.ky.gov>). If you are certified/licensed or requesting certification/licensure in another state please check with your licensure board for your state testing regulations.

Teaching and Leading, Ed.S.

Jim Allen, Ed.D., Graduate Program Director

Purpose

The Education Specialist degree in Teaching & Leading is for teachers who wish to enhance their teaching, leadership and mentoring skills. This program would engage students in learning and practicing principles and skills of collaboration, mentorship, and research-based practice, leading to improved skills for graduates, the teacher candidates under their influence, and the P-12 students in their classrooms. Program completers would be eligible for rank change (Rank 1) in Kentucky.

The program requires 30 credit hours of graduate level coursework earned beyond the Master's degree and initial teacher certification. Kentucky Teacher Standards, Advanced Level, are met through an action research project and other program experiences.

Contact Information

Teacher Education Graduate Office - MEP 263C gradedu@nku.edu or 859-572-1567

Admission Requirements and Process

All admission requirements should be submitted to the Office of Graduate Education in Lucas Administrative Center, AC 302, before the application deadline (available on the Office of Graduate Education web page). Applicants whose admission requirements are not complete by the application deadline will be considered for admission if space is available.

To be eligible for admission, applicants must submit:

Official transcripts sent from all undergraduate and graduate institutions attended. One transcript must show successful completion of master's degree in education or in the content area of the applicant's teaching certificate.

A copy of the applicant's Kentucky teaching certificate showing certification at the Rank II level, or out-of-state equivalent.

Supplemental application.

International students or students whose native language is not English should contact International Student and Scholar Services (ISSS) to inquire about policies regarding official transcript evaluations and English proficiency.

Transcript evaluations and TOEFL/IELTS scores are required for admission to this program. ISSS may be reached by telephone at 859-572-6571 or by e-mail at iss@nku.edu.

Application Review and Deadlines

Only complete application files will be reviewed. Admission will be offered to the number of applicants sufficient to meet enrollment limits. Applicants whose application files are not complete before the priority deadline may only be considered for admission if enrollment limits have not yet been met. The following is the review schedule:

<i>Completed application files received by the priority deadline of:</i>	<i>Will be reviewed in the month of:</i>	<i>For admission in this term (or later):</i>	<i>Decision letter will be e-mailed on or near:</i>
July 1	July	Fall	July 15
November 1	November	Spring	November 15
April 1	April	Summer	April 15

Admission decisions are not made based on a single admission criterion. Applicants' files are evaluated holistically when estimating an applicant's qualifications. Therefore, submitting the required admissions documents or attaining the minimum requirements does not guarantee admission to the program.

◆Indicates prerequisite.

CURRICULUM REQUIREMENTS

Core Courses (15 credit hours)

Mentorship Core (6 credit hours)

EDG 667 Collaboration and Inclusive Practices (3 credits)

EDG 701 Supervision of Field & Clinical Experience (3 credits)

Research Core (9 credit hours)

EDG 605 Introduction to Research Methods (3 credits) ◆

EDG 702 Research Based Teaching (1.5 credits)

EDG 703 Capstone in Action Research (1.5 credits) ◆

EDG 704 Research Based Teaching III (1.5 Credits)

EDG 705 Research Based Teaching IV (1.5 Credits)

Elective Course (0-3 credit hours)

Candidates in concentration areas requiring only 12 credits will select a course based on his/her statement of professional goals with approval of the advisor and the graduate program director to strengthen instructional design and teaching competence.

Concentration (12-15 credit hours)

Candidates will select one of the following concentrations:

Content Option

Candidate takes 12 credit hours of content courses in area(s) of his/her teaching certification. Courses meeting the content component must be approved by the student's advisor and the Teacher Education Graduate Office prior to student enrolling in the courses.

Interdisciplinary Early Childhood Education (Birth to Kindergarten)

For IECE Certification: Completion of all courses (21 credit hours) and Praxis exam(s) as required by KYEPSB.

This is an option designed to assist teachers with an existing elementary or special education teaching certificate to achieve the IECE certificate.

Required Courses (18 credit hours)

EDS 551 Assistive Technology in the Classroom (3 credits)

EDU 551 Preschool Education and Programming (3 credits) ◆

EDU 552 Infant Toddler Education and Programming (3 credits) ◆

EDU 569 Kindergarten Education and Programming (3 credits) ◆

EDS 588 Professional Laboratory Experiences (3-6 credits) ◆

Electives - choose one of the following (3 credit hours):

EDU 550 Current Trends in Early Childhood Education (3 credits) ◆

EDU 554 Language Development and Emergent Literacy (3 credits) ◆

EDS 562 Early Childhood Special Education Programs (3 credits) ◆

EDU 565 Early Childhood Assessments for Screening (3 credits) ◆

EDU 566 Ongoing Assessment in Early Childhood Education (3 credits) ◆

EDU 567 Math and Science Exploration PreK-3rd (3 credits) ◆

EDU 568 Administration and Supervision in Early Childhood Education (3 credits) ◆

EDS 570 Working with Families of Students with Disabilities (3 credits) ◆

Learning and Behavior Disorders (P-12)

For LBD Certification: Completion of all courses (33-36 credit hours) and Praxis exams as required by KYEPSB.

EDG 666 Introduction to Education of Students with Exceptionalities (3 credits)

EDG 630 Language and Learning Across the Curriculum (3 credits)

EDG 660 Learning and Behavior Disorders (3 credits)

EDG 662 Educational Assessment of Learning and Behavior Disorders (3 credits) ◆

EDG 652 Applied Behavior Analysis II (1.5 Credits)

EDG 658 Assessment Techniques for P-12 Mathematics (3 credits)

EDG 664 Procedures and Methods for Remedial Learning and Behavior Disorders (3 credits)

EDS 561 Intellectual and Orthopedic Disabilities (3 credits) ◆

EDS 570 Working with Families of Students with Disabilities (3 credits) ◆

EDS 588 Professional Laboratory Experiences (3-6 credits) ◆

EDS 572 Secondary Special Education Programs (3 credits) ◆

Moderate and Severe Disabilities (P-12)

Candidate must complete the following courses or course equivalencies to pursue the moderate to severe certification:

If not certified in LBD

Candidate must complete the following courses or course equivalencies to pursue the moderate to severe certification:

EDG 662 Educational Assessment of Learning and Behavior Disorders (3 credits) ◆

EDG 666 Introduction to Education of Students with Exceptionalities (3 credits)

EDS 561 Intellectual and Orthopedic Disabilities (3 credits) ◆

EDS 570 Working with Families of Students with Disabilities (3 credits) ◆

If LBD certified

Moderate and Severe Disabilities for students who are currently LBD certified or have completed the prerequisite courses:

For MSD certification: Completion of all courses (19-22 credit hours) and Praxis exam(s) as required by KYEPSB.

EDG 653 Language Development of Students with Disabilities (3 credits)

EDG 656 Applied Behavior Analysis IV (1.5 Credits)

EDG 665 Transdisciplinary Collaboration (3 credits)

EDG 669 Diagnostic/Prescriptive Teaching (4 credits)

EDS 551 Assistive Technology in the Classroom (3 credits)

EDS 588 Professional Laboratory Experiences (3-6 credits) ◆

EDG 668 Advanced Principles of Behavior Management (3 credits) ◆

Gifted Education (P-12)

For Gifted and Talented Endorsement: Completion of all courses (12 credit hours) and Praxis exam(s) as required by KYEPSB.

Prerequisite to starting the endorsement: One year of full time teaching experience.

Students must take EDG 621 and EDG 623 before they will be permitted to enroll in EDG 625 and EDG 627.

- EDG 621 Introduction to Gifted Education (3 credits)
- EDG 623 Teaching Creative Higher-Level Thinking (3 credits)
- EDG 625 School Programs for Gifted Students (3 credits) ♦
- EDG 627 Seminar and Field Experiences in Gifted Education (3 credits) ♦

Reading (P-12)

For Reading Endorsement: Completion of all courses (16 credit hours) and Praxis exam(s) as required by KYEPSB.

One Prerequisite Course (3 credit hours)

Choose one of the following:

- EDG 630 Language and Learning Across the Curriculum (3 credits)
- EDG 693 Selected Topics in Education (1-3 credits) (Kentucky Reading Project)
- EDG 693 Selected Topics in Education (1-3 credits) (Adolescent Literacy Project)
- EDU 525 Differentiated Literacy Instruction (3 credits) ♦

Core Courses (12 credit hours)

- EDG 632 Classroom-Based Literacy Assessment (3 credits) ♦
- EDG 637 Literacy Clinic I (3 credits) ♦
- EDG 639 Literacy Clinic II (3 credits) ♦

Choose one of the following:

- EDU 530 Reading in Middle and Secondary Schools (1.5-3 credits) ♦
- EDG 636 Reading Instruction in Middle Grades (3 credits) ♦

Environmental Education (P-12)

For Environmental Education Endorsement: Completion of 12 credit hours in accordance with the environmental education endorsements to meet the NAAEE Guidelines for the Initial Preparation of Environmental Educators Standards.

Students must gain their advisors' approval prior to enrolling in courses. Completion of all courses (12 credit hours).

Core Courses (6 credit hours)

- EDU 545 Fundamentals of Environmental Education (3 credits) ♦
- EDU 546 Teaching Environmental Education (3 credits) ♦

Elective Courses, choose two (6 credit hours)

- ENV 578 Environmental Issues for Educators (3 credits) ♦

- EDU 544 Aquatic Ecology for Teachers (3 credits) ♦

OR

- BIO 644 Aquatic Ecology for Teachers (3 credits)

- EDG 693 Selected Topics in Education (1-3 credits)
- EDU 594 Topics: Education (1-3 credits) ♦
- EDU 547 Teaching and Learning in the Outdoors (3 credits) ♦
- EDU 548 Environmental Issues for Educators (3 credits) ♦

Instructional Computer Technology (P-12)

For ICT Endorsement: Completion of all courses (15 credit hours).

Prerequisite Course (3 credit hours)

- EDG 602 Technology in Education (3 credits)

Instructional Design Strand, choose one (3 credit hours)

- EDG 641 Applying Innovative Tech in Ed Prac (3 credits) ♦

- EDA 624 Technology and Best Practices for School Improvement (3 credits) ♦

Distance Learning & Web Concepts Strand, choose one (3 credit hours)

- EDG 642 Designing Online Instruction (3 credits) ♦
- EDG 603 Selected Topics in Technology in Education (1-3 credits) *

Technical Component Strand, choose one (3 credit hours)

- EDG 643 Technology Systems in Schools (3 credits) ♦
- EDG 603 Selected Topics in Technology in Education (1-3 credits)

Final Course (3 credit hours)

- EDG 646 Research in Educational Technology (3 credits) ♦**

Note:

*EDG 603 may be taken when the topic fits the specified strand with advisor approval.

**EDG 702 & EDG 703 will take the place of EDG 646 for students enrolled in the education specialist's degree program.

English as a Second Language (ESL)

For ESL Endorsement: Completion of all courses (15 credit hours) and PRAXIS exam(s) as required by KYEPSB.

- ESL 601 Advocacy and Leadership in TESOL (3 credits)
- ESL 605 Second Language Acquisition Classroom for Teachers (3 credits)
- ESL 602 Testing and Evaluation in Second Language Teaching (2 credits)
- ESL 606 Methods/Materials for Teachers of TESOL (4 credits)
- ESL 608 Grammar & Linguistics Teachers of TESOL (3 credits)

Special Education not leading to endorsement

Completion of all courses (12 credit hours)

Required Courses (9 credit hours; substitutions must have prior advisor approval):

- EDG 660 Learning and Behavior Disorders (3 credits)
- EDS 561 Intellectual and Orthopedic Disabilities (3 credits) ♦

Choose one of the following (3 credit hours):

- EDG 667 Collaboration and Inclusive Practices (3 credits)
- EDS 551 Assistive Technology in the Classroom (3 credits)
- EDG 653 Language Development of Students with Disabilities (3 credits)
- EDS 570 Working with Families of Students with Disabilities (3 credits) ♦
- EDS 572 Secondary Special Education Programs (3 credits) ♦
- Special Education Elective (with advisor approval) (3 credits)

Individually Constructed Planned Program

15 credits selected in consultation with advisor

Autism/Applied Behavior Analysis

Completion of all courses (18 credit hours)

Required Courses (21 credit hours)

- EDG 650 Concepts and Principles in ABA (3 Credits)
- EDG 651 Applied Behavior Analysis I (1.5 Credits)
- EDG 652 Applied Behavior Analysis II (1.5 Credits)
- EDG 655 Applied Behavior Analysis III (1.5 Credits)
- EDG 656 Applied Behavior Analysis IV (1.5 Credits)
- EDG 661 Research Methods in Applied Beh Analysis (3 credits) ♦
- EDG 670 Ethical Considerations Applied Beh Analy (3 credits) ♦
- EDG 671 Implementing ABA Prog Applied Settings (3 credits) ♦
- EDS 573 Individuals w Autism Spectrum Disorders (3 credits) ♦

Optional Course

EDG 672 Personnel Supervision & Management ABA (2-4 credits) ♦

Elementary Mathematics Specialist

This program supports current elementary school teachers in improving their own practice and their school mathematics community. The courses for the program fit into three categories. The first category of courses focuses on mathematical pedagogies for grades K-2, grades 3-5, and interventions across grades K-5 for students with additional needs. The second category of courses address mathematical content that is relevant for teachers teaching grades K-5, including number and operations, algebra and functions, geometry and measurement, and data analysis and probability. The third category contains a leadership course designed to build leadership capacity among elementary teachers in the area of mathematics.

- MTE 650 Advanced Methods for Teaching Number P-2 (3 credits) ♦
- MTE 651 Advanced Methods for Teaching Number 3-5 (3 credits) ♦
- MTE 652 Intervention in Elementary Mathematics (3 credits) ♦
- MTE 653 Advanced Geometry and Measurement Con P-5 (3 credits) ♦
- MTE 654 Advanced Number, Algebra, and Data P-5 (3 credits) ♦
- MTE 655 Enhancing Leadership in Math Teaching (2 credits) ♦

Dual Credit Teaching

STEM Concentration: Computer Science

First Course (must be taken in first semester) (0 credit hours)

EDG 608 Conc for Dual Credit Teaching: Intro (0 credits) ♦

Required Core (12 credit hours)

- CSC 500 Object-Oriented Programming (3 credits) ♦
- CSC 501 Data Structures and Computer Systems (1-3 credits) ♦
- CSC 502 Advanced Programming Methods (3 credits) ♦
- CSC 539 Software Testing and Maintenance (3 credits) ♦

Select two courses from the options below (6 credit hours):

- CSC 507 Concepts of Programming Languages (3 credits) ♦
- CSC 515 Android Mobile App Development (3 credits) ♦
- CSC 516 iOS Mobile App Development (3 credits) ♦
- CSC 525 Artificial Intelligence (3 credits) ♦
- CSC 540 Software Engineering (3 credits) ♦
- CSC 556 Advanced Web Application Development (3 credits) ♦
- CSC 560 Operating Systems (3 credits) ♦
- CSC 582 Computer Security (3 credits) ♦
- CSC 670 Social Implications of Computing (3 credits) ♦

Final Course (must be taken in final semester) (0 credit hours)

EDG 609 Conc for Dual Credit Teaching: Capstone (0 credits) ♦

Note: Teachers with no programming experience will be required to take EDG 602 prior to CSC 500.

At the completion of these graduate courses, teachers will be qualified to teach the following dual credit courses:

- Elementary Programming (INF 120, 3 credits) - NKU general education course
- Object Oriented Programming I (CSC 260, 3 credits) - has a corresponding Advanced Placement exam
- Introduction to Web Development (INF 286, 3 credits)

Computer Science Principles - has a corresponding Advanced Placement exam

Liberal Arts/ Social Sciences concentration: Communication

First Course (must be taken in first semester) (0 credit hours)

EDG 608 Conc for Dual Credit Teaching: Intro (0 credits) ♦

Required Core (12 credit hours)

- COM 601 Communication Theory (3 credits)
- COM 621 Communication Pedagogy (3 credits)
- COM 625 Issues in Communication Pedagogy (3 credits)
- COM 680 Communication Teaching Practicum (3 credits)

Select two courses from the options below (6 credit hours):

- COM 520 Relational Communication (3 credits) ♦
- COM 560 Rhetorical Criticism (3 credits) ♦
- COM 604 Organizational Communication (3 credits)
- COM 620 Interpersonal Communication (3 credits)
- COM 640 Persuasion (3 credits)
- COM 671 Media Criticism (3 credits)
- COM 677 Organizational Culture and Identity (3 credits)

Final Course (must be taken in final semester) (0 credit hours)

EDG 609 Conc for Dual Credit Teaching: Capstone (0 credits) ♦

At the completion of these graduate courses, teachers will be qualified to teach the following dual credit courses:

- Public Speaking (CMST 101, 3 credits) - NKU general education course
- Introduction to Communication Studies (CMST 110, 3 credits) - NKU general education course
- Media Literacy (EMB 100, 3 credits) - NKU general education course
- Media in a Diverse Society (EMB 105, 3 credits) - NKU general education course
- Introduction to Popular Culture (POP 205, 3 credits) - NKU general education course
- International Popular Culture (POP 250, 3 credits) - NKU general education course

Liberal Arts/ Social Sciences concentration: English

Teachers enroll in and complete the Graduate Certificate in Composition and Rhetoric in the Department of English.

First Course (must be taken in first semester) (0 credit hours)

EDG 608 Conc for Dual Credit Teaching: Intro (0 credits) ♦

Required Core (9 credit hours)

- ENG 556 Composition Theories (1-3 credits) ♦
- ENG 646 Composition and Rhetoric Practicum (3 credits) ♦
- ENG 735 Readings In Composition (3 credits) ♦

Select three courses from the options below (9 credit hours):

- ENG 638 Theories of Community Literacy (3 credits)
- ENG 645 Topics in Contemporary Rhetoric (3 credits)
- ENG 647 History of Rhetoric (3 credits)
- Any English course designated at the 500+ or 600+ level

Final Course (must be taken in final semester) (0 credit hours)

EDG 609 Conc for Dual Credit Teaching: Capstone (0 credits) ♦

At the completion of these graduate courses, teachers will be qualified to teach the following dual credit courses:

College Writing (ENG 101, 3 credits) - NKU general education course
Advanced College Writing (ENG 291, 3 credits) - NKU general education course

Curriculum and Instruction

The curriculum is designed to help teachers certified to teach in middle-12 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.

EDG 618 Advanced Curriculum Studies (3 credits) ♦
EDG 620 Learning and Motivation (3 credits)
EDG 624 Pupil Assessment and Evaluation (3 credits)
EDG 626 Current Trends and Issues in Curriculum (3 credits) ♦
EDG 628 Increasing Instructional Effectiveness (3 credits) ♦

Total Minimum Ed.S. Program Hours: 30

EXIT CRITERIA

Signed curriculum contract for the Education Specialist in Teaching & Learning degree program.

Signed Codes of Ethics for Kentucky School Personnel and College of Education.

Successful completion of the Education Specialist in Teaching & Learning degree courses, with a minimum GPA of 3.0, for a total of 30 credit hours.

Successful completion of Action Research Project.

DOCTORAL

Educational Leadership, Ed.D.

Missy Jones, Ph.D., Graduate Program Director

Introduction

Focus

NKU's Doctor of Education (Ed.D.) in Educational Leadership is unique in focus, format, and delivery. Our Doctor of Education in Educational Leadership program is designed to create transformational leaders who work in various settings. Our current students (whom we call learning associates) come from a range of professional backgrounds, including:

Higher Education Teaching and Administration
Principals and Superintendents in K-12 school systems
Non-profits
Public Sector
Healthcare
Consulting
Corporate Training
Museum Education/Interpretation

Format

The NKU Doctor of Education (Ed. D.) in Educational Leadership Program is designed to enhance leadership skills for instructional and administrative leaders in P-20 settings and other human services areas. It is a practitioner-scholar degree designed to meet a set of "best practice" competencies/outcomes integrated with individual career and personal goals

for leaders with significant professional leadership experience. Northern Kentucky University is a proud member of the Carnegie Project on the Education Doctorate (CPED). Key elements of our program include:

Practitioner-scholar focus designed to prepare leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities;

A cohort model that provides opportunities for learning associates (what we call our students) to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships;

Emphasis on enhancing existing leadership skills by integrating theory and practice through job-embedded and "puzzles of practice" learning experiences;

Focus on the knowledge and skills component necessary for effective practitioners as well as on the human or dispositional qualities associated with transformational leadership;

A set of "best practice" competencies/outcomes that integrates both practical and research knowledge and links theory with systemic and systematic inquiry;

Civic engagement elements focusing on contemporary community challenges, often framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice;

Action research dissertation in practice (DiP) emphasizing the generation, transformation, and use of professional knowledge and practice.

The program generally admits one cohort of learning associates each fall. They discover that the cohort model creates a strong support system, helping each member balance work, family life, and coursework.

Delivery

Learning in our Ed.D. program is approached through a hybrid instructional model. The learning associates experience their courses through a rich blend of face to face and online learning settings. Typically our learning associates attend face to face sessions one weekend per month with the balance of coursework online.

Contact Information

Educational Leadership Programs - MEP 209

edd@nku.edu or 859-572-7899

Admission Requirements

To be considered for admission to the Ed.D. program, an applicant must have:

A master's degree or equivalent in an applicable field from a regionally accredited institution of higher education with a minimum graduate GPA of 3.25 (on a 4.0 scale).

Evidence of significant professional leadership experience normally achieved over a minimum of five years.

In addition to the two criteria above, applicants will be evaluated for their:

Level of organizational or civic ambition

Leadership trajectory

Timing for pursuit of an Ed.D.

Fit between the candidate's hopes and aspirations and the features of our Ed.D. program

Application Process

The application process has two parts. The first consists of submission of required documents. The second part is an interview with educational leadership faculty and a writing evaluation, which includes an on-demand response to a case study or issue. Visit <http://edd.nku.edu> for more information.

Documents to Be Submitted

All materials for admission must be submitted to NKU's Office of Graduate Education. You may either mail application and supplemental materials to the Office of Graduate Education or scan and e-mail them to graduate@nku.edu. A complete application for admission must include:

Application and paid application fee for graduate admission, found at <http://apply.nku.edu>.

All transcripts of graduate and undergraduate courses and degrees forwarded to NKU's Office of Graduate Education.

A letter of intent addressing candidate's reasons for applying to the program. In the letter, specifically address the following four prompts:

In your role as a leader, what do you hope is your impact in your community and/or organization?

Help us (the Ed.D. admissions committee) understand where you are in your leadership trajectory. What leadership roles have you held?

What types of leadership roles do you hope to assume?

What makes this the right time for you to pursue an Ed.D.?

What makes NKU's Ed.D. program the right program for you to pursue?

The letter should be addressed to the Admissions Committee

A professional vitae/resume (including educational background, employment history, awards, and accomplishments).

Recommendations on Ed.D. Recommendation Form. When asking for recommendations, e-mail the Ed.D. recommendation form to three

(3) people (e.g. colleague, supervisor, professor, mentor). These people will submit the form via email to graduate@nku.edu.

Leadership Situation Essay (500 words). Describe a significant experience in which you played a leadership role. Include as much detail as possible when answering the following questions:

Describe the situation as it occurred at the time. What did you do in that particular situation?

How did you feel about the situation at the time you were experiencing it? How do you feel about the situation now?

What would you change, if anything?

If applying to the Nurse Educator Ed.D.:

A master's degree in nursing from a regionally accredited institution of higher education with a minimum graduate GPA of 3.25 (on a 4.0 scale).

Five (5) or more years of nursing leadership experience.

Admission Interview

After a thorough review of the completed application materials, the admissions committee will select candidates to be interviewed. Interviews will be conducted in groups or individually and will take place at times that accommodate working applicants. Following the interviews, the committee will review all available data to assess the fit and overall potential of the candidate for success in the program before making a final offer for

admission. Applicants will be notified of decisions via e-mail. Questions? E-mail us at edd@nku.edu or call (859) 572-7899.

Initial Admission

Candidates are admitted to doctoral study on a probationary basis before being formally admitted to degree study. The decision to admit a candidate to doctoral work constitutes major commitments from the candidate, employer, and the university faculty who will advise, instruct, evaluate, and guide the candidate in the courses and dissertation studies. Candidates will take and successfully complete 18 semester hours in selected courses prior to gaining regular admission status.

Admission to Candidacy

Doctoral students will be admitted to candidacy upon completion of the following comprehensive assessment criteria*:

APA Style Competency Assessment (EDD 810)

Review of literature with rubric (EDD 811)

Grade of A or B in EDD 812 Understanding Statistics (3 credits)

The learning associate is then notified of admission to candidacy via e-mail and an original mailed letter. All three competencies must be successfully completed by the end of the third semester. Each assessment can be attempted twice.

*This applies to cohorts admitted starting in the 2014-15 fall semester.

◆Indicates prerequisite.

CURRICULUM REQUIREMENTS

Overview

To earn the Ed. D. in Educational Leadership, learning associates are required to complete a foundations core curriculum of 12 hours, research/dissertation core of 21 hours, specialization core of 12 hours, and cognate core of 15 hours of cognate curriculum for a total of 60 semester hours.

Foundations Core Requirements (15 credit hours)

EDD 800 Introduction to Doctoral Studies (3 credits)

EDD 801 Leadership: Personal and Professional Perspectives (3 credits)

EDD 802 Contemporary Issues in Regional Stewardship (3 credits)

EDD 803 Transformational Leadership (3 credits)

EDD 829 Regional Stewardship: A Collaborative Project (3 credits)

Research/Dissertation Requirements (21 credit hours)

EDD 810 Introduction to Action Research, Academic Writing and the Dissertation Process (3 credits)

EDD 811 Qualitative Research (3 credits)

EDD 812 Understanding Statistics (3 credits)

EDD 849 Dissertation Seminar (3 credits)

EDD 898 Dissertation Research (1-12 credits)
(minimum 9 hours)

Specialization Requirements (12 credits hours)

EDD 821 Organizations as Social Systems (3 credits)

EDD 825 Performance Appraisal: Evaluating People and Programs (3 credits)

EDD 832 Leading Through Technology (3 credits)

EDD 833 Leadership in Multi-Cultural Society (3 credits)

Optional Cognate Courses (6 credit hours)

EDD 822 Legal and Ethical Issues for Educational Leaders (3 credits)
EDD 830 Transformative Curriculum Design (3 credits)

Cognate (Endorsements, Certificates, Themes) (15 credit hours)

The cognate is required for all students; these courses may be waived by the Ed.D. Admission Committee, after review of transcripts and consultation with the student if completed as part of a previously earned second Master's degree, Education Specialist degree, or Certificate Program. All coursework to be considered must meet all the other NKU graduate policies (originating from a regionally accredited institution of higher education; within the time limits as stated in the graduate catalog; earned B or better). Coursework taken at schools on other than a semester system will not be given one to one credit hour equivalency.

Total Credit Hours: 60

EXIT REQUIREMENTS

To be awarded the degree students must:

Successfully complete all 60 hours of coursework listed above with a 3.0 or higher.

Pass the comprehensive assessment process.

Learning associates must apply to graduate through their myNKU adhering to deadlines and requirements of the university.

Successfully complete and defend the dissertation. Specific policies, procedures, and standards must be met when proposing, defending, and submitting (uploading) the dissertation before the learning associate is cleared to graduate.

CERTIFICATION

Alternative Certification in Special Education

Certification

Alternative Certification in Special Education

Missy Jones, Ph.D., Graduate Program Director

Purpose

The Alternative Certification in Special Education is designed to prepare individuals who do not currently hold certification and have not completed a teacher preparation program, for a rewarding career as an educator working with children with disabilities. This is a non-degree teacher preparation and certification program at the graduate level and will lead to certification in either Learning and Behavior Disorders (LBD) or Moderate and Severe Disabilities (MSD). Candidates who complete the alternative certification in special education program through NKU are eligible to apply a portion of this graduate coursework toward obtaining a Master of Arts of Education: Teacher as Leader.

Admission Requirements

Official transcripts from all institutions attended showing completion of at least a bachelor's degree from an accredited institution with a minimum GPA of 2.75 or GPA of 3.00 on a 4.0 scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework. Transcripts must include completion of a

college level mathematics courses (not remedial level) with a C or better.

A criminal and federal background check.

Application

Upon being admitted, new teacher candidates will be expected to provide an offer of employment from a Kentucky school district in an LBD or MSD position, signed code of ethics for Kentucky School Personnel, College of Education, and Council for Exceptional Children, curriculum contract, and mentorship agreement.

LEARNING AND BEHAVIOR DISORDERS (P-12)

For LBD Certification: Completion of all courses (33-36 credit hours) and Praxis exams as required by KYEPSB

EDG 666 Introduction to Education of Students with Exceptionalities (3 credits)

EDG 630 Language and Learning Across the Curriculum (3 credits)

EDG 660 Learning and Behavior Disorders (3 credits)

EDS 561 Intellectual and Orthopedic Disabilities (3 credits) ♦

EDG 651 Applied Behavior Analysis I (1.5 Credits)

EDG 652 Applied Behavior Analysis II (1.5 Credits)

EDG 662 Educational Assessment of Learning and Behavior Disorders (3 credits) ♦

EDG 664 Procedures and Methods for Remedial Learning and Behavior Disorders (3 credits)

EDS 570 Working with Families of Students with Disabilities (3 credits) ♦

EDG 667 Collaboration and Inclusive Practices (3 credits)

EDS 572 Secondary Special Education Programs (3 credits) ♦

EDG 658 Assessment Techniques for P-12 Mathematics (3 credits)

EDS 588 Professional Laboratory Experiences (3-6 credits) ♦

MODERATE AND SEVERE DISABILITIES (P-12)

If not certified in LBD (15 credit hours)

Candidate must complete the following courses or course equivalencies (15 credit hours) to pursue the moderate to severe certification:

EDG 651 Applied Behavior Analysis I (1.5 Credits)

EDG 652 Applied Behavior Analysis II (1.5 Credits)

EDG 662 Educational Assessment of Learning and Behavior Disorders (3 credits) ♦

EDG 666 Introduction to Education of Students with Exceptionalities (3 credits)

EDS 561 Intellectual and Orthopedic Disabilities (3 credits) ♦

EDS 570 Working with Families of Students with Disabilities (3 credits) ♦

If LBD certified (19-22 credit hours)

Moderate and Severe Disabilities for students who are currently LBD certified or have completed the prerequisite courses:

For MSD certification: Completion of all courses (19-22 credit hours) and Praxis exam(s) as required by KYEPSB.

EDS 551 Assistive Technology in the Classroom (3 credits)

EDG 653 Language Development of Students with Disabilities (3 credits)

EDG 655 Applied Behavior Analysis III (1.5 Credits)

EDG 656 Applied Behavior Analysis IV (1.5 Credits)

EDG 665 Transdisciplinary Collaboration (3 credits)

EDG 669 Diagnostic/Prescriptive Teaching (4 credits)

Director of Pupil Personnel

Ginger Blackwell, Ed.D., Graduate Program Director

PURPOSE

The Director of Pupil Personnel (DPP) graduate non-degree seeking certification only program. The program is approved by the Kentucky Education Professional Standards Board to recommend qualified completers for DPP certification. The DPP consists of twelve hours (12) of required coursework. Six (6) hours are required courses and six (6) hours are selected, from a pre-approved list of courses, in consultation with the leadership director.

Contact Information

Educational Leadership Graduate Office - MEP 295

edleadership@nku.edu or 859- 572-7892

Admission Requirements

Application to NKU as a graduate student and application fee (application fee waived for former graduates of NKU).

Master's degree with a minimum GPA of 3.0 on a 4.0 scale.

One of the following must have been in educational leadership/administration as a completed program or degree:

Earned Master's, Ed.S., or Ed.D. degree.

Completion of a state approved Rank I or other certification program leading to principal certification.

Copy of professional teaching certificate showing Rank II or Rank I and principal Level I and II administrative certification.

Three years of full-time teaching experience.

Official transcripts for all undergraduate and graduate coursework.

♦Indicates prerequisite.

CORE COURSES (6 CREDIT HOURS)

EDA 720 Pupil Personnel Accounting (3 credits) ♦

EDA 718 Education Leader as Practitioner (1-3 credits) ♦

DIRECTED ELECTIVES (6 CREDIT HOURS)

Collaboratively selected by candidate with educational leadership program director.

Choose Two (2) of the following:

EDA 649 School System Administration (3 credits) ♦

EDA 719 School Finance and Budgeting (3 credits)

EDG 666 Introduction to Education of Students with Exceptionalities (3 credits)

EDS 570 Working with Families of Students with Disabilities (3 credits) ♦

SWK 510 Child Abuse (3 credits) ♦

SWK 565 Compassion, Empathy & Forgiveness (3 credits) ♦

HSR 522 The Mindful Helping Professional (1-4 credits) ♦

SWK 684 Trauma-Focused Care I (3 credits) ♦

Electives chosen in consultation with and approval of program director or their designee.

Minimum Total Hours: 12

ADDITIONAL INFORMATION

Certifications are not automatic and must be initiated by the

student. Forms and processes of application for certification from Kentucky Education Professional Standards Board (KYEPSB) are subject to change. For the most current application forms or processes go to the KYEPSB website (<http://www.epsb.ky.gov>). Contact the teacher education graduate office for additional information on university recommendations for certification.

No Praxis Exams are required at this time for Director of Pupil Personnel.

* Requirements and passing scores for teacher/educator certification are subject to change. For the most current PRAXIS II testing requirements, go to the Kentucky Education Professional Standards Board website (<http://www.epsb.ky.gov>) If you are certified/licensed or requesting certification/licensure in another state please check with your licensure board for your state testing regulations.

EXIT REQUIREMENTS

The certification will be awarded to candidate upon:

Satisfactory completion of all required coursework with a minimum GPA of 3.0 on a 4.0 scale.

Completion of required coursework used for certificate with a C or higher.

Satisfactory performance meeting the Interstate School Leaders Licensure Consortium (ISLLC) Standards and Technology Standards for School Administrators (TSSA).

Signed Codes of Ethics for Kentucky School Personnel and College of Education.

Signed curriculum contract for the DPP certification.

A CA-1 form must be submitted to the Kentucky Education Professional Standards Board (KYEPSB) to apply for the certification. Contact the Educational Leadership Graduate Office at edleadership@nku.edu for questions on certification.

Educational Leadership School Superintendent Certification

Ginger Blackwell, Ed.D., Graduate Program Director

Purpose

The Northern Kentucky University Superintendent Preparation program aligns courses with the Professional Standards for Educational Leaders (PSEL 2018) as well as the Standards of 21st Century Skills (e.g. creativity and innovation, critical thinking and problem solving, communication and collaboration, leadership and responsibility), Dispositions, Dimensions and Functions of the Kentucky Cohesive Leadership System, and addresses college and career readiness. The Next Generation Effectiveness Standards for Kentucky School Superintendents has also been used as a resource. A matrix has been developed that aligns the standards, skills, and field experiences to each course required in the preparation program.

Contact Information

Educational Leadership Graduate Office - MEP 295

edleadership@nku.edu or 859- 572-7892

Admission Requirements

Individuals applying must meet all requirements for admission to graduate study at Northern Kentucky University as defined by the Graduate Catalog at the time of application in addition to the following criteria.

To be eligible for admission applicants must have:

A master's degree from a regionally accredited institution of higher education, with a total cumulative graduate grade point average of a 3.0 on a 4.0 scale.

A current Kentucky Rank II or Rank I teaching certificate or out-of-state equivalent.

Three (3) years full-time teaching experience.

Two (2) years or more full-time experience in one or more of the following positions: Elementary, Middle, or High School Principal; Supervisor of Instruction; Guidance Counselor; Director of Pupil Personnel; Director of Special Education; School Business Administrator; Coordinator/Administrator/Supervisor of District Services; Local District Coordinator of Vocational Education.

Level I and II certification for any one of the following positions: Elementary Principal (grades P-4); Middle School Principal (grades 5-8); Secondary School Principal (grades 9-12); School Principal (P-12); Supervisor of Instruction (P-12).

Application Process:

Submit an online application and application fee to the Office of Graduate Education.

Submit official transcripts of undergraduate and graduate coursework sent directly from all institutions of higher education previously attended.

Submit a copy of current Kentucky teaching certificate or out-of-state equivalent showing appropriate administrative certification level I and Level II.

Submit evidence of three years of classroom experience and two years of administrative experience (see above).

Two recommendations using the superintendent recommendation form and completed by educational associates who can attest to your potential success as a school leader. One letter must be from your current building principal or district supervisor. Letters must be made on superintendent recommendation form found on the website for superintendent certification or email edleadership@nku.edu.

Superintendent supplemental application with six areas of administrative skills addressed by candidates in terms of best practices and in essay format. Supplemental application form found on the website for superintendent certification or email edleadership@nku.edu.

Complete an interview with NKU leadership faculty and P-12 instructional leaders. *

*After a thorough review of the application materials, the admissions committee will select candidates to be interviewed. The interview may be with the candidate individually or in a group setting and will include the completion of an on-demand essay. The interview will seek evidence of knowledge of curriculum and assessment, leadership and management potential, and dispositions associated with effective leadership. 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.

◆Indicates prerequisite.

CURRICULUM REQUIREMENTS

The program requirements for the Professional Certificate for School Leadership-School Superintendent include completion of a minimum of 12 course credit hours and must include the following courses or equivalent

substitute courses as approved by the Department of Teacher Education and School Leadership:

- EDA 639 The School Superintendency (3 credits) ◆
- EDA 649 School System Administration (3 credits) ◆
- EDA 659 Strategic Management in Education (3 credits) ◆
- EDA 679 School Superintendent Practicum I (1 credit) ◆
- EDA 680 School Superintendent Practicum II (1 credit) ◆
- EDA 681 School Superintendent Practicum III (1 credit) ◆

Minimum Total Hours: 12

ADDITIONAL INFORMATION

Certifications are not automatic and must be initiated by the

student. Forms and processes of application for certification from Kentucky Education Professional Standards Board (KYEPSB) are subject to change. For the most current application forms or processes go to the KYEPSB website (<http://www.epsb.ky.gov>) Contact the educational leadership graduate office for additional information on university recommendations for certification.

No Praxis Exams are required at this time for Superintendent Certification.

* Requirements and passing scores for teacher/educator certification are subject to change. For the most current PRAXIS II testing requirements, go to the Kentucky Education Professional Standards Board website (<http://www.epsb.ky.gov>) If you are certified/licensed or requesting certification/licensure in another state please check with your licensure board for your state testing regulations.

EXIT REQUIREMENTS

The certification will be awarded to candidate upon:

Satisfactory completion of all required coursework with a minimum GPA of 3.0 on a 4.0 scale.

Completion of required coursework used for certificate with a C or higher. Satisfactory performance on the Professional Standards for Educational Leaders (PSEL 2018).

Minimum GPA of 3.0 or higher.

A CA-1 form must be submitted to the Kentucky Education Professional Standards Board (KYEPSB) to apply for the certification. Contact the Educational Leadership Graduate Office at edleadership@nku.edu for questions on certification.

Rank I Teaching

Jim Allen, Ed.D., Graduate Program Director

Purpose

The Rank I Teaching program is designed as the next logical step for a teacher to obtain a Rank change following the completion of a Rank II.

Contact Information

Teacher Education Graduate Office - MEP 263C
gradedu@nku.edu or 859-572-1567

Admission Criteria

Individuals applying must meet all requirements for admission to graduate study at Northern Kentucky University as defined by the Graduate Catalog at the time of application in addition to the following criteria.

To be eligible for admission applicants must have:

A master's degree from regionally accredited institution of higher education, with a total cumulative graduate grade point average of a 3.0 on a 4.0 scale.

A Kentucky Rank II teaching certificate or out-of-state equivalent.

Application Process:

Submit an online application to the Office of Graduate Education.

Submit official transcripts of undergraduate and graduate coursework sent directly from all institutions of higher education previously attended.

Submit a copy of Kentucky teaching certificate or out-of-state equivalent at Rank II.

Submit three recommendation forms with attached letters of recommendation. Letters may be typed directly into the recommendation form. If separate letters of recommendation are attached, they must be written on official letterhead and have the signature of the individual providing the recommendation.

Submit a typewritten Statement of Professional Goals, approximately 300-400 words in length. The Statement of Professional Goals should state the applicant's reasons for pursuing the Rank I program and the specialization and/or endorsement desired. It should also state the applicant's goals for professional growth and explain specifically how the chosen degree program/endorsement area will make it possible for the applicant to achieve these goals and improve her/his knowledge and skills as a teacher. The Statement of Professional Goals will be evaluated for completeness, quality of written expression, and clarity of professional goals.

◆Indicates prerequisite.

CURRICULUM

The Rank I - Teaching curriculum is as follows:

Leadership Core: Required (6 credit hours)

EDA 602 Leadership in Schools, Orgs & Community (3 credits)

EDG 615 Instructional Design & Curriculum (3 credits) ◆

Professional Core (12 credit hours)

Curriculum and Teaching Option

Required courses, if not previously taken (6 credit hours)

EDG 606 Leadership in a Diverse Society (3 credits)

EDG 624 Pupil Assessment and Evaluation (3 credits)

Electives (6 credit hours)

Must be approved by advisor

EDG 602 Technology in Education (3 credits)

EDG 620 Learning and Motivation (3 credits)

EDG 630 Language and Learning Across the Curriculum (3 credits)

EDG 660 Learning and Behavior Disorders (3 credits)

EDG 667 Collaboration and Inclusive Practices (3 credits)

Interdisciplinary Early Childhood Education (Birth to Kindergarten)

For IECE Certification: Completion of all courses (21 credit hours) and Praxis exam(s) as required by KYEPSB.

This is an option designed to assist teachers with an existing elementary or special education teaching certificate to achieve the IECE certificate.

Required Courses (18 credit hours)

EDS 551 Assistive Technology in the Classroom (3 credits)

EDU 551 Preschool Education and Programming (3 credits) ◆

EDU 552 Infant Toddler Education and Programming (3 credits) ◆

EDU 569 Kindergarten Education and Programming (3 credits) ◆

EDS 588 Professional Laboratory Experiences (3-6 credits) ◆

Electives - choose one of the following (3 credit hours):

EDU 550 Current Trends in Early Childhood Education (3 credits) ◆

EDU 554 Language Development and Emergent Literacy (3 credits) ◆

EDU 565 Early Childhood Assessments for Screening (3 credits) ◆

EDU 566 Ongoing Assessment in Early Childhood Education (3 credits) ◆

EDU 567 Math and Science Exploration PreK-3rd (3 credits) ◆

EDU 568 Administration and Supervision in Early Childhood Education (3 credits) ◆

EDS 562 Early Childhood Special Education Programs (3 credits) ◆

EDS 570 Working with Families of Students with Disabilities (3 credits) ◆

Learning and Behavior Disorders (P-12)

For LBD Certification: Completion of all courses (33-36 credit hours) and Praxis exams as required by KYEPSB.

EDG 666 Introduction to Education of Students with Exceptionalities (3 credits)

EDG 630 Language and Learning Across the Curriculum (3 credits)

EDG 660 Learning and Behavior Disorders (3 credits)

EDS 561 Intellectual and Orthopedic Disabilities (3 credits) ◆

EDG 662 Educational Assessment of Learning and Behavior Disorders (3 credits) ◆

EDG 664 Procedures and Methods for Remedial Learning and Behavior Disorders (3 credits)

EDS 570 Working with Families of Students with Disabilities (3 credits) ◆

EDG 667 Collaboration and Inclusive Practices (3 credits)

EDS 572 Secondary Special Education Programs (3 credits) ◆

EDG 658 Assessment Techniques for P-12 Mathematics (3 credits)

EDS 588 Professional Laboratory Experiences (3-6 credits) ◆

Moderate and Severe Disabilities (P-12)

If not certified in LBD (15 credit hours)

Candidate must complete the following courses or course equivalencies (15 credit hours) to pursue the moderate to severe certification:

EDG 666 Introduction to Education of Students with Exceptionalities (3 credits)

EDS 561 Intellectual and Orthopedic Disabilities (3 credits) ◆

EDS 570 Working with Families of Students with Disabilities (3 credits) ◆

EDG 662 Educational Assessment of Learning and Behavior Disorders (3 credits) ◆

If LBD certified (19-22 credit hours)

Moderate and Severe Disabilities for students who are currently LBD certified or have completed the prerequisite courses:

For MSD endorsement: Completion of all courses (19-22 credit hours) and Praxis exam(s) as required by KYEPSB.

EDS 551 Assistive Technology in the Classroom (3 credits)

EDG 653 Language Development of Students with Disabilities (3 credits)

EDG 665 Transdisciplinary Collaboration (3 credits)

EDG 668 Advanced Principles of Behavior Management (3 credits) ◆

EDG 669 Diagnostic/Prescriptive Teaching (4 credits)
EDS 588 Professional Laboratory Experiences (3-6 credits) ♦

Gifted Education (P-12)

For Gifted and Talented Endorsement: Completion of all courses (12 credit hours) and Praxis exam(s) as required by KYEPSB.

Prerequisite to starting the endorsement: One year of full time teaching experience

Students must take EDG 621 and EDG 623 before they will be permitted to enroll in EDG 625 and EDG 627

Core Courses (12 credit hours)

EDG 621 Introduction to Gifted Education (3 credits)
EDG 623 Teaching Creative Higher-Level Thinking (3 credits)
EDG 625 School Programs for Gifted Students (3 credits) ♦
EDG 627 Seminar and Field Experiences in Gifted Education (3 credits) ♦

Reading (P-12)

For Reading Endorsement: Completion of all courses (16 credit hours) and Praxis exam(s) as required by KYEPSB.

One Prerequisite Course (3 credit hours)

Choose one of the following:

EDG 630 Language and Learning Across the Curriculum (3 credits)
EDG 693 Selected Topics in Education (1-3 credits) (Kentucky Reading Project)
EDG 693 Selected Topics in Education (1-3 credits) (Adolescent Literacy Project)
EDU 525 Differentiated Literacy Instruction (3 credits) ♦

Core Courses (13 credit hours)

EDG 632 Classroom-Based Literacy Assessment (3 credits) ♦
EDG 637 Literacy Clinic I (3 credits) ♦
EDG 639 Literacy Clinic II (3 credits) ♦
EDG 692 Applied Action Research IV (.5 credit) ♦

Choose one of the following (3 credit hours):

EDU 530 Reading in Middle and Secondary Schools (1.5-3 credits) ♦
EDG 636 Reading Instruction in Middle Grades (3 credits) ♦

Environmental Education (P-12)

For Environmental Education Endorsement: Completion of 12 credit hours in accordance with the environmental education endorsements to meet the NAAEE Guidelines for the Initial Preparation of Environmental Educators Standards.

Students must gain their advisor's approval prior to enrolling in courses. Completion of all courses (12 credit hours).

Core Courses (6 credit hours)

EDU 545 Fundamentals of Environmental Education (3 credits) ♦
EDU 546 Teaching Environmental Education (3 credits) ♦

Elective Courses, choose two (6 credit hours)

ENV 578 Environmental Issues for Educators (3 credits) ♦

EDG 644 (3 credits)
OR
BIO 644 Aquatic Ecology for Teachers (3 credits)

EDG 693 Selected Topics in Education (1-3 credits)
EDU 594 Topics: Education (1-3 credits) ♦
EDU 547 Teaching and Learning in the Outdoors (3 credits) ♦
EDU 548 Environmental Issues for Educators (3 credits) ♦

Instructional Computer Technology (P-12)

For ICT Endorsement: Completion of all courses (15 semester hours).

Prerequisite Course (First Course) (3 credit hours)

EDG 602 Technology in Education (3 credits)

Instructional Design Strand, choose one of the following (3 credit hours):

EDG 641 Applying Innovative Tech in Ed Prac (3 credits) ♦
EDA 624 Technology and Best Practices for School Improvement (3 credits) ♦

Distance Learning and Web Concepts Strand, choose one of the following (3 credit hours):

EDG 642 Designing Online Instruction (3 credits) ♦
EDG 603 Selected Topics in Technology in Education (1-3 credits)

Technical Component Strand, choose one (3 credit hours)

EDG 643 Technology Systems in Schools (3 credits) ♦
EDG 603 Selected Topics in Technology in Education (1-3 credits)

Final Course (3 credit hours)

EDG 693 Selected Topics in Education (1-3 credits)

English as a Second Language (ESL) (15 credit hours):

For ESL Endorsement: Completion of all courses (15 credit hours) and PRAXIS exam(s) as required by KYEPSB.

ESL 601 Advocacy and Leadership in TESOL (3 credits)
ESL 605 Second Language Acquisition Classroom for Teachers (3 credits)
ESL 602 Testing and Evaluation in Second Language Teaching (2 credits)
ESL 606 Methods/Materials for Teachers of TESOL (4 credits)
ESL 608 Grammar & Linguistics Teachers of TESOL (3 credits)

Special Education not leading to endorsement

Required Courses (9 credit hours):

(substitutions must have prior advisor approval)

EDG 660 Learning and Behavior Disorders (3 credits)
EDS 561 Intellectual and Orthopedic Disabilities (3 credits) ♦

Choose one of the following (3 credit hours):

EDG 667 Collaboration and Inclusive Practices (3 credits)
EDS 551 Assistive Technology in the Classroom (3 credits)
EDG 653 Language Development of Students with Disabilities (3 credits)
EDS 570 Working with Families of Students with Disabilities (3 credits) ♦
EDS 572 Secondary Special Education Programs (3 credits) ♦
Other (with advisor approval) (3 credits)

Autism/Applied Behavior Analysis

Completion of all courses (18 credit hours)

Required Courses (18 credit hours)

EDS 573 Individuals w Autism Spectrum Disorders (3 credits) ♦
EDG 661 Research Methods in Applied Beh Analysis (3 credits) ♦
EDG 668 Advanced Principles of Behavior Management (3 credits) ♦
EDG 670 Ethical Considerations Applied Beh Analy (3 credits) ♦

EDG 671 Implementing ABA Prog Applied Settings (3 credits) ♦

Optional Course (2-4 credit hours)

EDG 672 Personnel Supervision & Management ABA (2-4 credits) ♦

Content Core (6 credit hours)

Six credit hours of content related to initial area of teacher's certification.
Content courses require advisor's approval.

Electives Core (6 credit hours)

Appropriate coursework taken at the graduate level with approval of student's advisor.

Elementary Mathematics Specialist

This program supports current elementary school teachers in improving their own practice and their school mathematics community. The courses for the program fit into three categories. The first category of courses focuses on mathematical pedagogies for grades K-2, grades 3-5, and interventions across grades K-5 for students with additional needs. The second category of courses address mathematical content that is relevant for teachers teaching grades K-5, including number and operations, algebra and functions, geometry and measurement, and data analysis and probability. The third category contains a leadership course designed to build leadership capacity among elementary teachers in the area of mathematics.

MTE 650 Advanced Methods for Teaching Number P-2 (3 credits) ♦

MTE 651 Advanced Methods for Teaching Number 3-5 (3 credits) ♦

MTE 652 Intervention in Elementary Mathematics (3 credits) ♦

MTE 653 Advanced Geometry and Measurement Con P-5 (3 credits) ♦

MTE 654 Advanced Number, Algebra, and Data P-5 (3 credits) ♦

MTE 655 Enhancing Leadership in Math Teaching (2 credits) ♦

Dual Credit Teaching

STEM Concentration: Computer Science

Teachers take 18 hours of computer science graduate courses

First Course (must be taken in first semester) (0 credit hours)

EDG 608 Conc for Dual Credit Teaching: Intro (0 credits) ♦

Required Core (12 credit hours)

CSC 500 Object-Oriented Programming (3 credits) ♦

CSC 501 Data Structures and Computer Systems (1-3 credits) ♦

CSC 502 Advanced Programming Methods (3 credits) ♦

CSC 539 Software Testing and Maintenance (3 credits) ♦

Select two courses from the options below (6 credit hours):

CSC 507 Concepts of Programming Languages (3 credits) ♦

CSC 515 Android Mobile App Development (3 credits) ♦

CSC 516 iOS Mobile App Development (3 credits) ♦

CSC 525 Artificial Intelligence (3 credits) ♦

CSC 540 Software Engineering (3 credits) ♦

CSC 556 Advanced Web Application Development (3 credits) ♦

CSC 560 Operating Systems (3 credits) ♦

CSC 562 Computer Architecture (3 credits) ♦

CSC 582 Computer Security (3 credits) ♦

CSC 670 Social Implications of Computing (3 credits) ♦

Final Course (must be taken in final semester) (0 credit hours)

EDG 609 Conc for Dual Credit Teaching: Capstone (0 credits) ♦

Note: Teachers with no programming experience will be required to take EDG 602 prior to CSC 500.

At the completion of these graduate courses, teachers will be qualified to teach the following dual-credit courses:

Elementary Programming (INF 120) - 3 credit hours; NKU general education course

Object Oriented Programming (CSC 260) - 3 credit hours; has a corresponding Advanced Placement exam

Intro to Web Development (INF 286) - 3 credit hours

Computer Science Principles - has a corresponding Advanced Placement exam

Liberal Arts/ Social Sciences concentration: Communication

First Course (must be taken in first semester) (0 credit hours)

EDG 608 Conc for Dual Credit Teaching: Intro (0 credits) ♦

Required Core (12 credit hours)

COM 601 Communication Theory (3 credits)

COM 621 Communication Pedagogy (3 credits)

COM 625 Issues in Communication Pedagogy (3 credits)

COM 680 Communication Teaching Practicum (3 credits)

Select two courses from the options below (6 credit hours):

COM 520 Relational Communication (3 credits) ♦

COM 560 Rhetorical Criticism (3 credits) ♦

COM 604 Organizational Communication (3 credits)

COM 620 Interpersonal Communication (3 credits)

COM 640 Persuasion (3 credits)

COM 671 Media Criticism (3 credits)

COM 677 Organizational Culture and Identity (3 credits)

Final Course (must be taken in final semester) (0 credit hours)

EDG 609 Conc for Dual Credit Teaching: Capstone (0 credits) ♦

At the completion of these graduate courses, teachers will be qualified to teach the following dual credit courses:

Public Speaking (CMST 101, 3 credits) - NKU general education course

Introduction to Communication Studies (CMST 110, 3 credits) - NKU general education course

Media Literacy (EMB 100, 3 credits) - NKU general education course

Media in a Diverse Society (EMB 105, 3 credits) - NKU general education course

Introduction to Popular Culture (POP 205, 3 credits) - NKU general education course

International Popular Culture (POP 250, 3 credits) - NKU general education course

Concentration for Dual Credit Teaching: Capstone (EDG 609, 0 credits)

Liberal Arts/ Social Sciences concentration: English

Teachers enroll in and complete the Graduate Certificate in Composition and Rhetoric in the Department of English

First Course (must be taken in first semester) (0 credit hours)

EDG 608 Conc for Dual Credit Teaching: Intro (0 credits) ♦

Required Core (9 credit hours)

ENG 556 Composition Theories (1-3 credits) ♦

ENG 646 Composition and Rhetoric Practicum (3 credits) ♦

ENG 735 Readings In Composition (3 credits) ♦

Select three courses from the options below (9 credit hours):

ENG 638 Theories of Community Literacy (3 credits)

ENG 645 Topics in Contemporary Rhetoric (3 credits)

ENG 647 History of Rhetoric (3 credits)

any English course designated at the 500+ or 600+ level

Final Course (must be taken in final semester) (0 credit hours)

EDG 609 Conc for Dual Credit Teaching: Capstone (0 credits) ♦

At the completion of these graduate courses, teachers will be qualified to teach the following dual credit courses:

College Writing (ENG 101, 3 credits) - NKU general education course

Advanced College Writing (ENG 291, 3 credits) - NKU general education course

EXIT CRITERIA

Completion of 30 credit hours (at least 15 hours 600 or above) with a minimum 3.0 GPA

Completion of area of specialization with a minimum 3.0 GPA

Completion of all required coursework used for the certificate with a C or higher.

Signed Codes of Ethics for Kentucky School Personnel and College of Education.

Signed copy of Rank I curriculum contract and appropriate area of specialization curriculum contract.

Successful satisfactory Rank 1 final reflection demonstrating the Kentucky Teacher Standards.

COLLEGE OF HEALTH AND HUMAN SERVICES

Location: FH 455/Health Innovation Center

Telephone: 859-572-5248

Fax: 859-572-1934

Email Address: healthprofessions@nku.edu

Web Address: <https://www.nku.edu/academics/chhs.html>

Dean: Dale Stephenson

Other Key Personnel:

Associate Dean: Vanessa Hunn

Assistant Dean: Christian Gamm

Assistant to the Dean: Maureen Krebs

Business Officer: Nanette Freadreacea

Director of Advising: Cathleen Wolff

The graduate programs in Northern Kentucky University's College of Health and Human Services are designed to train health-care professionals using educational models that focus upon the integration of knowledge, skills, and professional behaviors. The college is primarily focused on improving the overall health of the people and communities particularly the commonwealth of Kentucky and the tri-state region.

The graduate programs are grounded in evidence-based practice with the intention of preparing health-care providers for meaningful and productive careers through the creation of strong ties between community, clinical, and academic partners. The graduate faculty are mindful of maintaining a collaborative environment that facilitates excellence in scholarship, practice, leadership, and continuing professional education. The College houses four centers - the Nurse Advocacy Center for the Underserved (NACU), Nurse Interdisciplinary Research Collaborative (NIRC), the NKU Training Resource Center, and Fuel NKU. The college's four Schools - Nursing, Allied Health, Social Work, and Kinesiology, Counseling, and Rehabilitative Sciences - cooperatively address pervasive health problems to improve the overall quality of life of residents throughout the commonwealth and the tri-state region.

The college reserves the right to change the program of study as needed to fulfill state approval, regional and national accreditation, and other certification organizations.

MASTER

Cardiovascular Perfusion

Jeremy Engel, DHSc, MHS, CCP; Program Director

The Master of Science in Cardiovascular Perfusion Program is an allied health science program that educates and prepares students in the knowledge and skills necessary to conduct cardiopulmonary bypass and associated cardiovascular procedures including cardiac life support. Perfusionists work under the supervision of the cardiac surgeon and in accordance with the cardiac anesthesiologist. Students who graduate from this program will be eligible to sit for the two-part national certification examination through the

American Board of Cardiovascular Perfusion (ABCP). Successful completion of the ABCP examinations awards the certification and title of Certified Clinical Perfusionist (CCP).

Our mission is to prepare students to become a proficient entry level cardiovascular perfusionist through the dissemination of evidence-based knowledge, scholarly activities, and diverse clinical experiences. Additionally, it is the mission of this program to elicit independent systematic thought processes through new scientific discovery and historical knowledge. Graduates from this program will be able to effectively integrate perfusion theory to clinical practice.

Application Deadline

The admission deadline to be considered for a fall start date is February 15th. To be considered for admission, the completed application and all admission requirements must be received no later than one month prior to the fall semester start date. Decisions are made individually as an application becomes complete until the class is full.

Admission Requirements

- Application for graduate admission and \$40 non-refundable application fee.
- Completed a bachelor's or master's degree at a regionally accredited institution with a minimum cumulative GPA of 3.0 on a 4.0 scale. Please submit all official transcripts from undergraduate and graduate schools attended.
- Successful completion of the following prerequisites, or equivalent courses, with a GPA of at least a 3.0 on a 4.0 scale in each course. Prerequisites should be completed within ten years of application.
 - General Biology with labs (8 credits) (e.g. NKU- BIO 150/L and BIO 151/L)
 - Microbiology with lab (4 credits) (e.g. NKU- BIO 202/L)
 - College Math (3 credits) (e.g. NKU- MAT 129 or STA 205)
 - Physics with lab (4 credits) (e.g. NKU- PHY 211/L)
 - General Chemistry with labs (8 credits) (e.g. NKU- CHE 120/L and CHE 121/L)
 - Anatomy & Physiology with labs (8 credits) (e.g. NKU- BIO 208/L and BIO 209/L)
 - Biochemistry (3 credits) (e.g. NKU- CHE 115/L)
- Clinical patient care experience or shadow a perfusionist.
 - Perfusion Shadowing Doc.docx
- Three professional letters of recommendation
- Letter of intent discussing why you wish to pursue a career as a cardiovascular perfusionist
- CV or resume

INTERVIEW: Once all requirements are met within the application deadline, qualified applicants may be invited for an interview with the director and clinical coordinator prior to final decision of admission.

Additional Program Requirements

Students are required to use PreCheck/ Sentry MD to purchase and upload a background check, immunizations, drug screen, and health screening documents.

Immunizations and document tracking are conducted through PreCheck/ Sentry MD. Before the start of clinical rotations, students will be required to have the

following proof of immunizations. Register for Immunization Tracking at <https://candidate.precheck.com/StudentCheck>.

- Measles, Mumps, Rubella MMR- Two doses or positive surface antibody titers.
- Tuberculosis (TB)(PPd)- TB documentation or PPd test within 12 months and a negative result or TB blood draw test within 12 months with negative result.
- Influenza Vaccine - required seasonally (October 1- - March 31-)
- Tetanus, Diphtheria, Pertussis (T-DaP)- Vaccine within 10 years or TD/ T-DaP booster within 10 years
- Varicella (chickenpox)- Two dose vaccine or positive surface antibody titer
- Hepatitis B- Two, three, or four doses or positive surface antibody titer
- COVID-19 - Vaccine Documentation

Program Retention and Graduation Requirements

- Maintain an overall 3.0 GPA
- Completion of all coursework with a B average or better
- Successful completion and display of competent clinical skills and knowledge of at least 75 adult clinical cases
- Successful completion and display of competent clinicals skill and knowledge or observation of at least 10 pediatric clinical cases
- All course work and clinicals are non-repeatable

CURRICULUM

The MS Cardiovascular Perfusion Program is a five-semester program consisting of two semesters of in-class instructional learning and three semesters of clinical hands on training at various clinical affiliation sites. Each clinical rotation is 15 weeks in duration coinciding with NKU Summer, Fall, and Spring semesters.

First Year

Fall Semester (22 credits)

- CVP 600 Anatomy and Physiology in Perfusion, I (3 credits)
- CVP 602 Fundamentals of Perfusion Management, I (2 credits)
- CVP 610 Extracorporeal Technology, I (3 credits)
- CVP 620 Physiological Monitoring (5 credits)
- CVP 621 Pathophysiology in Perfusion (4 credits)
- CVP 630 Perfusion Simulation, I (5 credits)

Spring Semester (22 credits)

- CVP 601 Anatomy and Physiology in Perfusion, II (3 credits)
- CVP 603 Fundamentals of Perfusion Management, II (2 credits)
- CVP 611 Extracorporeal Technology, II (3 credits)
- CVP 622 Surgical Technique (2 credits)
- CVP 623 Perfusion Pharmacological Intervention (4 credits)
- CVP 624 Pediatric Perfusion (3 credits)
- CVP 631 Perfusion Simulation, II (5 credits)

Second Year

Summer Semester (10 credits)

- CVP 640 Special Considerations in Perfusion (2 credits)
- CVP 676 Clinical Practicum, I (6 credits)
- CVP 680 Research Methods in Perfusion (2 credits)

Fall Semester (8 credits)

CVP 686 Clinical Practicum, II (6 credits)
CVP 691 Perfusion Capstone, I (2 credits)

Spring Semester (8 credits)

CVP 693 Perfusion Capstone, II (2 credits)
CVP 696 Clinical Practicum, III (6 credits)

Total Credit Hours: 70

CERTIFICATE

Health Care Commercialization Certificate

This certificate explains how the "business of health care" operates. This program will provide those who work in the supply side of health care with the knowledge and skills they need to bring an innovation in health care to market. It will help prepare those pursuing careers in health care to succeed in today's entrepreneurial economy, where innovation is a primary driver of success, as it simultaneously meets a regional (and national) need for health-related innovation and entrepreneurship.

REQUIRED COURSES (18 HOURS)

To complete the certificate, students will take all 6 of these courses.

CHP 608 Health Care Marketing (3 credits)
CHP 609 New Product Development in Healthcare (3 credits)
CHP 610 Medical Language (3 credits) ♦
CHP 611 Healthcare Commercialization Practicum (3 credits)
HSC 650 Healthcare Policy and Economics (3 credits) ♦
MHI 665 Healthcare Quality Systems (3 credits) ♦

School of Allied Health

Location: Health Innovation Center/FH 455

Telephone: 859-572-5476

Fax: 859-572-1314

Email Address: alliedhealth@nku.edu

Web Address:

<https://www.nku.edu/academics/chhs/programs/schools/alliedhealth.html>

Director: Trina Cossin, M.Ed., R.T.(R)

Other Key Personnel:

Program Director, Master of Science in Health Science: David Tataw,
Ph.D., MPH, MPA, MMIS, FACHE

The Master of Science in Health Science (MSHS) degree program is a fully online, accelerated, interdisciplinary, post-professional program designed specifically for health care professionals with a bachelor's degree to continue their education at the graduate level. The curriculum is broad-based, with a common core and guided electives that students can select based upon their career goals. Electives include coursework in education, management/leadership, and health informatics, allowing students to tailor their program to meet individual needs. This flexibility will be appealing to mature, self-guided students and could potentially lead to a broader variety of employment opportunities than would a more narrowly focused discipline-specific degree.

Our programs offer students personalized attention through innovative engagement, advising, and dedicated faculty focused on student success. Students within our programs are also provided with the opportunity for a strong educational experience through contact with a diverse interdisciplinary cohort of students.

MASTER

Health Administration, MSHA

David Tataw, Ph.D., Program Director

Introduction

The Master of Science in Health Administration (MSHA) is a fully online and accelerated program. It features an integrated curriculum based on core competencies that drive success in the contemporary health care industry and align with accreditation standards for the Commission on Accreditation of Healthcare Management Education (CAHME). A culminating experience will integrate and synthesize healthcare management skills and competencies through an internship and capstone course or a well-structured portfolio. The MSHA provides students with skills for employment in a variety of health services settings including hospitals, pharmaceutical companies, community health organizations, multispecialty services, insurance companies, biomedical research organizations, long-term care facilities, and emergency preparedness organizations in both the public and private domains.

Program Options

All students applying to this program must complete all 34-credit requirements. All classes are offered in the online format to accommodate a variety of work and personal schedules. For more information on distance education, visit nkuonline.nku.edu.

Students are admitted to the program in the fall, spring, and summer semesters and have the option of enrolling as a part-time or full-time student. Courses are offered periodically throughout the year in 7 week sessions. Program planning with an advisor is critical to successful completion of the program in the student's desired time frame. Students who "stop out" for any reason may have to wait a session or more to complete all program requirements depending on course offerings. According to university policy, students have up to six years to complete a master's degree program.

Student Advising

Upon admission to the program, students will be assigned to an academic advisor. Students are expected to maintain close contact with their advisor throughout the program.

Application Deadline

To be considered for admission, a completed application and all required accompanying materials must be received no later than the semester prior to the student's start date. Applications will be objectively evaluated and ranked.

MSHA Program Admission Requirements

A selective admission procedure will be followed to ensure that students have the best possibility for academic success. Applications will be objectively evaluated and ranked. The program director will review applications to determine whether the applicants possess the prerequisites necessary for success in the program. Admission criteria include the following:

Application for admission and application fee.

Bachelor's degree; final official transcript from each regionally accredited institution must be sent to the Office of Graduate Education.

Minimum 2.50 cumulative undergraduate GPA. Candidates with undergraduate GPAs below 2.5 could be considered for provisional Admissions after a holistic review of their applications.

Undergraduate course in statistical methods with a grade C or higher is required (equivalent to STA 205 or STA 205R at NKU). This is a prerequisite for our Research Methods Class.

International Applicants, who received instruction in a language other than English, must demonstrate English proficiency by earning an acceptable score on the TOEFL or IELTS exam.

Applicants with transcripts or undergraduate degrees from international institutions must provide an official copy of a third party course-by-course evaluation.

CURRICULUM

HCA 510 Health Care Systems and Environments (3 Credits)
HCA 600 Applied Research Methods for Health Mgt (3 Credits)
HCA 601 Finance and Budgeting in Healthcare (3 Credits)
HCA 602 Managerial Epidemiology Managerial Epidemiology (3 Credits)
HCA 630 Strategic Planning and MKTG for Hlth Svc (3 Credits)
HCA 640 Health Law, Policy, and Ethical Issues (3 Credits)
HCA 650 Healthcare Economics (3 Credits)
HCA 652 Org. Beh. and Strategic Human Res Mgt (3 Credits)
HCA 653 Healthcare Quality & Project Management (3 Credits)
HCA 691 Healthcare Management Capstone Exp (4 Credits)
MHI 601 Technical Foundations of Health Informatics (3 credits)

Health Science, M.S.

David Tataw, Ph.D., MPH, MPA, MMIS, FACHE. Graduate Program Director

Introduction

The Master of Science in Health Science (MSHS) degree program is a fully online, accelerated interdisciplinary, post-professional program designed specifically for health care professionals with a bachelor's degree to continue their education at the graduate level. The curriculum is broad-based, with a common core and guided electives that students can select based upon their career goals. Electives include coursework in education, management/leadership, and health informatics, allowing students to tailor their program to meet individual needs. This flexibility will be appealing to mature, self-guided students and could potentially lead to a broader variety of employment opportunities than would a more narrowly focused discipline-specific degree.

Program mission: To provide an innovative and interdisciplinary education that promotes comprehensive healthcare that continually improves the quality of care for the community through leadership, teamwork and standards of excellence.

Program Options

All students applying to this program must complete all core requirements. In addition, students select guided electives, based upon career goals. All classes are offered in the online format to accommodate those who are working a variety of clinical schedules. For more information on distance education, visit nkuonline.nku.edu.

Students are admitted to the program in the fall, spring, and summer semesters and have the option of enrolling as a part-time or full-time student. Courses are offered in 7 week sessions. Program planning with an advisor is critical to successful completion of the program in the student's desired time frame. Students who "stop out" for any reason may have to wait a session or more to complete all program requirements depending on course offerings. According to university policy, students have up to six years to complete a master's degree program.

Student Advising

Upon admission to the program, students will be assigned to an academic advisor. Students are expected to maintain close contact with their advisor throughout the program.

Application Deadline

Admission to the MSHS program is competitive. To be considered for admission, a completed application and all required accompanying materials must be received not later than the semester prior to the student's start date. Applications will be objectively evaluated and ranked.

Admission

MSHS Program Admission Requirements

A selective admission procedure will be followed to ensure that students have the best possibility for academic success. The program director will review applications to determine whether the applicants possess the prerequisites necessary for the success in the program. Admission criteria include the following:

- Application for admission and application fee.
- Bachelor's degree; final official transcript from each regionally accredited institution must be sent to the Office of Graduate Education.
- Minimum 2.5 cumulative undergraduate GPA.
- Student letter of intent and career goals - this is a 1-2 page description, single spaced with 12 point Times New Roman and no more than 1" margins, of how the program will help the student to apply knowledge learned relative to career goals; letter of intent should indicate interest area in guided electives.
- Professional resume.
- Undergraduate course in statistical methods with a grade C or higher is required (equivalent to STA 205 or STA 205R at NKU). This is a prerequisite for STA 614 and should be completed prior to taking STA 614.
- International students must demonstrate English proficiency by earning an acceptable score on the TOEFL or IELTS exam.
- Interview with graduate program faculty may be necessary; this could be in person or via phone, Zoom or Skype.
- Applicants with transcripts or undergraduate degrees from international institutions must provide an official copy of a third party course by course evaluation.

◆Indicates prerequisite.

CURRICULUM

Students must complete all core requirements plus three guided electives:

Advising note

If a student has completed CHP 500 and/or HSC 510 at the undergraduate level they may be waived by the MSHS Admission Committee, after review of transcripts and consultation with the student.

Core Requirements (26 credit hours)

HSC 600 Healthcare Research Methods (3 credits) ♦
HSC 510 Trends and Cultural Issues in Healthcare (3 credits) ♦
HSC 615 Inst Design/Media Dev for Health Prof (3 credits) ♦
HSC 650 Healthcare Policy and Economics (3 credits) ♦
HSC 691 Health Science Capstone (4 credits) ♦
HSC 696 Health Science Internship (4 credits) ♦
STA 614 Statistics for Health Care Research (3 credits) ♦
MHI 601 Technical Foundations of Health Informatics (3 credits)

Guided Electives

As part of the program, students will complete nine (9) total hours of guided electives.

CHP 500 Teaching & Learning in Healthcare Education (3 credits) ♦
CHP 601 Assessment & Evaluation of the Healthc (3 credits) ♦
CHP 602 Curr, Dev & Eval for Healthcare Programs (3 credits) ♦
CHP 603 Role of the Healthcare Educator (3 credits) ♦
HSC 620 Health Care Finance and Reimbursement (3 credits) ♦
HSC 630 Strategic Planning for Health Services (3 credits) ♦
HSC 640 Health Law and Ethical Issues (3 credits) ♦
MHI 600 Introduction to Healthcare Operations (3 credits)
MBI 625 Information Systems in Organizations (3 credits) ♦
MBI 630 Systems Analysis and Design (3 credits)
MBI 635 Database Management Systems (3 credits)
MBI 650 Information Technology Project Management (3 credits) ♦

Total Hours: 35

GRADUATION REQUIREMENTS

To be eligible for graduation, students must meet the following requirements:

Minimum 3.0 GPA.
Minimum 35 semester hours.
Maximum of 9 transfer hours of graduate coursework used toward this degree, with approval of graduate program director.
No more than 2 grades of C; students must repeat additional courses with C grades.
Successful completion of internship.
Satisfactory completion of a final project as part of HSC 691.
Completion of online application for graduation.
Completion of program certification form.

CERTIFICATE

Clinical Research Certificate

Trina Cossin, M.Ed., R.T.(R), Program Director and School of Allied Health Director

The Clinical Research certificate is designed for students with a variety of undergraduate degrees, as well as graduate students seeking further education. For those already working in the field of clinical research, completion of the certificate will provide information to aide in sitting for the SOCRA exam. This certificate is designed for students who ultimately seek careers in the clinical research industry, and may lead to opportunities for positions including those in clinical project management, clinical data management, pharmacovigilance, clinical monitoring, and many others.

Students will learn the principles of drug development and how clinical trials are conducted from knowledgeable professionals working in the field of clinical research. Students will also learn other applicable skills, including how to communicate with key stakeholders in the clinical trial process, and will learn in detail about the various stakeholders and participants of a clinical trial, including the biopharmaceutical company, CRO, research sites, vendors, labs, regulatory authorities and more. This program can be completed as an introduction into clinical research, or can offer a deeper understanding of the clinical trial process for those already working in the field. The Clinical Research Certificate is designed for those individuals interested in a future career in Clinical Research.

Contact Information

Trina Cossin, M.Ed., R.T.(R), Program Director and School of Allied Health Director

Cossint1@nku.edu or 859-572-5477

Admission Requirements

Individuals applying must meet all requirements for admission to graduate study at Northern Kentucky University as defined by the Graduate Catalog at the time of application in addition to the following:

1. Application for graduate admission, along with \$40 application fee.
2. An undergraduate GPA of 3.0 on a 4 point scale; submit transcripts of all colleges and universities attended to the Office of Graduate Education.

REQUIRED COURSES

CHP 604 Clinical Trials I - Principles of Drug D (3 credits) ♦
CHP 605 Clinical Trials II - Planning and Initia (3 credits) ♦
CHP 606 Clinical Trials III - Maintenance, Close (3 credits) ♦
COM 603 Business Communication (3 credits)
MHI 650 Evidence-Based Health Care Methods (3 credits)
MHI 601 Technical Foundations of Health Informatics (3 credits)
HCA 652 Org. Beh. and Strategic Human Res Mgt (3 Credits)

Total credit hours: 18

School of Kinesiology, Counseling, and Rehabilitative Sciences

Location: Albright Health Center, Suite 206

Telephone: 859-572-6557

Fax: 859-572-6090

Email Addresses:

Counseling programs: counselored@nku.edu

Kinesiology programs (exercise science, athletic training):
Kinesiology@nku.edu

Occupational Therapy Program: otd@nku.edu

Exercise Science: mses@nku.edu

Web Address: <https://nku.edu/academics/chhs/programs/schools/kcr.html>

School Director: Alar Lipping, Ph.D.

Other Key Personnel:

Program Director, Master of Arts in School Counseling: Dorea Glance

Program Director, Master of Science in Clinical Mental Health Counseling:
Christopher Lawrence

Program Director, Dual Degree in Counseling: Dorea Glance & Christopher
Lawrence

Program Director, Master of Science in Exercise Science: Gabe Sanders

Program Director, Master of Science in Athletic Training: Rachele Vogelpohl

School of Kinesiology, Counseling, and Rehabilitative Sciences Graduate
Programs Coordinator: Heidi Waters

School of Kinesiology, Counseling, and Rehabilitative Sciences Academic
Coordinator: TBD

Our programs offer students a strong academic program, preparation for the tests necessary and the sought-after skill sets to move on to their chosen career, an environment of support and professional, and dedicated faculty and staff focused on developing successful professionals who will make a difference and have a positive impact in our P-12 schools, our institutions of higher education, government agencies, and our community. Students within our programs are also provided with strong clinical experiences and opportunities to engage with and collaborate with area agencies, schools, or businesses.

MASTER

Athletic Training, M.S.

Alar Lipping, Ph.D., Interim School of Kinesiology, Counseling, and
Rehabilitative Sciences Director

Rachele Vogelpohl, Ph.D., Graduate Program Director

Purpose

Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. The mission of the NKU Athletic Training Program is to prepare the next generation of certified athletic trainers through student-centered education, diverse clinical experiences, and scholarly activities in order to produce well-rounded, competent clinicians who will make an impactful contribution to health care in our region, and beyond. Since 2006, NKU's athletic training program has been accredited by the Commission on Accreditation of Athletic Training Education. CAATE accreditation recognizes that NKU's ATP meets the required standards for the preparation of entry-level certified athletic trainers.

The Master of Science in athletic training is a professional degree program with an integrated clinical education component. The coursework provides formal instruction aligned with the National Athletic Trainers' Association educational competencies and clinical proficiencies.

The clinical practicum courses provide students with an application of knowledge and skill in a real-world patient-care setting. Students are placed with an approved preceptor at a clinical site (on and off campus) that reflects the educational content specified in the clinical practicum course. Each practicum has required clinical hours as specified in the course description.

Admission Requirements

The MSAT is a six semester program (two full academic years including summers). Admission to the program will occur each spring and the program will begin in the summer. This program is designed as both a stand alone six semester master's degree as well as an expedited bachelor's and master's combined degree. Students in the expedited concentration will complete a Bachelor of Science in Exercise Science and a Master of Science in Athletic Training. Students applying for admission must submit the following:

Application for admission and \$40 application fee.

Official transcripts showing completion of a bachelor's degree from a regionally accredited institution with a 2.75 minimum GPA.

Transcripts must show completion of the following courses with a grade of C or higher:

Introductory Psychology

Biology

Anatomy & Physiology I with Lab

Anatomy & Physiology II with Lab

General Chemistry

General Physics

Biomechanics

Exercise Physiology

Introductory Statistics

Strength and Conditioning

4. Three letters of recommendation (one must be from an athletic trainer and one must be from a college instructor)

5. Background check: Students are required to use PreCheck StudentCheck to purchase the background check. Instructions on how to purchase the background check can be found at <http://nku.edu/msat>. Students can also purchase the background check by going to the following site: <https://candidate.precheck.com/StudentCheck?schoolId=16114>

6. Interview with MSAT faculty and staff

Expedited Athletic Training Concentration Admission Requirements

Students applying for the expedited concentration must meet the following additional requirements to be considered for admission:

Major in the Bachelor of Science in Exercise Science at NKU

Junior standing at NKU (minimum 90 credits completed or currently in progress)

Completed all general education coursework

Application Deadline

Admission to the MSAT program is on a rolling basis. To be considered for admission, a completed application and all required materials must be received not later than the semester prior to the student's start date. Applications will be objectively evaluated and ranked.

Additional Program Requirements

In addition to the background check listed under admission requirements, students will be required to use PreCheck StudentCheck to purchase the "Immunization" package and demonstrate proof of the following items prior to beginning any clinical education experience:

Immunization Tracking packet that contain proof of:

Basic Life Support (BSL) CPR through the American Heart
Association or American Red Cross

Health Insurance

Professional Liability

Immunizations including:

MMR vaccines: Two doses or positive surface antibody titers
Hepatitis B: Three doses or positive surface antibody titer or two dose Heplisav-B vaccine series
Varicella: Two dose vaccine series or date of chicken pox or positive surface antibody titer
Tetanus, Diphtheria, Pertussis (Tdap): vaccine within ten years or TD booster within ten years if Tdap is documented
Influenza Vaccine: required seasonally-will be required for students starting in summer or fall by October 15.
Tuberculosis Step Skin Test: Documentation of a TB Mantoux Skin test within 12 months and a negative result or TB blood draw within 12 months and negative result (ANNUAL RENEWAL)

Physical Exam and Physician Signed Technical Standards

Students are required to purchase the Background Check and the Immunization Tracking packages through PreCheck as well as upload all other required information to the secure PreCheck site. Students do not have to purchase the Drug Screen at the time of application to the program

The instructions on how to purchase the Immunization Tracker documentation packet through PreCheck can be found at nku.edu/msat or <https://candidate.precheck.com/StudentCheck?schoolId=16114>.

Criminal Background Check Policy

Healthcare agencies are charged with providing care and protecting the safety of vulnerable populations including children and the aged. Agencies used for clinical placement require students to undergo criminal background checks and may deny clinical access to those convicted of felonies and certain misdemeanors. Conviction of these offenses may result in a student's denial of admission to, or dismissal from, the School of Kinesiology, Counseling, and Rehabilitative Sciences. Applicants are required to submit to criminal background checks as identified by the Master of Science in Athletic Training Program as part of the application process. The cost of this and any subsequent screening will be borne by the student. The student is responsible for notifying the Master of Science in Athletic Training program and the College of Health and Human Services of any change in the status of this record after starting the program. Note that successful completion of a criminal background check does not ensure eligibility for certification, licensure, or future employment

MSAT Program Retention & Graduation Requirements

Maintain an overall 3.0 GPA

Completion of all coursework with a C or better

The MSAT is a cohort program. If a student fails to earn the minimum grade of C in a course, they will not be able to move forward in the program until the course is successfully completed. Courses are only offered once per academic year.

Program Tuition and Associated Fees

Tuition Rate: \$450 per credit hour for KY residents and \$550 per credit for Metro and Non-Residents

Program Fees and Expenses:

Graduate Program Application Fee (\$40)

Background Check (\$39.50) and Document Management System (\$35)

Annual TB Test (\$20 at NKU Health, Counseling, and Student Wellness office)

Annual Physical Exam (\$50 for new patient, no insurance at NKU Health, Counseling, and Student Wellness office)

Drug Screen-may be required for certain clinical education rotations

Professional Liability Insurance (approximately \$35 annually)

ATrack subscription (\$45 for annual subscription, \$90 for lifetime subscription)

BOC practice exams (approximately \$120, 4 practice exams at \$30 each, purchased at the time of exam)

Course Fees (\$150 for ATP 510L, \$25 for ATP 520L, \$25 for ATP 625L and \$25 for ATP 620)

Student Uniforms-students are required to wear khakis pants/shorts, polo shirts, and dress clothing depending on the clinical site and event. It is recommended that students purchase either plain black, grey, or white polo shirts. This can be done individually or through the athletic training club. The cost will vary and will be covered by the student.

Transportation-students are required to have reliable transportation in order to get to and from their clinical site. Assigned clinical sites will be various locations in the tristate area, and the public transportation system may not a reliable resource. Students are responsible for the cost of transportation.

REQUIRED COURSES (54 CREDITS)

ATP 510L Application of Intro AT Skills (2 credits)
ATP 520 Foundations of Athletic Training (2 credits)
ATP 520L Foundations of Athletic Training Lab (1 credit)
ATP 533 Lower Extremity Examination (2 credits)
ATP 533L Lower Extremity Examination Lab (1 credit)
ATP 534 Upper Extremity Examination (2 credits)
ATP 534L Upper Extremity Examination Lab (1 credit)
ATP 545 Research Methods and Design in AT (3 credits)
ATP 640 Therapeutic Exercise for AT (3 credits)
ATP 640L Therapeutic Exercise for AT Lab (1 credit)
ATP 655 Administration in Athletic Training (3 credits)
ATP 665 Athletic Training Capstone (3 credits)
ATP 693 Athletic Training Research Seminar (3 credits)
ATP 601 Athletic Training Clinical Practicum I (1 credit)
ATP 602 Athletic Training Clinical Practicum II (2 credits)
ATP 603 Athletic Training Clinical Practicum III (2 credits)
ATP 604 Athletic Training Clinical Practicum IV (6 credits)
ATP 605 Athletic Training Clinical Practicum V (3 credits)
ATP 620 General Medical Care for AT (3 credits)
ATP 625 Therapeutic Modalities for AT (3 credits)
ATP 625L Therapeutic Modalities for AT Lab (1 credit)
ATP 630 Psychosocial Aspects of Inj and Illness (3 credits)
ATP 635 Head and Spine Injury Examination (3 credits)

Clinical Mental Health Counseling, M.S.

Alar Lipping, Ph.D., Interim School of Kinesiology, Counseling, and Rehabilitative Sciences Director

Christopher Lawrence, Ph.D., Graduate Program Director

Purpose

The Master of Science in Clinical Mental Health Counseling, a CACREP-accredited program, prepares students to be eligible for licensure as clinical mental health counselors. Specifically, this program prepares individuals to provide counseling services to children, adolescents, and adults in private practice, hospitals, community and government agencies, and other mental health settings. Graduates are equipped to help individuals navigate normal life challenges, as well as those struggling with more severe interpersonal and mental health difficulties.

Contact Information

School of Kinesiology, Counseling, and Rehabilitative Sciences Graduate Office
- MEP 203, counselored@nku.edu, 859-572-7892

The Master of Science in Clinical Mental Health Counseling is administered by the School of Kinesiology, Counseling, and Rehabilitative Sciences, located in the Mathematics-Education-Psychology Center (MEP), Suite 203.

Admission Requirements

Individuals applying must meet all requirements for admission to graduate study at Northern Kentucky University as defined by the Graduate Catalog at the time of application in addition to the following:

To be eligible for admission applicants must have the following qualifications: A baccalaureate degree from a regionally accredited college or university with an overall minimum 2.75 undergraduate grade point average on a 4.0 scale. Undergraduate coursework must contain 48 semester credits (or equivalent in quarter hours) in the liberal arts.

Application Process:

- Submit an online application and application fee to the Office of Graduate Education.
- Submit official transcripts of undergraduate and any graduate coursework sent directly from all institutions of higher education previously attended.
- Applicants with an undergraduate GPA lower than 3.0 must submit official scores on the Graduate Record Exam (GRE). This requirement will be waived for those individuals who have already completed a master's degree.
- Submit the supplemental application, including a 500-700-word essay demonstrating evidence of one's potential to work effectively with people, reasons for pursuing education to become a professional counselor, any relevant work or volunteer experiences, and professional goals. This essay will be evaluated for clarity, grammar, and structure/organization. Supplemental application is available on the Office of Graduate Education website.
- Submit a writing sample. This may be a paper from the applicant's undergraduate/graduate studies that evidences their academic capacities or a new paper (3-5 pages in length) in response to one of the prompts available on the Office of Graduate Education website. Submissions will be evaluated for clarity, grammar, and structure/organization.

Three recommendations from people (former instructors, supervisors, colleagues, etc.) who are qualified to evaluate academic and professional potential in the field of counseling. These must be submitted on counseling recommendation form. Counseling Recommendation Form is available on the Office of Graduate Education website.

Submit a professional resume tailored to educational goals, including educational background, employment history, awards, and accomplishments.

Successful completion of an interview with the program faculty and a positive recommendation from the admissions committee for admission to the program, to ensure the candidate possesses the interpersonal characteristics and personal dispositions to uphold ethical standards of the counseling profession.

A criminal background check (state and federal), although not required for admission to the program, will be required prior to enrollment in the counseling practicum and internship classes.

The counseling program admits new students for the fall, spring, and summer semesters. Admission to the counseling program is competitive, and admission decisions are based on a holistic evaluation of each applicant's admission file.

◆Indicates prerequisite.

CURRICULUM REQUIREMENTS

Completion of the 60-hour master's program in clinical mental health counseling at NKU corresponds with the academic and experiential standards outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP - <http://www.cacrep.org/template/index.cfm>), the Kentucky Board of Licensure for Professional Counselors (<http://www.lrc.ky.gov/KRS/335-00/525.PDF>) and the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board (<http://cswmft.ohio.gov/FormsC.stm>). The Indiana Professional Licensing Agency (<http://in.gov/pla/2888.htm>) requires an additional 300-hours of internship, which can be added to the curriculum at NKU. Finally, NKU's Clinical Mental Health Counseling program meets the requirements for many other states though each state has unique application and licensure requirements; please review the counseling licensure requirements for the states in which one might be interested.

Required Coursework (54 credit hours)

- COU 600 Orientation to Clinical Mental Health Counseling (3 credits) ◆
- COU 601 Legal and Ethical Issues in Counseling (3 credits) ◆
- COU 610 Counseling Diverse Populations (3 credits) ◆
- COU 620 Human Development (3 credits) ◆
- COU 630 Career Counseling (3 credits) ◆
- COU 640 Counseling Techniques (3 credits) ◆
- COU 641 Theories in Counseling and Psychotherapy (3 credits) ◆
- COU 642 Counseling Families and Couples (3 credits) ◆
- COU 650 Theories and Practice of Group Counseling (3 credits) ◆
- COU 660 Assessment and Evaluation in Counseling (3 credits) ◆
- COU 670 Diagnosis of Emotional/Mental Disorders (3 credits) ◆
- COU 671 Treatment Planning in Counseling (3 credits) ◆
- COU 674 Crisis Counseling and Crisis Intervention (3 credits) ◆
- COU 675 Substance Use and Addictions (3 credits) ◆
- COU 680 Research Methods and Program Evaluation (3 credits)
- COU 690 Counseling Practicum (3 credits) ◆

COU 691 Clinical Mental Health Counseling Internship (1-12 credits) ♦
(must take 6 credits)

Electives (6 credit hours)

Electives must be pre-approved by advisor.

Total Hours: 60

PROGRAM RETENTION

The counseling program has additional academic standards, beyond those of the minimum university standards for graduate students. No student will be allowed to begin Practicum or Internship while on academic probation. Furthermore, a student who receives an *F* in any counseling course, or any grade lower than a *B-* in (COU 600, COU 601, COU 602, COU 640, COU 641, COU 650, COU 690, or COU 691), will not be permitted to continue in the program without the approval of the respective program director.

Timeline of Clinical Practice Experiences:

1. Prior to enrollment in practicum (COU 690), students must have completed the following courses:

COU 600, COU 601, COU 641, COU 640, COU 650 (may be taken concurrently)

2. *Application to Practicum or Internship.* The semester prior to the expected start date for practicum (COU 690), students must submit an Application for Clinical Practice and Criminal Background Report to the Clinical Director or the respective Program Director.

3. *Practicum:*

The practicum course provides counseling students with direct opportunities to enhance their counseling skills within a structured, supportive environment. Students will be expected to demonstrate the intentional use of their counseling skills with clients in an ethical and culturally responsive manner.

Students will complete supervised counseling practicum experiences that total a minimum of **100 clock hours** over a full semester; **at least 40 of these hours** must involve direct service with actual clients that contributes to the development of counseling skills.

Each week, practicum students will participate in **one hour of individual and/or triadic supervision** by a counselor education program faculty member, as well as one hour of weekly supervision by an onsite supervisor, as applicable.

Practicum students will also participate in an average of **1½ hours per week of group supervision** on campus throughout the practicum course.

4. *Internship:*

Building on the competencies developed in practicum (COU 690), internship students will be expected to increasingly demonstrate the full range of competencies expected by a professional school or clinical counselor.

After successful completion of the practicum course, students must complete **600 clock hours** of supervised counseling internship in settings relevant to their specialty area; at least **240 of these clock hours** must involve direct service with actual clients.

Internship students will have **weekly interaction with site supervisors that averages one hour per week** of either individual and/or triadic supervision throughout the internship.

Internship students will also participate in an average of **1½ hours per week of group supervision** on campus throughout the internship provided by a counselor education program faculty member.

EXIT REQUIREMENTS

Application to graduate submitted by posted deadlines by candidate through the myNKU student portal.

Students will complete all coursework with a minimum 3.0 GPA.

Completion of all required courses used for the degree with a *C* or better.

Signed Counselor Education Handbook Acknowledgment.

Signed Code of Ethics for Counselor Education Programs.

Signed copy of Master of Science in Clinical Mental Health Counseling curriculum contract.

Students will complete all coursework following the academic policies of the university. At the conclusion of their plan of study, all students must take a comprehensive exam (usually within their last two semesters of their courses) prescribed by the counseling education program faculty. A passing score on the prescribed exam, in addition to the academic coursework, is required.

Students must receive a total score at or above the 35th percentile on the Counselor Preparation Comprehensive Examination (CPCE®). If a student fails the CPCE®, the student may retake the exam in the next available administration. However, if the student fails the CPCE® a second time, they will be dismissed from the program.

In such instances, the student cannot enroll in counseling courses as a non-degree seeking student. However, such a student may petition for reinstatement into the program after a period of 12 months.

In the event that a student is dismissed from the program, the student will be informed of this decision in writing. The policies and procedures for pursuing an appeal of such a decision are available here: <http://scra.nku.edu/policies/student-rights.html>

Exercise Science, M.S.

Alar Lipping, Ph.D., Interim School of Kinesiology, Counseling, and Rehabilitative Services Director

Gabe Sanders, Ph.D., Graduate Program Director

Purpose

The Master of Science in Exercise Science (MSES) degree program is an online, post-professional program designed for clinical-based health care professionals and strength and conditioning professionals that currently hold a bachelor's degree. The graduate curriculum is broad ranging from research design, exercise physiology, clinical pathophysiology and strength and conditioning program. The program provides students with an in-depth understanding of how to design, analyze and apply research in the field of exercise science while gaining the knowledge, skills and abilities to secure the highest level of certification in their respective expertise. The online nature of the program provides flexibility in course offerings and length of time to complete the 31

credit hour program. Students will be able to choose a thesis (research) track or non-thesis (comprehensive exam or internship) track to best meet their professional goals.

Admission Requirements

- Application for admission and \$40 application fee.
- Completed a bachelor's degree at a regionally accredited institution and achieved an undergraduate grade point average (GPA) of at least 2.5 on a 4.0 scale. Official transcripts must be sent directly to the Office of Graduate Education by the college or university attended.

Application Deadline

Admission to the MSES program is on a rolling basis. To be considered for admission, a completed application and all required materials must be received not later than the semester prior to the student's start date. Applications will be objectively evaluated and ranked.

Student Advising

Upon admission to the program, students will be assigned to an academic advisor or faculty mentor. Students are expected to maintain close contact with their advisor or a faculty advisor throughout the program.

General Program Requirements

- Completion of all 31 required semester hours with a GPA of at least 3.0.
- Completion of 16 semester hours of Core Courses (online).
- Completion of 15 semester hours of Concentration Courses (online):
 - Selection of a comprehensive exam + 6 hours of electives or 6 hours of thesis or 6 hours of internship

CORE COURSES (16 CREDIT HOURS)

- KIN 501 Lab Techniques in Exercise Science (1 credit) ♦
- KIN 502 Research Methods and Analytics in Ex Sci (3 credits) ♦
- KIN 503 Advanced Exercise Physiology (3 credits) ♦
- KIN 603 Strength and Conditioning Programming (3 credits) ♦
- KIN 604 Cardiorespiratory Physiology and ECGs (3 credits) ♦
- KIN 605 Injury Prevention and Rehabilitation (3 credits) ♦

COURSES IN TRACK (15 CREDIT HOURS)

- KIN 681 Exercise Energy Metabolism (3 credits) ♦
- KIN 683 Analytics in Sport Science (3 credits) ♦
- KIN 684 Foundations of Exercise Psychology 3 credit hours
- KIN 691 Comprehensive Exam in Exercise Science (0 credits)
- KIN 696 Internship (6 credits) ♦
OR
- KIN 697 Thesis (6 credits) ♦
- KIN 698 Continued Thesis (1 credit) ♦

Elective Courses (6 credit hours)

Choose 6 credit hours from the following:

- CHP 601 Assessment & Evaluation of the Healthc (3 credits) ♦
- CHP 602 Curr, Dev & Eval for Healthcare Programs (3 credits) ♦
- CHP 603 Role of the Healthcare Educator (3 credits) ♦
- HSC 600 Healthcare Research Methods (3 credits) ♦
- HSC 615 Inst Design/Media Dev for Health Prof (3 credits) ♦
- KIN 682 Advanced Clinical Physiology (3 credits) ♦

Total Hours: 31

GRADUATION REQUIREMENTS

To be eligible for graduation, students must meet the following requirements:

- Minimum 3.0 GPA.
- Minimum 31 credit hours.
- No more than 2 grades of C; students must repeat additional courses with C grades.
- Successful completion of comprehensive exam, internship or thesis.
- Completion of online application for graduation.

School Counseling, M.A.

Alar Lipping, Ph.D., Interim School of Kinesiology, Counseling, and Rehabilitative Sciences Director

Dori Glance, Ph.D., Graduate Program Director

Purpose

The Master of Arts in School Counseling, a Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Council for the Accreditation of Educator Preparation (CAEP) accredited program, prepares students to become professional school counselors. The development of a strong professional identity, a rich knowledge base, and expertise in the skills of counseling are essential to respond to the multitude of societal changes and to the ever-expanding school counseling profession. Specifically, this program prepares quality counselors for public schools in P-12 settings.

Contact Information

Counseling Graduate Office - MEP 203

counselored@nku.edu or 859-572-7892

Admission Requirements

Individuals applying must meet all requirements for admission to graduate study at Northern Kentucky University as defined by the Graduate Catalog at the time of application in addition to the following:

To be eligible for admission applicants must have: A baccalaureate degree from a regionally accredited college or university with an overall minimum 2.75 undergraduate grade point average on a 4.0 scale. Undergraduate coursework must contain 48 semester credits (or equivalent in quarter hours) in the liberal arts. Baccalaureate degree must show completion of a statistics course with a C- or higher bachelor's degree from regionally accredited institution of higher education, with a total cumulative undergraduate grade point average of a 2.75 on a 4.0 scale.

Application Process:

- Submit an online application and application fee to the Office of Graduate Education.
- Submit official transcripts of undergraduate and any graduate coursework sent directly from all institutions of higher education previously attended.
- Submit official scores from the Graduate Record Exam (GRE). This requirement will be waived for those individuals who have already completed a master's degree.
- Submit the supplemental application with essay required by the counseling programs including a 500-700 word essay demonstrating evidence of your potential to work effectively with people, reasons

for wanting to become a professional school counselor, any relevant work or volunteer experiences, and examples of important events that have influenced your career goals. Essay must be submitted on supplemental application. Supplemental application available on Office of Graduate Education web page.

Three recommendations from people (former instructors, supervisors, colleagues, etc.) who are qualified to evaluate academic and professional potential in the field of counseling. These must be submitted on counseling recommendation form. Recommendation forms available on Office of Graduate Education website.

Submit a professional resume tailored to educational goals, including educational background, employment history, awards, and accomplishments.

Submit a copy of a Kentucky Statement of Eligibility or a teaching certificate if applicable.

A criminal background check (state and federal) is required for admission to the program. For individuals currently employed in the public schools, a copy of their teaching certificate may be submitted in lieu of the background check. Please contact the program at counseled@nku.edu in order to obtain information on getting your background check completed. Any costs associated with background check are the responsibility of the applicant.

Successful completion of an interview with counseling program faculty and a positive recommendation for admission from the counseling admissions committee to ensure the candidate holds qualifications and a personal disposition to uphold ethical standards of the counseling profession.

The counseling program admits new students for the fall, spring, and summer semesters. Admission to the counseling program is competitive, and admission decisions are based on a holistic evaluation of each applicant's admission file.

◆Indicates prerequisite.

CURRICULUM REQUIREMENTS

The coursework for the school counseling program corresponds to the academic and experiential standards outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Experienced School Counselor Standards established by the Kentucky Education Professional Standards Board.

Required Coursework

60 Semester hours of coursework including a minimum of 6 hours internship. Additional internship hours (if taking more than 6 hours) will not fulfill the hours needed for electives nor replace any prescribed courses.

- COU 601 Legal and Ethical Issues in Counseling (3 credits) ◆
- COU 602 Orientation to School Counseling (3 credits) ◆
- COU 610 Counseling Diverse Populations (3 credits) ◆
- COU 620 Human Development (3 credits) ◆
- COU 621 Counseling Children and Adolescents (3 credits) ◆
- COU 622 Crisis Intervention in Schools (3 credits) ◆
- COU 630 Career Counseling (3 credits) ◆
- COU 640 Counseling Techniques (3 credits) ◆
- COU 641 Theories in Counseling and Psychotherapy (3 credits) ◆
- COU 650 Theories and Practice of Group Counseling (3 credits) ◆
- COU 654 School Counseling Services (3 credits) ◆
- COU 660 Assessment and Evaluation in Counseling (3 credits) ◆

- COU 670 Diagnosis of Emotional/Mental Disorders (3 credits) ◆
- COU 675 Substance Use and Addictions (3 credits) ◆
- COU 680 Research Methods and Program Evaluation (3 credits)
- COU 692 School Counseling Internship (1-12 credits) ◆

(must take 6 credits)

Electives (6 hours of approved electives)

Total Hours: 60

Program Retention

The counseling program has additional academic standards, beyond those of the minimum university standards for graduate students. No student will be allowed to begin Practicum or Internship while on academic probation. Furthermore, a student who receives an *F* in any counseling course, or any grade lower than a *B-* in the following courses (COU 600, COU 601, COU 602, COU 640, COU 641, COU 650, COU 690, COU 691, COU 692), will not be permitted to continue in the program without the approval of the respective program director.

Timeline of Clinical Practice Experiences:

1. Prior to enrollment in practicum (COU 690), students must have completed the following courses:

COU 600, COM 601, COU 641, COU 640, COU 650 (may be taken concurrently)

2. *Application to Practicum or Internship.* The semester prior to the expected start date for practicum (COU 690), students must submit an Application for Clinical Practice and Criminal Background Report to the Clinical Director or the Program Director.

3. *Practicum:*

The practicum course provides counseling students with direct opportunities to enhance their counseling skills within a structured, supportive environment. Students will be expected to demonstrate the intentional use of their counseling skills with clients in an ethical and culturally responsive manner.

Students will complete supervised counseling practicum experiences that total a minimum of **100 clock hours** over a full semester; **at least 40 of these hours** must involve direct service with actual clients that contributes to the development of counseling skills.

Each week, practicum students will participate in **one hour of individual and/or triadic supervision** by a counselor education program faculty member, as well as one hour of weekly supervision by an onsite supervisor, as applicable.

Practicum students will also participate in an average of **1½ hours per week of group supervision** on campus throughout the practicum course.

4. *Internship:*

Building on the competencies developed in practicum (COU 690), internship students will be expected to increasingly demonstrate the full range of competencies expected by a professional school or clinical counselor.

After successful completion of the practicum course, students must complete **600 clock hours** of supervised counseling internship in settings relevant to their specialty area; at least **240 of these clock hours** must involve direct service with actual clients.

Internship students will have **weekly interaction with site supervisors that averages one hour per week** of either individual and/or triadic supervision throughout the internship.

Internship students will also participate in an average of **1½ hours per week of group supervision** on campus throughout the internship provided by a counselor education program faculty member.

EXIT REQUIREMENTS

Application to graduate submitted by posted deadlines by candidate through the myNKU student portal.

Students will complete all coursework with a minimum 3.0 GPA.

Completion of all required courses used for the degree with a *C* or better.

Signed Counselor Education Handbook Acknowledgment.

Signed Codes of Ethics for Counselor Education Programs.

Signed copy of Master of Arts in School Counseling curriculum contract.

Students will complete all coursework following the academic policies of the university. At the conclusion of their plan of study, all students must take a comprehensive exam (usually within their last two semesters of their courses) prescribed by the counseling education program faculty. A passing score on the prescribed exam, in addition to the academic coursework, is required.

Students must receive a total score at or above the 35th percentile on the Counselor Preparation Comprehensive Examination (CPCE®). If a student fails the CPCE®, the student may retake the exam in the next available administration. However, if the student fails the CPCE® a second time, they will be dismissed from the program.

In such instances, the student cannot enroll in counseling courses as a non-degree seeking student. However, such a student may petition for reinstatement into the program after a period of 12 months.

In the event that a student is dismissed from the program, the student will be informed of this decision in writing. The policies and procedures for pursuing an appeal of such a decision are available here: <http://scra.nku.edu/policies/student-rights.html>

For Certification: Completion of all courses (60 credit hours) and Praxis exam(s) if required by KYEPSB.

A CA-1 form must be submitted to the Kentucky Education Professional Standards Board (KYEPSB) to apply for the certification. Contact the Kinesiology, Counseling, & Rehabilitative Sciences Graduate Office at counselored@nku.edu for questions on certification.

State of Kentucky Provisional Counseling/Guidance Certificate

Upon completion of the 60-hour master's degree in school counseling the individual is eligible for the Kentucky Provisional School Counseling Certificate. This certificate is awarded by the Kentucky Educational Professional Standards Board with a recommendation from NKU. The initial Provisional School Counseling Certificate is valid for five years. The Provisional Certificate allows you to seek employment as a school counselor. The individual has five years to complete the requirements for the Standard Guidance Certificate or renew the

provisional certificate with additional coursework in counseling. A CA-1 form must be submitted to the Kinesiology, Counseling, and Rehabilitative Sciences Graduate Office (MEP 203) to apply for the certification. Forms and application process subject to change, please contact the Kinesiology, Counseling, & Rehabilitative Sciences Graduate Office for additional information.

No Praxis required at this time for KYEPSB*

* Requirements and passing scores for teacher certification are subject to change. For the most current PRAXIS II testing requirements, go to the Kentucky Education Professional Standards Board website (<http://www.epsb.ky.gov>). If you are certified/licensed or requesting certification/licensure in another state please check with your licensing board for your state testing regulations.

Completion of the 60-hour master's in school counseling program at NKU satisfies coursework requirements for the initial Ohio Licensure Application in Counseling (<http://education.ohio.gov>) as well as coursework requirements for many other states across the country (see: <http://www.schoolcounselor.org>). Each state has unique application requirements in addition to coursework, such as the school counseling Praxis, Pearson, etc. exam, so please review your home state's school counseling licensure/certification requirements closely for the state you are planning to seek licensure/certification in.

State of Kentucky Standard Counseling Certificate

The Standard School Counseling Certificate requires 54 hours in counseling and may be earned with the completion of the 60-hour master's degree in counseling. Certificate also requires one year of successful public school employment as a school counselor if already a certified classroom teacher. For those individuals not holding a classroom teaching certification initially two years of successful experience as a school counselor are required. If a student completed the 48-hour Master's degree program standard may be earned with completion of an additional six (6) hours of coursework. The additional hours beyond the degree will be a program planned by the student and his/her advisor. The Standard Guidance Certificate also requires one year of successful public school employment as a school counselor if a certified classroom teacher. For those individuals not holding a classroom teaching certification initially two years of successful experience as a school counselor are required. A CA-1 form must be submitted to the Kinesiology, Counseling, & Rehabilitative Sciences Graduate Office (MEP 203) to apply for the certification. Forms and application process subject to change, please contact the Kinesiology, Counseling, & Rehabilitative Sciences Graduate Office for additional information.

Those individuals with counseling degrees of less than 60 hours may meet the curriculum requirement of the standard certification by taking additional coursework in a planned counseling program for a total of 54 hours including their master's degree in counseling. Hours approved in the planned program must be approved by the counseling program director or assigned advisor.

State of Kentucky Rank II and Rank I

The Kentucky Rank II credential will be recommended for the already teacher-certified candidate seeking the 60-hour School Counseling degree upon completion of the first 33 hours from the degree program. Rank I is a 60-hour program and will be recommended upon completion of the 60-hour degree. Teachers who hold a Rank II and a previously earned Master's degree may apply for Rank I at the accumulation of a minimum of sixty graduate semester hours; this includes the program of study below in addition to hours earned in first Master's degree. Additionally, if a Master's degree in School Counseling was previously earned, then Rank I can be granted upon completion of a

minimum of 60 graduate semester hours of a planned program. Planned program in completed by student with program director or counseling faculty advisor to strengthen skills. A CA-1 form must be submitted to the Kentucky Education Professional Standards Board (KYEPSB) to apply for the certification. Contact the Kinesiology, Counseling, & Rehabilitative Sciences Graduate Office at counselored@nku.edu for questions on certification.

STANDARD SCHOOL GUIDANCE CERTIFICATION AND RANK I SCHOOL COUNSELING CERTIFICATION

The planned programs for standard or Rank I in counseling are created by the counseling student along with the school counseling program director or counseling faculty. These programs are tailored to each student based on their previous academic coursework, their experience as a counselor, their goals, improving their skill sets, and helping them gain new insights. Because these are planned programs specific to each situation, there is no "set" list of courses. Generally the counseling faculty select from COU 500 and 600 level courses. We do have curriculum contracts for these programs but they include a full list of classes in addition to blanks for other approved courses to be written in.

Admission

Requirements for admission to non-degree 6th year Rank I program.

Requirements for standard certification as a non-degree graduate student are identical to Rank I admission requirements however, before a recommendation for standard can be made to KYEPSB the experience requirements as outlined in 16 KAR 3: 060

Master's degree from a regionally accredited institution with a minimum 3.0 GPA

Official transcripts from all institutions attended

A copy of Rank II Kentucky teaching certificate or out-of state equivalent showing counseling certification

Supplemental Counseling Application (essay only needs to address professional goals and type(s) of certification sought)

Three recommendations from people qualified to evaluate the candidate's academic and professional performance in the field of counseling on Counseling Recommendation form

Up-to-date Resume

Interview with the counseling program faculty; positive recommendation from the counseling faculty for acceptance to program. Interview will be waived if candidate graduated from the MA in School Counseling at NKU.

Recommended Coursework

The school counseling program director may approve additional or alternative courses, these are among those typically recommend for counselors pursuing Rank I or standard school counseling.

COU 575 Mindfulness and Contemplative Practices (3 credits) ♦

COU 601 Legal and Ethical Issues in Counseling (3 credits) ♦

COU 602 Orientation to School Counseling (3 credits) ♦

COU 610 Counseling Diverse Populations (3 credits) ♦

COU 621 Counseling Children and Adolescents (3 credits) ♦

COU 622 Crisis Intervention in Schools (3 credits) ♦

COU 631 College Advising and Comprehensive School Counseling (3 credits) ♦

COU 654 School Counseling Services (3 credits) ♦

COU 670 Diagnosis of Emotional/Mental Disorders (3 credits) ♦

Exit Requirements

Students will complete all coursework with a minimum 3.0 GPA.

Completion of all required courses used for the certification with a C or better.

Signed Counselor Education Handbook Acknowledgment.

Signed Codes of Ethics for Counselor Education Programs.

Signed copy of Rank I/Standard in School Counseling curriculum contract.

Students will complete all coursework following the academic policies of the university.

A CA-1 form must be submitted to the Kentucky Education Professional Standards Board (KYEPSB) to apply for the certification. Contact the Kinesiology, Counseling, & Rehabilitative Sciences Graduate Office at counselored@nku.edu for questions on certification.

ADDITIONAL INFORMATION

Certifications are not automatic and must be initiated by the student.

Forms and processes of application for certification from Kentucky Education Professional Standards Board (KYEPSB) are subject to change. For the most current application forms or processes go to the KYEPSB website (<http://www.epsb.ky.gov>) Contact the counseling graduate office for additional information on university recommendations for certification.

No Praxis Exams are required at this time for School Counseling Certification.

* Requirements and passing scores for teacher/educator certification are subject to change. For the most current PRAXIS II testing requirements, go to the Kentucky Education Professional Standards Board website (<http://www.epsb.ky.gov>) If you are certified/licensed or requesting certification/licensure in another state please check with your licensure board for your state testing regulations.

DOCTORAL

Doctor of Occupational Therapy

Program Director:

Dr. Terrance Anderson

andersont13@nku.edu

859-572-6933

The Entry Level Doctor of Occupational Therapy (OTD) curriculum integrates foundational knowledge, basic theoretical constructs and perspectives, and technical skills development for implementing the Occupational Therapy Process with a focus on systems and settings that represent contemporary and emerging Occupational Therapy practice. The curriculum is designed to prepare students to become evidence-based practitioners in the Evaluation, Intervention, and Outcomes stages of the Occupational Therapy Process for individuals, families, organizations, and communities across geographic locations and cultural settings. The location of services can include schools, hospitals, skilled nursing facilities, outpatient clinics, homes, communities, and workplaces.

Aligned with the College of Health Professions emphasis on inter-professional education students in the Occupational Therapy program will participate in

collaborative interactions and simulation experiences that allow them to support and encourage the contributions of other team member in optimizing client outcomes. The integration of basic foundational knowledge with inter-professional simulated client experiences allows for deeper integration of knowledge and better preparation for clinical experiences.

The Entry Level Doctor of Occupational Therapy Program's Mission: Consistent with the mission and values of Northern Kentucky University and the College of Health Professions, the faculty and staff of the Department of Occupational Therapy promote an innovative environment to facilitate student excellence in academics, scholarship, practice, leadership, and lifelong learning to promote health through occupational engagement.

ACCREDITATION

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

OCCUPATIONAL THERAPY CORE

All of the following Occupational Therapy courses are required for the Doctor of Occupational Therapy degree.

- OTD 610 Functional Movement Analysis (3 Credits)
- OTD 610L Functional Movement Analysis Lab (1 Credit)
- OTD 611 Professional Reasoning and Writing (2 Credits)
- OTD 612 Neuroscience for Occupational Therapy (2 Credits)
- OTD 612L Neuroscience for OT Lab (1 Credit)
- OTD 620 Occupational Therapy Paradigms (3 Credits)
- OTD 621 Task Analysis and Adaptation (3 Credits)
- OTD 630 Critical Appraisal of Evidence I (2 Credits)
- OTD 631 Critical Appraisal of Evidence II (2 Credits)
- OTD 640 Rehab & Disability I: Medical (3 Credits)
- OTD 640L Rehab & Disability I: Medical Lab (1 Credit)
- OTD 641 Mental Health (3 Credits)
- OTD 641L Mental Health Lab (1 Credit)
- OTD 650 Management of OT Practice (2 Credits)
- OTD 660 Level I Fieldwork Simulation (1-4 Credits)
- OTD 680 Capstone Prep I (1 Credit)
- OTD 681 Capstone Prep II (1 Credit)
- OTD 692 Research I (1 Credit)
- OTD 692L Research I Lab (1 Credit)
- OTD 696 Level II Fieldwork A (9 Credit)
- OTD 740 Rehab & Disability II: Ortho (3 Credits)
- OTD 740L Rehab & Disability II: Ortho Lab (1 Credit)

- OTD 741 Physical Agent Modalities (1 Credit)
- OTD 741L Physical Agent Modalities Lab (1 Credit)
- OTD 742 Orthoses (1 Credit)
- OTD 742L Orthoses Lab (1 Credit)
- OTD 743 Assistive Technology (2 Credits)
- OTD 743L Assistive Technology Lab (1 Credit)
- OTD 744 Rehab & Disability III: Neuro (3 Credits)
- OTD 744L Rehab & Disability III: Neuro Lab (1 Credit)
- OTD 745 OT Practice with Groups (1 Credit)
- OTD 745L OT Practice with Groups Lab (1 Credit)
- OTD 750 Therapeutic Use of Self (2 Credits)
- OTD 751 Occupational Therapy Management (2 Credits)
- OTD 780 Capstone Prep III (1 Credit)
- OTD 781 Capstone Prep IV (1 Credit)
- OTD 792 Research II (1 Credit)
- OTD 792L Research II Lab (1 Credit)
- OTD 796 Level II Fieldwork B (9 Credit)
- OTD 840 Rehab & Disability IV: Neuro (2 Credits)
- OTD 840L Rehab & Disability IV: Neuro Lab (1 Credit)
- OTD 841 Work & Industry (1 Credit)
- OTD 841L Work & Industry Lab (1 Credit)
- OTD 842 Children & Youth (4 Credits)
- OTD 842L Children and Youth Lab (1 Credit)
- OTD 843 Health, Wellness, and Productive Aging (2 Credits)
- OTD 843L Health, Wellness & Productive Aging Lab (1 Credit)
- OTD 850 Transition to Practitioner & Leader (3 Credits)
- OTD 851 Transition Classroom to Clinic (1 Credit)
- OTD 880 Capstone Prep V (1 Credit)
- OTD 881 Capstone (2 Credits)
- OTD 892 Research III (1 Credit)
- OTD 892L Research III Lab (1 Credit)

10 credits of the following course:

OTD 896 Doctoral Experience (2-10 Credits)

NON-OCCUPATIONAL THERAPY CORE

All of the following courses are required for the Doctor of Occupational Therapy degree.

- MGT 605 Managing in Organizations (2 credits) ♦
- MKT 605 Marketing in Organizations (2 credits) ♦
- PSY 670 Organizational Leadership (3 credits) ♦

ADMISSION STANDARDS

Minimum Requirements for Admission to the NKU Doctor of Occupational Therapy Program

- A Bachelor's or Master's degree from a regionally accredited institution of higher education with a minimum GPA of 3.0 on a 4.0 scale.
- Completion of 20 hours of observing occupational therapists in a variety of settings.
- Submission of an application through the Occupational Therapy Centralized Admission System.
- An interview with NKU OTD faculty.
- Completion of the following prerequisite courses with a minimum grade of C and no more than two attempts in each prerequisite course.
 - Human Anatomy and Physiology with Labs

Advanced College Writing
General Physics with Lab
Introduction to Psychology
Introduction to Sociology
Lifespan Development Psychology
Abnormal Psychology
Introduction to Statistics Methods
Medical Terminology

Retention Requirements

Students enrolled will need to maintain the following in order to continue in the program:

- Maintain an overall 3.0 GPA
- Completion of all coursework with a B- or higher
- No more than one repeated OTD course
- Comply with AOTA Code of Ethics and NKU Policies and Procedures

Graduation Requirements

Students enrolled will need to complete the following in order to graduate from the program:

- Completion of all coursework with a GPA of 3.0 or higher
- Completion of all coursework with a B- or higher
- Completion of the OTD capstone experience and project

JOINT DEGREE

Counseling Dual Degree: Master of Science in Clinical Mental Health Counseling & Master of Arts in School Counseling

Alar Lipping, Ph.D., Interim School of Kinesiology, Counseling, and
Rehabilitative Sciences Director

Christopher Lawrence, Ph.D., Graduate Program Director

Dori Glance, Ph.D., Graduate Program Director

Purpose

The Dual Degree in Counseling combines both a Master of Science in Clinical Mental Health Counseling and a Master of Arts in School Counseling, both CACREP-accredited programs. A combination of these degrees will prepare students to be eligible for licensure as clinical mental health counselors and certification as school counselors. Specifically, this program prepares individuals to provide counseling services to children, adolescents, and adults in private practice, school districts, hospitals, community and government agencies, and other settings.

Contact Information

School of Kinesiology, Counseling, and Rehabilitative Sciences Graduate Office
- MEP 203

counselored@nku.edu; (859) 572-7892

Admission Requirements

Individuals applying must meet all requirements for admission to graduate study at Northern Kentucky University as defined by the Graduate Catalog at the time of application in addition to the following:

To be eligible for admission applicants must have the following qualifications:

A baccalaureate degree from a regionally accredited college or university with an overall minimum 2.75 undergraduate grade point average on a 4.0 scale.

Undergraduate coursework must contain 48 semester credits (or equivalent in quarter hours) in the liberal arts.

Application Process:

Submit an online application and application fee to the Office of Graduate Education.

Submit official transcripts of undergraduate and any graduate coursework sent directly from all institutions of higher education previously attended.

Applicants with an undergraduate GPA lower than 3.0 must submit official scores on the Graduate Record Exam (GRE). This requirement will be waived for those individuals who have already completed a master's degree.

Submit the supplemental application, including a 500-700-word essay demonstrating evidence of one's potential to work effectively with people, reasons for pursuing education to become a professional counselor, any relevant work or volunteer experiences, and professional goals. This essay will be evaluated for clarity, grammar, and structure/organization. Supplemental application is available on the Office of Graduate Education website.

Submit a writing sample. This may be a paper from the applicant's undergraduate/graduate studies that evidences their academic capacities or a new paper (3-5 pages in length) in response to one of the prompts available on the Office of Graduate Education website. Submissions will be evaluated for clarity, grammar, and structure/organization.

Three recommendations from people (former instructors, supervisors, colleagues, etc.) who are qualified to evaluate academic and professional potential in the field of counseling. These must be submitted on counseling recommendation form. Recommendations available on the Office of Graduate Education website.

Submit a professional resume tailored to educational goals, including educational background, employment history, awards, and accomplishments.

A criminal background check (state and federal) is required for admission to the program. For individuals currently employed in the public schools, a copy of their teaching certificate may be submitted in lieu of the background check. Please contact the program at counselored@nku.edu in order to obtain information on getting your background check completed. Any costs associated with background check are the responsibility of the applicant.

Successful completion of an interview with Counseling Program faculty and a positive recommendation from the admission's committee for admission to the program, to ensure the candidate possesses the interpersonal characteristics and personal dispositions to uphold ethical standards of the counseling profession.

The counseling program admits new students for the fall, spring, and summer semesters. Admission to the counseling program is competitive, and admission decisions are based on a holistic evaluation of each applicant's admission file.

CURRICULUM REQUIREMENTS

Completion of the 72-hour dual-degree program corresponds with the academic and experiential standards outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP -

<http://www.cacrep.org/template/index.cfm>). The Master of Science in Clinical Mental Health Counseling also corresponds and is approved by the Kentucky Board of Licensure for Professional Counselors (<http://www.lrc.ky.gov/KRS/335-00/525.PDF>), the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board (<http://cswmft.ohio.gov>), and the Indiana Professional Licensing Agency (<http://in.gov/pla/2888.htm>). The Master of Arts in School Counseling is authorized by the Kentucky Education Professional Standards Board (KYEPSB) as well as accredited by the Council for the Accreditation of Educator Preparation (CAEP). Additionally, our degrees may meet the requirements for many other states, though each state has unique application and licensure/certification requirements; please review the counseling licensure requirements for the states in which one might be interested.

Required Courses

COU 600 Orientation to Clinical Mental Health Counseling (3 credits) ♦
 COU 601 Legal and Ethical Issues in Counseling (3 credits) ♦
 COU 602 Orientation to School Counseling (3 credits) ♦
 COU 610 Counseling Diverse Populations (3 credits) ♦
 COU 620 Human Development (3 credits) ♦
 COU 621 Counseling Children and Adolescents (3 credits) ♦
 COU 622 Crisis Intervention in Schools (3 credits) ♦
 COU 630 Career Counseling (3 credits) ♦
 COU 640 Counseling Techniques (3 credits) ♦
 COU 641 Theories in Counseling and Psychotherapy (3 credits) ♦
 COU 642 Counseling Families and Couples (3 credits) ♦
 COU 650 Theories and Practice of Group Counseling (3 credits) ♦
 COU 654 School Counseling Services (3 credits) ♦
 COU 660 Assessment and Evaluation in Counseling (3 credits) ♦
 COU 670 Diagnosis of Emotional/Mental Disorders (3 credits) ♦
 COU 671 Treatment Planning in Counseling (3 credits) ♦
 COU 674 Crisis Counseling and Crisis Intervention (3 credits) ♦
 COU 675 Substance Use and Addictions (3 credits) ♦
 COU 680 Research Methods and Program Evaluation (3 credits)

COU 690 Counseling Practicum (3 credits) ♦

COU 691 Clinical Mental Health Counseling Internship (1-12 credits) ♦
 (Minimum 6 credit hours)

COU 692 School Counseling Internship (1-12 credits) ♦
 (Minimum 6 credit hours)

Total Hours: 72

Program Retention

The counseling program has additional academic standards, beyond those of the minimum university standards for graduate students. No student will be allowed to begin Practicum or Internship while on academic probation. Furthermore, a student who receives an *F* in any counseling course, or any grade lower than a *B-* in COU 600, COU 601, COU 602, COU 640, COU 641, COU 650, COU 690, COU 691, COU 692, will not be permitted to continue in the program without the approval of the respective program director.

Timeline of Clinical Practice Experiences:

1. Prior to enrollment in practicum (COU 690), students must have completed the following courses:

Clinical Mental Health Counseling students: COU 600, COU 601, COU 641, COU 640, COU 650 (may be taken concurrently)

School Counseling students: COU 602, COU 601, COU 641, COU 640, COU 650 (may be taken concurrently)

2. *Application to Practicum or Internship.* The semester prior to the expected start date for practicum (COU 690), students must submit an Application for Clinical Practice and Criminal Background Report to the Clinical Director or the respective Program Director.

3. Practicum:

The practicum course provides counseling students with direct opportunities to enhance their counseling skills within a structured, supportive environment. Students will be expected to demonstrate the intentional use of their counseling skills with clients in an ethical and culturally responsive manner.

Students will complete supervised counseling practicum experiences that total a minimum of **100 clock hours** over a full semester; **at least 40 of these hours** must involve direct service with actual clients that contributes to the development of counseling skills.

Each week, practicum students will participate in **one hour of individual and/or triadic supervision** by a counselor education program faculty member, as well as one hour of weekly supervision by an onsite supervisor, as applicable.

Practicum students will also participate in an average of **1½ hours per week of group supervision** on campus throughout the practicum course.

4. Internship:

Building on the competencies developed in practicum (COU 690), internship students will be expected to increasingly demonstrate the full range of competencies expected by a professional school or clinical counselor.

After successful completion of the practicum course, students must complete **600 clock hours** of supervised counseling internship in settings relevant to their specialty area; at least **240 of these clock hours** must involve direct service with actual clients.

Internship students will have **weekly interaction with site supervisors that averages one hour per week** of either individual and/or triadic supervision throughout the internship.

Internship students will also participate in an average of **1½ hours per week of group supervision** on campus throughout the internship provided by a counselor education program faculty member.

State of Kentucky Provisional Counseling/Guidance Certificate

Upon completion of the 72 credit hour dual-degree counseling program the individual is eligible for the Kentucky Provisional School Counseling Certificate. This certificate is awarded by the Kentucky Educational Professional Standards Board with a recommendation from NKU. The initial Provisional School Counseling Certificate is valid for five years. The Provisional Certificate allows one to seek employment as a school counselor. One will have five years to complete the requirements for the Standard Guidance Certificate or renew the provisional certificate with additional coursework in counseling. A CA-1 form must be submitted to the Kentucky Education Professional Standards Board (KYEPSB) to apply for the certification. Contact the Counseling Graduate Office at counselored@nku.edu for questions on certification.

Completion of the 72 credit hour program master's in school counseling program at NKU satisfies coursework requirements for the initial Ohio Licensure Application in School Counseling (<http://education.ohio.gov>) as well as coursework requirements for many other states across the country (see <http://www.schoolcounselor.org>). Each state has unique application requirements in addition to coursework, such as the school counseling Praxis, Pearson, etc. exam, so please review your home state's school counseling licensure/certification requirements closely for the state you are planning to seek licensure/certification in.

Additional Information

Certifications are not automatic and must be initiated by the student. Forms and processes of application for certification from Kentucky Education Professional Standards Board (KYEPSB) are subject to change. For the most current application forms or processes go to the KYEPSB website (<http://www.kyepsb.org>) Contact the counseling graduate office for additional information on university recommendations for certification.

No Praxis Exams are required at this time for School Counseling Certification.

* Requirements and passing scores for teacher/educator certification are subject to change. For the most current PRAXIS II testing requirements, go to the Kentucky Education Professional Standards Board website (<http://www.kyepsb.org>) If you are certified/licensed or requesting certification/licensure in another state please check with your licensure board for your state testing regulations.

Exit Requirements

Application to graduate submitted by posted deadlines by candidate through the myNKU student portal.

Students will complete all coursework with a minimum 3.0 GPA.

Completion of all required courses used for the degree with a C or better.

Signed Counselor Education Handbook Acknowledgment.

Signed Code of Ethics for Counselor Education Programs.

Signed copy of Dual Counseling degree curriculum contract.

Students will complete all coursework following the academic policies of the university. At the conclusion of their plan of study, all students must take a comprehensive exam (usually within their last two semesters of their courses) prescribed by the counseling education program faculty. A passing score on the prescribed exam, in addition to successful completion of the academic coursework, is required for graduation.

School of Nursing

Location: FH 455

Telephone: 859-572-5895

Fax: 859-572-1934

Email Address: healthprofessions@nku.edu

Web Address:

<https://www.nku.edu/academics/chhs/programs/schools/nursing.html>

Director: Kim Dinsey-Read, PhD, MSN, MBA, RN

Other Key Personnel:

Associate Director of Graduate Studies:

Post-Master's DNP Program Director: Karen Vietz, PhD, CNS, RN

Nurse Anesthesia Program Director: Judy Audas, DNAP, APRN-

CRNA, MSN

MSN Program Director: Patricia Deane, DNP, DSL, PMHNP-BC, CTMH

SCHOOL OF NURSING MISSION STATEMENT

Consistent with the mission and values of NKU and CHHS, The School of Nursing empowers students to advocate for the well-being of all communities through an innovative, evidence-based learning environment that fosters excellence in academics, scholarship, engagement, practice, leadership and lifelong learning.

Nursing is an art and a science. Nurses care for the whole patient and community. Nurses use core scientific and nursing knowledge combined with assessment of the patient's biological, physical, social, emotional and community needs to provide the best possible care. Nurses practice within the American Nurses' Association Code of Ethics by acknowledging the uniqueness of every person and treating them with compassion, respect and dignity. In addition, nurses advocate for and protect patients' rights.

The School of Nursing faculty believe nursing education is continually evolving and must be based in evidence. Students learn through didactic, skill practice, and clinical rotations. Students and faculty are both essential to this interactive process; both contributing and learning from each other in an environment of mutual respect. Nursing education is based on the development of cognitive, affective and psychomotor domains.

The School of Nursing faculty believe the goals of graduate education should be the development of persistent intellectual inquisitiveness, deeper analytical thinking, and enhanced clinical judgment. Students completing this education will display effective communication, competent delivery of advanced care, promotion and sharing of research, professional accountability, leadership and responsibility.

Graduate programs offered by the School include the Master of Science in Nursing, Post-Master's of Science in Nursing certificate, Nurse Practitioner Advancement, and Doctor of Nursing Practice.

The DNP, MSN, NP Advancement and Post-Master's certificate programs are accredited by the Commission on Collegiate Nursing Education.

MASTER

Nursing, M.S.N.

Patricia Deane, DNP, DSL, PMHNP-BC, CTMH, DNP, MSN, BSN, RN, Graduate Program Director

Introduction

Graduate education at the master's level builds on the foundation of baccalaureate nursing education. Critical thinking, specialized knowledge, professional accountability, leadership, advanced communication skills and caring behaviors are expectations of the masters prepared nurse and are an integral part of the program. The graduate is able to synthesize theoretical information and research, applying findings to advanced practice. The MSN graduate serves as a change agent using cultural sensitivity, leadership principles, resource management and application of best practice to enhance nursing in the community. Lifelong learning is emphasized in the program; the graduate has the foundation needed for doctoral education. The program prepares the graduate as a health care leader, educator, primary care, or acute care nurse practitioner.

All MSN classes are offered in an accelerated online format of 7-week terms. Each accelerated course contains the same content found in typical 16-week semester courses. While we appreciate that most students work full time and have family responsibilities the student must acknowledge that these responsibilities may have an impact on successful completion of the program. We cannot alter academic standards/expectations of the program due to these responsibilities. The rigor of the School of Nursing and successful progression requires one's full attention. We highly recommend that students consider the number of hours required for study relative to these responsibilities.

MSN Philosophy

The MSN program is guided by the missions of Northern Kentucky University and College of Health & Human Services. The MSN curriculum is grounded in the Essentials: Core Competencies for Professional Nursing Education, QSEN, and the Future of Nursing report. The MSN program prepares graduates to be stewards of the discipline. Masters education originates from the student's practice experiences, advances through individualized, student-centered and transformational opportunities, and culminates in the graduate assuming the nursing expert role. Masters learning includes opportunities for the improvement of health outcomes across diverse populations utilizing the best evidence and clinical judgement. Students and faculty promote academic excellence, professionalism, integrity, and inclusiveness within the advanced nursing community through shared responsibility, interprofessional collaboration, communication, teamwork, and mentoring relationships. This individualized student-centered learning takes place in a scholarly community grounded in standards for rigor, the nursing imperative of caring, and recognition of a plurality of voices.

Program Outcomes

- Critically analyze data for practice by integrating knowledge from arts and sciences within the context of nursing's philosophical framework and scientific foundation.
- Demonstrate effective communication in order to facilitate nursing practice at an advanced level.
- Add to the body of knowledge, as it relates to nursing, by demonstrating advanced levels of clinical judgment, systems thinking, and accountability, as evidenced by identifying or generating evidence and implementing and evaluating change to improve healthcare outcomes.
- Integrate nursing science, educational frameworks, health policy, and principles of business to implement initiatives that facilitate the highest level of advanced nursing practice.
- Integrate professional values, accountability, and responsibility into advanced levels of nursing practice.
- Demonstrate sensitivity to diverse cultures and populations including patients and providers (to facilitate practice at an advanced level).
- Analyze one's own behaviors and institutional practices and policies for coherence with principles of caring.

MSN Program Core Concepts

Clinical Judgement; Communication; Evidence-based Practice; Advocacy; Professionalism; Diversity, Equity, & Inclusion; Caring

Program Options

MSN classes are offered in an online format. Hybrid classes, which allow for both online and face to face learning, are occasionally offered. This is course and instructor dependent and is not a guaranteed option. Register for the type

of section that best suits your individual learning needs, while allowing for flexibility if enrollment criteria are not met.

Student Advising

Students are expected to maintain close contact with their advisor throughout the program of study. Prior consent of the advisor must be obtained before any deviation is made from full program advising. Students are cautioned not to rely on the advice of other students regarding applicability of courses.

The MSN program reserves the right to determine the applicability of graduate transfer credit. A maximum of 40% of your program may consist of transfer work that can be applied toward the program of study.

The MSN program is a year round program (including summers) designed to be completed in a particular sequence, and may be lockstep fashion and in part-time progression. Please give consideration to managing work and family while completing a rigorous academic program.

MSN students must achieve a "C" or better in non-nursing courses (specifically BIO 669 and PSY 550) and a "B" or better in all MSN nursing courses in the MSN graduate program (including MSN/CHP/DNP). The "B-" is not considered a passing grade in a MSN graduate nursing course. If a grade of "B-" or less is earned the student is required to retake the course.

MSN Program Admission Requirements

Admission to the MSN program is highly competitive. Completed applications with all required accompanying materials are reviewed according to the posted deadline for each session.

In order to be considered for admission to the MSN program, the university requires all applicants to fulfill the following requirements:

- Submit a complete application for graduate admission to Northern Kentucky University.
- Submit official transcripts from all colleges/universities attended (Graduate and Undergraduate).
- Bachelor of Science in Nursing degree from a regionally accredited and an ACEN, CCNE or CNEA accredited program of nursing. Students who have earned a BSN degree from a non-US institution will be considered for an exception to the requirement that the BSN come from ACEN, CCNE or CNEA accredited program of nursing, where applicable.
- In order for an application to be evaluated, applicants must have a GPA of at least 3.0 in their undergraduate studies.
- Successful completion (C or better) of an undergraduate statistics course.
- Proof of 1,000 clinical hours of practice as a Registered Nurse. Download the Employment Verification Form on the Office of Graduate Education website, <http://www.nku.edu/admissions/graduate/admission-process/additional-forms.html>.
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Program requires 2000 hours of RN clinical experience in a psychiatric setting. Download the Employment Verification Form on the Office of Graduate Education website, <http://www.nku.edu/admissions/graduate/admission-process/additional-forms.html>
- The Adult Geriatric Acute Care Nurse Practitioner applicants must have 1-year experience in critical care. Download the Critical Care Verification Form on the Office of Graduate Education

website, <http://www.nku.edu/admissions/graduate/admission-process/additional-forms.html>.

Verification of your unencumbered RN license with expiration date in the state(s) you are licensed and practice.

A criminal background check (state and federal) is required for admission to the program. Applicants are required to use PreCheck StudentCheck to purchase the background check. Costs associated with background check are the responsibility of the applicant. Follow the link to complete the background check on the Office of Graduate Education website, <http://www.nku.edu/admissions/graduate/admission-process/additional-forms.html>

Courses transferred into Northern Kentucky University may or may not be accepted for board certification requirements with ANCC or AANP. Faculty review transfer credit courses as outlined by the ANCC and AANP guidelines. ANCC and AANP determine eligibility of course work for board certification and this is not determined by Northern Kentucky University. Courses accepted by Northern Kentucky University for transfer credit from another University are not a guarantee to be accepted by ANCC or AANP.

MSN CONCENTRATIONS

To ensure a quality learning experience and maximize the likelihood of success on the certification exam, students should take no more than two didactic classes or one didactic and one clinical per seven-week session. Students should direct any questions to their academic advisor.

Required MSN Core Courses (12 credit hours)

The following 4 courses are required for all MSN students:

- MSN 600 Theoretical Foundations of Nsg Practice (3 credits) ♦
- MSN 601 Healthcare Policy & Econ in Pop Health (3 credits) ♦
- MSN 602 Adv Theo Fds of Nurs Prac & Research (3 credits)
- DNP 816 Analysis & Applic of Health Data for ANP (3 credits) ♦

Nursing Education (NED) Concentration (21 credit hours)

The nursing education concentration prepares nurses to teach in schools of nursing, hospital education settings and patient education programs. The curriculum emphasizes the development of expertise in teaching clinical nursing, didactic, online simulation and research based teaching. Through a variety of experiences in the classroom and in practica, students have an opportunity to apply theories of instruction and to teach content to nursing students, to practicing nurses and to patients.

- CHP 500 Teaching & Learning in Healthcare Education (3 credits) ♦
- CHP 601 Assessment & Evaluation of the Healthc (3 credits) ♦
- CHP 602 Curr, Dev & Eval for Healthcare Programs (3 credits) ♦
- CHP 603 Role of the Healthcare Educator (3 credits) ♦
- MSN 613 Pathopharmacology for Nurse Educators (3 credits) ♦
- MSN 614 Physical Assessment for Nurse Educators (3 credits) ♦
- MSN 670 Nurse Educator Capstone (3 credits)

Total Nursing Education Credit Hours: 33

Nurse Executive Leadership (NEL) Concentration (21 credit hours)

The curriculum combines courses offered through the School of Nursing with courses from the department of Psychological Sciences to prepare nurses for leadership at the executive level of healthcare operations.

- MSN 603 Role of the Nurse Executive Leader (3 credits) ♦
- MSN 604 Accounting & Finance for Nurse Executive 3 credit hours
- MSN 631L Nurse Exec Leadership Admin Capstone (3 credits) ♦
- MSN 640 Health Care Strategic Planning and Analysis (3 credits) ♦
- MSN 641 Management of Human Resources (3 credits) ♦
- DNP 805 Quality Improvement Strategies (3 credits) ♦
- PSY 550 Organizational Psychology (3 credits) ♦

Total Nurse Executive Leader Credit Hours: 33

Nurse Practitioner Concentrations

The curriculum focuses on the theoretical concepts and care standards that support the delivery of healthcare in clinical practice and explore the evolving issues faced by the health care system today. As a nurse practitioner, students will act as a care provider, educator, counselor, make referrals and serve as an advocate for patients.

Graduates of the Nurse Practitioner Concentrations will be eligible to take the appropriate national certification examination for their specialty.

Advanced Practice Core (Courses to be completed by all MSN and post-MSN NP students) (12 credit hours)

- MSN 610 Diagnostic Reason & Advanced Phys Assess (3 credits) ♦
- MSN 611 Clinical Pharm & Intervention for APRNs (3 credits) ♦
- MSN 612 Role Development in Advanced Practice Nu (3 credits) ♦
- BIO 669 Human Pathophysiology (3 credits) ♦

Family Nurse Practitioner (FNP) Specialty Courses (23 credit hours)

A total of 600 residency hours are required.

- MSN 620 Primary Care of Adolescents and Adults I (3 credits) ♦
- MSN 621 Primary Care of Adolescents & Adults II (3 credits) ♦
- MSN 622 Primary Care of Adolescents & Adults III (3 credits) ♦
- MSN 623 Geriatric Primary Care & Pharmacology (3 credits)
- MSN 629 Pediatric Primary Care and Pharmacology (3 credits) ♦
- MSN 630 FNP Capstone (3 credits) ♦
- MSN 650L Primary Care FNP Clinical I (1 credit) ♦
- MSN 651L Primary Care FNP Clinical II (1 credit) ♦
- MSN 652L Primary Care FNP Clinical III (1 credit) ♦
- MSN 653L Primary Care FNP Clinical IV (1 credit) ♦
- MSN 654L Primary Care FNP Clinical V (1 credit) ♦

Total Family Nurse Practitioner Credit Hours: 47

Adult Gero Acute Care Nurse Practitioner (AGACNP) Specialty Courses (22 credit hours)

A total of 500 residency hours are required.

- MSN 624 Differential Dx & Mgmt Acute Disorder I (3 credits) ♦
- MSN 625 Differential Dx & Mgmt Acute Disorder II (3 credits) ♦
- MSN 626 Differential Dx & Mgmt Acute Disorder III (3 credits) ♦
- MSN 627 Adv Tech & Proc for Dx Reason Acute Care (3 credits) ♦
- MSN 628 Seminar in Health Promotion & Acute Care (3 credits) ♦
- MSN 633 Adult Gero Acute Care NP Capstone (3 credits) ♦
- MSN 660L Acute Care Residency I (1 credit)
- MSN 661L Acute Care Residency II (1 credit) ♦
- MSN 662L Acute Care Residency III (1 credit) ♦

MSN 663L Acute Care Residency IV (1 credit) ♦

Total Adult-Gero Acute Care Nurse Practitioner Credit Hours: 46

Psych-Mental Health Nurse Practitioner (PMHNP) Specialty Courses (22 credit hours)

MSN 664L Psych-Mental Health NP Clinical I (1 credit) ♦
MSN 665L Psych-Mental Health NP Clinical II (1 credit) ♦
MSN 667L Psych-Mental Health NP Clinical III (1 credit) ♦
MSN 668L Psych-Mental Health NP Clinical IV (1 credit) ♦
MSN 671 Psychopathopharmacology I (3 credits) ♦
MSN 672 Psychopathopharmacology II (3 credits) ♦
MSN 673 Psych-Mental Health Assessment/Diagnosis (3 credits) ♦
MSN 674 Psychotherapy for Psych-Mental Health NP (3 credits) ♦
MSN 675 Management of Psych-Mental Disorders (3 credits) ♦
MSN 676 Role & Practice Development PMHNP (3 credits) ♦

Total Psych Mental Health Nurse Practitioner Credit Hours: 46

DOCTORAL

Nursing Practice, D.N.P.

Karen Vietz, PhD, CNS, RN, Post-Master's Specialization Program Director

Judy Audas, DNAP, APRN-CRNA, MSN, Nurse Anesthesia
Specialization Program Director

Doctoral education starts from the student's experience, develops through opportunities that are individualized, student-centered and transformational, and culminates in the graduate taking on the role of nursing expert at the highest level of autonomous advanced nursing practice. Doctoral learning includes opportunities for the improvement of health outcomes across diverse populations based on the best evidence. The students and faculty promote academic excellence, professionalism, integrity, and inclusiveness within the advanced nursing community through shared responsibility, interprofessional collaboration, teamwork, and mentoring relationships. This individualized student-centered learning takes place in a scholarly community grounded in standards for rigor, the nursing imperative of caring, and a plurality of voices.

The Post-Master's Doctor of Nursing Practice (DNP) program is a fully online 20-22 month curriculum offered in 7-week course format. The Practicum project course is offered over 16 weeks. Students complete courses in evidence-based practice, leadership, health quality and safety initiatives, program planning and evaluation, finance of health care, and informatics. Completion of practicum activities and a scholarly project are required for graduation. Graduates of the program are prepared for leadership roles in management of quality initiatives, executives in healthcare organizations, directors of clinical programs, advocacy/health policy, and faculty roles.

The Nurse Anesthesia Program (NAP) is a specialization of the Doctor of Nursing Practice degree. The program as designed, is a 36-month (106 credit hours) curriculum culminating in a Doctor of Nursing Practice (DNP) nurse anesthesia specialization with a population focus of the family/individual across a lifespan. Graduates will be eligible for the National Board of Certification and Re-certification of Nurse Anesthetists (NBCRNA) National Certification Exam (NCE) and to assume the role of an Advanced Practice

Registered Nurse (APRN) as a Certified Registered Nurse Anesthetist (CRNA). Accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

The NAP offers two pathways to the DNP with a nurse anesthesia specialization: BSN to DNP and MS to DNP. The BSN to DNP student will complete the entire 106 credit program, whereas the master's prepared CRNA would complete the MS to DNP pathway which is composed only of the advanced nursing practice core, which totals 37 credits. The master's prepared CRNA would be given advanced standing for all anesthesia specialty course work.

Students must achieve a "B" or better in all courses in the DNP Nurse Anesthesia graduate program. The "B-" is not considered a passing grade in a graduate course. If a grade of "B-" or less is earned, the student is required to retake the course, whereas a grade of "B" or higher is required.

Purpose

The Doctor of Nursing Practice (DNP) program builds upon the Essentials of Doctoral Education for Advanced Nursing Practice (2006), as stated by the American Association of Colleges of Nursing (AACN) and the Accrediting Commission for Education in Nursing (ACEN) and criteria for the clinical doctorate (2008). This is a practice focused doctoral program. Practice focused doctoral programs are designed to prepare nurses in advanced nursing practice. The focus of the DNP program is on evidence-based practice which reflects application of credible research findings in order to identify, implement and evaluate practice changes in healthcare environments. The Doctor of Nursing Practice (DNP) program includes integrative practice experiences and an intense practice immersion experience (AACN 2006).

Contact Information

Karen Vietz, Ph.D., CNS, RN, DNP Post-Master's Specialization Program
Director, vietzk1@nku.edu

Judy Audas, DNAP, APRN-CRNA, MSN, NAP Specialization Program Director,
audasj1@nku.edu or 859-572-5627

Admission Requirements: DNP Post-Master's Specialization

To be considered for admission to the DNP Post-Master's Specialization, an applicant must have:

- A minimum of a master's degree and hold at least one degree in nursing at or above the bachelor's level from a nationally accredited school.
- Applicants must have a minimum cumulative grade point average of 3.0 on a 4.0 scale and have successfully completed an undergraduate (or higher level) statistics course.
- An unencumbered RN license in the United States or the country in which the student practices and verification of RN licensure.
- NKU application for graduate admission, found at <http://apply.nku.edu>.
- Resume or Curriculum Vitae: educational background, employment history, awards and accomplishments.
- All official transcripts
- TOEFL scores as needed per international student admissions requirements.
- Submission of a scholarly writing sample - a document written solely by the prospective student that demonstrates scholarly writing at the graduate level.

Current employment verification - DNP applicants must be employed at the time of application to the DNP program and remain employed to complete the DNP project.

Admission Requirements: DNP - Nurse Anesthesia Specialization (BSN to DNP)

Meets all NKU Graduate Admission Requirements.
Submission of completed online application prior to deadline.
Baccalaureate or higher degree in nursing from a fully accredited nursing program.
Unencumbered license as a Registered Nurse (licenses in KY and OH required prior to admission).
One year minimum full-time of critical care* experience as RN within the past 2 years with employer verification.
GPA of 3.0 or higher on 4.0 scale on all college course work.
Science GPA 3.0 or higher on 4.0 scale.
Prerequisites: Statistics; Anatomy; Physiology; Chemistry; Microbiology with a cumulative science GPA of 3.0 or greater.
Graduate level writing skills.
Three professional recommendations/references.
Goal statement.
CCRN, ACLS, BLS certification required for application. PALS required prior to admission.
Shadowing experience documentation with either a CRNA or anesthesiologist.
Review the Program Technical Standards.
Successful interview with Admissions Committee for selected applicants.
Non-refundable matriculation fee of \$1,000 if accepted into the program. Matriculation fee will be applied to student's account on admission. If applicant does not enroll in program, the matriculation fee is forfeited.
After acceptance, documentation of clinical requirements including immunizations, physical examination, background check, drug test and other documentation as needed.

*Critical care is defined by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) as: "Critical care experience must be obtained in a critical care area within the United States, its territories or a US military hospital outside of the United States. During this experience, the registered professional nurse has developed critical decision making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (e.g., pulmonary artery, central venous pressure, and arterial catheters), cardiac assist devices, mechanical ventilation, and vasoactive infusions. Examples of critical care units may include but are not limited to: surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, pediatric intensive care....." (Standards for Accreditation of Nurse Anesthesia Programs, Practice Doctorate, 2018)

Admission Requirements: DNP - Nurse Anesthesia Specialization (Post-Master's CRNA)

Meets all NKU Graduate Admission Requirements.
Submission of completed online application prior to deadline including all official college/university transcripts.

Master's degree or higher in nursing, nurse anesthesia, or a related field from a fully regionally accredited college or university in the United States with 3.0 cumulative GPA.

BSN from a fully regionally accredited college or university in the United States if master's degree is not in nursing with 3.0 cumulative GPA.
Completion of a nurse anesthesia educational program accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

Current unencumbered license to practice as a Registered Nurse in state of residence.

Current unencumbered APRN licensure, or other authorization to practice as a nurse anesthetist, in state of residence.

Current certification or recertification by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA).

Pre-requisites courses (graduate or undergraduate): Statistics equivalent to NKU STA 205 or above with *B* or better and research equivalent to NKU NRS 320 or above with *B* or better.

Graduate level writing skills as demonstrated by:

Two (2) page writing sample identifying personal goals related to the NKU Nurse Anesthesia program goals, as well as identifying DNP project interest.

Current CV

Professional recommendation/reference supporting competency as a CRNA.

Successful interview with Admissions Committee for selected applicants via telephone or in person.

Non-refundable matriculation fee of \$1,000 if accepted into the program. Matriculation fee will be applied to student's account on admission. If applicant does not enroll in program, the matriculation fee is forfeited

Policy on Advanced Standing for post-MS CRNA-DNP Students

As a single degree program, advanced standing will be offered to CRNAs meeting the above admission requirements.

The curriculum is divided into two distinct curricular cores including a) the entry into nurse anesthesia practice core and b) the advanced nursing practice core.

The entry into nurse anesthesia practice core includes coursework providing the BSN prepared student with the necessary competencies for entry into nurse anesthesia practice.

The advanced nursing practice core includes coursework providing both the BSN prepared student and the master's prepared CRNA with the advanced nursing competencies as established by national nursing organizations (e.g., American Association of Colleges of Nursing Essentials of Doctoral Education for Advanced Nursing Practice, Council on Accreditation of Nurse Anesthesia Educational Programs Competencies).

Nurse anesthetists meeting all required admissions criteria will be given advanced standing for entry into nurse anesthesia practice. Advanced standing will be offered en bloc. The CRNA awarded advanced standing status will be required to complete only the advanced nursing practice core courses to meet the requirements for the DNP degree. Per NKU policies, the official transcript will reflect that advanced standing was awarded, but will list neither specific courses nor credits for which advanced standing was granted and grades from these courses will not be factored into the NKU GPA.

Application Process: DNP - Nurse Anesthesia Specialization (BSN to DNP)

The application process has two parts. The first consists of the documents required to be submitted. The second part is the interview.

Documents to be submitted: *The completed application file will contain the following documents. No application will be considered until all documents have been received.*

NKU application for graduate admission, found at <http://apply.nku.edu>. Applications will be accepted through August 31. All materials must be submitted by August 31 deadline.

Three professional recommendations sent directly from recommender. Suggested recommenders include: Nurse Manager; Professor; APRN, preferably CRNA; or MD.

Resume or Curriculum Vitae: educational background, employment history, awards and accomplishments.

All official transcripts of post-baccalaureate study.

Documentation of one year full-time critical care experience as a RN within the past 2 years.

Verification of CCRN, BLS, and ACLS certification.

Documentation of shadowing experience

TOEFL scores as needed per international student admissions requirements.

Submission of goal statement indicating graduate level writing skills. Please include your educational and professional goals, limiting statement to one page.

Successful interview with Admissions Committee. Due to the competitive nature of the admission process meeting minimum standards does not guarantee admission. All applicants will be screened and the most qualified will be invited for interview. Interviews will be held in October.

Non-refundable matriculation fee of \$1,000 if accepted into the program. Matriculation fee will be applied to student's account on admission. If applicant does not enroll in program, the matriculation fee is forfeited.

◆Indicates prerequisite.

CURRICULUM REQUIREMENTS - POST-MASTER'S SPECIALIZATION

All courses are in the online format. Students should consult with their graduate program director regarding the most current sequencing of courses. If students enrolled in DNP 896 receive an "F", the course must be repeated immediately in the next 16 week term.

DNP 800 Theory and Research for EBP (3 credits) ◆

DNP 802 DNP Role Development (3 credits) ◆

DNP 801 Epidemiology and Population Health (3 credits) ◆

DNP 806 Program Dev/Imp/Eval for Health Care (3 credits) ◆

DNP 896 Practicum/Project (1-3 credit) ◆

Note: For the Post-Master's specialization, DNP 896 (1.25 credits) is taken four times as work on a clinical project and practicum hours are conducted throughout the program (5 credits total).

MHI 815 Informatics for Advanced Practice (3 credits) ◆

DNP 803 Leadership in Organizations and Systems (3 credits) ◆

DNP 804 Economics & Fin. Aspects of Healthcare (3 credits) ◆

DNP 805 Quality Improvement Strategies (3 credits) ◆

DNP 808 Health Care Policy (3 credits) ◆

DNP 816 Analysis & Applic of Health Data for ANP (3 credits) ◆

DNP 897 Practicum/Project Continuing Credit (1 credit) ◆(if needed)

Total Hours: 35-36

CURRICULUM REQUIREMENTS - BSN-DNP NURSE ANESTHESIA SPECIALIZATION

If students enrolled in DNP 896 receive an "F", the course must be repeated immediately in the next 16 week term.

First Year NAP

Summer Semester (14 credit hours)

DNP 868 Physiology and Pathophysiology I (4 credits) ◆

OR

BIO 868 Physiology and Pathophysiology I (4 credits) ◆

DNP 850 Chemistry and Physics for Anesthesia (3 credits) ◆

DNP 880 Anatomy for Anesthesia (4 credits) ◆

OR

BIO 880 Anatomy for Anesthesia (4 credits) ◆

DNP 840 Nurse Anesthesia DNP Proseminar (3 credits)

Fall Semester (13 credit hours)

DNP 869 Physiology and Pathophysiology II (4 credits) ◆

OR

BIO 869 Physiology and Pathophysiology II (4 credits) ◆

DNP 852 Basic Principles of Anesthesia I (3 credits) ◆

DNP 800 Theory and Research for EBP (3 credits) ◆

DNP 855 Advanced Pharmacology I (3 credits) ◆

Spring Semester (13 credit hours)

DNP 816 Analysis & Applic of Health Data for ANP (3 credits) ◆

DNP 853 Basic Principles of Anesthesia II (3 credits) ◆

DNP 854 Advanced Health Assessment (3 credits) ◆

DNP 856L Introduction to Clinical Practicum (1 credit) ◆

DNP 865 Advanced Pharmacology II (3 credits) ◆

Second Year NAP

Summer Semester (14 credit hours)

DNP 801 Epidemiology and Population Health (3 credits) ◆

DNP 806 Program Dev/Imp/Eval for Health Care (3 credits) ◆

DNP 860L Anesthesia Practicum I (3 credits) ◆

DNP 863 Advanced Principles of Anesthesia I (4 credits) ◆

DNP 896 Practicum/Project (1-3 credit) ◆

Fall Semester (14 credit hours)

DNP 864 Advanced Principles of Anesthesia II (3 credits) ◆

DNP 861L Anesthesia Practicum II (4 credits) ◆

MHI 815 Informatics for Advanced Practice (3 credits) ◆

DNP 896 Practicum/Project (1-3 credit) ◆

DNP 841 System/Organizational Leadership in NA (3 credits)

Spring Semester (10 credit hours)

DNP 862L Anesthesia Practicum III (4 credits) ◆

DNP 851 Pro Aspects/Role Dev in Nurse Anesthesia (2 credits) ◆

DNP 896 Practicum/Project (1-3 credit) ◆

DNP 842 Economics of Healthcare in NA (3 credits)

Third Year NAP

Summer Semester (11 credit hours)

- DNP 870L Anesthesia Practicum IV (4 credits) ♦
- DNP 805 Quality Improvement Strategies (3 credits) ♦
- DNP 896 Practicum/Project (1-3 credit) ♦
- DNP 843 Health Policy Leadership in NA (3 credits)

Fall Semester (9 credit hours)

- DNP 871L Anesthesia Practicum V (6 credits) ♦
- DNP 873 Anesthesia Seminar I (2 credits) ♦
- DNP 896 Practicum/Project (1-3 credit) ♦

Spring Semester (8 credit hours)

- DNP 872L Anesthesia Practicum VI (6 credits) ♦
- DNP 874 Anesthesia Seminar II (2 credits) ♦
- DNP 897 Practicum/Project Continuing Credit (1 credit) ♦

**Only if needed*

Total Hours: 106

DNP PROJECT PROCESS

The DNP Project Team is comprised of the DNP student, practice mentor, and a graduate faculty member who serves as chair. The faculty member must hold a terminal degree. The practice mentor must have expertise in the DNP student's field of interest. The DNP Project Team Chair is facilitating the learning within the DNP Project. The DNP's scholarly project deliverables are a written manuscript worthy of publication and a public presentation of the completed DNP project.

All DNP projects are submitted to the NKU Institutional Review Board (IRB) for review. IRB processes in the facility in which the DNP project is implemented may be required as well. The student will discuss the IRB processes with their DNP Project Team Chair prior to data collection. The IRB process and IRB forms are described and found on the NKU IRB website at <https://inside.nku.edu/rgc/research-compliance/irb.html>.

The DNP program shall have a project proposal process that provides for the Office of Graduate Education, the program, and the candidate, a written and signed document defining the expectations of the program for a successful project.

The "approval of the project proposal" is deemed successful when the project chair files appropriate paperwork with the Office of Graduate Education signifying approval for the candidate to move forward. Until the project presentation is scheduled, the initial proposal may be amended with unanimous agreement of the project team.

A project presentation may not be scheduled without a signed project proposal. The candidate and/or DNP faculty shall initiate the scheduling of the presentation. Project presentation scheduling requires the concurrence of all members.

The DNP program must provide alternatives for candidates to alter or space added change project chairs and team membership.

The "completion of the project" is deemed successful when both the chair and the practice mentor of the Project Team vote approval.

Project presentation shall be open to the public.

Information for this process can be found under Doctoral Degree Specific Information under Degree & Certificate Exit Program Requirements in the Graduate Catalog.

POST-MASTER'S DNP PRACTICUM

DNP Practicum Hours are individualized experiences with preceptor/s. The American Association Colleges of Nursing (AACN) requires 1000 post-baccalaureate hours for the DNP degree (AACN, 2015). Post-Master's DNP students will have between 500 and 1000 hours to complete depending on the number of practicum hours you completed in the MSN program. As a student, you will provide a letter to your DNP 896 course faculty from your Master of Science in Nursing (MSN) program that reflects the number of practicum hours you completed in your MSN program

Science in Nursing (MSN) program that reflects the number of practicum hours

GRADUATION REQUIREMENTS

To be eligible for the Doctor of Nursing Practice degree, the student must:

- Successfully complete all course requirements, DNP project requirements and achieve a minimum cumulative GPA of 3.0.

- File Application for Graduation via myNKU during the semester prior to the one in which he/she intends to complete all degree requirements. The dates by which this document must be on file are published on the Office of Graduate Education website and Office of the University Registrar website.

- Satisfy all financial and administrative obligations to the University.

To be eligible for the Doctor of Nursing Practice degree with nurse anesthesia specialization, the student must also have:

- Satisfactory completion of minimum clinical and didactic requirements of the COA and NBCRNA.

CERTIFICATE

Nurse Practitioner Advancement Certificate

Patricia Deane, DNP, DSL, PMHNP-BC, CTMH MSN; Graduate Program Director

Nurse practitioner advancement options are offered to provide opportunities for nurse practitioners to gain the additional specialty focus in Psych-Mental Health Nursing.

All MSN classes are offered in an accelerated online format of 7-week terms. Each accelerated course contains the same content found in typical 16-week semester courses. While we appreciate that most students work full time and have family responsibilities the student must acknowledge that these responsibilities may have an impact on successful completion of the program. We cannot alter academic standards/expectations of the program due to these responsibilities. The rigor of the School of Nursing and successful progression requires one's full attention. We highly recommend that students consider the number of hours required for study relative to these responsibilities.

Student Advising

Students are expected to maintain close contact with their advisor throughout the program of study. Prior consent of the advisor must be obtained before any deviation is made from full program advising. Students are cautioned not to rely on the advice of other students regarding applicability of courses.

The MSN program reserves the right to determine the applicability of graduate transfer credit. A maximum of 40% of your program may consist of transfer work that can be applied toward the program of study.

The MSN program is a year round program (including summers) designed to be completed in a particular sequence, and may be lockstep fashion and in part-time progression. Please give consideration to managing work and family while completing a rigorous academic program.

MSN students must achieve a "C" or better in non-nursing courses (specifically BIO 669 and PSY 550) and a "B" or better in all MSN nursing courses in the MSN graduate program (including MSN/CHP/DNP). The "B-" is not considered a passing grade in a MSN graduate nursing course. If a grade of "B-" or less is earned the student is required to retake the course.

NP Advancement Admission Requirements

Prior to applying please check the program map (<https://onlinedegrees.nku.edu/map.aspx>) to ensure our program is available in your state.

In order to be considered for admission to the NP Advancement Program the university requires all applicants to fulfill the following requirements:

- Submit a complete application for graduate admission to Northern Kentucky University.
- Submit official transcripts from all colleges/universities attended. Please note that the transcripts sent should reflect all previous conferred degrees (BSN, MSN, previous NP) and any additional courses that you plan to transfer.
- Master of Science in Nursing degree from an ACEN, CCNE or CNEA accredited program of nursing. Students who have earned a MSN degree from a non-US institution will be considered for an exception to the requirement that the MSN come from ACEN, CCNE or CNEA accredited program of nursing, where applicable.
- Applicants should have a Master of Science in Nursing program GPA of at least a 3.0.
- Verification of your unencumbered NP nursing license and National NP certification. Proof of licensure and certification should include expiration date.
- Proof of 2000 hours of RN clinical experience in a psychiatric setting. Download the Employment Verification Form on the Office of Graduate Education

Courses transferred into Northern Kentucky University may or may not be accepted for board certification requirements with ANCC or AANP. Faculty review transfer credit courses as outlined by the ANCC and AANP guidelines. ANCC and AANP determine eligibility of course work for board certification and this is not determined by Northern Kentucky University. Courses accepted by Northern Kentucky University for transfer credit from another University are not a guarantee to be accepted by ANCC or AANP.

PROGRAM CURRICULUM

◆Indicates prerequisite.

To ensure a quality learning experience and maximize the likelihood of success on the certification exam, students should take no more than two didactic classes or one didactic and one clinical per seven-week session. Students should direct any questions to their academic advisor.

Nurse Practitioner to Psych-Mental Health Nurse Practitioner (19 credit hours)

Clinical residency requirements are 500 hours.

- MSN 671 Psychopathopharmacology I (3 credits) ◆
- MSN 672 Psychopathopharmacology II (3 credits) ◆
- MSN 673 Psych-Mental Health Assessment/Diagnosis (3 credits) ◆
- MSN 674 Psychotherapy for Psych-Mental Health NP (3 credits) ◆
- MSN 675 Management of Psych-Mental Disorders (3 credits) ◆
- MSN 664L Psych-Mental Health NP Clinical I (1 credit) ◆
- MSN 665L Psych-Mental Health NP Clinical II (1 credit) ◆
- MSN 667L Psych-Mental Health NP Clinical III (1 credit) ◆
- MSN 668L Psych-Mental Health NP Clinical IV (1 credit) ◆

Post-Master's of Science in Nursing Certificate

Patricia Deane, DNP, DSL, PMHNP-BC, CTMH MSN, Graduate Program Director

Introduction

Post-master's programs are available to students who have an earned BSN and MSN and seek specialized knowledge and skills as a nurse practitioner or nurse educator. Graduates of the programs will be qualified to take the certification examination for their specialty.

MSN Philosophy

The MSN program is guided by the missions of Northern Kentucky University and College of Health & Human Services. The MSN curriculum is grounded in the Essentials: Core Competencies for Professional Nursing Education, QSEN, and the Future of Nursing report. The MSN program prepares graduates to be stewards of the discipline. Masters education originates from the student's practice experiences, advances through individualized, student-centered and transformational opportunities, and culminates in the graduate assuming the nursing expert role. Masters learning includes opportunities for the improvement of health outcomes across diverse populations utilizing the best evidence and clinical judgement. Students and faculty promote academic excellence, professionalism, integrity, and inclusiveness within the advanced nursing community through shared responsibility, interprofessional collaboration, communication, teamwork, and mentoring relationships. This individualized student-centered learning takes place in a scholarly community grounded in standards for rigor, the nursing imperative of caring, and recognition of a plurality of voices.

Online Program

All MSN classes are offered in an accelerated online format of 7-week terms. Each accelerated course contains the same content found in typical 16-week semester courses. While we appreciate that most students work full time and have family responsibilities the student must acknowledge that these responsibilities may have an impact on successful completion of the program. We cannot alter academic standards/expectations of the program due to these responsibilities. The rigor of the School of Nursing and successful progression requires one's full attention. We highly recommend that students consider the number of hours required for study relative to these responsibilities.

Student Advising

Students are expected to maintain close contact with their advisor throughout the program of study. Students are cautioned not to rely on the advice of other students regarding applicability of courses.

The MSN program reserves the right to determine the applicability of graduate transfer credit. A maximum of 33% of your program may consist of transfer

work that can be applied toward the program of study. To transfer a course in to NKU, a grade of *B* or better must have been earned.

The MSN program is a year round program (including summers) designed to be completed in a particular sequence, and may be lockstep fashion and in part-time progression. Please give consideration to managing work and family while completing a rigorous academic program.

MSN students must achieve a "C" or better in non-nursing courses (specifically BIO 669 and PSY 550) and a "B" or better in all MSN nursing courses in the MSN graduate program (including MSN/CHP/DNP). The "B-" is not considered a passing grade in a MSN graduate nursing course. If a grade of "B-" or less is earned the student is required to retake the course,

Post-Master's Admission Requirements

Admission to the Post-MSN certificate program is highly competitive. Completed applications with all required accompanying materials are reviewed according to the posted deadline for each session listed on the Office of Graduate Education website, <http://inside.nku.edu/graduate/admission-process.html>.

Submit a complete application for graduate admission to Northern Kentucky University.

Submit official transcripts from all colleges/universities attended (undergraduate and Graduate).

Master of Science in Nursing degree from an ACEN, CCNE or CNEA accredited program of nursing. Students who have earned a MSN degree from a non-US institution will be considered for an exception to the requirement that the MSN come from ACEN, CCNE or CNEA accredited program of nursing, where applicable.

Applicants should have a Master of Science in Nursing program GPA of at least 3.0.

Verification of your current, unencumbered RN license with expiration date in the state(s) you are licensed and practice.

Verification of certification and current license as nurse practitioner, if you are a nurse practitioner.

Proof of 1,000 clinical hours of practice over the previous year for all Post-MSN certificates. Download the Employment Verification Form on the Office of Graduate Education website <http://www.nku.edu/admissions/graduate/admission-process/additional-forms.html>.

The Adult Gero Acute Care Nurse Practitioner applicants must have 1-year experience in critical care. Download the Critical Care Verification Form on the Office of Graduate Education website, <http://www.nku.edu/admissions/graduate/admission-process/additional-forms.html>.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Program requires 2000 hours of RN clinical experience in a psychiatric setting. Download the Employment Verification Form on the Office of Graduate Education website, <http://www.nku.edu/admissions/graduate/admission-process/additional-forms.html>

A criminal background check (state and federal) is required for admission to the program. Applicants are required to use PreCheck StudentCheck to purchase the background check. Costs associated with background check are the responsibility of the applicant. Follow the link to complete the background check on the Office of Graduate Education

website, <http://www.nku.edu/admissions/graduate/admission-process/additional-forms.html>

Courses transferred into Northern Kentucky University may or may not be accepted for board certification requirements with ANCC or AANP. Faculty review transfer credit courses as outlined by the ANCC and AANP guidelines. ANCC and AANP determine eligibility of course work for board certification and this is not determined by Northern Kentucky University. Courses accepted by Northern Kentucky University for transfer credit from another University are not a guarantee to be accepted by ANCC or AANP.

PROGRAM CURRICULUM

◆Indicates prerequisite.

To ensure a quality learning experience and maximize the likelihood of success on the certification exam, students should take no more than two didactic classes or one didactic and one clinical per seven-week session. Students should direct any questions to their academic advisor.

Post-Master's Primary Care Nurse Practitioner Courses

Advanced Practice Core (12 credit hours)

This core is required for all Post MSN NP certification in addition to the specialty courses.

BIO 669 Human Pathophysiology (3 credits) ◆

MSN 610 Diagnostic Reason & Advanced Phys Assess (3 credits) ◆

MSN 611 Clinical Pharm & Intervention for APRNs (3 credits) ◆

MSN 612 Role Development in Advanced Practice Nu (3 credits) ◆

Family Nurse Practitioner Specialty Courses (23 credit hours)

MSN 620 Primary Care of Adolescents and Adults I (3 credits) ◆

MSN 621 Primary Care of Adolescents & Adults II (3 credits) ◆

MSN 622 Primary Care of Adolescents & Adults III (3 credits) ◆

MSN 623 Geriatric Primary Care & Pharmacology (3 credits)

MSN 629 Pediatric Primary Care and Pharmacology (3 credits) ◆

MSN 630 FNP Capstone (3 credits) ◆

MSN 650L Primary Care FNP Clinical I (1 credit) ◆

MSN 651L Primary Care FNP Clinical II (1 credit) ◆

MSN 652L Primary Care FNP Clinical III (1 credit) ◆

MSN 653L Primary Care FNP Clinical IV (1 credit) ◆

MSN 654L Primary Care FNP Clinical V (1 credit) ◆

Total credit hours, Family (NP core + clinical): 35

Adult-Gero Acute Care Nurse Practitioner Specialty Courses (22 credit hours)

MSN 624 Differential Dx & Mgmt Acute Disorder I (3 credits) ◆

MSN 625 Differential Dx & Mgmt Acute Disorder II (3 credits) ◆

MSN 626 Differential Dx & Mgmt Acute Disorder III (3 credits) ◆

MSN 627 Adv Tech & Proc for Dx Reason Acute Care (3 credits) ◆

MSN 628 Seminar in Health Promotion & Acute Care (3 credits) ◆

MSN 633 Adult Gero Acute Care NP Capstone (3 credits) ◆

MSN 660L Acute Care Residency I (1 credit)

MSN 661L Acute Care Residency II (1 credit) ◆

MSN 662L Acute Care Residency III (1 credit) ◆

MSN 663L Acute Care Residency IV (1 credit) ◆

Total credit hours, Adult-Gero Acute Care (plus Advanced Practice core): 34

Psych-Mental Health Nurse Practitioner (22 credit hours)

MSN 664L Psych-Mental Health NP Clinical I (1 credit) ♦
MSN 665L Psych-Mental Health NP Clinical II (1 credit) ♦
MSN 667L Psych-Mental Health NP Clinical III (1 credit) ♦
MSN 668L Psych-Mental Health NP Clinical IV (1 credit) ♦
MSN 671 Psychopathopharmacology I (3 credits) ♦
MSN 672 Psychopathopharmacology II (3 credits) ♦
MSN 673 Psych-Mental Health Assessment/Diagnosis (3 credits) ♦
MSN 674 Psychotherapy for Psych-Mental Health NP (3 credits) ♦
MSN 675 Management of Psych-Mental Disorders (3 credits) ♦
MSN 676 Role & Practice Development PMHNP (3 credits) ♦

Total credit hours, Psych Mental Health NP (plus Advanced Practice core): 34

School of Social Work

Location: Math Education Psychology Building - Suite 241

Telephone: 859-572-5604

Fax: 859-572-6592

Email Address: msw@nku.edu

Web

Address: <https://www.nku.edu/academics/chhs/programs/schools/socialwork.html>

Interim Director: Caroline Macke, Ph.D.

Other Key Personnel:

Program Director, Master of Social Work: Dr. Katherina Terhune, Ph.D.

Interim Program Director, Bachelor of Social Work: Tara McLendon, Ph.D.

Academic Coordinator: Melanie Hall Academic Assistant: Tina Wagner

Northern Kentucky University social work programs prepare students to be critical thinkers in the use of research knowledge and theory in developing and applying assessment, intervention, and evaluation methods with clients and communities. Our strong academic program provides students with the knowledge, values, and skills to become competent and capable social workers. We emphasize inclusiveness, social justice, ethics, and professionalism in our curriculum and in the field. Students in the School of Social Work are supported by full-time faculty, part-time faculty, administrators, and staff dedicated to the success of our students in their classes and their field placements. Our BSW and MSW programs are accredited by the Council on Social Work Education (CSWE).

MASTER

Social Work, M.S.W.

Social Work, M.S.W.

Interim Director, School of Social Work: Caroline Macke, Ph.D.

Graduate Program Director, Master of Social Work: Katherina Terhune, Ph.D.

Field Director, Master of Social Work: Kelly Fallon

Graduate Coordinator, Master of Social Work: Heidi Waters

Advisor, Online Accelerated Master of Social Work: Jasmine Riddlespriger

Purpose

Northern Kentucky University's School of Social Work program educates competent and ethical Master of Social Work graduates who demonstrate leadership and social work values in their profession and communities, advance social and economic justice; and work to improve the quality of life for all people. With a concentration in clinical behavioral health and community practice, MSW students learn to engage in professional practice at multiple levels with a wide variety of evidence-informed interventions. The program is Council on Social Work Education (CSWE) accredited.

Contact Information

School of Social Work Graduate Office - MEP 295

msw@nku.edu or 859-572-7892

Admission Requirements

Individuals applying must meet all requirements for admission to graduate study at Northern Kentucky University as defined by the Graduate Catalog at the time of application in addition to the criteria below. The Standard MSW (also referred to as traditional or full MSW) is designed for individuals who do not hold a bachelor's degree in social work (BSW) and wish to pursue an education and a career in social work. The Standard MSW is also for individuals who hold a BSW but do not meet the additional academic requirements of the Advanced Standing MSW. The Advanced Standing MSW is designed for individuals who have finished their BSW with particular GPA standards (see below) within the past ten years.

Standard MSW Track

To be eligible for admission to the Standard MSW track applicants must have:

A bachelor's degree from a regionally accredited institution of higher education, with a minimum cumulative undergraduate grade point average (GPA) of a 3.0 on a 4.0 scale. The program may consider applications from candidates who have a slightly lower GPA; however, admission decisions are based on a review of all candidates.

Undergraduate foundation courses, completed with a C or higher, in psychology, sociology, and statistics.

Advanced Standing MSW Track

To be eligible for admission to the Advanced Standing MSW track applicants must have:

A Bachelor in Social Work (BSW) degree from a CSWE accredited program, with a total cumulative undergraduate grade point average (GPA) of a 3.0 on a 4.0 scale. The BSW must be from a regionally accredited institution of higher education.

A statistics course with a C or higher.

A minimum of GPA of 3.5 in social work courses.

Admitted students must start the Advanced Standing MSW in no more than 10 years from the semester of graduation with a BSW.

Application process for both tracks:

Submit an online application for admission and application fee to the Office of Graduate Education.

Submit official transcripts of undergraduate and any graduate coursework sent directly from all institutions of higher education previously attended.

Submit a professional resume tailored to your educational goals, including educational background, employment history, awards, and accomplishments. Resume must include 3 references from people (former instructors, supervisors, colleagues, etc.) who are qualified to evaluate academic and professional potential in the field of social work. The program as required may contact references.

For additional program requirements please refer to the MSW Handbook.

◆Indicates prerequisite.

CURRICULUM REQUIREMENTS

Standard Hybrid Master of Social Work degree (60 credit hours):

Hybrid, includes a face-to-face component. Courses are all 3 hours each set in semesters.

***Currently not admitting students to Face-to-Face program.**

SWK 602 Human Behavior & the Social Environment (3 credits) ◆
SWK 603 Social Work Ethics (3 credits) ◆
SWK 604 Contemporary Social Welfare Policy (3 credits) ◆
SWK 605 Inclusion, Oppression, & Social Work (3 Credits)
SWK 633 Practice I: Generalist Practice (3 credits) ◆
SWK 634 Practice II: Communities & Organizations (3 credits) ◆
SWK 635 Practice III: Introduction to Assessment (3 credits) ◆
SWK 636 Practice IV: Clinical Behavioral Health (3 credits) ◆
SWK 637 Practice V: Groups (3 credits) ◆
SWK 640 Social Work Research (3 credits) ◆
SWK 641 Applied Research I (3 credits) ◆
SWK 642 Applied Research II (3 credits) ◆
SWK 650 Field Experience I (3 credits) ◆
SWK 651 Field Experience II (3 credits) ◆
SWK 652 Field Experience III (3 credits) ◆
SWK 670 Behavioral Health Disorders/Diagnosis I (3 credits) ◆
SWK 671 Behavioral Health Disorders/Diagnosis II (3 credits) ◆
SWK 684 Trauma-Focused Care I (3 credits) ◆
Social Work Elective (approved by advisor) (3 credits)
Social Work Elective (approved by advisor) (3 credits)

Advanced Standing Master of Social Work degree (30 credit hours):

SWK 636 Practice IV: Clinical Behavioral Health (3 credits) ◆
SWK 637 Practice V: Groups (3 credits) ◆
SWK 641 Applied Research I (3 credits) ◆
SWK 642 Applied Research II (3 credits) ◆
SWK 651 Field Experience II (3 credits) ◆
SWK 652 Field Experience III (3 credits) ◆
SWK 670 Behavioral Health Disorders/Diagnosis I (3 credits) ◆
SWK 671 Behavioral Health Disorders/Diagnosis II (3 credits) ◆
SWK 684 Trauma-Focused Care I (3 credits) ◆
Social Work Elective (approved by advisor) (3 credits)

EXIT REQUIREMENTS

Application to graduate must be submitted by the posted deadline through myNKU student portal;
Students must continually adhere to the National Association of Social Workers (NASW) Code of Ethics;
Signed MSW curriculum contract;
Students must complete all coursework with a minimum 3.0 GPA;
All required coursework leading to the degree must be a C or higher; and
Individuals applying for graduation must meet all Northern Kentucky University degree completion requirements as defined by the Graduate Catalog in effect upon the candidate's admission to the program.

STANDARD ONLINE ACCELERATED MASTER OF SOCIAL WORK (60 CREDIT HOURS):

Online Accelerated Standard where most courses are 3 hours but some are 1.5 credit hours and all are set in 7 week terms, coded as Accelerated.

SWK 602 Human Behavior & the Social Environment (3 credits) ◆
SWK 603 Social Work Ethics (3 credits) ◆
SWK 604 Contemporary Social Welfare Policy (3 credits) ◆
SWK 605 Inclusion, Oppression, & Social Work (3 Credits)
SWK 631 Practice I: Generalist Practice-part 1 (1.5 credits) ◆
SWK 632 Practice I: Generalist Practice-part 2 (1.5 Credits)
SWK 634 Practice II: Communities & Organizations (3 credits) ◆
SWK 635 Practice III: Introduction to Assessment (3 credits) ◆
SWK 636 Practice IV: Clinical Behavioral Health (3 credits) ◆
SWK 637 Practice V: Groups (3 credits) ◆
SWK 640 Social Work Research (3 credits) ◆
SWK 641 Applied Research I (3 credits) ◆
SWK 642 Applied Research II (3 credits) ◆
SWK 653 Field Experience I - Part 1 (1.5 Credits)
SWK 654 Field Experience I - Part 2 (1.5 Credits)
SWK 655 Field Experience II - Part 1 (1.5 Credits)
SWK 656 Field Experience II - Part 2 (1.5 Credits)
SWK 657 Field Experience III - Part 1 (1.5 Credits)
SWK 658 Field Experience III - Part 2 (1.5 Credits)
SWK 670 Behavioral Health Disorders/Diagnosis I (3 credits) ◆
SWK 671 Behavioral Health Disorders/Diagnosis II (3 credits) ◆
SWK 684 Trauma-Focused Care I (3 credits) ◆
Social Work Elective (approved by advisor) (3 credits)
Social Work Elective (approved by advisor) (3 credits)

COLLEGE OF INFORMATICS

Location: Griffin Hall 500

Telephone: 859-572-5666

Fax: 859-572-6176

Email Address: informatics@nku.edu

Web Address: <http://informatics.nku.edu>

Dean: Kevin Kirby

Other Key Personnel:

Associate Dean: Stephanie Klatzke

Director of Budget and Operations: Charita Brewer

Director of Development: Carmen Lawrence-Billé

Executive Assistant to the Dean:

TBD

The College of Informatics offers a contemporary perspective on the disciplines that have **information** at their core. We are home to the departments of communication, computer science, and business informatics. Through our outreach arm, Informatics+, our students have the opportunity to work with companies and other organizations on cutting-edge projects.

The college offers fourteen bachelor's degrees, four master's degrees, and a variety of certificates, both graduate and undergraduate. Several of our programs are available in a variety of forms, including traditional face-to-face, fully online, and hybrid formats. Many of them accommodate working professionals who are only available for coursework in the evening and on weekends. Graduate degree programs have program specific advisors and graduate program directors.

We have energetic faculty who have a passion for teaching, who are dedicated researchers, and who have a strong sense of civic engagement. Many faculty have industry experience in their discipline.

Our home is NKU's state-of-the-art informatics center, Griffin Hall. In this open and social space, students have the opportunity to use the newest technologies and collaborate in innovative ways.

Above all, we embrace a culture of silo-breaking transdisciplinarity. In other words, the College of Informatics is not an island. We work together with all the other colleges on campus to advance the full range of NKU's mission. Informatics is networked into almost anything you can imagine, and we invite everyone to connect to us and explore.

Department of Business Informatics

Location: Griffin Hall 400

Telephone: 859-572-6959

Fax: 859-572-5398

Email Address: bis@nku.edu

Web Address:

<http://inside.nku.edu/informatics/departments/businessinformatics.html>

Graduate Program Director(s):

Master of Business Informatics (MBI) Program Director: Teuta Cata, Ph.D

Master of Health Informatics (MHI) Program Director: Rupesh Agrawal, Ph.D.

Other Key Personnel:

Senior Operations Coordinator: L. Sue Murphy-Angel

Academic Coordinator: Monique Walker

Academic Specialist: Grant Beccaccio

Simply stated, information systems professionals understand how to apply information technology to a context. Business Informatics is the study of management information systems in the context of business. Health Informatics is the study of management information systems in the context of health care. But there is a lot more underlying those statements.

First, Information Systems (IS) is a much broader term than Information Technology (IT). When you study Information Systems, you must understand technology AND how technology fits into the business or health care system. You have to take into account how people interact with technology, how information is stored and retrieved, how information creates new information, how to manage the introduction of information technology into a business or health care organization, how to present information in support of your product, process, program or policy, etc.

The Master of Science in Business Informatics (MBI) program is designed to teach you managerial, technical, and analytical concepts through applied lenses. For example as an applied assignment, you may design a decision support system to help managers make multi-million dollar decisions or create a project plan to implement the new information system that tracks inventory or manages supply chain logistics for an organization. You will also be exposed to quantitative research approaches used to better understand facets of business and market dynamics. In all, the MBI curriculum and class projects are designed to help you understand, assess, explain, and apply technology and data analytical tools and methods to identify and address business challenges and opportunities.

The Master of Science in Health Informatics (MHI) program provides an educational foundation that will enable both healthcare professionals interested in developing their knowledge of the application of technologies, data, and analytics across care-settings, and IT and other professionals interested in applying their skills to the healthcare industry. The MHI program exposes students to the interaction and interdependencies of people, information and systems with other key aspects in healthcare, including interoperability, security and privacy, evidence-based practices, data analytics, and population health. The MHI program is 100% online and is only offered in an accelerated format.

The NKU Business & Health Informatics programs have applied technology and management topics and courses that prepare you to work and succeed in business or health care contexts. The MBI is accredited by AACSB International, the premier business accrediting body.

Both MBI and MHI are STEM designated programs.

MASTER

Business Informatics, M.S.

Dr. Teuta Cata, Graduate Program Director

Introduction

Purpose

The Master of Science in Business Informatics (MBI) offers a challenging, state-of-the-art education to prepare those who participate or intend to participate at an advanced level in the dynamic field of information technology. The program offers practical, hands-on experience and theoretical discussions of current and future trends in developing information system applications and managing corporate information systems. The program is built on the premise that an information systems manager must be able to:

- Understand the current information technologies.
- Evaluate and adapt new technologies in relation to business needs.
- Comprehend the organizational setting in which these technologies must be implemented.
- Manage information systems as an organizational resource by making critical IS-related decisions and by recruiting and retaining quality information systems personnel.

Office of the MBI Program

The MBI Program is in the College of Informatics located in Griffin Hall Suite 400. For more information call 859-572-6959, e-mail mbi@nku.edu or visit mbi.nku.edu/.

Requirements

Admission Requirements

- Official transcripts of all undergraduate and graduate (if applicable) coursework from accredited institutions with a minimum undergraduate overall grade point average (GPA) of 2.50.
- A total score of at least 450 on the GMAT or a combined score of 300 on the Graduate Record Examination (GRE).
- An admissions formula total of at least:

1,000 points based on the formula (200 x GPA on 4.0 scale) + GMAT

or

1,050 points based on the formula (200 x GPA on 4.0 scale for the last 60 semester hours) + GMAT

or

Minimum 2.5 GPA and 300 points on the GRE with a minimum of 146 on Quantitative Reasoning and minimum 145 on Verbal Reasoning

The graduate exams may be waived if one of the following conditions is met:

- A previously completed graduate degree from a regionally accredited institution.
- A GPA of 3.5 or better in 4 graduate classes preferably taken in the MBI program through admission to one of our certificate programs.
- Three or more years of work experience in information systems jobs such as project manager, network administrator, programmer, business analyst, etc.
- 4. Current résumé suggested.

♦Indicates prerequisite.

PROGRAM REQUIREMENTS

Foundation courses are required for those students admitted to the program with a limited business or programming educational background. The requirement of these courses can be met based on undergraduate/graduate (transcripted) coursework completed or other methods that demonstrate an understanding and proficiency.

Foundation courses

- MBI 605 Application Development for Business Analysis (3 credits) ♦
- OR
- CSC 500 Object-Oriented Programming (3 credits) ♦

- MBI 615 Analytical Tools in Business Informatics (3 credits)
- MBI 620 Strategic Leadership for Informatics (3 credits)

MBI Program Curriculum

The MBI is a 30 semester hour degree composed of two groups of courses, core and electives (offering six areas of specialization):

Core Courses (21 credit hours)

- MBI 625 Information Systems in Organizations (3 credits) ♦
- MBI 630 Systems Analysis and Design (3 credits)
- MBI 635 Database Management Systems (3 credits)
- MBI 650 Information Technology Project Management (3 credits) ♦
- MBI 682 Information Security and Governance (3 credits) ♦
- MBI 684 Business Analytics (3 credits) ♦
- MBI 685 Corporate IS Management (3 credits) ♦(Capstone)

Elective Courses (9 credit hours):

- MBI 640 Data Communication and Network Security (3 credits)
- MBI 645 E-Business (3 credits)
- MBI 652 Agile Project Management (3 credits) ♦
- MBI 655 Advanced Business Application Programming (3 credits) ♦
- MBI 660 Business Intelligence Development (3 credits) ♦
- MBI 662 Decision Analysis (3 credits) ♦
- MBI 664 Data Visualization and Analytics (3 credits) ♦
- MBI 665 Knowledge Management and Decision Support (3 credits) ♦
- MBI 668 Text Mining Analytics (3 credits) ♦
- MBI 670 Blockchain for Business (3 credits) ♦
- MBI 673 Collaboration Software and Systems (3 credits) ♦
- MBI 675 Enterprise Workflow Design and Reengineering (3 credits) ♦
- MBI 680 Global Information Technology and Systems (3 credits) ♦
- MBI 682 Information Security and Governance (3 credits) ♦
- MBI 692 Information Systems Research (3 credits) ♦
- MBI 694 Topics in Information Systems (1-3 credits) ♦
- MBI 696 Business Informatics Practicum (1-3 credits) ♦
- MBI 699 Independent Study: Information Systems (1-3 credits)

Total Hours: 30

Specializations based on electives are available including:

Information Technology Entrepreneurship Specialization (9 credit hours)

- MBI 675 Enterprise Workflow Design and Reengineering (3 credits) ♦
- (required)

ENTP 640 Entrepreneurship and Innovation (3 credits) ♦(required)
ENTP 670 Managing Growth and Entrepreneurship in Organizations (3 credits) ♦
ENTP 696 Field Studies: Entrepreneurship (3 credits) ♦

Business Data Analytics (9 credit hours)

MBI 660 Business Intelligence Development (3 credits) ♦
MBI 662 Decision Analysis (3 credits) ♦
MBI 664 Data Visualization and Analytics (3 credits) ♦
MBI 665 Knowledge Management and Decision Support (3 credits) ♦
MBI 668 Text Mining Analytics (3 credits) ♦
MBI 670 Blockchain for Business (3 credits) ♦
MBI 694 Topics in Information Systems (1-3 credits) ♦(as applicable)
MBI 696 Business Informatics Practicum (1-3 credits) ♦

Corporate Information Security (9 credit hours)

CIT 580 Securing Computer Systems (3 credits) ♦
MCY 602 Network Security (3 Credits)

Plus 1 course (3 credit hours)

CIT 530 Computer Forensics (3 credits) ♦
CIT 585 Advanced Cybersecurity (3 credits) ♦
MBI 696 Business Informatics Practicum (1-3 credits) ♦
MBI 694 Topics in Information Systems (1-3 credits) ♦
MCY 670 Web Security (3 Credits)

Health Information Systems (9 credit hours)

MHI 600 Introduction to Healthcare Operations (3 credits)
MHI 601 Technical Foundations of Health Informatics (3 credits)
MHI 650 Evidence-Based Health Care Methods (3 credits)
MHI 655 Healthcare Organizational Change Mgmt (3 credits)
MHI 665 Healthcare Quality Systems (3 credits) ♦
MHI 694 Topics in Health Informatics (3 credits) ♦
MHI 699 Independent Study (1-3 credits) ♦

Health Informatics, M.S.

Marius Truta, Department Chair

Rupesh Agrawal, Ph.D., Graduate Program Director

For more information, please contact mhi@nku.edu

Introduction

Purpose

Health Informatics consists of (a) clinical informatics, with a principal focus on patient care, (b) a more general health information systems informatics, with a principal focus on institutional administration and (c) population health and data analytics. Thus, Health Informatics addresses issues ranging from storage, retrieval, and analysis of data for better patient care to the actual implementation and management of the complex information systems used in the administration of health care. The natural environment of Health Informatics includes hospitals, physician networks and practice groups, third-party payers and regulatory agencies, and industry suppliers such as pharmaceutical companies, biotechnology companies, and vendors of hospital equipment and medical supplies as well as start-ups and new ventures such as consumer-focused apps.

The Master of Science in Health Informatics (MHI) is designed to provide an educational experience that will enable both health professionals interested in developing their knowledge of information technology and IT professionals

interested in applying their skills in the healthcare industry. Government policies and investments are stimulating the growth of information technology in the healthcare industry to improve the individual experience of care, improve outcomes and reduce costs. The MHI program provides students an understanding of the interaction and interdependencies of technology with other key elements in healthcare, including information security and privacy, evidence-based practices, analytics and population health. This program focuses on the integration and interoperability of technology and data within this total environment. Graduates will develop competencies and skills that are required to work with leading edge technologies while implementing process change, system design, and management within the unique constraints, requirements, urgencies, and patient-centered practices associated with the healthcare industry.

Office of the MHI Program

The MHI program resides in the College of Informatics under the Business Informatics department located in GH 400. For more information call (859) 572-6366, e-mail mhi@nku.edu, or visit the website at mhi.nku.edu.

Requirements

Program Admission

The optimum size of the Master's in Health Informatics (MHI) program is conditioned by several resource constraints, particularly faculty availability, physical space, and staff support. The maximum size of each entering class is approximately 20 to 25 students. However, because most students in the health informatics program are part-time, it is anticipated that the program enrollment may be larger.

Applications are accepted for all semesters. Admission decisions will be made within two weeks after the receipt of all application documents. Applications received after posted deadlines will be considered on a space available basis. Applications are evaluated against the minimum graduate education criteria and those criteria developed specifically for the MHI program. Applicants who do not qualify for full admission may be admitted on a provisional basis at the discretion of the MHI Admissions Committee and director of Graduate Program.

Admission Requirements

Consideration for admission to the MHI program requires the following be submitted in addition to the application:

An updated resume which includes relevant work experience, community service, leadership positions, & other professional activities.

Official transcripts from all post-secondary work. Official transcripts showing an earned baccalaureate degree from a regionally accredited college or university. Applicants who attended a university outside the United States must submit an evaluation of their transcript showing it is equivalent to a US four-year degree. As a criterion for full admission, applicants must meet the university's GPA requirement (2.5) on a 4.0 scale for overall undergraduate credit hours. Applicants completing their undergraduate work at the time the application is submitted may be considered for provisional admission based in part on an official transcript of work completed thus far.

Program Requirements Summary

Credits required: 33

Requirement Breakdown:

21 credits in required Foundation Classes

9 credits in Electives

3 credits in Capstone

A requirement of creating an electronic portfolio throughout the program

◆Indicates prerequisite.

CURRICULUM

The required core courses provide broad technical skills as well as providing the organizational competencies required for success by MHI graduates. All courses are associated with specific learning outcomes and outcome assessment methodologies. Students without an adequate academic or work background in healthcare may be required to take a clinical class in addition to the 33 credits required for the degree.

Required Core Courses (21 credit hours)

NOTE: Students with an academic background in technology or clinical medicine may petition to waive a single foundation course and replace it with an elective.

- MHI 600 Introduction to Healthcare Operations (3 credits)
- MHI 601 Technical Foundations of Health Informatics (3 credits)
- MHI 625 IS in Healthcare Organizations (3 credits)
- MHI 650 Evidence-Based Health Care Methods (3 credits)
- MBI 650 Information Technology Project Management (3 credits) ◆
- MBI 630 Systems Analysis and Design (3 credits)
- MBI 635 Database Management Systems (3 credits)

Electives (9 credit hours)

Students are required to take a minimum of 9 hours in elective courses. The following courses are pre-approved; students can submit for approval any graduate level course offered at NKU to which health informatics can be applied.

- MBI 605 Application Development for Business Analysis (3 credits) ◆
- MBI 615 Analytical Tools in Business Informatics (3 credits)
- MBI 640 Data Communication and Network Security (3 credits)
- MBI 645 E-Business (3 credits)
- MBI 660 Business Intelligence Development (3 credits) ◆
- MBI 662 Decision Analysis (3 credits) ◆
- MBI 664 Data Visualization and Analytics (3 credits) ◆
- MBI 665 Knowledge Management and Decision Support (3 credits) ◆
- MBI 675 Enterprise Workflow Design and Reengineering (3 credits) ◆
- MBI 682 Information Security and Governance (3 credits) ◆
- MBI 684 Business Analytics (3 credits) ◆
- MHI 655 Healthcare Organizational Change Mgmt (3 credits)
- MHI 665 Healthcare Quality Systems (3 credits) ◆

Capstone (3 credit hours)

Students will be required to take a capstone course (MHI 682) in their final year. This course will consist of work and project experience on location within the healthcare industry. This will provide the student the opportunity for experience-based learning. Students who currently work in the healthcare industry will be allowed to develop a capstone experience in conjunction with their current employer, but must be pre-approved by the MHI Program Director and Capstone Coordinator.

Students are required to notify the MHI Program Director of their intentions to take a capstone at least 90 days prior to the start of the capstone semester.

This requirement will allow time to place the student in an appropriate capstone course.

Electronic Portfolio

Students will maintain a portfolio during the course of the program. The portfolio will reflect a student's work and development during her/his studies. The portfolio should reflect depth and competence as well as an ability to enter the workforce at a professional level. The portfolio will be reviewed and critiqued during a capstone seminar, where revisions and other improvements may also be required.

CERTIFICATE

Business Analytics Certificate

Traian Truta, Ph.D., Department Chair

Rupesh Agrawal, Ph.D., Graduate Program Director

The Business Analytics Certificate is composed of six courses (18 credit hours) from the core and electives in the MBI program. It offers an alternative to students not wishing to complete the entire MBI program. It helps students gain an increased level of knowledge associated with the analytics field, specifically in the context of business. The courses in the certificate help prepare students to analyze data, merge their findings, and present solutions to problems.

Admission Requirements

Prospective students must hold a bachelor's degree from a regionally accredited institution with an overall minimum undergraduate GPA of 2.5.

FOUNDATION COURSES

Foundation courses are required for those students admitted to the program with a limited business educational background. The requirement of these courses can be met based on undergraduate/graduate (transcripted) coursework completed or other methods that demonstrate an understanding and proficiency.

ACC 600 Accounting Skills (3 credits) ◆

OR

ACC 610 Accounting in a Corporate Environment (2 credits) ◆

CORE COURSES (12 CREDIT HOURS)

- MBI 615 Analytical Tools in Business Informatics (3 credits)
- MBI 625 Information Systems in Organizations (3 credits) ◆
- MBI 635 Database Management Systems (3 credits)
- MBI 684 Business Analytics (3 credits) ◆

GUIDED ELECTIVE COURSES (6 CREDIT HOURS)

- MBI 660 Business Intelligence Development (3 credits) ◆
- MBI 662 Decision Analysis (3 credits) ◆
- MBI 668 Text Mining Analytics (3 credits) ◆
- MBI 694 Topics in Information Systems (1-3 credits) ◆

Total Hours: 18

EXIT CRITERIA

1. Completion of 18 credit hours with a minimum of 3.0 on a 4.0 scale

2. Completion of all courses for the degree with a grade of C or better (no more than two C grades are acceptable).

Business Informatics Certificate

Traian Truta, Ph.D., Department Chair

Dr. Teuta Cata, Graduate Program Director

The Business Informatics Certificate is composed of six courses (18 credit hours) from the foundation and core of the MBI program. It offers an alternative to students not wishing to complete the entire MBI program. Graduates of the Business Informatics Certificate program will be prepared for a wide variety of business-related career paths. Opportunities would include many mid or upper level management positions in business or technology consulting firms, technology support functions, commercial lending institutions, private equity firms, and health care organizations.

Admission Requirements

Prospective students must hold a bachelor's degree from a regionally accredited institution with an overall minimum undergraduate GPA of 2.5. For prior undergraduate core coursework, a grade of "B" or better must be earned for core course waiver consideration. Prior graduate coursework must be at least a 3.0 GPA out of 4.0 from a regionally accredited institution for evaluation of transfer credit applied to the certificate.

Note: If students wish to apply to the MBI program, the GMAT requirement will be waived for those students that have successfully completed four courses within the Business Informatics Certificate with a GPA of 3.5 or higher. MBI program degree requirements apply (foundation courses do not count toward the Master of Business Informatics degree).

◆Indicates prerequisite.

FOUNDATION COURSES (6 CREDIT HOURS)

MBI 615 Analytical Tools in Business Informatics (3 credits)
MBI 620 Strategic Leadership for Informatics (3 credits)

CORE (12 CREDIT HOURS)

MBI 625 Information Systems in Organizations (3 credits) ◆
MBI 630 Systems Analysis and Design (3 credits)
MBI 635 Database Management Systems (3 credits)
MBI 650 Information Technology Project Management (3 credits) ◆

Total Hours: 18

ALTERNATIVE COURSE OPTIONS

(for prior foundation coursework):

MBI 640 Data Communication and Network Security (3 credits)
MBI 645 E-Business (3 credits)
MBI 655 Advanced Business Application Programming (3 credits) ◆
MBI 660 Business Intelligence Development (3 credits) ◆
MBI 662 Decision Analysis (3 credits) ◆
MBI 664 Data Visualization and Analytics (3 credits) ◆
MBI 665 Knowledge Management and Decision Support (3 credits) ◆
MBI 668 Text Mining Analytics (3 credits) ◆
MBI 673 Collaboration Software and Systems (3 credits) ◆
MBI 675 Enterprise Workflow Design and Reengineering (3 credits) ◆
MBI 680 Global Information Technology and Systems (3 credits) ◆

MBI 682 Information Security and Governance (3 credits) ◆
MBI 684 Business Analytics (3 credits) ◆
MBI 692 Information Systems Research (3 credits) ◆
MBI 694 Topics in Information Systems (1-3 credits) ◆

Corporate Information Security Certificate

Traian Truta, Ph.D., Department Chair

TBD, Graduate Program Director

The Corporate Information Security Certificate is an interdisciplinary program. Coverage includes inspection and protection of information assets, risk analysis, controls and management, threat detection and reaction, incident handling procedures, technical and managerial responses and an overview of the information security planning and staffing functions. The Internet has opened many opportunities for organizations; however, it has also facilitated new and growing threats to corporate information assets. Internally, employee actions either deliberate or through negligence can now cause more damage in a networked environment than ever before. In addition, corporate information handling procedures are now under much greater scrutiny by regulatory bodies especially in the medical and financial sectors. This has been fueled by such laws as Sarbanes-Oxley, HIPAA and Gramm-Leach-Bliley. Therefore, corporate information security professionals require a wide range of knowledge and skills such as the need to know the laws and regulations governing privacy, to identify and assess information risks and vulnerabilities, to implement cost effective controls to mitigate these risks, to know how to apply policies and procedures that protect information assets, and to evaluate and deploy technologies that defend information assets from attack.

The graduate certificate requires 18 hours of coursework selected from business informatics and computer science.

Purpose

This program helps prepare students to successfully complete various professional certification examinations, including the CISSP (Certified Information Systems Security Professional); CISA (Certified Information Security Auditor); or, the CISM (Certified Information Security Manager). The certificate program provides the in-depth and up-to-date knowledge to perform a variety of roles as an information security professional within an organization.

Admission Requirements

Applicants are eligible for regular admission if they have completed all university admission requirements and prerequisites, including the submission of transcripts showing a bachelor's degree with the required GPA.

Note: If students wish apply to the MBI program, the GMAT requirement will be waived for those students that have successfully completed four courses within the Corporate Information Security Certificate with a GPA of 3.5 or higher. MBI program degree requirements apply.

◆Indicates prerequisite.

ACADEMIC REQUIREMENTS

Completion of the CIS certificate requires satisfactory completion of the following courses:

Required core courses (15 credit hours)

MBI 625 Information Systems in Organizations (3 credits) ◆
MBI 640 Data Communication and Network Security (3 credits)

MBI 682 Information Security and Governance (3 credits) ♦
CIT 500 Information Technology Fundamentals (3 credits) ♦
CIT 580 Securing Computer Systems (3 credits) ♦

Electives (select one for 3 credit hours)

CIT 530 Computer Forensics (3 credits) ♦
CIT 644 Web Security (3 credits) ♦
CIT 585 Advanced Cybersecurity (3 credits) ♦

Total Hours: 18

Health Informatics Certificate

Marius Truta, Department Chair

Rupesh Agrawal, Ph.D., Graduate Program Director

For more information, please contact mhi@nku.edu

The Health Informatics program offers a Certificate in Health Informatics as a graduate-level certificate. Students must have completed a bachelor's degree to qualify for the program. The certificate program consists of 18 credits (6 courses) taken from within the core courses for the Masters of Science in Health Informatics. Students are required to take MHI 600 Introduction to Healthcare Operations, MHI 601 Technical Foundations of Health Informatics, and MHI 625 IS in Healthcare Organizations (or MBI 625), then select three courses from the remaining elective or core MHI courses in order to fulfill the certificate requirements.

Admission Requirements

Prospective students must:

Hold a bachelor's degree from a regionally accredited institution and meet at least one of the following admission criteria:

An overall minimum undergraduate GPA of 2.5,

A minimum 2.5 GPA for the last 60 credit hours of the undergraduate degree,

Completed a prior graduate degree with at least a 3.0 GPA

A carefully drafted statement about your personal interests, career goals, and relevant background experience.

A statement addressing your proficiencies in the use of computer technologies.

If certificate holders apply to the Master of Science in Health Informatics program, they must meet all MHI admission criteria to be admitted.

♦Indicates prerequisite.

REQUIRED COURSES (9 CREDIT HOURS):

MHI 600 Introduction to Healthcare Operations (3 credits)
MHI 601 Technical Foundations of Health Informatics (3 credits)
MHI 625 IS in Healthcare Organizations (3 credits)

ELECTIVES (CHOOSE FROM 9 CREDIT HOURS):

MBI 630 Systems Analysis and Design (3 credits)
MBI 635 Database Management Systems (3 credits)
MBI 650 Information Technology Project Management (3 credits) ♦
MHI 650 Evidence-Based Health Care Methods (3 credits)

Total Hours: 18

Department of Communication

Location: Griffin Hall 400

Telephone: 859-572-5436

Fax: 859-572-6187

Email Address: communication@nku.edu

Web Address:

<https://www.nku.edu/academics/informatics/programs/communication.html>

Department Chair: Stephen Yungbluth

Graduate Program Director: Jessica Kratzer

Other Key Personnel:

Senior Operations Coordinator: L. Sue Murphy-Angel

Academic Coordinator: Monique Walker

Academic Specialist: Grant Beccaccio

The Department of Communication fosters an integrated approach to the study and practice of communication and emphasizes the fundamental role communication plays in virtually all human endeavors.

In addition to the Master of Arts in Communication, the department offers one graduate certificate (Communication Teaching) and six undergraduate majors (3d digital design and visual effects, communication studies, electronic media and broadcasting, health communication, journalism, and public relations). Our courses promote an understanding of communication principles and theories as well as an awareness of the personal, social, psychological, and cultural impacts of communication. Our courses also emphasize situational analysis, issue identification, problem solving, message construction, storytelling, and effective presentation.

MASTER

Communication, M.A.

Stephen Yungbluth, Ph.D., Department Chair

Jessica Kratzer, Ph.D., Graduate Program Director

Introduction

The focus of the Master of Arts in Communication program is applied, professional, organizational or corporate communication, designed for and especially appropriate for students seeking a terminal degree for various professions (some students may decide to pursue doctoral education in communication after completing the MA in Communication). The Master of Arts in Communication offers graduate students the opportunity to apply theory and research in various ways, which may include analyzing and evaluating the impact of communication on society, engaging in basic and applied research, developing and conducting persuasive campaigns, preparing for teaching at the college level, preparing for additional graduate research/education, creating media and communication programming, evaluating various forms of discourse, and developing the ability to manage the communication function in organizations.

The program is appropriate for students who want to develop an advanced understanding of communication theories and applications and want to do so through an intensive educational experience in small and highly participative classes and in directed individualized research projects with faculty members.

The program is accessible and conveniently scheduled for full-time professionals in the metropolitan region as well as full-time graduate students.

Graduates of the program may choose to further their graduate education, apply their research, enhance their professional development in organizations, or teach basic communication courses in post-secondary institutions.

Office of the Master of Arts in Communication Program

The MA in Communication Program is administered by the Department of Communication, located in 400 Griffin Hall. For additional information, visit <https://www.nku.edu/academics/informatics/programs/graduate/macommunication.html> or call the MA in Communication graduate program director, Dr. Jessica Kratzer at (859) 572-7933. Conversations and campus tours can be arranged with the graduate program director or graduate assistant. E-mail inquiries may be sent to macom@nku.edu. Once admitted to the program, graduate students must be advised by the graduate program director to register for classes.

Admission Requirements

In order to be considered for regular admission to the MA in Communication program, applicants will need:

1. An online application for graduate admission to Northern Kentucky University (apply.nku.edu).
2. A bachelor's degree at a regionally accredited institution with a grade point average (GPA) of at least 3.0 or higher on a 4.0 scale.
3. Previous graduate work, if any, with a grade point average (GPA) of at least 3.0 or higher on a 4.0 scale.
4. Official transcripts for all undergraduate and graduate work, including all work transferred into other institutions.
5. An academic writing sample (such as an undergraduate research paper). Students who do not have a current academic writing sample can contact the graduate program director for an alternative writing prompt.
6. A 500-word statement of interest explaining why you seek to earn an MA in Communication at Northern Kentucky University.
7. Three letters of recommendation (specifically explaining your academic preparation and potential for success in graduate study) and completed NKU Graduate Education reference forms. These may be found at <http://inside.nku.edu/graduate/admission-process.html>. The letters should be addressed to the graduate program director and should be sent by the person recommending you directly to Northern Kentucky University, Office of Graduate Education, AC 302, Nunn Drive, Highland Heights, KY 41099 or emailed to graduate@nku.edu.

Application Process

Once application materials are submitted to the Office of Graduate Education, files are forwarded to the communication graduate program director and reviewed. The priority deadline for receipt of materials for regular admission is February 1 to begin in the fall semester; however, applications will be reviewed for regular admission on a rolling basis throughout the year, and as long as the program can accommodate outstanding students they will be accepted. Students may apply to begin in any of three semesters (August, January or May). Students interested in attending graduate school full-time (3-4 courses per term) may apply for a graduate assistantship which typically includes partial tuition remission and a stipend for 15-20 hours of work per week.

Applications are available at <http://jobs.nku.edu> under student employment (graduate assistant positions). The graduate assistants will be selected on a competitive basis by the graduate program director.

◆Indicates prerequisite.

CURRICULUM

Graduate Study in Communication (3 credit hours)

COM 500 Communication Seminar (3 credits) ◆

Theory/Method (6 credit hours)

COM 601 Communication Theory (3 credits)

Choose one of the following two options:

COM 602 Quantitative Research Methods (3 credits)

OR

COM 687 Qualitative Research Methods (3 credits)

Communication and Contexts (9 credit hours)

Choose one of the following two options:

COM 604 Organizational Communication (3 credits)

OR

COM 603 Business Communication (3 credits)

Choose one of the following two options:

COM 620 Interpersonal Communication (3 credits)

OR

COM 622 Family Communication (3 credits)

Choose one of the following two options:

COM 645 Intercultural Communication (3 credits) ◆

OR

COM 660 Communication and Social Justice (3 credits) ◆

Electives (9-15 credit hours depending on exit option)

Students may take two courses outside of the communication department only with the prior approval of the graduate program director.

Organizational

COM 603 Business Communication (3 credits)

COM 604 Organizational Communication (3 credits)

COM 630 Communication Ethics (3 credits)

COM 640 Persuasion (3 credits)

COM 655 Health Communication (3 credits)

COM 677 Organizational Culture and Identity (3 credits)

Community and Culture

COM 571 Critical Ethnography (3 credits) ◆

COM 645 Intercultural Communication (3 credits) ◆

COM 580 Sexuality and Communication (3 credits) ◆

COM 620 Interpersonal Communication (3 credits)

COM 622 Family Communication (3 credits)

COM 624 Gender and Communication (3 credits) ◆

COM 660 Communication and Social Justice (3 credits) ◆

COM 685 Language and Social Interaction (3 credits) ◆

Other

COM 520 Relational Communication (3 credits) ♦
 COM 560 Rhetorical Criticism (3 credits) ♦
 COM 594 Intermediate Topics in Communication (3 credits) ♦
 COM 602 Quantitative Research Methods (3 credits)
 COM 621 Communication Pedagogy (3 credits)
 COM 625 Issues in Communication Pedagogy (3 credits)
 COM 631 Communication Law (3 credits)
 COM 671 Media Criticism (3 credits)
 COM 687 Qualitative Research Methods (3 credits)
 COM 692 Directed Research in Communication (3 credits) ♦
 COM 694 Topics: Communications (3 credits)
 COM 696 Graduate Internship in Communication (1-6 credits) ♦

Capstone Experience

COM 791 Comprehensive Examinations (0-1 credits) ♦

OR

COM 793 Applied Capstone Project (1-6 credits) ♦

OR

COM 797 Thesis (1-6 credits) ♦

Total Minimum Hours: 33

Students who have completed six Thesis or Applied Capstone Project hours and have not graduated must enroll in at least one hour of Continuing Capstone Project (COM 798) or Comprehensive Examinations (COM 791) every semester until graduation.

PROGRAM REQUIREMENTS

Satisfy degree requirements-required courses, a successfully completed capstone experience, and a minimum of 33 semester hours with a GPA of at least 3.0.

No more than six hours of C grades.

Students may take up to six hours of elective courses outside of the COM courses.

Students may take twelve credit hours at the 500-level to complete MA in Communication degree requirements

CERTIFICATE

Communication Teaching Certificate

Stephen Yungbluth, Ph.D., Department Chair

Jessica Kratzer, Ph.D., Graduate Program Director

The communication teaching certificate is an 18 hour program designed for students who have already earned a master's degree or those who are working toward their degree. For those students who are working toward their degree only 1 additional course beyond the required 33 hours is needed to obtain this certificate. For those who already have a Master's degree (or equivalent) in a different area of study, this certificate provides the 18 content hours required to meet the current eligibility standards to teach communication in colleges and universities accredited by SACS. For those who are currently working toward the MA in COM, this certificate provides additional coursework focusing on pedagogy to prepare them for teaching communication in the college classroom. This will allow students to obtain positions as adjunct teachers, lecturers, and teaching assistants for those who choose to apply to a Ph.D. program.

This graduate level certificate primarily focuses on establishing the communication understandings and skills needed to teach courses covering communication content at the collegiate level. More specifically, students will be able to explore interests in communication, work with instructors who are currently teaching communication, improve communication skills relevant to teaching, understand a variety of teaching and learning methods and concepts through a communicative perspective, gain knowledge on communication theory, and engage in current academic research and trends in the field. Finally, the concepts gained will also allow practical communication skills that are versatile and applicable to a variety of personal and professional situations. This certificate will provide students with an in-depth knowledge of at least two areas of communication, provide them with an understanding of topics and concepts appropriate for the communication classroom, and offer hands-on development of communication teaching methods from current communication teachers.

Admissions Requirements

In order to be considered for regular admission to the Communication Teaching Certificate program, applicants will need:

An online application for graduate admission to Northern Kentucky University (apply.nku.edu).

A bachelor's degree at a regionally accredited institution with a grade point average (GPA) of at least 3.0 or higher on a 4.0 scale.

Previous graduate work, if any, with a grade point average (GPA) of at least 3.0 or higher on a 4.0 scale.

Official transcripts for all undergraduate and graduate work, including all work transferred into other institutions.

An academic writing sample (such as an undergraduate research paper).

Students who do not have a current academic writing sample can contact the graduate program director for an alternative writing prompt.

A 500-word statement of interest explaining why you seek to earn a Communication Teaching Certificate.

Three letters of recommendation (specifically explaining your academic preparation and potential for success in graduate study) and completed NKU Graduate Education reference forms. These may be found at <https://inside.nku.edu/graduate/admission-process/additional-forms.html>. The letters should be addressed to Dr. Jessica Kratzer and should be sent by the person recommending you directly to Northern Kentucky University, Office of Graduate Education, AC 302, Nunn Drive, Highland Heights, KY 41099 or emailed to graduate@nku.edu.

♦Indicates prerequisite.

REQUIRED (12 CREDIT HOURS)

COM 601 Communication Theory (3 credits)
 COM 621 Communication Pedagogy (3 credits)
 COM 625 Issues in Communication Pedagogy (3 credits)
 COM 680 Communication Teaching Practicum (3 credits)

ELECTIVES (6 CREDIT HOURS)

Choose any 6 credit hours of COM electives.

TOTAL CERTIFICATE HOURS: 18

Note: COM 680 will not be for general MA in Communication credit. It is a unique class that exclusively applies to the Communication Teaching Certificate.

Department of Computer Science

Location: Griffin Hall 400

Telephone: 859-572-6930

Email Address: cs@nku.edu

Web

Address: <http://inside.nku.edu/informatics/departments/computerscience.htm>

|

Department Chair:

Graduate Program Directors:

Master of Science in Computer Information Technology* Director: Wei Hao

Master of Science in Computer Science* Director: Wei Hao

Other Key Personnel:

Senior Operations Coordinator: L. Sue Murphy-Angel Academic Coordinator: Monique Walker

Academic Specialist: Grant Beccaccio

The Department of Computer Science is home to an online masters in cybersecurity. Our department focuses on our students, our community and student/faculty research.

*Please note the MS Computer Information Technology and MS Computer Science programs are no longer accepting applications after spring 2020.

MASTER

Cybersecurity, M.S.

Program Director: Yi Hu, Ph.D.

The online Master of Science in Cybersecurity program prepares students for rewarding careers in one of the fastest growing areas of information technology. Students will learn both the theory and practice of cybersecurity, including how to protect and defend systems, identify and handle security incidents, and manage risks. Practical hands-on activities on local systems and in the cloud will be included in most courses. Northern Kentucky University is a National Center of Academic Excellence in Cybersecurity.

MASTERS IN CYBERSECURITY (30 HOURS)

Required Coursework (24 hours)

MCY 601 Cybersecurity Fundamentals (3 Credits)

MCY 602 Network Security (3 Credits)

MCY 611 Cloud Computing (3 Credits)

MCY 612 Cloud Security (3 Credits)

MCY 620 Data Privacy (3 Credits)

MCY 630 Security Architecture (3 Credits)

MCY 640 Incident Response (3 Credits)

MCY 650 Ethical Hacking (3 Credits)

Elective Coursework (6 hours)

Take any two of the following classes. MCY 694 can be repeated when topics vary.

MCY 660 Risk Management (3 Credits)

MCY 670 Web Security (3 Credits)

MCY 680 Operating System Security (3 Credits)

MCY 689 Computer Forensics (3 Credits)

MCY 694 Graduate Topics in Cybersecurity (3 Credits)

MCY 696 Cybersecurity Co-op/Internship 0-3 Credit hours

SALMON P. CHASE COLLEGE OF LAW

Lawrence D. Rosenthal, Associate Dean for Academics

Ashley Siemer, Director of Student Affairs and Enrollment Management

Salmon P. Chase College of Law offers full-time day, part-time day, and part-time evening divisions. Beginning in 2018, the curriculum consists of required and elective courses. Ninety credit hours are required to graduate. Full-time students complete the program in three years, and part-time students usually complete the program in four or five years. Chase has a number of academic-support and development programs designed to enhance the law school experience. Chase also offers a Master of Legal Studies, Master of Laws in U.S. Law (LL.M.), as well as a Juris Doctor/Master of Business Administration (J.D./M.B.A.) degree program in conjunction with the Haile/US Bank College of Business.

J.D. applicants are required to receive a baccalaureate degree from a regionally accredited college or university prior to enrollment and are required to take the Law School Admission Test (LSAT). Chase seeks to admit those applicants who have the best prospect of high-quality academic work; thus, the Admission Committee relies heavily on each applicant's undergraduate grades and performance on the LSAT during the application review process. Additional factors considered include upward trend of undergraduate grades; time between college graduation and application to Chase; college grading and course selection patterns; outside work while in college; letters of recommendation; graduate study; cultural, educational, or sociological deprivation; employment background; leadership ability; speaking or linguistic ability; and demonstrated competence in another profession or vocation. Chase seeks diversity in the student body by considering, in no particular order, sex, age, cultural or geographic background, and minority status. Full-time students and part-time day students enter in the fall semester; part-time evening students may begin in either the summer or fall semester. The priority deadline for applications is March 15 for summer start and April 1 for fall start.

NKU Chase also accepts applications from students who are in good academic standing at another law school and wish to transfer to the College of Law.

Chase will typically accept no more than thirty credit-hours of transfer credits from another ABA-approved law school. Students transferring from a non-ABA-approved law school may not receive credit for more than thirty credits.

To receive credit for the courses taken at another law school, the student must have earned a grade of at least a "C." Transfer students will not receive credit for any course in which they received a grade of "C-minus" or lower. If the other law school uses a number grading system, a student must earn at least a 2.0 on a 4.0 scale (or this equivalent) to receive transfer credit for that course. A

student's grades from the other law school will not be factored into the calculation of his or her NKU Chase grade point average. The student's NKU Chase transcript will simply note that the student received "credit" from the other institution.

NKU Chase does not have any articulation agreements with any other educational institutions.

Chase is accredited by the American Bar Association, and it is a member of the Association of American Law Schools.

Please contact the Chase Admissions Office for more information: 859-572-5490 or (888) 465-7316.

JURIS DOCTOR

Law, J.D.

All students must:

- Complete 90 earned credit-hours
- Thirty pro bono hours
- Advanced Writing Requirement - Research
- Advanced Writing Requirement - Drafting
- Six credit-hours of experiential courses

For the most up to date specific graduation requirements please see the Chase College of Law website.

<https://chaselaw.nku.edu/prospective/juris-doctor.html>

REQUIRED COURSES (68 CREDITS)

- LAW 802 Basic Legal Skills II - Writing (2 credits)
- LAW 829 Basic Legal Skills (Research) (3 credits)
- LAW 877 Business Organizations (4 credits)
- LAW 803 Civil Procedure I (3 credits)
- LAW 805 Civil Procedure II (3 credits)
- LAW 809 Constitutional Law I (3 credits)
- LAW 811 Constitutional Law II (3 credits)
- LAW 813 Contracts I (3 credits)
- LAW 815 Contracts II (3 credits)
- LAW 819 Criminal Law (3 credits)
- LAW 821 Criminal Procedure (3 credits)
- LAW 823 Evidence (4 credits)
- LAW 925 Family Law (3 credits)
- LAW 827 Legal Analysis and Problem Solving (3 credits)
- LAW 888 Legal Studies (1 credit)
- LAW 833 Professional Responsibility (3 credits)
- LAW 835 Property I (3 credits)
- LAW 837 Property II (3 credits)
- LAW 841 Torts I (3 credits)
- LAW 843 Torts II (3 credits)
- LAW 838 UCC: Sales and Secured Transactions (3 credits)
- LAW 845 Wills and Trusts (3 credits) ♦

ELECTIVES (22 CREDITS)

Additional electives are required to complete the required 90 credits for the program. They must be chosen in consultation with the college. More information can be found here:

<https://chaselaw.nku.edu/current-students/resources/registrar/course-catalog.html>

MASTER

Legal Studies, M.L.S.

Lawrence Rosenthal Esq., Graduate Program Director

NKU Chase College of Law offers a Master of Legal Studies (MLS) degree. This degree is geared toward individuals who do not wish to earn a Juris Doctor (JD) degree, but who wish to gain a more thorough understanding of the American legal system and various law-related topics. This degree is ideal for individuals in the workforce (or who are about to enter the workforce) who believe that gaining knowledge in a particular area of law will benefit them in their current or future employment.

The Master of Legal Studies (MLS) is a degree program designed for individuals interested in developing a better understanding of the law as it affects their careers involving legal or regulatory issues. Students may complete this 30 credit hour program in 2-3 years part-time (day or evening) or in 1 year full-time.

Admissions

Applicants must provide the following to be considered for admission:

- An application for admission and application fee
- Transcripts from all colleges and universities attended
- Resume
- Letter of purpose

No standardized test is required for acceptance to the Master of Legal Studies program. Students may, however, submit test scores they received on standardized tests. When making an admissions decision, Chase College of Law will consider the applicant's undergraduate GPA (2.50 minimum), undergraduate major and institution, work experience, and answers to the questions provided on the application.

International Students

International students applying for admission to the Master of Legal Studies program will be evaluated in the same way as non-international students will be evaluated (see "Admissions" section of these policies).

CURRICULUM

Students will need to pass a minimum of thirty credit hours to earn the MLS degree. The only Required courses are LAW 827 Legal Analysis and Problem Solving (3 credits), and LAW 829 Basic Legal Skills (Research) (3 credits) - Research. Students will also be required to successfully complete a minimum of nine credit hours from the list of Core MLS courses. The remainder of the thirty credit hours can be earned from Required and Elective JD courses.

For program-specific policies governing the MLS program, please refer to the Chase Student Handbook, supplemented by the Chase MLS policies.

Group One - Required

LAW 827 Legal Analysis and Problem Solving (3 credits)
LAW 829 Basic Legal Skills (Research) (3 credits)

Group Two - Core Courses (minimum of 9 credit hours)

LAW 802 Basic Legal Skills II - Writing (2 credits)
LAW 803 Civil Procedure I (3 credits)
LAW 805 Civil Procedure II (3 credits)
LAW 809 Constitutional Law I (3 credits)
LAW 811 Constitutional Law II (3 credits)
LAW 813 Contracts I (3 credits)
LAW 815 Contracts II (3 credits)
LAW 819 Criminal Law (3 credits)
LAW 830 Basic Legal Skills I - Writing (2 credits)
LAW 835 Property I (3 credits)
LAW 837 Property II (3 credits)
LAW 841 Torts I (3 credits)
LAW 843 Torts II (3 credits)

Group Three - Electives

(Number of credit hours depends on number of Core courses taken); a total minimum of 30 credit hours is required.

DIGITAL LAW & TECHNOLOGY CONCENTRATION (30 CREDITS)

Digital Law and Technology Concentration allows students to study how technology impacts and affects the law. The courses will cover the legal issues that technology has created, and they will also provide students with an understanding of some of the technology that has affected the law. This concentration is provided by online delivery.

LAW 801 Legal Boundaries in the Digital Age (3 credits)
LAW 827 Legal Analysis and Problem Solving (3 credits)
LAW 829 Basic Legal Skills (Research) (3 credits)
LAW 847 Digital Forensics and the Law (3 credits)
LAW 884 Emerging Technologies & the Law II (3 credits)
LAW 885 Digital Commerce and the Law (3 credits)
LAW 916 Digital Crimes and Torts (3 credits)
LAW 927 Law for Digital Entrepreneurs (3 credits)
LAW 985 Digital Privacy & Security (3 credits)
LAW 994 Emerging Technologies and the Law I (3 credits)

GRADING POLICIES

Incompletes: Students in the Master of Legal Studies program will follow the same rules as JD students regarding "incomplete" grades. Those rules are located in the Chase Student Handbook. <https://chaselaw.nku.edu/current-students/resources/handbook.html>

Grading: All students in the Master of Legal Studies program will receive grades consistent with the NKU graduate grading scale (A-C-, F). The students' exams will be graded separately from the JD students' exams, and the students' exams will not be factored into grade curves or grade distributions.

Good Standing / Probation / Course Re-takes: Students in the Masters of Legal Studies program must maintain a minimum 2.67 grade point average and/or earn no more than two grades of "C" or below to remain in good standing. Students are placed on academic probation when their GPA falls

below a 2.67. Once on academic probation, students will have up to nine semester hours to achieve a GPA of at least 2.67 to remove their probationary status. Students in the MLS program are permitted to repeat a total of two courses. A specific course may be repeated only once. These courses must be taken at NKU.

Grade Appeals: Students in the Master of Legal Studies program will follow the same policies as JD students with respect to grade appeals. The Chase grade appeal policy is located in the Chase Student Handbook. <https://chaselaw.nku.edu/current-students/resources/handbook.htm>.

LENGTH OF PROGRAM

A full-time student could complete the 30 credit hours in one year. A part-time student could most likely finish the program in two years or in two and one half years (depending on course scheduling).

TRANSFER BETWEEN JD AND MLS PROGRAMS

Students in the Master of Legal Studies program who wish to transfer to the JD program must apply to the JD program just as any other JD candidate would do. Credits earned in the Master of Legal Studies program cannot transfer to the JD program.

Students in the JD program who no longer wish to pursue a JD degree may transfer a maximum of 21 passing credits (grades of "C" or better) to the MLS degree and continue to pursue that degree. While the credits will transfer, the student will start earning a new Grade Point Average in the Master of Legal Studies program. The student must then complete the remaining hours needed for graduation as a student in the Master of Legal Studies program. These "degree-transfer students" must meet with the Associate Dean for Academics and with the Office of Graduate Education to discuss Academic Standing issues (if applicable). The transferring student will pay MLS tuition for the remaining MLS credit hours, but he or she will not be eligible for any refund of the difference between the JD and MLS tuition.

TUITION

Students will be charged NKU general graduate tuition (not law tuition).

MLS POLICIES

Visiting Students; Undergraduate Students Taking Chase Courses; MLS Students Taking Undergraduate Courses

Chase College of Law will allow students seeking a Master of Legal Studies degree at another institution to be a visiting student at Chase, as long as the student can provide documentation that the student's degree-granting institution will accept transfer credit from Chase.

No undergraduate students, other than those participating in the Chase 3+3 program, may take any courses at Chase College of Law.

Students in the Master of Legal Studies program may take a maximum of six credit-hours at NKU's other colleges and receive credit toward the MLS degree for that coursework. The remaining twenty-four credit hours must be earned at Chase College of Law (or possibly at another law school). Students must receive permission from Chase's Associate Dean for Academics before registering for non-Chase coursework at NKU.

Time Limits for Application / Interruptions in Studies / Application Deadlines

The application deadline for the fall semester is July 20. Students typically begin the Master of Legal Studies program during the fall semester. In some cases, students can begin the Master of Legal Studies program during the summer semester (May start date); the application deadline for those students is April 1. Students enrolled in the on-line tech-focused MLS degree program can start the program throughout the year.

Credit Applied to Degree; Transfer Credit

Students in the Master of Legal Studies program cannot apply non-Chase credit-hours earned prior to enrolling in the program. This applies to JD credits earned at another law school, MLS credits, and all other non-Chase credits earned prior to enrolling in the MLS program.

Students in the Master of Legal Studies program must receive permission from the Associate Dean for Academics to register for courses at other law schools and have those credits apply to the Master of Legal Studies degree.

Independent Study / Readings Courses / Special Topics Courses

Students in the Master of Legal Studies program will not participate in Readings Courses or Special Topics Courses.

Students in the Master of Legal Studies program will be able to participate in a Supervised Independent Research project, but they must first seek approval from the Associate Dean for Academics.

Chase College of Law has its own policies and requirements for a Supervised Independent Research project, and those policies apply to students in the Master of Legal Studies program.

Degree Time Limits and Course Age

Students in the Master of Legal Studies program are expected to complete their degree requirements within four years, but they must complete the degree requirements within six years. Students must receive permission from the Associate Dean for Academics to take more than six years to earn the degree.

Audits and Course Loads

In order to audit a course, students in the Master of Legal Studies program must receive permission from the Associate Dean for Academics and the faculty member teaching the course the students wish to audit.

A part-time student is expected to take between three and five credit hours each fall/spring semester. The expected course load during the summer will depend on course offerings.

A full-time student is expected to take six or more credit hours each fall/spring semester. The expected course load during the summer will depend on course offerings.

Student Appeals

If the student is appealing a Chase-specific issue (other than a grade appeal), the student must appeal to the Associate Dean for Academics, who will either resolve the appeal or designate another administrator or committee to resolve the appeal. The student will have the opportunity to appeal the first decision to the Dean, whose decision will be final.

If the student is appealing a non-Chase-specific issue, the student should follow the appeal process outlined in the Northern Kentucky University Graduate Catalog.

Graduation

No student in the Master of Legal Studies program will be able to graduate if he/she is not in good academic standing at the time he/she wishes to graduate (see previous policy regarding academic standing).

Students in the Master of Legal Studies program will be eligible to walk in the Chase College of Law graduation ceremony. Students in the Master of Legal Studies program will receive a diploma from the Chase College of Law.

Administration of the MLS Program

The Master of Legal Studies program is overseen primarily by the Chase College of Law. Students in the Master of Legal Studies program should first consult with Chase's Associate Dean for Academics if they have questions regarding the Master of Legal Studies program.

Graduate Council

The Chase College of Law oversees and interprets the Chase-specific policies for the Master of Legal Studies program. The NKU Office of Graduate Education oversees the non-Chase-specific policies in this program.

Miscellaneous Policies

Students in the Master of Legal Studies program will follow the Chase College of Law's academic calendar.

Students in the Master of Legal Studies program will follow the registration instructions provided by Chase's Associate Dean for Academics.

For students in the Master of Legal Studies program, all course withdrawals and additions will follow the rules applicable to JD students. The applicable rules and relevant dates are located on the Chase website.

Students in the Master of Legal Studies program must follow the same attendance policies as JD students. Each professor will follow his/her own attendance policies, which will be set forth in the course syllabus.

Students in the Master of Legal Studies program are bound by these policies, the Master of Legal Studies policies set forth in the NKU Graduate Catalog, the Chase Student Handbook (where applicable), and by the Chase Student Honor Code. The Chase Student Handbook can be found at <https://chaselaw.nku.edu/current-students/resources/handbook.html>.

Students in the Master of Legal Studies program are also bound by NKU policies regarding student conduct and academic integrity. Situations involving a conflict between the Chase policies and the NKU policies will be evaluated on a case-by-case basis.

Most professors at the Chase College of Law use TWEN rather than Canvas. Students in the Master of Legal Studies program should purchase a computer capable of running the TWEN software.

Information regarding the Greater Cincinnati Consortium of Colleges and Universities is not applicable to students in the Master of Legal Studies program.

Master of Laws (LL.M.)

NKU Chase College of Law offers an LL.M. in U.S. Law degree. This degree is geared toward individuals who have earned their law degree at a foreign institution. This degree is ideal for individuals in the workforce (or who are about to enter the workforce) who believe that gaining knowledge in a particular (or general) area of law in the American legal system will benefit them. LL.M. students are eligible to transfer to the JD program should they wish to do so, but they must apply to the JD program in order to do so.

Admission

The Chase LL.M. program is open to students who have earned a law degree outside of the United States and who are proficient in English. Applicants to the LL.M. in US Law program must apply electronically through the Law School Admission Council (LSAC) and should submit the application by April 1. More information can be found at <https://chaselaw.nku.edu/prospective/llm/llm-application.html>.

Applicants to the LL.M. in US Law program must apply electronically through the Law School Admission Council (LSAC) and should submit the application by April 1. In addition, applicants must register with the LSAC Document Assembly Service and the LSAC International Transcript Authentication and Evaluation service.

For more information about the application process, visit <https://chaselaw.nku.edu/prospective/llm/llm-application.html>.

Applicants must provide the following to be considered for admission:

Official transcripts from all universities attended. If the transcripts or grade marks are from a university outside the United States, the applicant will be required to provide a course-by-course evaluation, with GPA, from an accredited agency. Applicants must register with the LSAC Document Assembly Service. In addition to the LL.M. Document Assembly Service, internationally educated applicants must register for the LSAC International Transcript Authentication and Evaluation service.

The College of Law requires one (1) letter of recommendation be sent to the LSAC LL.M. Document Assembly Service. Letters of recommendation from professors or supervisors provide the admissions committee with useful information especially if the applicant has worked closely with them.

Resume

Personal statement

Interest statement: A typed statement no more than two pages explaining the applicant's interest for pursuing the LL.M. degree.

TOEFL or IELTS results - Proficiency is demonstrated by a minimum score of 92 on the Test of English as a Foreign Language (TOEFL) or a minimum score of 6.5 on the International English Language Testing System (IELTS). No other test is required.

Admission is based on a previous academic record and an application form.

The LSAT is not required for acceptance to the LL.M. in U.S. Law program. Applicants may, however, submit test scores they received on standardized tests. When making an admissions decision, Chase College of Law will consider the applicant's undergraduate and graduate (if applicable) transcript, work experience, answers to the questions provided on the application, and results of the TOEFL or IELTS exam.

CURRICULUM

Students will need to pass a minimum of thirty credit hours to earn the LL.M. degree. The only required courses are Introduction to the U.S. Legal System (or Legal Analysis and Problem Solving), Basic Legal Skills - Research, and Basic Legal Skills - Writing I and II. The remainder of the thirty credit hours can be earned from Required and Elective JD courses.

For program-specific policies governing the LL.M. program, please refer to the Chase Student Handbook, supplemented by the Chase LL.M. policies.

Group One: Required Courses (6 credit hours)

Introduction to the U.S. Legal System or Legal Analysis and Problem Solving (0 credits)
Basic Legal Skills - Research (2 credits)
Basic Legal Skills - Writing I and II (4 credits, combined)

Group Two: Elective Courses (24 credit hours)

J.D. Required Courses

J.D. Elective Courses

Total Hours: 30

Grading Policies

Incompletes: Students in the LL.M. in U.S. Law program will follow the same rules as J.D. students regarding "Incomplete" grades. The rules regarding "Incomplete" grades are located in the Chase Student Handbook. <https://chaselaw.nku.edu/current-students/resources/handbook.html>

Grading: All students in the LL.M. in U.S. Law program will receive grades consistent with the NKU Graduate grading scale (A-C-, F). The students' exams will be graded separately from the J.D. students' exams, and the students' exams will not be factored into grade curves or grade distributions.

Good Standing and Graduation: The NKU graduate student good standing and graduation policies apply to the LL.M. in U.S. Law program, with one exception. Students in the LL.M. in U.S. Law program must maintain a 2.33 GPA; where the NKU Graduate Catalog refers to a 3.00 requirement, that number should be replaced with a 2.33 for students in the LL.M. in U.S. Law program.

If a student is academically dismissed from the LL.M. in U.S. Law program, he/she can re-apply to the program at any time. If the student is re-admitted, the student must meet with the Associate Dean for Academics to discuss an academic plan for completion of the program.

Grade Appeals: Students in the LL.M. in U.S. Law program will follow the same policies as J.D. students with respect to grade appeals. The Chase grade appeal policy is located in the Chase Student Handbook. <https://chaselaw.nku.edu/current-students/resources/handbook.html>

Length of Program

Students are expected to complete the 30 credit hours in one year. A student could, however, seek permission to complete the program in a longer time period.

Transferring to the J.D. Program

Transfer Between LL.M. and J.D. Programs

Students who enroll in the LL.M. in U.S. Law program may transfer to the J.D. program, but they must apply to the J.D. program. Credit hours earned in the LL.M. in U.S. Law program can transfer to the J.D. program, but grades earned while in the LL.M. program will not be counted in the student's J.D. grade point average. Students who transfer to the J.D. program will start the J.D. program with a 0.0 grade point average.

Credit Applied to Degree; Non-degree Credit; Transfer Credit

Ordinarily, students in the LL.M. in U.S. Law program cannot apply non-Chase credit-hours earned prior to enrolling in the program. This applies to J.D.

credits earned at another law school and all other non-Chase credits earned prior to enrolling in the LL.M. program. Despite this rule, at the discretion of the Associate Dean for Academics, some credits might be transferable from another school's LL.M. program to the LL.M. in U.S. Law program.

Students in the LL.M. in U.S. Law program must receive permission from the Associate Dean for Academics to register for courses at other law schools and have those credits apply to the LL.M. in U.S. Law degree.

Tuition

The tuition for the LL.M. in U.S. Law program is \$28,950 for the 30 credit hours needed to complete the program. Scholarships are available for qualified students.

Additional LL.M. Policies

Visiting Students; Undergraduate Students Taking Chase Courses; LL.M. Students Taking Undergraduate Courses

Chase College of Law will allow students seeking an LL.M. degree at another institution to be a visiting student at Chase, as long as the student can provide documentation that the student's degree-granting institution will accept transfer credit from Chase.

No undergraduate student will be permitted to take any NKU Chase courses, unless the student receives permission from both the Associate Dean for Academics and the professor teaching the course the undergraduate student wishes to take.

Students in the LL.M. in U.S. Law program may take a maximum of six credit hours at NKU's other colleges and receive credit toward the LL.M. degree for that coursework. The remaining twenty-four credit hours must be earned at Chase College of Law (or possibly at another law school). Students must receive permission from Chase's Associate Dean for Academics before registering for non-Chase coursework at NKU.

Independent Study / Readings Courses / Special Topics Courses

Students in the LL.M. in U.S. Law program will not participate in Readings Courses or Special Topics Courses. Students in the LL.M. in U.S. Law program will be able to participate in a Supervised Independent Research project, but they must first seek approval from the Associate Dean for Academics. Chase College of Law has its own policies and requirements for a Supervised Independent Research project, and those policies apply to students in the LL.M. in U.S. Law program.

Degree Time Limits

Students in the LL.M. in U.S. Law program are expected to complete their degree requirements within one academic year. Students must receive permission from the Associate Dean for Academics to take more than one year to earn the degree.

Audits and Course Loads

In order to audit a course, students in the LL.M. in U.S. Law program must receive permission from the Associate Dean for Academics and the faculty member teaching the course the students wish to audit.

Students are expected to enroll in fifteen hours per semester. Students need permission from the Associate Dean for Academics to enroll in fewer than fifteen hours per semester.

Student Appeals

If the student is appealing a Chase-specific issue (other than a grade appeal), the student must appeal to the Associate Dean for Academics, who will either resolve the appeal or designate another administrator or committee to resolve the appeal. The student will have the opportunity to appeal the first decision to the Dean, whose decision will be final.

If the student is appealing a non-Chase-specific issue, the student should follow the appeal process outlined in the Northern Kentucky University Graduate Catalog.

Graduation

No student in the LL.M. in U.S. Law program will be able to graduate if he/she is not in good academic standing at the time he/she wishes to graduate (see previous policy regarding academic standing).

Students in the LL.M. in U.S. Law program will be eligible to walk in the Chase College of Law graduation ceremony. Students in the LL.M. in U.S. Law program will receive a diploma from the Chase College of Law.

Administration of the LL.M. in U.S. Law Program

The LL.M. in U.S. Law program is overseen primarily by the Chase College of Law. Students in the LL.M. in U.S. Law program should first consult with Chase's Associate Dean for Academics if they have questions regarding the LL.M. in U.S. Law program.

Graduate Council

The Chase College of Law oversees and interprets the Chase-specific policies for the LL.M. in U.S. Law program. The NKU Office of Graduate Education oversees the non-Chase-specific policies in this program.

Miscellaneous Policies

Students in the LL.M. in U.S. Law program will follow the Chase College of Law's academic calendar.

Students in the LL.M. in U.S. Law program will follow the registration instructions provided by Chase's Associate Dean for Academics.

For students in the LL.M. in U.S. Law program, all course withdrawals and additions will follow the rules applicable to J.D. students. The applicable rules and relevant dates are located on the Chase website.

Students in the LL.M. in U.S. Law program must follow the same attendance policies as J.D. students. Each professor will follow his/her own attendance policies, which will be set forth in the course syllabus.

Students in the LL.M. in U.S. Law program are bound by these policies, the LL.M. policies set forth in the NKU Graduate Catalog, the Chase Student Handbook (where applicable), and by the Chase Student Honor Code. The Chase Student Handbook is found at <https://chaselaw.nku.edu/current-students/resources/handbook.html>.

Students in the LL.M. in U.S. Law program are also bound by NKU policies regarding student conduct and academic integrity. Situations involving a conflict between the Chase policies and the NKU policies will be evaluated on a case-by-case basis.

Information regarding the Greater Cincinnati Consortium of Colleges and Universities is not applicable to students in the LL.M. in U.S. Law program.

COURSE DESCRIPTIONS

ACCOUNTING

ACC 500 Auditing (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MAcc program, ACC 301 with a grade of C or better, and BIS 380; or ACC 604

Taught: Fall and spring

Principles, standards, and procedures in conduct of an audit by CPA; functions and responsibilities; internal control; statistical sampling, audit report; special problems of auditing electronic data processing systems; account verification; ethics. Open only to students certified as majoring in business or by consent of instructor. Assessment test is given.

ACC 520 Tax Planning (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MAcc program, ACC 200, ACC 201, and ACC 202 with a grade of C or better, and BUS 230; or ACC 604

Taught: Fall, spring, and summer

Impact of income tax on business entities, including corporations, S corporations, partnerships, limited liability companies and sole proprietors; gross income deductions, accounting periods, accounting methods and property transactions.

ACC 550 Management Cost Accounting II (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): ACC 350 with a grade of C or better; or ACC 600

Taught: Variable, check with department

Continuation of ACC 350. Application of quantitative techniques (e.g., statistical and O.R. models to managerial problems; behavioral implications of budgetary control systems. Open only to students certified as majoring in business or by consent of instructor.

ACC 600 Accounting Skills (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the Master of Accountancy Program Accounting Practice and Reporting Track.

Taught: Fall only

Preparation of primary financial statements: income statement, balance sheet, and statement of funds Accounting concepts for internal use of management in planning and control of operations.

ACC 602 Advanced Financial Accounting (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to graduate program; ACC 600 or equivalent.

Taught: Variable, check with department

Financial accounting topics for external reporting; international accounting; financial statement analysis.

ACC 603 Consolidations and Partnerships (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 606 or equivalent (as determined by the MAcc program director).

Taught: Variable, check with department

Accounting for mergers, consolidations, acquisitions, and partnerships.

ACC 604 Financial Accounting I (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 600 or equivalent (as determined by the MAcc program director).

Taught: Fall only

Financial accounting theory and practice in determination of income and valuation of assets and equities for external reporting; official pronouncements on generally accepted accounting principles; alternatives to these principles; accounting cycle, financial assets (cash, and receivables), operating assets (tangible, intangible, and natural resources), current liabilities, inventories, and prepayments.

ACC 606 Financial Accounting II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 604 or equivalent (as determined by the MAcc program director).

Taught: Spring only

Financial accounting theory and practice in determination of income and valuation of assets and equities for external reporting; official pronouncements on generally accepted accounting principles; alternatives to these principles; marketable securities, long-term investments, long-term debt, owners' equity, and earnings per share.

ACC 610 Accounting in a Corporate Environment (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): Admission to a graduate program or consent of program director.

Taught: Variable, check w/ department

Provides a foundation for understanding accounting concepts. Topics include financial and managerial accounting issues including financial statement analysis, debt versus equity, budgeting, product costing, strategic decision making, corporate social responsibility, and internal control. For 3-credit option, see ACC 611.

ACC 611 Accounting in the Corp. Env. - Applied (1 credit)

Hours: 1 classroom + 0 lab/studio

Co-requisite(s): ACC 610.

Taught: Variable, check w/ department

In this course, students will explore and apply topics in managerial and financial accounting, including a research paper and project. This course provides a 3rd credit option to ACC 610, Accounting in the Corporate Environment.

ACC 620 Tax Research and Practice (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 320, ACC 520, or equivalent (as determined by the MAcc program director).

Taught: Variable, check with department

Methodology and sources of tax research; tax analysis research, policy implications, behavioral aspects, and use of quantitative analysis. Open only to students admitted to graduate program.

◆
ACC 625 Accounting for Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 605 or equivalent or permission of MBA director.

Taught: Fall and spring

Communication, interpretation, analysis, and use of accounting information for the benefit of management; financial statement analysis, cost analysis, budgetary control, standard cost systems, and capital budgeting. Open only to students in MBA program.

◆
ACC 630 Federal Taxation of Corporations (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 520 or permission of MAAC director.

Taught: Variable, check with department

Corporate taxation and topics concerning organization of the corporation, capital structure, debt vs. equity, stock redemption, liquidations, corporate divisions, corporate reorganization.

◆
ACC 632 Tax Accounting Methods (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 520 or equivalent or permission of the Director of the Master of Accountancy program.

Taught: Variable, check with department

Methods of accounting, installment sales, inventories, LIFO, manufacturing, accounting method changes, accounting principle.

◆
ACC 633 Business Law for Accountants (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to any graduate program or permission of the MAcc program director

Taught: Variable, check with department

Legal topics relevant to professional accounting: contracts, agency, business entities, Uniform Commercial Code, and Securities law.

◆
ACC 634 Taxation of Partnerships and Pass Through Entities (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 520 or permission of MAAC program director.

Taught: Variable, check with department

Concepts of partnership taxation including contributions of property and services. Partner basis, partnership liabilities, distributions sales or exchanges of partner's interest. Election of S corporation status, distribution to shareholders, liquidation, sales of corporation.

◆
ACC 638 Advanced Individual Income Taxation (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 520 or equivalent, or permission of MAAC program director.

Taught: Variable, check with department

Executive compensation planning, deferred compensation, fringe benefits,

options, alternative minimum tax, passive activities, deductions available to individuals and grantor trusts.

◆
ACC 640 Advanced Auditing (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 500 or equivalent (as determined by the MAcc program director).

Taught: Fall only

Advanced knowledge concerning principles and practice of auditing, reading of auditing standards, analysis of cases involving auditing, and procedures in the conduct of an audit by a CPA; functions and responsibilities; internal control; statistical sampling; reporting; auditing electronic data processing systems; ethics, attestation reports, audit analytics, and CPA prep.

◆
ACC 650 Forensic Accounting (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MAcc program or permission of the MAcc director.

Taught: Fall, Spring and Summer

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, business damage calculations, damages for personal injury, testifying as an expert witness, evidence management, and business valuations.

◆
ACC 660 Strategic Management Accounting (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MAcc program or permission of the MAcc program director.

Taught: Variable, check with department

An advanced course in strategic management accounting. The course focuses on using management accounting information to support key strategic management issues and decision-making.

◆
ACC 670 Accounting Analytics Capstone (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Must be taken in the final semester or with permission of the MAcc program director

Taught: Variable, check with department

Topics covered include the latest innovations in accounting and application of contemporary analytics to discover value-added insights for a range of organizations in various accounting-related settings.

◆
ACC 688 CPA Review - Regulation (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Permission of the Director of the Master of Accountancy Program.

Taught: Variable, check with department

Review of topical areas covered in the Uniform CPA examinations in Regulation.

◆
ACC 689 CPA Review-Financial (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 603

Taught: Variable, check with department

Review of topical areas covered in the Uniform CPA examinations in Financial Accounting & Reporting.



ACC 694 Topics: Accounting (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): ACC 600 or ACC 610 or department approval.

Taught: Variable, check with department

Various advanced graduate topics in Accounting. Repeatable for a maximum of 12 semester hours if topic differs.



ACC 697 Advanced Accounting Theory (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to graduate program; ACC 300, ACC 604, or equivalent (as determined by the MAcc program director).

Taught: Spring only

This capstone course is an overview of topics relevant to current accounting theory, ethics, research, standard setting, and practice. This course must be taken in the last semester, or within 9 credit hours of graduation.



ACC 699 Independent Study: Accounting (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of MAcc or MBA Program

Taught: Variable, check with department

Specialized aspect or topic in accounting chosen by student and appropriate faculty member. Repeatable for a maximum of 6 hours. Subject to academic regulations pertaining to independent study as given in MBA catalog. Open only to students in the MACC or MBA program.



ANTHROPOLOGY

ANT 515 Advanced Archeological Excavation Methods (3 credits)

Hours: 0 classroom + 6 lab/studio

Prerequisite(s): ANT 315

Taught: Summer only

Further experience in excavation, recording, mapping; excavation at an archeological site. Summer. Three semester hours if taught during intersession; 4 if taught during 5-week session.



ANT 565 Advanced Ethnographic Field Methods (4 credits)

Hours: 4 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Summer Only

Cross-cultural field training in advanced ethnographic field methods, qualitative data analysis, and ethnographic report writing.



ANT 594 Topics: Anthropology (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or consent of instructor.

Taught: Variable, check with department

A special topic in any area of anthropology. For graduate students and advanced undergraduates. Repeatable up to 12 semester hours when topics vary.



ANT 599 Independent Study (1-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): Consent of the instructor.

Taught: Variable, check with department

Specialized topic in anthropology chosen by student and appropriate faculty member for study.



ANT 692 Directed Research (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individually supervised readings and study of a selected topic. May be repeated.



ANT 694 Topics: Anthropology (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

A special topic in any area of anthropology. Repeatable up to 12 semester hours when topics vary.

ANT 699 Independent Study in Anthropology (1-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Taught: Variable, check with department

Specialized topic in anthropology chosen by student and appropriate faculty member for study. Repeatable up to 12 semester hours when topics vary.

ARABIC

ARI 520 Readings in Arabic (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ARI 380 or equivalent.

Taught: Variable, check with department

Various literary, linguistic, cultural, and pedagogical topics. May be repeated for credit when topic varies.



ART

ART 650 Graduate Study: Art History (3 credits)

Hours: 3-6 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Fall and spring

Advanced study and research in art history. Repeatable to 12 semester hours.



ART 699 Independent Study in Art (3 credits)

Hours: 3-6 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Fall and spring

Projects, directed by members of the faculty, must be selected before registration.



ASTRONOMY

AST 694 Topics: Astronomy (1-4 credits)

Hours: 1-4 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Various topics in astronomy. Specific topics are determined in consultation with the instructor, the student's advisor and the chair of the Department of Physics and Geology. Repeatable for a maximum of 12 semester hours.



ATHLETIC TRAINING

ATP 510L Application of Intro AT Skills (2 credits)

Hours: 0 classroom + 2 lab/studio

Prerequisite(s): MSAT Admission

Taught: Summer only

Knowledge, skills, and values necessary for a student entering the Athletic Training Program (ATP). This course emphasizes skill development in areas including but not limited to: immediate injury treatment, conducting an injury exam, application of orthopedic taping/wrapping, and assessing ROM, goniometry, and the application of anatomy through palpation.

ATP 520 Foundations of Athletic Training (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MSAT Admission.

Co-requisite(s): ATP 520L

Taught: Summer only

Prepare students to recognize, monitor and administer appropriate emergency medical care to an injured or ill athlete. This course emphasizes knowledge and skill development in areas including, but not limited to recognition and management of emergency situations, such as cardiac, respiratory, heat related illnesses, diabetic emergencies and spinal cord injuries.

ATP 520L Foundations of Athletic Training Lab (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSAT Admission.

Co-requisite(s): ATP 520

Taught: Summer only

This course will provide students with opportunities to apply the knowledge, and skills learned in Foundations of Athletic Training in areas including, but not limited to, management of emergency situations such as cardiac, respiratory, heat related illnesses, diabetic emergencies and spinal cord injuries.

ATP 533 Lower Extremity Examination (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): ATP 510L

Co-requisite(s): ATP 533L

Taught: Fall

Knowledge, skills, and values required for an entry level certified athletic trainer to assess lower extremity injuries associated with athletes and the physically active. The course will focus on pathology, etiology, clinical skills for assessment, proper care, and referral to other health care personal when necessary.

ATP 533L Lower Extremity Examination Lab (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): ATP 510L

Co-requisite(s): ATP 533

Taught: Fall

Knowledge, skills, and values required for an entry level certified athletic trainer for evaluation of lower extremity injuries associated with athletes and the physically active. The course will focus on the clinical skills needed for the examination and clinical diagnosis of injuries to the lower extremity.

ATP 534 Upper Extremity Examination (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): ATP 510L

Co-requisite(s): ATP 534L

Taught: Fall

Knowledge, skills, and values required for an entry level certified athletic trainer to assess upper extremity injuries associated with athletes and the physically active. The course will focus on pathology, etiology, clinical skills for assessment, proper care, and referral to other health care personal when necessary.

ATP 534L Upper Extremity Examination Lab (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): ATP 510L

Co-requisite(s): ATP 534

Taught: Fall

Knowledge, skills, and values required for an entry level certified athletic trainer for evaluation of upper extremity injuries associated with athletes and the physically active. The course will focus on the clinical skills needed for the examination and clinical diagnosis of injuries to the upper extremity.

ATP 545 Research Methods and Design in AT (3 credits)

Hours: 0 classroom + 3 lab/studio

Prerequisite(s): MSAT Admission

Taught: Summer

This course will introduce the nature and role of scientific research in the athletic training profession through lecture, in-class activities and writing assignments. Students will develop skills to develop a clinical questions, find, review and analyze scientific research. Students will be introduced to the fundamentals of research methodology.

ATP 601 Athletic Training Clinical Practicum I (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSAT Admission

Taught: Summer only

This clinical practicum is an introduction to clinical practice and will focus on emergency care and application of sport related equipment and includes knowledge and skills associated with high-risk sports medical coverage. Students must complete a minimum of 75 clinical hours.

ATP 602 Athletic Training Clinical Practicum II (2 credits)

Hours: 0 classroom + 2 lab/studio

Prerequisite(s): ATP 601

Taught: Fall

Guided application of knowledge, skills, clinical decision making, and professional behaviors in a real world patient care setting. The course reflects introductory content including but not limited to: taping, rapping, triage, first-aid, injury recognition, initial treatment, and SOAP note writing. Students must complete a minimum of 150 clinical hours.

ATP 603 Athletic Training Clinical Practicum III (2 credits)

Hours: 0 classroom + 2 lab/studio

Prerequisite(s): ATP 602

Taught: Spring

Guided application of knowledge, skills, clinical decision making, and professional behaviors in a real world patient care setting. The course reflects content including but not limited to examination of common injuries and conditions associated with the physical activity patient. Students must complete a minimum of 150 clinical hours.

ATP 604 Athletic Training Clinical Practicum IV (6 credits)

Hours: 0 classroom + 6 lab/studio

Prerequisite(s): ATP 603

Taught: Fall

Guided application of knowledge, skills, clinical decision making, and professional behaviors in a real world patient care setting. This immersive course focuses on all aspects of athletic training practice and allows students to experience the day-to-day responsibilities of an athletic trainer. Students must complete a minimum of 450 clinical hours.

ATP 605 Athletic Training Clinical Practicum V (3 credits)

Hours: 0 classroom + 3 lab/studio

Prerequisite(s): ATP 604

Taught: Spring

Guided application, knowledge, skills, clinical decision making, and professional behaviors in a real world patient care setting. The course reflects content including but not limited to the rehabilitation of athletic injury, general medical conditions, and organizational/administrative responsibilities. Students must complete a minimum of 225 clinical hours.

ATP 620 General Medical Care for AT (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ATP 510L

Taught: Summer only

This course will introduce concepts of prevention, recognition, evaluation, management and care for common general medical conditions of athletes and the physically active.

ATP 625 Therapeutic Modalities for AT (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ATP 533 and ATP 533L

Co-requisite(s): ATP 625L

Taught: Spring

Provide knowledge, skills, and values that the entry level certified athletic trainer must possess to plan, implement, document, and evaluate the efficacy of therapeutic modalities in the treatment of injuries to and illness of athletes and others involved in physical activity.

ATP 625L Therapeutic Modalities for AT Lab (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): ATP 533 and ATP 533L

Co-requisite(s): ATP 625

Taught: Spring

Knowledge, skills, and values required for an entry level certified athletic trainer must possess to plan, implement, document, and evaluate the efficacy of therapeutic modalities in the treatment of injuries to and illness of athletes and other involved in physical activity.

ATP 630 Psychosocial Aspects of Inj and Illness (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ATP 510L

Taught: Fall

This course is designed to provide the knowledge and skills related to the psychology of the injured athlete, recognition and referral of patients with psychological conditions, and improving patient compliance and motivation.

ATP 635 Head and Spine Injury Examination (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ATP 510L

Taught: Summer

Knowledge, skills, and values required for an entry-level certified athletic trainer to assess spine and core injuries associated with athletes and the physically active. The course focuses on pathology, etiology, clinical skills for assessment, proper care, and referral to other health care personnel when necessary.

ATP 640 Therapeutic Exercise for AT (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ATP 534 and ATP 534L

Co-requisite(s): ATP 640L

Taught: Spring

Provides the knowledge, skills, and values that entry-level certified athletic trainers must possess to plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for rehabilitation and reconditioning of the injuries and illnesses of athletes and others involved in physical activity.

ATP 640L Therapeutic Exercise for AT Lab (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): ATP 534 and ATP 534L

Co-requisite(s): ATP 640

Taught: Spring

Provides the knowledge, skills, and values that entry-level certified athletic trainers must possess to plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for rehabilitation and reconditioning of the injuries and illnesses of athletes and others involved in physical activity.

ATP 655 Administration in Athletic Training (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ATP 520

Taught: Summer

Provides the athletic training student with information that will enhance his/her ability to function effectively as a professional and to enhance awareness of current administrative, professional, and legal issues pertaining to athletic training and sports medicine.

ATP 665 Athletic Training Capstone (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ATP 604

Taught: Spring

The course prepares Graduate Athletic Training students to take the Athletic Training Board of Certification Exam (BOC). The course will cover exam development, question type and study recommendations for the BOC. Students will review topics related to clinical practice.

ATP 693 Athletic Training Research Seminar (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ATP 545

Taught: Spring

Students will be responsible for completing all aspects of an original research project on a topic related to the field of athletic training health care. Students will present their research findings at both university and local athletic training events.

BIOLOGICAL SCIENCES

BIO 600 Field Ecology for Teachers (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): One year of college biology or consent of instructor.

Taught: Variable, check with department

Populations, communities, ecosystems; techniques of collection, identification, and preservation of local organisms. Field trips. Not open to students specializing in biological sciences.



BIO 606 General Microbiology for Teachers (4 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): One year of college biology and one year of college chemistry.

Co-requisite(s): BIO 606L.

Taught: Summer only

Microbiological theory and techniques as applicable to precollege-age students; applied microbiology.



BIO 606L General Microbiology for Teachers Laboratory (0 credits)

Hours: 0 classroom + 4 lab/studio

Co-requisite(s): BIO 606.

Taught: Summer only

Laboratory to accompany BIO 606.

BIO 644 Aquatic Ecology for Teachers (3 credits)

Hours: 1 classroom + 4 lab/studio

Taught: Variable, check with department

Integrated field investigations of water quality. Taught at Center for Ohio River Research and Education. Curriculum and community resources related to water resources. Required field trips.

BIO 668 Advanced Human Physiology (4 credits)

Hours: 4 classroom + 0 lab/studio

Prerequisite(s): BIO 208, BIO 209, and CHE 115, or consent of instructor.

Taught: Fall and summer

Rigorous study of human body function primarily at the organ system level.



BIO 669 Human Pathophysiology (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Graduate status admission or permission of instructor.

Taught: Fall, spring, summer

A systems-based approach designed to study the physiology and pathophysiology relating to human health. Integrative regulatory mechanisms responsible for homeostasis and cellular adaptation will serve as the foundation for clinical assessment, decision-making, and management in clinical practice.



BIO 694 Topics in Biological Sciences (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Taught: Variable, check with department

Study of specialized subject matter. May be repeated for credit when topics vary. Open only to graduate students in education.

BIO 699 Independent Study: Techniques of Biology (1-4 credits)

Hours: 1-4 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor prior to registration.

Taught: Fall, spring, and summer

Individual student experience with selected biological techniques in media preparation; in herbarium, museum, and field techniques; in use of laboratory equipment; and in other practical facets of biology. Topic decided upon in consultation between student and instructor. Up to 4 semester hours may be earned in this course.



BIO 868 Physiology and Pathophysiology I (4 credits)

Hours: 4 classroom + 0 lab/studio

Prerequisite(s): Admission to the DNP Program.

Taught: Variable-check w/departement

First of a sequential two (2) course systems based approach designed to provide the student with an in-depth study of advanced human physiology and pathophysiology across a lifespan. Integrative regulatory mechanisms responsible for homeostasis will be presented serving as the foundation for clinical assessment, decision making and management in advanced practice. Please note: No advanced standing or transfer credits will be accepted for either Advanced Physiology and Pathophysiology I or II.



BIO 869 Physiology and Pathophysiology II (4 credits)

Hours: 4 classroom + 0 lab/studio

Prerequisite(s): BIO 868

Taught: Variable-check w/departement

Second of a sequential two (2) course systems based approach designed to provide the student with an in-depth study of advanced human physiology and pathophysiology across a lifespan. Integrative regulatory mechanisms responsible for homeostasis will be presented serving as the foundation for clinical assessment, decision making and management in advanced practice. Please note: No advanced standing or transfer credits will be accepted for either Advanced Physiology and Pathophysiology I or II.



BIO 880 Anatomy for Anesthesia (4 credits)

Hours: 0 classroom + 4 lab/studio

Prerequisite(s): Admission to the DNP Program.

Taught: Variable-check w/departement

A comprehensive study of major anatomical structures of the human body using prosected cadavers. Emphasis is placed on the respiratory, cardiovascular and peripheral nervous systems specifically as they relate to the clinical practice of nurse anesthetists.



BUSINESS INFORMATICS

BIS 594 Topics in Business Informatics (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Varies by topic.

Taught: Variable, check with department

Topics on business analytics and other areas of business informatics. Topics vary by semester. Repeatable for a maximum of up to 6 semester hours when topics vary.



MBI 670 Blockchain for Business (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): MBI 600, or MBI 625, or MHI 625 or consent of MBI director.

Taught: Variable, check with department

This course draws on business cases to examine blockchain technology from a managerial perspective. Students will receive a foundational overview of blockchain technology to understand its possibilities and limitations.

Throughout the course, students will go beyond understanding the fundamentals and will apply, evaluate, and assess blockchain technologies for business contexts.



BUSINESS

BUS 605 Legal Environment for Business (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): Admission to a graduate program or consent of program director.

Taught: Variable, check with department

Survey of the legal system requirements and limitations; political process, constitution, torts, criminal law, ethics, environment, product liability, consumer protection, antitrust, employment and negotiable instruments. For 3-credit option, see BUS 606.



BUS 606 Legal Environment for Business (1 credit)

Hours: 1 classroom + 0 lab/studio

Co-requisite(s): BUS 605.

Taught: Variable, check w/ department

In this course, students will explore and apply concepts in business law, including political process, constitution, torts, criminal law, ethics, environment, product liability, consumer protection, antitrust, employment and negotiable instruments. This course provides a 3rd credit option for BUS 605.

BUS 694 Special Topics in Business (1-3 credits)

1-3 classroom/0 lab

Prerequisite(s): Consent of MBA program

Taught: Variable, check with department

Various advanced graduate topics in Business. The credit hours will vary, based on the topic, from 1-3. Repeatable for a maximum of 12 credits if topics differ.



BUS 699 Independent Study: Business (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent MBA program director.

Taught: Variable, check with department

Specialized aspect or topic in business chosen by a student and an appropriate faculty member. Repeatable for a maximum of 6 semester hours. Open only to MBA students.



ENTP 694 Special Topics: Entrepreneurship (1-3 credits)

1-3 classroom/0 lab

Prerequisite(s): Consent of MBA program

Taught: Variable, check with department

Various advanced graduate topics in entrepreneurship. The credit hours will vary, based on the topic, from 1-3. Repeatable for a maximum of 12 credits if topics differ.



HHS 612 Topics in Healthcare Business Leadership (3 credit hours)

3 classroom + 0 lab/studio

Prerequisite(s): None; see below

Prerequisite OR Co-requisite:

CHP 608 (now HHS 608)

CHP 609 (now HHS 609)

Co-requisite(s): none

Taught: Fall and spring

Drawing on current events in business media, students will research, analyze, and design consultative solutions to address challenges facing today's leaders in the health care industry. Students will evaluate the options available to the business leaders in health care organizations and make evidence-based recommendations for overcoming obstacles or achieving success.



MBLI 605 Action Research Methods (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

The course prepares students to engage in their first action research projects between the first and second year of the program. The course focuses on developing skills necessary to conduct an organizational diagnosis including data collection, data analysis, and data reporting.



MBLI 610 Leadership (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

The course provides a framework for students to assess and develop their own leadership competencies and prepares them to assess and develop the competencies of others in organizations. The course addresses career development, leadership coaching, self-leadership, lifelong learning, and the development of emotional intelligence and global leadership competencies.



MBLI 615 Leading Diverse and Innovative Teams (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

The course prepares students to work in and to lead teams and to manage conflict in appropriate ways. The course emphasizes the development of positive interpersonal behaviors for teams, team building, effective decision-making and other team processes, and managing the sources of conflict behaviors in order to resolve organizational problems.



MBLI 618 Project Management for Leaders (3 credits)

3 classroom + 0 lab/studio

Taught: Summer only

The course covers qualitative and quantitative approaches to structuring projects in multi-functional organizational settings; planning, team development, software, quality improvement, completion; case analysis, internships, and/or term projects to blend theory with practice.



MBLI 620 Accounting and Finance for Leaders (3 credits)

3 classroom + 0 lab/studio

Taught: Spring only

Covers the attributes of both accounting and finance that are important in assessing performance and managing a business entity. Basic accounting statements will be explored as will financial analytical models that use inputs from the accounting statements to guide business decision making.



MBLI 625 Creating High Performing Organizations (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

The course focuses on how managers promote a high-performing workforce of employees who are competent, committed, and who are involved in meaningful decision-making in the organization. This course will address the components of performance management, various forms of employee involvement, and employee motivation.



MBLI 630 Organizational Consultation (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

This course will address the study of the consultation process from both consultant and client perspectives. From the consultant perspective, the course will focus on entry, contracting, organizational scanning, preliminary diagnosis, and large system interventions. From the client's perspective, the course will focus on selection, collaborative working relationship, sustainability, and closure. Specific interventions discussed might include appreciative inquiry, future search, open spaces, and large-scale change. Ethical and legal issues associated with consulting will also be examined.



MBLI 635 Innovation for Extraordinary Results (3 credits)

3 classroom + 0 lab/studio

Taught: Fall only

Introduces traditional strategic planning models used in industry today and applies new, innovative design approaches to strategic planning. Students will be tasked with designing and implementing an innovative strategy model against a real-world case.



MBLI 640 Strategy Development and Systems Thinking (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

This course focuses on the process of formulating strategy and the importance of strategy implementation. The course will examine the relationship between strategy, structure, and organization design. Specific topics include: organization theory, open systems analysis, and socio-technical systems analysis as well as specific interventions such as downsizing, and reengineering.



MBLI 645 Managing Organizational Change (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

This course examines theories of planned organizational change and their application to organizations. Students will learn how to lead, plan, and implement successful organizational change. The course focuses on issues of organizational culture, organizational learning and knowledge management, and other forms of transformational change.



MBLI 650 Public Engagement Practicum (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

Students work in groups on a leadership and organizational change consultation project in a non-profit organization under the guidance of a faculty member. The practicum provides students with the opportunity to apply their consultation skills, collaborate in applying learning from the program, and engage with a community client.



MBLI 655 Global Leadership & Sustainability (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

Students apply their consultation skills to work on an organizational change project in a non-profit organization. Students also prepare for and travel on an international trip where they can observe the skills they've developed in other cultures.



MBLI 699 Independent Study: MBLI (1-3 credits)

1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of MBLI Program

Taught: Variable, check with department

Specialized aspect or topic in business chosen by a student and an appropriate faculty member. Repeatable for a maximum of 6 semester hours.



CARDIOVASCULAR PERFUSION

CVP 600 Anatomy and Physiology in Perfusion, I (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the cardiac perfusion program

Taught: Fall

Examination of the impact cardiopulmonary bypass has on the organ systems pertinent to cardiovascular perfusion practice. Students study the anatomical, histological, and physiological mechanisms of the cardiovascular, urinary, blood, and pulmonary systems.

CVP 601 Anatomy and Physiology in Perfusion, II (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): CVP 600 : Anatomy and Physiology in Perfusion, I

Taught: Spring only

Examination of the impact cardiopulmonary bypass has on the organ systems pertinent to cardiovascular perfusion practice. Students study the anatomical, histological, and physiological mechanisms of the autonomic nervous, electrolyte and metabolism, hepatic, lymphatic, and endocrine systems.

CVP 602 Fundamentals of Perfusion Management, I (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): Admission to the cardiac perfusion program

Taught: Fall

The basic principles of cardiopulmonary bypass and the perfusionist's role in the cardiac operating theatre are explored. Emphasis is placed on the history, evolution, and the current profession of perfusion. Students are orientated in operating room safety and aseptic techniques.

CVP 603 Fundamentals of Perfusion Management, II (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): CVP 602

Taught: Spring only

Continuation of CVP 602 with emphasis on the perfusionist's role outside of cardiothoracic surgery. Examination of advanced principles of cardiopulmonary bypass. The use of HIPEC, AngioVac, ECMO, autotransfusion for the non-cardiac patient, platelet rich plasma, and liver bypass are examined.

CVP 610 Extracorporeal Technology, I (3 credits)

1.5 classroom + 1.5 lab/studio

Prerequisite(s): Admission to the cardiac perfusion program

Taught: Fall

Perfusion associated equipment and the cardiopulmonary bypass machine are examined. Emphasis is placed on the equipment essential for patient care during cardiopulmonary bypass.

CVP 611 Extracorporeal Technology, II (3 credits)

1.5 classroom + 1.5 lab/studio

Prerequisite(s): CVP 610 : Extracorporeal Technology, I

Taught: Spring only

Continuation of CVP 610 with emphasis on balloon counter pulsation (IABP), ventricular assist devices (VAD), ECMO, cell salvage devices, and ancillary perfusion equipment. Perfusion associated equipment and the cardiopulmonary bypass machine are examined.

CVP 620 Physiological Monitoring (5 credits)

5 classroom + 0 lab/studio

Prerequisite(s): Admission to cardiac perfusion program

Taught: Fall

Physiological impact of extracorporeal circulation is compared to normal physiology. Emphasis is placed on acid base management, anticoagulation management, analysis and interpretation of arterial and venous blood gases, fluid electrolyte balances, cardiac output interpretation, cerebral oxygenation, and the 12-lead electrocardiogram. Physiological monitoring systems are examined.

CVP 621 Pathophysiology in Perfusion (4 credits)

4 classroom + 0 lab/studio

Prerequisite(s): Admission to cardiac perfusion program

Taught: Fall

Pathology of the organ systems pertinent to cardiovascular perfusion are examined. Emphasis is placed on pathologies of the cardiopulmonary, urinary, vascular, and hematological systems. Students study the underlying abnormalities and the adaptive and corrective mechanisms the body employs.

CVP 622 Surgical Technique (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): Admission to cardiac perfusion program

Taught: Fall

Cardiothoracic surgical procedures and emergent cardiac life-saving procedures are examined. Students develop an in-depth understanding of surgical techniques and surgical instrumentation used during cardiothoracic

surgery. Emphasis is placed on the operative flow of corrective and emergent cardiac procedures.

CVP 623 Perfusion Pharmacological Intervention (4 credits)

4 classroom + 0 lab/studio

Prerequisite(s): CVP 620 : Physiological Monitoring

Taught: Spring only

The pharmacokinetics, pharmacodynamics, and indications and contraindications for drugs administered during cardiothoracic surgery are examined. Emphasis is placed on cardiopulmonary drugs, vascular drugs, anticoagulants, antibiotics, chemotherapeutic, and anesthetic agents.

CVP 624 Pediatric Perfusion (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): CVP 601 : Anatomy and Physiology in Perfusion, II

Taught: Spring only

Examination of vascular and cardiac embryology. Emphasis is placed on congenital abnormalities and the application of cardiovascular perfusion during corrective surgical procedures.

CVP 630 Perfusion Simulation, I (5 credits)

2.5 classroom + 2.5 lab/studio

Prerequisite(s): Admission to the cardiac perfusion program

Taught: Fall

Students are introduced to high-fidelity perfusion simulation practices and techniques. Emphasis is placed on developing the necessary skills to conduct safe and competent patient care while on cardiopulmonary bypass.

CVP 631 Perfusion Simulation, II (5 credits)

2.5 classroom + 2.5 lab/studio

Prerequisite(s): CVP 630 : Perfusion Simulation, I

Taught: Spring only

Continuation of CVP 630 with the emphasis on catastrophic event prevention and disaster drills. Students perform high-fidelity cardiopulmonary bypass simulation cases. Students develop the skills necessary to conduct safe and competent patient care while on cardiopulmonary bypass.

CVP 640 Special Considerations in Perfusion (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): CVP 622 : Surgical Technique

Taught: Summer only

Less common and recently introduced perfusion techniques are explored. Emphasis is placed on special patient populations. New standards and quality control in perfusion practice are examined

CVP 676 Clinical Practicum, I (6 credits)

0 classroom + 6 lab/studio

Prerequisite(s): CVP 631 : Perfusion simulation, II

Taught: Summer only

Provides the student with direct patient care experience during cardiopulmonary bypass and other extracorporeal circulation procedures in the hospital setting. Students complete a sufficient variety of cardiopulmonary bypass cases to satisfy the requirements set by the NKU perfusion program and the American Board of Cardiovascular Perfusion (ABCP).

CVP 680 Research Methods in Perfusion (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): CVP 603: Fundamentals of Perfusion Management, II

Taught: Summer only

Students are introduced to research methodology pertaining to cardiopulmonary bypass. Ethical issues in medical research relating to the advancement of extracorporeal circulation are explored. Statistical analysis and interpretation of data are examined.

CVP 686 Clinical Practicum, II (6 credits)

0 classroom + 6 lab/studio

Prerequisite(s): CVP 676

Taught: Fall

Continuation of CVP 676 with the emphasis on direct patient care experience during cardiopulmonary bypass and other extracorporeal circulation procedures in the hospital setting. Students complete a sufficient variety of cardiopulmonary bypass cases to satisfy the requirements set by the NKU perfusion program and the American Board of Cardiovascular Perfusion (ABCP).

CVP 691 Perfusion Capstone, I (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): CVP 680

Taught: Fall

This course is progressive in nature. Students review relevant literature and research to develop an original research capstone project. Students formulate a hypothesis and begin to collect data.

CVP 693 Perfusion Capstone, II (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): CVP 691

Taught: Spring only

This course is progressive in nature. Students finalize the data collection and analysis for their perfusion capstone project. A manuscript is formulated for submission. Students will present their findings at a regional perfusion society meeting.

CVP 696 Clinical Practicum, III (6 credits)

0 classroom + 6 lab/studio

Prerequisite(s): CVP 686

Taught: Spring only

Continuation of CVP 686 with the emphasis on direct patient care experience during cardiopulmonary bypass and other extracorporeal circulation procedures in the hospital setting. Students complete a sufficient variety of cardiopulmonary bypass cases to satisfy the requirements set by the NKU perfusion program and the American Board of Cardiovascular Perfusion (ABCP).

CHEMISTRY

CHE 505 The History of Chemistry (2-3 credits)

Hours: 2-3 classroom + 0 lab/studio

Prerequisite(s): CHE 310.

Taught: Variable, check with department

Survey of chemistry's significance in ancient and modern times. Investigation of key individuals and concepts in chemistry of the past and present.

◆

CHE 511 Natural and Medicinal Product Synthesis (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): C- or better in CHE 311.

Taught: Variable, check with department

Analysis and design of complex syntheses, including total synthesis of natural products; stereochemical aspects of synthesis; asymmetric synthesis;

spectroscopy in structure elucidation.

◆

CHE 512 Physical Organic Chemistry (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CHE 360 and a C- or better in CHE 311.

Taught: Variable, check with department

Current topics in spectroscopy, reaction mechanisms, and structure function correlations.

◆

CHE 560 Quantum Mechanics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): C- or better in CHE 361 or PHY 361.

Taught: Variable, check with department

Principles of quantum mechanics, the hydrogen atom, variational methods, and simple perturbation theory.

Same as PHY 460.

◆

CHE 594 Topics in Chemistry (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Discussion of topics in analytical, environmental, inorganic, nuclear, organic, and physical chemistry; chemistry-related topics: laboratory experience with operation and application of instruments and the computer. May be repeated as topics vary.

◆

CHE 692 Research: Chemical Education (1-3 credits)

Hours: 0 classroom + 1-3 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Research involving procedures, software, instrumentation, and pedagogy to develop chemistry experiments, demonstrations, or activities suitable for use in a science classroom or instructional laboratory. Repeatable for a maximum of 4 semester hours.

◆

CHE 694 Topics: Chemistry (1-4 credits)

Hours: 1-4 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Topics illustrating principles of chemistry and applications of analytical, inorganic, organic, and physical chemistry and biochemistry. Specific topics are determined in consultation with the student's adviser and the chair of chemistry. May be repeated as topics vary.

◆

CHE 696 Chemistry Laboratory Internship (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Participation in planning, teaching, and testing in a designated undergraduate laboratory course. Designed especially for students in science education. May be repeated for different lab courses for a total of no more than three credit hours.

◆

CHE 699 Independent Study in Chemistry (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Independent survey of literature; written reports on selected topics in chemistry and chemical education. Repeatable for a maximum of 4 semester hours.



CHINESE

CHI 520 Readings in Chinese (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CHI 380 or equivalent.

Taught: Variable, check with department

Various literary, linguistic, cultural, and pedagogical topics. May be repeated for credit when topic varies.



CINEMA STUDIES

CIN 601 Studies in Cinema (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Graduate level study of a particular genre, national cinema, director, or other topic in cinema studies. May be repeated for credit when topics vary.

COLLEGE OF HEALTH PROFESSIONS

CHP 500 Teaching & Learning in Healthcare Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSHS or MSN programs.

Taught: Variable-check w/department

Characteristics and learning styles of diverse populations of healthcare learners are examined. A variety of teaching methods that can be utilized by healthcare providers to promote optimal learning in different education settings including the online environment are presented and analyzed.



CHP 601 Assessment & Evaluation of the Healthc (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Program core statistics course.

Taught: Variable-check w/department

Use and interpretation of student assessments, various testing strategies, psychometric analysis including test item analysis, performance evaluation, and course mapping for healthcare students.



CHP 602 Curr, Dev & Eval for Healthcare Programs (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSHS or MSN programs.

Taught: Variable-check w/department

Contemporary and traditional aspects of curriculum planning and design as applied to healthcare education will be explored. Various topics include philosophy, educational theory, learning objectives and outcomes, curriculum designs and programmatic evaluation.



CHP 603 Role of the Healthcare Educator (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite OR Co-requisite: 2 of 3 of the CHP Education courses (CHP 500, CHP 601, or CHP 602)

Taught: Variable-check w/department

Topics and issues for the healthcare educator, researcher, and leader are examined. Selected issues affecting healthcare education will be explored.



CHP 604 Clinical Trials I - Principles of Drug D (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall, Spring and Summer

Review history of clinical research and how history influences the regulations currently set forth for executing drug development and clinical trial design world-wide. The various stages of the drug development process are examined as well as the ethical considerations and the roles and responsibilities of various contributors to the process.



CHP 605 Clinical Trials II - Planning and Initia (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CHP 604

Taught: Fall, Spring and Summer

Discuss the individual components that must be considered in designing a successful clinical trial. The roles and responsibilities of subjects, sites, sponsors and contract research organizations (CROs) in the early stages of a clinical trial are examined. Principles of project management and the application to clinical trials are also explored.



CHP 606 Clinical Trials III - Maintenance, Close (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CHP 605

Taught: Variable, check with department

Discuss the maintenance, close out and post-study activities in clinical trials and the roles and responsibilities of the sponsor, site, and other organizations. The various functional aspects include project management, quality and risk management, monitoring, site management, essential regulatory document maintenance, data management, biostatistics, and safety.



CHP 607 Trends and Issues in Clinical Research (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): CHP 604 and CHP 605

Taught: Fall, spring, summer

This course explores current and emerging trends or issues in clinical research. Journals, position papers, clinical guidelines and other sources are explored to gain an understanding of divergent viewpoints on the issue or trend and the overall impact on clinical research. Possible mechanisms for addressing trends or issues are discussed.



CHP 608 Health Care Marketing (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Bachelor's degree or permission of instructor

Taught: Fall and Spring

Unique challenges and limitations imposed by regulatory bodies and other considerations factor into marketing health care related products and services. This course uses case studies and projects to enable marketing plan

development responsive to legal and regulatory constraints, clinical evidence requirements, and reimbursement implications for pricing and product design.

CHP 609 New Product Development in Healthcare (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): CHP 501

Taught: Fall, spring and summer

Innovation and entrepreneurship in health care play important roles in advancing disease treatment and improving community health. This course will review successes and failures in product development across a spectrum of health care companies to provide the skills needed to move ideas to market with an increased likelihood of success.

CHP 610 Medical Language (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Bachelor's degree or permission of the instructor.

Taught: Fall, spring, summer

Understanding the roots of words used in medical terminology is critical to success in the health care field. This course focuses on learning word parts, including prefixes, suffixes, and roots, and the combination of these parts to form complex symptomatic, diagnostic, operative, and therapeutic medical terms.



CHP 611 Healthcare Commercialization Practicum (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): CHP 608, CHP 609, HSC 650, MHI 665

Prerequisite OR Co-requisite: CHP 610

Taught: Fall, spring, and summer

Putting theory into practice, students work in teams under faculty supervision to provide the analysis needed to move a new or proposed medical product to the next development stage. Expected products include competitive assessments, a value proposition framework, a customer input plan, proposed pricing, and an evidence generation plan.



CHP 692 Intensive Healthcare Scholarly Inquiry (0-3 credits)

Hours: 0-3 classroom + 0 lab/studio

Prerequisite(s): Enrollment in graduate CHP program.

Taught: Variable, check with department

Scholarly inquiry of a topic in a healthcare discipline at the graduate level. Inquiry may be a research study or scholarly project (evidence-based practice, quality improvement etc.).

CHP 694 Topics: Health Professions (1-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): Enrolled in graduate program in the College of Health Professions and Program Director or Chair permission.

Taught: Variable, check with department.

Student explores a topic of interest related to their field of study.

CHP 699 Independent Study: Health Professions (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Enrolled in graduate program in the College of Health Professions and Program Director or Chair permission.

Taught: Variable, check with department.

Student explores a topic of interest related to their field of study.

COLLEGE STUDENT DEVELOPMENT

CSD 610 Organization and Administration of Higher Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Students examine theories and practices relevant to understanding the organization and administrative activities of institutions of higher education.

CSD 640 Theories of College Student Development (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Examines and explores the major theories of student development. Discussion will be centered on the application of theories to the different types of student groups found on college campuses.

CSD 650 Student Affairs in Higher Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

The primary goal of this course is to provide a comprehensive introduction to the field of student affairs and its role within the context of American higher education.

CSD 689 Capstone Seminar: College Student (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COU 600, COU 610, COU 640, COU 650, CSD 610, CSD 640, CSD 650.

Taught: Variable, check with department

Professional seminar designed to integrate the core curriculum and practical experiences, and to prepare students for the transition to professional positions.



CSD 691 Internship: College Student Personnel (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COU 600, COU 640, COU 650, CSD 610, CSD 640, CSD 650.

Taught: Variable, check with department

The internship in student personnel is designed to provide students with the opportunity to integrate cognitive learning with practical experiences in the area of student personnel services.



COMMUNICATION

COM 500 Communication Seminar (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the Communication Graduate Program or teaching certificate or instructor permission.

Taught: Fall only-odd years

Designed as a review of the communication discipline. Students explore theories, areas of specialization, and various methodologies used in communication research. Inquiry and discussion pivot around key department areas of scholarly interest and emerging fields in communication.



COM 520 Relational Communication (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Senior or graduate standing.

Taught: Variable, check w/ department

Relationship-centered understandings of interpersonal communication. The role of communication in developing, sustaining, and terminating social and

personal relationships. Class may explore relational theories, concepts, and self-application.



COM 560 Rhetorical Criticism (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Senior or graduate standing.

Taught: Variable, check w/ department

Advanced seminar in the history, theory, methods and practice of rhetorical criticism.



COM 571 Critical Ethnography (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Senior or graduate standing.

Taught: Variable, check with department

Hands-on research seminar examining and practicing ethnographic research methods used to empower communities. Students travel to another culture to enact ethnographic research designs. Digital ethnography, service learning, field study, educational, and interactive research explorations.



COM 580 Sexuality and Communication (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite OR Co-requisite: Senior or graduate standing.

Taught: Variable, check with department

Exploration of topics, concepts, and theories related to communication and human sexuality. Relationships, sexual literacy, sexual identities, sexual practices, sex representations, and social control of sexuality.



COM 594 Intermediate Topics in Communication (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Senior or graduate standing.

Taught: Variable, check with department

Special topics course with readings and writings at the intermediate level. Course varies by instructor and section. Students must have a 3.0 or higher GPA to enroll in this course.



COM 595 Special Topics: Study Abroad (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Varies by topic, graduate standing required.

Taught: Variable, check with department

Varies by topic. Course includes a classroom portion and a trip abroad.



COM 601 Communication Theory (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

Introduces graduate students to the philosophical underpinnings of communication research and develops skills in theory construction.

COM 602 Quantitative Research Methods (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Approaches to and practice of quantitative human communication research. The course examines content analysis, surveys, experiments/quasi-

experiments, and mixed-methods approaches. Basic descriptive and inferential statistical analysis techniques also are covered.

COM 603 Business Communication (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

Principles and practices of methods of written and oral communications at the management level. Open only to graduate students. Same as ENG 603.

COM 604 Organizational Communication (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Seminar that explores the major theoretical perspectives and research findings within formal and informal organizations.

COM 620 Interpersonal Communication (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

Investigation of the communicative management of ongoing relationships; examination of how communication both creates and responds to exigencies of friendship.

COM 621 Communication Pedagogy (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Graduate course in pedagogy that addresses philosophical, theoretical and practical issues faced by the beginning college instructor.

COM 622 Family Communication (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check w/ department

Examines theories and research focused on understanding communication in family contexts.

COM 624 Gender and Communication (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COM 602.

Taught: Variable, check with department

This course examines how gender factors into communication processes, theories, and research. Class topics include interpersonal relationships, gender issues in organizations, rhetoric, public relations, media representations, globalized perspectives, and research methods.



COM 625 Issues in Communication Pedagogy (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Evaluation of healthy communicative practices for nurturing teaching practice and student-teacher relationships. Understandings of needs for students and instructors in the classroom. Exploration of the student condition from a communicative perspective. Not for general MA in Communication credit.

COM 630 Communication Ethics (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check w/ department

Theoretical and critical approaches to the study of ethics in communication. Examination of professional communication behavior in workplace settings.

COM 631 Communication Law (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check w/ department

Examines the Constitutional, statutory, and case law affecting the communication profession.

COM 640 Persuasion (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check w/ department

Theory and devices of persuasion; analysis of persuasive discourse.

COM 645 Intercultural Communication (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Students must have a 3.0+ GPA to enroll in the course.

Taught: Variable, check with department

The examination of advanced cross-cultural, intercultural, multicultural, and international theory and research in relation to communication perceptions and practices.



COM 655 Health Communication (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course is designed to introduce students to the wide range of scholarship about health communication. The course begins with an introduction to the field of health communication, ethical concerns in the health care environment, and the models that frame theory and empirical research in this area. Through textbook readings, case studies, and research projects, the following issues will be addressed: the creation of health meanings, health care socialization, health care teams, telemedicine, stress and burn-out among health care workers, and social support at the dyadic, group, and community levels.

COM 660 Communication and Social Justice (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to a graduate program or consent of instructor.

Taught: Variable, check w/ department

Exploration of work of some of the world's greatest thinkers and social change agents; examination of tools such as dialogue and narrative; cultural and communicative "grand narratives" to find ways of being better practitioners of justice in our lives, relationships, work, and society.



COM 671 Media Criticism (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check w/ department

Seminar in the application of rhetorical theory and criticism to television, film, and other media.

COM 677 Organizational Culture and Identity (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check w/ department

This course examines methods and theories regarding the management, development, and changing of organizational culture and identity. Students will learn tools for conducting cultural analyses for organizations; gain understandings of the factors that affect internal organizational identity; and develop practical understandings of how to negotiate public perceptions or organizations.

COM 680 Communication Teaching Practicum (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall and spring

Guided and hands-on teaching practice in the college communication classroom. Students must work with a Northern Kentucky University professor to directly engage the teaching process. Not for MA in Communication credit. By permission only.

COM 685 Language and Social Interaction (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COM 602

Taught: Spring only

This course offers methods for exploring verbal and non-verbal communication behaviors in language and social interaction. Transcription and analysis of everyday talk allows students to use research methods including conversation analysis, ethnomethodology, speech acts, and gesture analysis.



COM 687 Qualitative Research Methods (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only-odd years

Methodology and practice of qualitative research. Methods include inter-views, focus groups, ethnographic field studies, document analysis. Topics include research conceptualization, collection techniques, data analysis, reporting findings, crystallization.

COM 692 Directed Research in Communication (3 credits)

Hours: 0 classroom + 0 lab/studio

Prerequisite(s): COM 601 and COM 602.

Taught: Fall and spring

Specialized aspect or topic in communication chosen by student in consultation with an appropriate communication faculty member. Faculty member will closely supervise the student's research project.



COM 694 Topics: Communications (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Special Topics

COM 696 Graduate Internship in Communication (1-6 credits)

Hours: 0 classroom + 12 lab/studio

Prerequisite(s): COM 601 and COM 602.

Taught: Fall and spring

Students work under supervision in a professional setting in a communication field approved by the graduate program director in Communication. Student will be assigned additional reading and essays.



COM 699 Independent Study (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Regular admission to the COM program and consent of instructor.

Taught: Variable, check with department

An in-depth investigation of a student's interest in a particular subject or problem of concern, under the guidance of a faculty member who must approve the student's plan of study before registration and determine the appropriate reporting requirements.



COM 791 Comprehensive Examinations (0-1 credits)

Hours: 0 classroom + 0 lab/studio

Prerequisite(s): Approval of Communication Graduate Program Director.

Taught: Fall and spring

This course tests communication graduate students on their ability to understand, evaluate, synthesize, visualize, and/or apply communication theories, research methods, concepts, and/or tools learned from the Master's in Communication program. The comprehensive examination experience should constitute a rigorous and serious exploration of the student's abilities as a holder of the Master's degree.



COM 793 Applied Capstone Project (1-6 credits)

Hours: 0 classroom + 12 lab/studio

Prerequisite(s): Approval of Communication Graduate Program Director.

Taught: Fall and spring

A graduation capstone experience applying communication theories, methods, concepts, and/or tools to a tangible project. A written report will accompany the project.



COM 797 Thesis (1-6 credits)

Hours: 0 classroom + 12 lab/studio

Prerequisite(s): Permission of Communication Graduate Program Director.

Taught: Fall and spring

The planning, execution, and thorough documentation of a research project as conducted with the assistance of a faculty advisor.



COM 798 Continuing Capstone Project (1 credit)

Hours: 0 classroom + 0 lab/studio

Prerequisite(s): Permission of Communication Graduate Program Director.

Taught: Fall and spring

Continued work for students who are pursuing comprehensive examination, applied capstone, or thesis project completion. Course only for students who have exhausted maximum enrollment in thesis, applied capstone project, or comprehensive examination coursework.



COMPUTER INFORMATION TECHNOLOGY

CIT 500 Information Technology Fundamentals (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of MSCIT director.

Taught: Variable, check with department

Fundamentals of UNIX system administration, including use of the shell, users and groups, cron. Computer networking basics, including networking fundamentals, LAN switching, and IP routing.



CIT 501 Scripting (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Permission of MSCIT director.

Taught: Variable, check with department

Introduction to programming in a scripting language, including applications to both system administration and web development.



CIT 530 Computer Forensics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 500 or consent of MSCIT director.

Taught: Fall and spring

Computer and network forensics principles; incident response process; forensic duplication and analysis; reconstruction of computer activities; network-based evidence for intrusions; forensics tools.



CIT 536 Web Server Administration (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 500.

Prerequisite OR Co-requisite: CIT 501 or consent of MSCIT director.

Taught: Variable, check with department

Web server administration concepts; installing and configuring a web server; proxy server; name resolution; web server security and maintenance; server-side technologies and tools; monitoring and analyzing the web environment.



CIT 538 Cloud Computing (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): CIT 500 and CIT 501 or consent of MSCIT director.

Taught: Variable-check w/department

An introduction to the concepts and technologies of cloud computing, including designing, operating, upgrading, and securing cloud systems. Concepts and technologies covered include server and network virtualization, load balancers, caches, service delivery, configuration management, monitoring, and capacity planning.



CIT 547 Network Design/Troubleshooting (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 500 or consent of MSCIT director.

Taught: Variable, check with department

Network and transport protocols; switch and router configuration; network topologies, network design, and routing; VLANs; capacity planning and redundancy; routing protocols; wide-area networks; layer 2 and layer 3 troubleshooting; IPv4 and IPv6; network management and security.



CIT 551 Advanced Windows System Administration (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): C- or better in CIT 500.

Taught: Variable, check with department

Active directory configuration, network infrastructure configuration, application infrastructure configuration; specific topics include Active Directory and its security, Domain Name System, DHCP infrastructure, routing, remote access, advanced firewall and network access protection, IIS security, FTP, SMTP, Media Server.



CIT 565 Storage Administration (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 547 or consent of MSCIT director.

Taught: Variable, check with department

This course covers information storage and management, storage system environment, disks, RAID, logical volume management, storage networking fundamentals, direct attached storage, storage area networks, network attached storage, content addressed storage, storage virtualization, data

backup and recovery.



CIT 570 Advanced Network and System Administration (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 501 and CIT 547 or consent of MSCIT director.

Taught: Variable, check with department

Administering networks of computer systems as a team; user account management and LDAP; network file systems; e-mail servers; automated installs; help desk software and management; and data centers.



CIT 572 Database Administration (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 500.

Prerequisite OR Co-requisite: CIT 501 or consent of MSCIT director.

Taught: Variable, check with department

Database administration concepts; procedural extensions to SQL; installing and configuring a database server; creating and configuring database instances; user management and security; backup and monitoring activities.



CIT 580 Securing Computer Systems (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 500 or consent of MSCIT director.

Taught: Fall and spring

An introduction to the concepts and technologies of computer security, with a focus on the practical aspects of securing computers, including common security threats and computer crime, authentication, cryptography, mal-ware, operating systems security, and network security.



CIT 583 Scripting II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 500 and CIT 501 or consent of the MSCIT director.

Taught: Fall only

Advanced programming in a dynamically typed language, including techniques such as passing blocks, dynamic dispatch, and domain specific languages. The class will apply these techniques to IT applications, including interfacing to network services and parsing complex data formats like HTML and XML.



CIT 584 Network Security (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 500 or consent of MSCIT director.

Taught: Variable, check with department

In-depth study of firewalls and intrusion detection/prevention systems; incident response; security protocols and VPNs; network server security; viruses and worms; wireless security; network security architecture and policy development.



CIT 585 Advanced Cybersecurity (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): CIT 580 or consent of MSCIT director.

Taught: Variable, check with department

Advanced topics with a focus on cyber operations, including data collection, network security monitoring, event analysis, incident response, and binary

analysis.



CIT 594 Intermediate Graduate Topics: CIT (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Varies with topic (see Schedule of Classes).

Taught: Variable, check with department

Various intermediate graduate topics in Computer Information Technology. May be repeated for credit when topics vary.



CIT 596 CIT Practicum (0-3 credits)

Hours: 0-3 classroom + 0 lab/studio

Prerequisite(s): Consent of MSCIT director.

Taught: Variable, check with department

Students will work on information technology projects and make use of project management techniques that allow them to apply academic knowledge to real world situations. Course does not count as a regular elective in the MSCIT program.



CIT 599 Intermediate Independent Study (1-3 credits)

Hours: 0 classroom + 0 lab/studio

Prerequisite(s): Regular admission to MSCIT program and consent of instructor.

Taught: Variable, check with department

Intermediate Independent Study.



CIT 630 Ethical Hacking (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 530 or CIT 580 or consent of MSCIT director.

Taught: Variable, check with department

Study phases of cyber-attacks and different techniques used for hacking operating systems, servers, networks and applications. Gather information for ethical hacking and be able to use tools to perform vulnerability assessment and penetration testing. Identify countermeasures to host-based, network/web-based and malware attacks.



CIT 637 Wireless Networks (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 500 or consent of MSCIT director.

Taught: Variable, check with department

Provides students with the requisite skills to be able to successfully plan, deploy and manage wireless networks, focusing on IEEE 802.11 and related standards. Security issues specific to WLANs will be explored. Lab sessions involve configuring 802.11 networks and analyzing performance.



CIT 644 Web Security (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 536 or consent of MSCIT director.

Taught: Variable, check with department

Secure configuration of web servers and web applications, including authentication, access control, and SSL/TLS. Threat modeling and security assessment. Web application firewalls and IDS.



CIT 661 Routing (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 547 or consent of MSCIT director.

Taught: Variable, check with department

This course examines the fundamentals and complexities in designing, maintaining, and troubleshooting a broad range of network designs and technologies. It covers multi-area open shortest path first (OSPF), integrated intermediate system to intermediate system (IS-IS), border gateway protocol (BGP), advanced route optimization, network architecture design, inter-VLAN routing, spanning tree protocols (STPs) integration with VLANs, and centralized security through remote access, etc.

CIT 668 System Architecture (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 538 or consent of MSCIT director.

Taught: Variable, check with department

System architecture specification, design, deployment, maintenance, documentation, monitoring, and migrations. Focuses on systems for large scale distributed environments with high reliability requirements.

CIT 672 Advanced Database Administration (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 572 or consent of MSCIT director.

Taught: Variable, check with department

Database recovery and backup, incomplete recovery, user errors recovery, database corruption, database performance tuning, query execution plans, and monitoring/managing storage.

CIT 677 Data Mining Tools and Techniques (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CIT 572 or consent of MSCIT director.

Taught: Variable, check with department

This course provides students with understanding of data mining concepts such as classification, association rules, clustering, visual methods, text mining, web mining, etc. The class focuses on intensive setup and usage of existing data mining tools.

CIT 693 Best Practices in Information Technology Seminar (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Successful completion of 18 credits toward MSCIT degree.

Taught: Variable, check with department

Examination and presentation of best practices methodologies in information technology. IT papers and reports readings. The seminar will require assignments that build organizational competencies such as communication skills, team-work, and critical thinking.

CIT 694 Advanced Graduate Topics: CIT (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Varies with topic (see Schedule of Classes).

Taught: Variable, check with department

Various advanced graduate topics in Computer Information Technology. May be repeated for credit when topics vary.

CIT 699 Advanced Independent Study (1-3 credits)

Hours: 0 classroom + 0 lab/studio

Prerequisite(s): Regular admission to MSCIT program and consent of instructor.

Taught: Variable, check with department

Advanced Independent Study.

COMPUTER SCIENCE

CSC 500 Object-Oriented Programming (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): EDG 602 or consent of MSCS program director.

Taught: Variable-check w/departement

Basic and intermediate object-oriented programming concepts and practice. Objects, classes, inheritance, polymorphism. Recursion. Exception handling. Use of container types. Graphical user interfaces.

CSC 501 Data Structures and Computer Systems (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): CSC 500 or consent of MSCS program director.

Taught: Variable, check with department

Analysis and efficient implementation of container types such as stacks, queues, hash tables and search trees; sorting algorithms; computer organization concepts including binary representations and arithmetic, digital circuits, the CPU, memory and I/O system.

CSC 502 Advanced Programming Methods (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 501 or consent of MSCS program director.

Taught: Variable, check with department

High-performance OO and generic programming in C++; concurrent and distributed programming; STL; multi-paradigm design patterns; extensive practice with sophisticated programming projects.

CSC 507 Concepts of Programming Languages (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 501 or consent of MSCS program director.

Taught: Variable, check with department

History of high-level languages; grammars and the compilation process; axiomatic semantics; language design and implementation issues; procedural, object-oriented, functional, and logic programming paradigms; case studies in important contemporary languages.

CSC 515 Android Mobile App Development (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 501 or consent of MSCS program director.

Taught: Spring only

Introduces, explores and reinforces the Android app development language, environment and software development kit; examination of mobile applications and data sources; leveraging GUIs; examination of Android onboard sensors and hardware.

CSC 516 iOS Mobile App Development (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 501 or consent of MSCS program director.

Taught: Spring only

Introduces, explores and reinforces the iOS app development language for iPhones, environment and software development kit; examination of mobile applications and data sources; leveraging GUIs; examination of iPhone onboard sensors and hardware.



CSC 525 Artificial Intelligence (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 501 or consent of MSCS program director.

Taught: Spring

Basic principles, theories, techniques and applications of artificial intelligence offered as breadth-based introduction to artificial intelligence. Topics include state space search, heuristics, knowledge representation and reasoning, machine learning including decision trees, neural networks, support vector machines. Applications areas include computer vision and natural language processing.



CSC 533 Computer Networks (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 501 or consent of MSCS program director.

Taught: Variable, check with department

Circuit/packet switching networks, TCP/IP model, multimedia networks, socket programming, network protocol analysis and development.



CSC 539 Software Testing and Maintenance (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 501 or consent of MSCS program director.

Taught: Fall only

Techniques in computer software implementation, testing, configuration management and maintenance. Testing and maintenance of a large-scale software project by students working in teams.



CSC 540 Software Engineering (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 502 or consent of MSCS program director.

Taught: Spring only

Techniques in computer software specification, design, implementation, testing, documentation, and maintenance; development of large-scale project by students working in teams.



CSC 556 Advanced Web Application Development (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 500 or consent of MSCS program director.

Taught: Variable, check with department

Advanced technologies for developing web applications for business and industry. Focus on the design and development of scalable, robust, and extensible web applications; different frameworks for developing web applications and the software build process. Web component design and programming, data access, product packaging, and application deployment.



CSC 560 Operating Systems (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 501 or consent of MSCS program director.

Taught: Spring only

Internal structures and algorithms for file systems, I/O memory management and process scheduling; examples drawn from contemporary operating systems such as Unix and Windows.



CSC 562 Computer Architecture (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 501 or consent of MSCS program director.

Taught: Variable, check with department

Implementation of control unit and arithmetic-logic unit, microprocessor organization and design, main memory and cache organizations, I/O subsystem; RISC vs. CISC instruction sets, pipelining, parallel processing; mechanisms for evaluating computer architectures and microprocessor performance.



CSC 564 Design and Analysis of Algorithms (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Regular admission to MSCS program.

Taught: Variable, check with department

Proofs of time and space bounds on important algorithms; advanced algorithms on graphs, sequences and sets; divide-and-conquer and dynamic programming; randomized algorithms; parallel algorithms.



CSC 580 Computer Graphics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 501 and MAT 234 or equivalent, or consent of MSCS program director.

Taught: Variable, check with department

Real-time graphics programming using a contemporary 3D API; affine and projective transformations; illumination and shading algorithms; representation and rendering of meshes; 3D picking; clipping and frame-buffer techniques; object-oriented scene graphs.



CSC 582 Computer Security (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 502 or consent of MSCS program director.

Taught: Fall

Theory and algorithms of computer security, including security policies, access control, secure programming, identity and authentication, information flow, and information assurance techniques.



CSC 584 Cryptography (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Cryptology of classical ciphers, DES and AES, public key cryptosystems, authentication and cryptographic hash functions.



CSC 585 Theory of Computation (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Regular admission to MSCS program.

Taught: Fall only

Regular and context-free grammars; Turing machines; recursive and recursively

enumerable languages; uncomputability; the Chomsky hierarchy; complexity classes such as P, NP, and NP-complete.



CSC 594 Topics: Computer Science (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Regular admission to MSCS program and consent of instructor.

Taught: Variable, check with department

Various advanced topics.



CSC 596 MSCS Practicum (1-3 credits)

1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of MSCS program director.

Taught: Variable, check w/ department

Students will work on software development or related computer science projects and make use of project management techniques that allow them to apply academic knowledge to real world situations. With prior approval of the MSCS Director, one 3 credit hour 500-level elective class may be substituted by 6 credit hours of internship (CSC 596 - CS Practicum). These credits can be taken in multiple semesters.



CSC 599 Intermediate Independent Study (1-3 credits)

Hours: 0 classroom + 0 lab/studio

Prerequisite(s): Regular admission to MSCS Program, consent of instructor.

Taught: Variable, check with department

Intermediate Independent Study.



CSC 601 Advanced Programming Workshop (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 502 or placement.

Taught: Variable, check with department

Practitioners' workshop on creative approaches to challenging, realistic programming problems; use of appropriate tools and critical evaluation of solutions.



CSC 625 Advanced Artificial Intelligence (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 525.

Taught: Fall, odd years

In-depth study of current topics in artificial intelligence such as machine learning, pattern recognition, intelligent agents, data mining, and natural language understanding. Specific topics may vary by semester.



CSC 640 Advanced Software Engineering (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 540.

Taught: Variable, check with department

Effective software development methods: software design, quality managing, improving the software process.



CSC 645 Software Interface Design and Human Factor (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 540.

Taught: Variable, check with department

Graphical user interfaces for computer applications; usability engineering research and practice; software tools; design and implementation projects.



CSC 650 Advanced Database Systems (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 501

Taught: Variable, check with department

Relational databases; Structured Query Language; entity-relationship model; ER to relational; relational algebra; normalization theory; indexing; evaluation of relational operators; relational query optimization; concurrency control; crash recovery.



CSC 660 Advanced Operating Systems (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 560 and CSC 502.

Taught: Variable, check with department

Advanced operating system capabilities such as concurrency, networking, distributed file systems, clustering, and multiprocessing; case studies in design and internal organization of contemporary operating systems.



CSC 666 Secure Software Engineering (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 540, CSC 582

Taught: Spring, odd years

Secure software development processes, threat modeling, security requirements and policies, secure architecture and design, secure coding principles, verification and validation of software security.



CSC 670 Social Implications of Computing (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 500 or consent of MSCS program director.

Taught: Variable, check with department

Social, ethical, and legal issues arising in development and dissemination of computer software and its associated technologies; critical thinking and written expression. Assumes experience in professional software development.



CSC 682 Advanced Computer Security (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 582

Taught: Spring, even years

Advanced topics in computer security including selections from the following areas: access control, cryptology of modern ciphers, critical infrastructure protection, information warfare, intrusion detection, language-based security, security protocols, software security, steganography, and usable security.



CSC 685 Logic and Computation (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CSC 502 and CSC 585.

Taught: Variable, check with department

Introduction to formal reasoning applied to computer science; propositional and predicate logic; algebraic specification of abstract data types; program

correctness; survey of computability theory.



CSC 694 Advanced Graduate Topics Computer Science (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Regular admission to MSCS program and consent of instructor.

Taught: Variable, check with department

Various topics. May be repeated for credit when topics vary.



CSC 699 Independent Study/Directed Readings (1-3 credits)

Hours: 0 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department



CSC 797 Thesis Direction (1-6 credits)

Hours: 0 classroom + 0 lab/studio

Prerequisite(s): Consent of MSCS program director.

Taught: Variable, check with department

Guided thesis direction for students electing the thesis option for the MS in Computer Science.



CSC 798 Thesis Continuation (1-6 credits)

Hours: 0 classroom + 0 lab/studio

Prerequisite(s): Consent of MSCS program director and CSC 797.

Taught: Variable, check with department

The second semester of the guided thesis for students electing the thesis option for the MS in Computer Science.



CONSTRUCTION MANAGEMENT

CMGT 620 Managing Risk in Construction (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): BUS 605

Taught: Variable, check with department

This course is an in-depth study in the management of risks affecting the construction business and construction projects. Students will be exposed to the concepts and tools of risk tolerance, risk breakdown structures, risk registers, risk matrices, and the different strategies and actions involved in risk response and control.



CMGT 621 Controlling Construction Projects (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): BUS 605

Taught: Variable, check with department

This course provides the students with advanced skills in managing and controlling the construction project. The goal is to provide the student tools and techniques to manage the project triple constraint; time, cost, and quality.



CMGT 622 Contract Administration for Construction (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): BUS 605

Taught: Variable, check with department

This course provides the students with a general survey of construction

contracts including contract formation, contract parties, and contract risk sharing and allocation. The course will expose the students to major legal principles used for contract interpretation.



COOPERATIVE EDUCATION

CEP 600 Graduate Cooperative Experience (1-3 credits)

Hours: 0 classroom + variable lab/studio

Taught: Fall, spring, and summer

Supervised work experience relating to a graduate student's degree program; employment planned, supervised, coordinated by employer, faculty coordinator, and a member of the Career Development staff. Open to all graduate students. Does not satisfy any graduation requirements. May be repeated. Graded pass/fail.

COUNSELING

COU 545 Children and Families in Health Care (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior or graduate standing.

Taught: Variable, check with department

This course introduces the theory and practice of Child Life, demonstrating how child life specialists provide emotional care and meet the developmental needs of pediatric patients and their families.



COU 575 Mindfulness and Contemplative Practices (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior or graduate standing.

Taught: Variable, check with department

This course invites students to explore mindfulness and contemplative practices. Research indicates these practices can benefit individuals in the helping professions by strengthening concentration and insight as well as enhancing empathy and compassion. These practices have the potential to prevent burnout and foster resilience for professionals whose daily work involves emotional engagement and caring.



COU 580 Research Tools in Counseling (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Research, technology, and communication competencies required for graduate-level coursework in counselor education: use of library resources for researching the counseling literature; written communication using APA style; basic data analysis and interpretation; computer competencies expected for incoming counseling students.

COU 592 Directed Research: Couns & Human Svcs (0-6 credits)

Hours: 0-6 classroom + 0 lab/studio

Prerequisite OR Co-requisite: Department permission.

Taught: Variable, check with department

Original research in counseling or human services directed by a member of the Counseling or Human Services faculty.



COU 594 Special Topics in Counseling (1-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): Junior or graduate standing.

Taught: Variable, check with department

In-depth study of contemporary topics in counseling. Topic listed in Schedule of Classes; may be repeated for credit when topics differ.



COU 596 Internship in Addictions (1-12 credits)

1-12 classroom + 0 lab/studio

Prerequisite(s): Department permission.

Taught: Variable, check with department

An intensive addiction treatment field placement in a community setting under the direction of an approved on-site clinical supervisor as well as a member of the program faculty on campus. Students may repeat course until they have accrued internship hours necessary for program requirements, up to 12 semester hours.



COU 600 Orientation to Clinical Mental Health Counseling (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to program or consent of program director.

Taught: Variable, check with department

A survey of the historical, philosophical, societal, cultural, economic and political dimensions of and current trends in the community mental health movement; a historical perspective of the counseling profession, counselor roles and functions, and professional affiliations.



COU 601 Legal and Ethical Issues in Counseling (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to program, COU 600 or COU 602.

Taught: Variable, check with department

Focus on the skills and competencies critical to dealing effectively with the complex ethical, legal, and social issues of counseling in a multicultural society; focus on decision-making models in response to the major ethical topics and emerging ethical and legal issues; overview of licensure/certification issues.



COU 602 Orientation to School Counseling (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the School Counseling program or consent of director.

Taught: Variable, check with department

Foundations course designed to increase student's knowledge base of the profession of school counseling including the history of the profession. This course serves as a basis for the rest of the school counseling program and orients students to using the American School Counselor Association's (ASCA) National Standards.



COU 610 Counseling Diverse Populations (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to counselor education program or consent of counselor education program director.

Taught: Variable, check with department

Focus on the cultural context of the counseling relationship; examination of issues and concerns related to such factors as culture, ethnicity, age, gender, sexual orientation, religious and spiritual values, socioeconomic status and

various unique characteristics.



COU 620 Human Development (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Counselor Education Program.

Taught: Variable, check with department

Theories of human development; developmental crises, tasks and transitions across one's lifespan; nature vs. nurture; theories of learning and personality development; strategies for facilitating optimal human development; developmental model of counseling.



COU 621 Counseling Children and Adolescents (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COU 640, COU 641 and admission to program.

Taught: Variable, check with department

Theories and techniques for developmental counseling with children.



COU 622 Crisis Intervention in Schools (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to program.

Taught: Variable, check with department

This course focuses on preparing students in: (a) crisis preparation and response and (b) clinical intervention with children and adolescents.



COU 630 Career Counseling (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to program.

Taught: Variable, check with department

Educational and career planning; career development theories; decision-making models; assessment inventories for career and educational counseling; resources for career and educational planning; computer-assisted career development.



COU 631 College Advising and Comprehensive School Counseling (3 credits)

Hours: 3 classroom + 0 studio/lab

Prerequisite(s): COU 630 or approval of program director or program coordinator.

Taught: Variable, check with department

The College Advising and Comprehensive School Counseling course provides advanced training in the eight components of college and career readiness recommended by the College Board and the National Office of School Counselor Advocacy. The course will provide a comprehensive, systemic approach for ensuring k-12 students have increased access to post-secondary opportunities and are given the tools necessary for achieving success in college.



COU 640 Counseling Techniques (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COU 600 or COU 602 and COU 601

Taught: Variable, check with department

Introduction to the knowledge, techniques, skills, and processes basic to initiating and conducting an effective counseling relationship; discussion and

attention to the specific nature and process of helping, as well as the unique attitudes and skills required of the effective helper.



COU 641 Theories in Counseling and Psychotherapy (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to program.

Taught: Variable, check with department

Examination of the major models of counseling and psychotherapy; theoretical integration; review of outcome research; common factors model; brief counseling models.



COU 642 Counseling Families and Couples (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COU 640, COU 641, and admission to program.

Taught: Variable, check with department

A review of issues related to family and couples and various theories of family counseling; theoretical foundations, ethical, and legal concerns will also be addressed.



COU 650 Theories and Practice of Group Counseling (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COU 600 or COU 602, COU 640, COU 641 and Admission to program.

Taught: Variable, check with department

Theoretical and experiential introduction to the nature of group counseling, group dynamics, and group leadership; focus on principles of group dynamics include group process components, developmental stage theories, and group members' roles and behaviors.



COU 654 School Counseling Services (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the school counseling program.

Taught: Variable, check with department

The organization, administration and delivery of school counseling services in grades K-12 (elementary, middle, and secondary schools).



COU 660 Assessment and Evaluation in Counseling (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to program.

Taught: Variable, check with department

Basic statistical concepts and psychometric principles; examination of the most frequently used assessment procedures in counseling; outcome evaluation; multicultural issues; ethical and legal issues involved in the use of assessment procedures by licensed counselors.



COU 661 Evaluation of Mental Disorders (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COU 660 and COU 670.

Taught: Variable, check with department

Advanced Assessment.



COU 670 Diagnosis of Emotional/Mental Disorders (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COU 660 and admission to program.

Taught: Variable, check with department

Examination of the major mental disorders in the current version of the DSM; development of diagnostic and case conceptualization skills; medical model of psychopathology; major theories of etiology & treatment; diagnostic principles; differential diagnosis; diagnostic errors; ethical & legal issues involved in clinical diagnosis.



COU 671 Treatment Planning in Counseling (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COU 670 or consent of instructor and admission to program.

Taught: Variable, check with department

Integration of diagnostic, case conceptualization, and treatment planning skills; review of best practice guidelines; empirically-supported treatments; outcome research; treatment manuals; treatment planning in a managed care context.



COU 672 Psychopathology (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Counselor Education Program.

Taught: Variable, check with department

Introduction to the field of psychopathology. Course topics will include historical conceptualizations of mental illness, major categories of mental disorders, and current taxonomic systems.



COU 673 Counseling At-Risk Populations (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the counseling programs.

Taught: Variable, check with department

This course will provide counseling students with a theoretical foundation and working knowledge of contemporary counseling interventions for working systemically with at-risk individuals. Students will learn to assess at-risk behaviors, and will gain exposure to the developmental, contextual, ethical, and professional practice issues associated with them. Students will be introduced to prevention and intervention strategies, as well as means of fostering resiliencies within clients.



COU 674 Crisis Counseling and Crisis Intervention (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Counseling Program(s).

Taught: Variable, check with department

This course provides an introduction to the theories, principles and concepts of crisis intervention, as well as an overview of the field's history and development. Particular attention is given to the various contemporary techniques of crisis intervention and resolution used in community, school, family and individual counseling settings, with the intent of helping students learn the practical skills necessary to work with people in crisis.



COU 675 Substance Use and Addictions (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Counselor Education Program.

Taught: Variable, check with department

This course thoroughly examines substance use and addictions in multiple

populations. Students will learn how to recognize the problems of substance use and addictions, the effects of drugs and addictions on the client and others, etiology, and counseling and treatment.



COU 678 Clinical Supervision (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COU 690 or department permission.

Taught: Variable, check with department

This course provides an introduction to concepts, processes, and models of supervision. The course will review multicultural, ethical, and legal considerations, assessment and evaluation procedures, and organizational processes for managing and supervision process.



COU 680 Research Methods and Program Evaluation (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Development of skills for critically evaluating the professional literature; hypothesis generation and testing; examination of quantitative and qualitative research designs; outcome and program evaluation; basic statistical procedures for analyzing data; professional communication of research results.

COU 690 Counseling Practicum (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Department Permission

Taught: Variable, check with department

Supervised practice of counseling skills and professional activities aimed at integrating/applying students' cumulative developmental and knowledge base in an ethical, reflective, and culturally responsive manner. Students must successfully complete at least 100 clock hours with 40 hours of direct service. Satisfactory performance must be demonstrated to proceed to Internship.



COU 691 Clinical Mental Health Counseling Internship (1-12 credits)

Hours: 1-12 classroom + 0 lab/studio

Prerequisite(s): Department permission.

Taught: Variable, check with department

An intensive counseling field placement in a mental health oriented setting under the direction of an approved on-site clinical supervisor as well as a member of the program faculty on campus. Students may repeat course until they have successfully accrued internship hours necessary to meet course requirements. May be repeated for additional credit, up to 12 semester hours.



COU 692 School Counseling Internship (1-12 credits)

Hours: 1-12 classroom + 0 lab/studio

Prerequisite(s): Permission of department.

Taught: Variable, check with department

An intensive counseling field placement in a school counseling oriented setting under the direction of an approved on-site clinical supervisor as well as a member of the program faculty on campus. Students may repeat course until they have successfully accrued internship hours necessary to meet course requirements. May be repeated for up to a total of 12 semester hours.



COU 694 Special Topics in Counseling (1-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): Admission to counselor education programs or department

permission.

Taught: Variable, check with department

In-depth study of contemporary topics in counseling. May be repeated for additional credit when topic varies. May be repeated for up to a total of 9 semester hours. See Schedule of Classes for current offerings.



COU 699 Independent Study: Counseling (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Admission to Counselor Education Program and consent of instructor prior to registration.

Taught: Variable, check with department

Individualized readings, research and/or projects relating to professional counseling and developed by students in consultation with faculty prior to registration. Not intended to substitute for any course offered on a regular basis. Repeatable when topics vary.



DOCTOR OF NURSING PRACTICE

DNP 800 Theory and Research for EBP (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): DNP students- admission to the DNP program

MSN students - MSN 600

Taught: Variable - check w/department

Identification, critique, analysis, synthesis, application and evaluation of evidence to support clinical and organizational practices. This course will provide students with knowledge to interpret evidence and theoretical concepts for use in nursing practice and healthcare systems.



DNP 801 Epidemiology and Population Health (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): DNP 800.

Taught: Variable - check w/department

The use of epidemiologic and biostatistical data for the development of evidence based recommendations for clinical prevention and population health are explored. Concepts of public health, environmental/occupational health, determinants of health, cultural diversity, ethics, emerging infectious diseases and emergency disaster preparedness are applied to advance nursing practice.



DNP 802 DNP Role Development (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into DNP program.

Taught: Variable - check with department

Examination of the advanced nursing practice roles through an in-depth analysis of the American Association of College of Nursing AACN *Essentials of Doctoral Education for Advanced Nursing Practice*. Emphasis is placed on exploring the roles of the clinical scholar and leader associated with the scholarship of discovery, integration, and application of knowledge to solve problems across disciplines.



DNP 803 Leadership in Organizations and Systems (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): DNP 800

Taught: Variable - check with department

Examine organizations, identify system issues, and identify leadership principles in facilitating organization-wide changes in practice delivery; promote communication and collaboration with interprofessional teams. Conceptualize new care delivery models that are based in contemporary nursing science and that are feasible within current organizational, political, cultural, and economic perspectives.

◆

DNP 804 Economics & Fin. Aspects of Healthcare (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): DNP 800

Taught: Spring only

Principles of business, finance, and economics are explored to develop and implement evidence based health care practice to improve quality of care across systems. Additionally cost effective strategies to promote and sustain financial viability of practice initiatives are analyzed and applied.

◆

DNP 805 Quality Improvement Strategies (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): DNP 800 or MSN 602

Taught: Variable - check with department

This course explores the design, implementation, and outcomes of quality improvement initiatives for patient populations, communities, and health care systems. Students will assess organizational culture, qualitative initiatives, and patient safety data to translate findings into systems changes. Systems leadership principles are utilized to facilitate organization-wide changes in practice delivery.

◆

DNP 806 Program Dev/Imp/Eval for Health Care (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): DNP 800

Taught: Variable - check with department

Provides the students with the skills to conduct strategic analysis and planning for program development, implementation and evaluation within health care systems. The use of models and theories to enhance healthcare outcomes are incorporated. The principles of working with interprofessional teams are included to improve healthcare.

◆

DNP 808 Health Care Policy (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): DNP 800

Taught: Variable - check with department

The complexity of health care policy development and legislation as well as health care policy's economic, political, social, and ethical impact on nursing, systems, and populations will be examined. The leadership role of the advanced practice nurse as a change agent to influence health care policy will be investigated.

◆

DNP 816 Analysis & Applic of Health Data for ANP (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite OR Co-requisite: DNP 800 or MSN 602

Taught: Variable, check w/ department

Understanding and analysis of health data for application to evidence-based nursing practice for public health, health promotion, clinical prevention, and

population health. Emphasis is placed on the use of health data and the best evidence in the application and evaluation of recommendations to improve health outcomes.

◆

DNP 820 Integrative Application of EBP I (1-2 credits)

Hours: 1 classroom + 6-12 lab/studio

Prerequisite(s): STA 814 and DNP 801.

Co-requisite(s): DNP 802.

Taught: Summer only

This class provides the student with the necessary information to identify, develop, implement, evaluate and disseminate an independent analytic scholarly project focusing on problems of practice within specific populations. This course is centered on the students' topic of interest. The student must complete 100 hours in the clinical area.

◆

DNP 821 Integrative Application of EBP II (1-2 credits)

Hours: 1-2 classroom + 0 lab/studio

Prerequisite(s): MHI 815 and DNP 803.

Co-requisite(s): DNP 804.

Taught: Spring only

This class continues with the students' portfolio which builds on the necessary information to identify, develop, implement, evaluate and disseminate an independent analytic scholarly project focusing on problems of practice within specific populations. This course is centered on the students' topic of interest. The student must complete 100 hours in the clinical area.

◆

DNP 822 Clinical Residency Capstone/Dissertation (1-3 credits)

Hours: 3 classroom + 19-25 lab/studio

Prerequisite(s): DNP 820 and DNP 821.

Taught: Spring only

This class includes the last 300 of the 500 clinical hours required. The DNP program culminates in the successful completion of a capstone project, which is designed by the student in collaboration with a 3- member committee. The scholarly project must be a significant, evidence- based contribution to existing nursing knowledge and be suitable for publication in a peer reviewed journal or a book. The evidence based practice project is a scholarly process to address a clinical or system problem relevant in nursing aimed at improving healthcare practice and outcomes.

◆

DNP 840 Nurse Anesthesia DNP Proseminar (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the Nurse Anesthesia Program (NAP).

Taught: Variable, check with department.

Emphasis is on the underpinnings of the advanced nursing practice clinical doctorate and the nurse anesthesia specialty through exploration of the AACN DNP Essentials and the COA Standards for Accreditation of Nurse Anesthesia Programs: Practice Doctorate.

DNP 841 System/Organizational Leadership in NA (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the Nurse Anesthesia Program (NAP).

Taught: Variable, check with department.

An overview of systems and organizational leadership. The student will explore leadership styles while incorporating systems thinking with relevant

theories to advance innovation in decision making, leadership, interprofessional and intraprofessional communication/collaboration and practice.

DNP 842 Economics of Healthcare in NA (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the Nurse Anesthesia Program (NAP).

Taught: Variable, check with department.

Application of business, economics, and financial management principles in healthcare are examined with emphasis on anesthesia practice, including the business of anesthesia, practice management, reimbursement methodologies, and payment policies. Developing and monitoring budgets for practice initiatives with strategies to promote and sustain financial viability of anesthesia practice and healthcare.

DNP 843 Health Policy Leadership in NA (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the NAP.

Taught: Variable, check with department.

Health care policy's economic, political, social, and ethical impact on advanced practice nursing, systems, and populations will be examined. The leadership role of the nurse anesthetist as an advanced practice nurse in the role of a change agent will be emphasized.

DNP 850 Chemistry and Physics for Anesthesia (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program.

Taught: Variable-check w/department

This course examines fundamental principles of chemistry, biochemistry, and physics applying to anesthesia practice and pharmacological agents. The scientific laws predicting behaviors of solids, liquids, gases, and vapors are emphasized. Other topics include anesthesia delivery systems, anesthetic agents, flammability, CO₂ absorption, electricity among others.

DNP 851 Pro Aspects/Role Dev in Nurse Anesthesia (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): Admission to the Nurse Anesthesia Program.

Taught: Variable-check w/department

This course focuses on the professional role development of the nurse anesthetist as a clinician, leader and clinical scholar with a population focus of the family and individual across the lifespan.

DNP 852 Basic Principles of Anesthesia I (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program, DNP 850, BIO 868 and BIO 880.

Taught: Variable-check w/department

First of two basic principles courses providing an analysis of fundamental principles of anesthesia management and practice with an emphasis on best practices and the safe use of anesthesia delivery systems and related equipment. AANA Standards for Nurse Anesthesia Practice and theory are synthesized emphasizing culturally competent individualized care across the life span. Topics include patient safety, perianesthesia continuum, critical thinking, communication, leadership, and professional role. Content focuses on

preoperative assessment and preparation; equipment, instrumentation, and technology; airway equipment/management; fluid/blood replacement; interpretation of data; positioning; general anesthesia; and documentation. Patient simulation labs will be utilized for developing psychomotor skills.



DNP 853 Basic Principles of Anesthesia II (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program, DNP 852, and BIO 869.

Taught: Variable-check w/department

Second of two basic principles courses that synthesizes the AANA Standards for Nurse Anesthesia Practice and theory with an emphasis on providing culturally competent individualized anesthesia care across the life span including topics addressing patient safety, the perianesthesia continuum, critical thinking, communication, leadership, and professional role. Content will focus on advanced airway management, regional anesthesia techniques, monitored anesthesia care and conscious sedation, pain management and theory, post-anesthesia care, respiratory therapy, and other related anesthesia techniques. Patient simulation labs will be utilized to develop psychomotor skills, along with introduction to the operating room providing the foundation for clinical courses.



DNP 854 Advanced Health Assessment (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program, DNP 850, BIO 868 and BIO 880.

Taught: Variable-check w/department

This course is designed to develop and enhance advanced health assessment skills of the practitioner for family/individual across lifespan. Integration and application of appropriate diagnostic data and monitoring as well as psychosocial, pathophysiologic changes and cultural differences will be utilized in the development of a comprehensive history and physical assessment. A systems based approach will be utilized with selection of specific monitoring, ongoing patient assessment, and intervention during the perioperative period will be discussed.



DNP 855 Advanced Pharmacology I (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program.

Taught: Variable, check with department.

This is the first of a two course sequence designed to provide the student with a comprehensive in-depth analysis of the principles of pharmacology including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of a broad category of drugs, focusing on anesthetic agents and adjuvant drugs used in the evidence based practice of anesthesia.



DNP 856L Introduction to Clinical Practicum (1 credit)

0 classroom hours + 1 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program, DNP 852 and BIO 869.

Taught: Variable-check w/department

This course is designed to introduce students to clinical practice with an emphasis on applying theoretical knowledge gained in Basic Principles of Anesthesia I and simulation lab into the advanced practice role of the nurse

anesthetist. Focus will be on equipment setup, patient assessment, anesthetic planning and management of patients, and the perioperative environment.



DNP 860L Anesthesia Practicum I (3 credits)

0 classroom hours + 3 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program, DNP 853 , DNP 855 and DNP 856L.

Taught: Variable-check w/department

This is the first of six clinical practicum courses designed to integrate evidence based practice and clinical skills into the art and science of anesthesia. The practicum builds on Introduction to Clinical Practicum with students demonstrating progressive acquisition of cognitive, affective and psychomotor knowledge and skills relevant to the advanced practice role of the nurse anesthetist. The practicum follows AANA Standards for Nurse Anesthesia Practice affording the student the opportunity to provide anesthesia care to the family/individual across lifespan for a variety of surgical/medical procedures. Clinical integration conferences are included weekly. Expected student performance is at the Novice Level.



DNP 861L Anesthesia Practicum II (4 credits)

0 classroom hours + 4 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program, DNP 853 , DNP 855 and DNP 865.

Taught: Variable-check w/department

This is the second of six clinical practicum courses designed to integrate evidence based practice and clinical skills into the art and science of anesthesia. The practicum is a continuation of Anesthesia Practicum I with students demonstrating progressive acquisition of cognitive, affective and psychomotor knowledge and skills relevant to the advanced practice role of the nurse anesthetist. The practicum follows AANA Standards for Nurse Anesthesia Practice affording the student the opportunity to provide anesthesia care to family/individual across lifespan for a variety of surgical/medical procedures. Clinical integration conferences are included weekly. Expected student performance is at the Advanced Beginner Level.



DNP 862L Anesthesia Practicum III (4 credits)

0 classroom hours + 4 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program and DNP 864 and DNP 861L.

Taught: Variable-check w/department

This is the third of six clinical practicum courses designed to integrate evidence based practice and clinical skills into the art and science of anesthesia. The practicum is a continuation of Anesthesia Practicum II with students demonstrating progressive acquisition of cognitive, affective and psychomotor knowledge and skills relevant to the advanced practice role of the nurse anesthetist. The practicum follows AANA Standards for Nurse Anesthesia Practice affording the student the opportunity to provide anesthesia care to family/individual across lifespan for a variety of surgical/medical procedures. Clinical integration conferences are included weekly. Expected student performance is at the Advanced Beginner Level.



DNP 863 Advanced Principles of Anesthesia I (4 credits)

4 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program, DNP 861L and

DNP 864 .

Taught: Variable-check w/department

The first of two advanced principles of anesthesia courses building on prior Basic Principles of Anesthesia I & II. AANA Standards for Nurse Anesthesia Practice and theory are synthesized with an emphasis on providing culturally competent individualized anesthesia care across the life span including topics addressing patient safety, the perianesthesia continuum, critical thinking, communication, leadership, and professional role. Best practices, based on research evidence, are analyzed in providing anesthesia care to a diverse population with/without coexisting diseases undergoing surgical/medical procedures related the following organ systems: cardiovascular; respiratory; neurosurgical; hepatic; gastrointestinal; and renal.



DNP 864 Advanced Principles of Anesthesia II (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program, DNP 853, DNP 855 and DNP 856L.

Taught: Variable-check w/department

This is the second of two advanced principles of anesthesia courses and builds on prior Basic Principles of Anesthesia I & II. The AANA Standards for Nurse Anesthesia Practice and theory are synthesized with an emphasis on providing culturally competent individualized anesthesia care across the life span including topics addressing patient safety, the perianesthesia continuum, critical thinking, communication, leadership, and professional role. Best practices, based on research evidence, are analyzed in providing anesthesia care to obstetrical, neonate and pediatric populations with or without coexisting diseases.



DNP 865 Advanced Pharmacology II (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): DNP 855

Taught: Variable-check w/department

This is the second of a two course sequence designed to provide the student with a comprehensive in-depth analysis of the principles of pharmacology including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of a broad category of drugs, focusing on anesthetic agents and adjuvant drugs used in the evidence based practice of anesthesia.



DNP 868 Physiology and Pathophysiology I (4 credits)

4 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the Doctor of Nursing Practice Program.

Taught: Variable-check w/department

First of a sequential two (2) course systems based approach designed to provide the student with an in-depth study of advanced human physiology and pathophysiology across a lifespan. Integrative regulatory mechanisms responsible for homeostasis will be presented serving as the foundation for clinical assessment, decision making and management in advanced practice. Please note: No advanced standing or transfer credits will be accepted for either Physiology and Pathophysiology I or II.



DNP 869 Physiology and Pathophysiology II (4 credits)

4 classroom hours + 0 lab/studio hours

Prerequisite(s): BIO 868 and DNP 868

Taught: Variable-check w/department

Second of a sequential two (2) course systems based approach designed to provide the student with an in-depth study of advanced human physiology and pathophysiology across a lifespan. Integrative regulatory mechanisms responsible for homeostasis will be presented serving as the foundation for clinical assessment, decision making and management in advanced practice. Please note: No advanced standing or transfer credits will be accepted for either Physiology and Pathophysiology I or II.



DNP 870L Anesthesia Practicum IV (4 credits)

0 classroom hours + 4 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program and DNP 862L

Taught: Variable-check w/department

This is the fourth of six clinical practicum courses designed to integrate evidence based practice and clinical skills into the art and science of anesthesia. The practicum is a continuation of Anesthesia Practicum III with students demonstrating progressive acquisition of cognitive, affective and psychomotor knowledge and skills relevant to the advanced practice role of the nurse anesthetist. The practicum follows AANA Standards for Nurse Anesthesia Practice affording the student the opportunity to provide anesthesia care to family/individual across lifespan for a variety of surgical/medical procedures. Clinical integration conferences are included weekly. Expected student performance is at the Competent Level.



DNP 871L Anesthesia Practicum V (6 credits)

0 classroom hours + 6 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program and DNP 870L

Taught: Variable-check w/department

This is the fifth of six clinical practicum courses designed to integrate evidence based practice and clinical skills into the art and science of anesthesia. The practicum is a continuation of Anesthesia Practicum IV with students demonstrating progressive acquisition of cognitive, affective and psychomotor knowledge and skills relevant to the advanced practice role of the nurse anesthetist. The practicum follows AANA Standards for Nurse Anesthesia Practice affording the student the opportunity to provide anesthesia care to family/individual across lifespan for a variety of surgical/medical procedures. Clinical integration conferences are included weekly. Expected student performance is at the Competent Level.



DNP 872L Anesthesia Practicum VI (6 credits)

0 classroom hours + 6 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program, DNP 871L and DNP 873

Taught: Variable-check w/department

This culminating clinical practicum is designed to integrate evidence based practice and clinical skills into the art and science of anesthesia. The practicum is a continuation of Anesthesia Practicum V with students demonstrating progressive acquisition of cognitive, affective and psychomotor knowledge and skills relevant to the advanced practice role of the nurse anesthetist. The practicum follows AANA Standards for Nurse Anesthesia Practice affording the student the opportunity to provide anesthesia care to family/individual across lifespan for a variety of surgical/medical procedures. Clinical integration conferences are included weekly. Expected student performance is at the Proficient Level.



DNP 873 Anesthesia Seminar I (2 credits)

2 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program and DNP 870L

Taught: Variable-check w/department

This is the first of a two (2) course sequence designed to integrate theory into practice through synthesizing current evidence based literature with application to clinical practice. The seminar examines contemporary anesthesia literature, encouraging discussion and critical thinking of clinical experiences, case presentations and morbidity and mortality conferences through student presentations. During this seminar students begin a structured comprehensive review of all anesthesia specialty courses.



DNP 874 Anesthesia Seminar II (2 credits)

2 lecture hours + 0 lab/studio hours

Prerequisite(s): Admission to the Nurse Anesthesia Program, DNP 871L and DNP 873

Taught: Variable-check w/department

This is the second of a two (2) course sequence designed to integrate theory into practice through synthesizing current evidence based literature with application to clinical practice. The seminar examines contemporary anesthesia literature, encouraging discussion and critical thinking of clinical experiences, case presentations and morbidity and mortality conferences through student presentations. During this seminar students continue a structured comprehensive review of all anesthesia specialty courses.



DNP 880 Anatomy for Anesthesia (4 credits)

4 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission into the Doctor of Nursing Practice Program.

Taught: Variable-check w/department

A comprehensive study of major anatomical structures of the human body using prosected cadavers. Emphasis is placed on the respiratory, cardiovascular and peripheral nervous systems specifically as they relate to the clinical practice of nurse anesthetists.



DNP 896 Practicum/Project (1-3 credit)

Hours: 0 classroom + 1-3 lab/studio

Prerequisite(s): DNP 800

Prerequisite OR Co-requisite: DNP 800 and one of the following: DNP 802, DNP 806, DNP 816.

Taught: Variable - check with department

Provides students with the opportunity for integration and synthesis of advanced nursing practice across the curriculum. Students develop, implement, evaluate, and disseminate a scholarly project with the guidance of course faculty and a practice mentor that focuses on problems of practice within specific populations. Repeatable up to five times, not to exceed five credits total.



DNP 897 Practicum/Project Continuing Credit (1 credit)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): DNP 896

Taught: Variable - check with department

Continuing enrollment for students needing an additional one credit of Project/Practicum Course after competing five credits of DNP 896 Project/Practicum. This course can be used to meet the post BSN 1000

hours of practicum time and/or completion of the publishable manuscript and/or completion of the project presentation.



ECONOMICS

ECO 580 Econ/Financial Literacy for Educators (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

A conceptual framework for the study of economics, economic decision making, and personal financial management. Intended for educators and trainers with little or no background in economics and/or financial literacy. May not be used as an ECO elective.

ECO 594 Teaching Econ/Fin Literacy Topics (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department.

Strategies for teaching economics and financial literacy. Intended for K-16 educators, community educators, corporate trainers. Repeatable for credit when topics vary. May not be used as an ECO elective.



ECO 610 Business and Changing Global Environment (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MBA program or permission of MBA director.

Taught: Fall and spring

Nature of the business organization; broad, integrated view of contemporary issues and environments in which businesses operate; themes to be carried forward throughout the MBA program, including global nature of business, total quality management, and legal and social responsibilities of business.



ECO 625 Managerial Economics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MBA program or consent of MBA director.

Taught: Fall and spring

Examination of the three key elements of organizational architecture-decision rights, incentive systems, and control systems; application of transaction cost theory to organizational behavior and corporate governance.



ECO 694 Selected Topics in Economics (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): ECO 625 or department approval.

Taught: Variable, check with department

Study of a selected contemporary area in economics; Topic listed in Schedule of Classes. Repeatable for a maximum of 12 semester hours if topics differ.



ECO 699 Independent Study: Economics (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of MBA Program

Taught: Variable, check with department

Specialized aspect or topic in economics chosen by student and appropriate faculty member. Repeatable for a maximum of 6 semester hours. Subject to academic regulations pertaining to independent study as given in MBA catalog.

Open only to MBA students.



EDUCATION

EDU 500 Core Principles of Early Childhood Edu (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

Study of development, theories and appropriate practice for children ages 0-8 years.

EDU 517 Teaching of Phonics in Elementary/Middle (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): For undergraduates: admission to teacher education program.

For post-baccalaureate and graduate students: permission of instructor.

Taught: Variable, check with department

Methods and materials to focus on phonics as part of reading instruction; use of children's literature to teach phonics in context.



EDU 522 The Mindful Helping Professional (1-4 credits)

1-4 classroom + 0 lab/studio

Taught: Fall and spring

This course for helping professionals introduces themes and practices in Mindfulness. Self-paced modules help students explore and incorporate mindfulness characteristics in oneself and others.

EDU 523 The Mindful Leader (3 Credits)

3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or higher

Taught: Fall and spring

This online course for current and future leaders introduces themes and practices in Mindfulness. Self-paced modules help learners explore and incorporate mindfulness characteristics in oneself, others, and in leadership.

EDU 525 Differentiated Literacy Instruction (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Undergraduates: Admission to the Teacher Education Program;

Graduates: Enrolled in the MAED Program or Permission of Instructor.

Taught: Variable, check with department

This course is designed to give pre-service and in-service teachers a more in depth understanding of the need to differentiate literacy instruction to meet the needs of increasingly diverse students. Students will survey major issues in appropriate differentiated literacy instruction, with many instructional practices that will be discussed, modeled, and/or evaluated.



EDU 530 Reading in Middle and Secondary Schools (1.5-3 credits)

1.5-3 classroom + 0 lab/studio

Prerequisite(s): Admission to Teacher Education, MAED, or MAT programs

Taught: Spring

Principles and procedures related to reading and literacy in grades 5-12; reading theory, reading skills and strategies, and study skills across content fields.



EDU 534 Rural Leadership and Progress (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Graduate standing.

Taught: Variable, check with department

Examination of contemporary issues facing rural communities in the United States, and the utilization of research to create practical programs of improvement relevant to the student's own contextual setting.



EDU 535 Rural Field Implementation (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): EDU 534.

Taught: Variable, check with department

Examination of contemporary issues facing rural communities in the United States, and the utilization of research to create practical programs of improvement relevant to the student's own contextual setting. This course will include implementation of the Action Plan as formulated in EDU 534 Rural Leadership and Progress (3 credits).



EDU 540 Teaching the Underground Railroad (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Department permission.

Taught: Summer only

Research about the Underground Railroad, with an emphasis on local history, to assist teachers in classroom instruction.



EDU 544 Aquatic Ecology for Teachers (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Department permission.

Taught: Variable, check with department

Integration of biology, geology, meteorology, chemistry, and physical sciences to examine water quality through field-based investigation of the Ohio River and streams. Students apply the content and skills learned during the course to the State/School District Science Standards and a lesson plan.



EDU 545 Fundamentals of Environmental Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing.

Taught: Variable, check with department

Introduction to the field of environmental education, including the history and philosophy, methodologies, state initiatives, national standards, and current trends in the field.



EDU 546 Teaching Environmental Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing.

Taught: Variable, check w/ department

Principles and goals, curriculum models, teaching strategies, classroom and community resources, outdoor education, and research.



EDU 547 Teaching and Learning in the Outdoors (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Junior standing.

Taught: Spring only

Students will learn about the impact of outdoor education, available resources, and opportunities for engaging students in outdoor learning environments, such

as school gardens, outdoor classrooms and field trips.



EDU 548 Environmental Issues for Educators (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Junior standing.

Taught: Fall only

Students will investigate, evaluate and reflect on global and regional environmental issues, as well as develop action based appropriate solutions.



EDU 550 Current Trends in Early Childhood Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to teacher education program and EDS 360.

Co-requisite(s): EDU 551.

Taught: Spring only

Examination of current issues, trends, public policy, and research in early childhood education.



EDU 551 Preschool Education and Programming (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the teacher education program; EDS 360.

Taught: Fall-even years, Summer-odd years

Overview of preschool curricula, history of early childhood education, and study of developmentally appropriate activities across subject areas.



EDU 552 Infant Toddler Education and Programming (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to teacher education program and EDS 360.

Taught: Fall-odd years, Summer-even years

The relationship of child development theory and developmentally appropriate practice in group settings for infants and toddlers.



EDU 554 Language Development and Emergent Literacy (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Teacher Education Program.

Taught: Spring only

Overview of historical and theoretical concepts, assessment of early literacy development, and strategies for facilitating reading, writing, and language instruction across various early childhood settings.



EDU 565 Early Childhood Assessments for Screening (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Teacher Education Program.

Taught: Fall only

Overview of the purpose of assessment and critical components of an on-going assessment system, especially for screening young children. Course content includes analysis of recommended practices in assessment; definition of attributes that fit the purpose of assessment; and study of factors related to assessment tool rigor.



EDU 566 Ongoing Assessment in Early Childhood Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDS 562 or equivalent.

Taught: Spring only

Overview of on-going curriculum-based assessment systems for observing and documenting young children's growth, development and learning.



EDU 567 Math and Science Exploration PreK-3rd (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Teacher Education Program.

Taught: Fall only

Integrated mathematics and science learning experiences from both the Early Childhood Education teacher and the students perspectives emphasizing exploration, problem-solving, and discourse. REQUIRED for IECE and Non-Certification tracks.



EDU 568 Administration and Supervision in Early Childhood Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to teacher education program and EDS 360.

Taught: Spring only

The study of strategies and dispositions needed for managing effective early childhood programs.



EDU 569 Kindergarten Education and Programming (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Teacher Education Program.

Taught: Spring only

Overview of kindergarten history, curricula, and study of developmentally appropriate strategies and activities across subject areas. REQUIRED for IECE and Non-Certification tracks.



EDU 575 Language Arts Methods Middle Grades (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): COEHS Advising Center permission.

Taught: Variable, check with department

Advanced objectives, curricula, and instructional strategies to teach state and national language arts standards in the middle grades.



EDU 576 Science Methods Middle Grades (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Teacher Education Department Permission.

Taught: Variable, check with department

Advanced objectives, curricula, and instructional strategies to teach state and national science standards in the middle grades.



EDU 577 Mathematics Methods Middle Grades (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Teacher Education Department Permission.

Taught: Fall and spring

Advanced objectives, curricula, and instructional strategies to teach state and national math standards in the middle grades.



EDU 578 Social Studies Methods Middle Grades (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Teacher Education Department Permission.

Taught: Variable, check with department

Advanced objectives, curricula, and instructional strategies to teach state and national social studies standards in the middle grades.



EDU 594 Topics: Education (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Varies with topic (see Schedule of Classes).

Taught: Variable, check with department

Various advanced topics in education. May be repeated as topics varies.

Repeatable up to 6 hours.



EDU 599 Independent Study: Education (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individual supervised readings and study of a selected topic in education. May be repeated as topics vary.



MTE 650 Advanced Methods for Teaching Number P-2 (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Graduate standing.

Taught: Variable, check with department

This course aims to help teachers develop strategies to provide foundations for success with mathematics for diverse group of learners. The course focuses on four mathematical themes: A) Mathematical Fluency, B) Number and Numeration, C) Measurement and Data, and D) Early Algebraic Reasoning.



MTE 651 Advanced Methods for Teaching Number 3-5 (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Graduate standing.

Taught: Variable, check with department

In this course, teachers will learn more about mathematics teaching strategies for diverse group of learners around four mathematical themes: A) Structuring and Addition/Subtraction, B) Number Words/Numerals and Early Multiplication/Division, C) Extending Multiplication and Division, and D) Fractions and the Progression of Algebraic Understanding.



MTE 652 Intervention in Elementary Mathematics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Graduate standing.

Taught: Variable, check with department

This course is designed for elementary grades teachers to learn and practice assessments and teaching strategies for advancing students' foundational number knowledge, including addition, subtraction, multiplication, and division.



MTE 653 Advanced Geometry and Measurement Con P-5 (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Graduate standing.

Taught: Variable, check with department

The course explores the foundations of measurement and geometry in one, two, and three dimensions. Topics will emphasize the critical content and

conceptual development of measurement, visualization, spatial reasoning, and geometric modeling. As appropriate, students reasoning and effective teaching strategies will be discussed.



MTE 654 Advanced Number, Algebra, and Data P-5 (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Graduate standing.

Taught: Variable, check with department

Students will explore from an advanced perspective the topics from number and operation, algebra, and data and probability needed to support horizon knowledge for teaching elementary mathematics.



MTE 655 Enhancing Leadership in Math Teaching (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): Graduate standing.

Taught: Variable, check with department

The course will help teachers, teacher leaders, and mathematics coaches develop and become intentional in their leadership skills in structured and unstructured settings. They will review and learn more about successful collaborative planning processes that will help them develop well-planned instructional units.



EDUCATION ADMINISTRATION

EDA 602 Leadership in Schools, Orgs & Community (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall, spring, and summer

This course is an introduction to school leadership. Students will engage in a thorough investigation of contemporary leadership research, scholarship, theory, and practice. This course will introduce the concept of "transformative" change in schools, classrooms, and in individuals. Participants will create personal and professional growth plans to enhance their effective-ness.

EDA 624 Technology and Best Practices for School Improvement (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to program.

Taught: Variable, check with department

Identifying the best practices of school improvement documented by research; application of these practices to diverse school contextual setting; practice and application in researching worldwide school improvement activities and research through internet searches and library databases.



EDA 639 The School Superintendency (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to program or consent of instructor.

Co-requisite(s): EDA 679.

Taught: Variable, check with department

The course will be conducted in a Professional Learning Community environment and format. Class participants will be expected to establish a shared vision, a set of values required to achieve the vision, and two/three critical goals to be accomplished during the course. These goals should be measurable and able to document the fact that students were successful in acquiring the appropriate knowledge, understanding, and applications for the

role of the superintendency.



EDA 640 Legal and Parent Issues in Special Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

To participate in the delivery of a free and appropriate public education for children with disabilities and to understand the roles and responsibilities of the school administrator in maximizing educational results for children with and without disabilities.

EDA 649 School System Administration (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to superintendent program or consent of instructor.

Co-requisite(s): EDA 680.

Taught: Variable, check with department

Study of overall school district management and operations including administration of auxiliary services; federal programs, financial management, and human resources.



EDA 659 Strategic Management in Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to superintendent program or consent of instructor.

Co-requisite(s): EDA 681.

Taught: Variable, check with department

Designed to assist those desiring to be certified as a school superintendent to understand, appreciate and acquire strategic planning skills. The ability to plan, acquiring the skills needed in formulating plans and demonstrating the ability and skills to execute plans are all critical skills and tools individuals must possess to successfully perform in the role of a public school super-intendent.



EDA 679 School Superintendent Practicum I (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): Admission to superintendent program or consent of instructor.

Co-requisite(s): EDA 639.

Taught: Variable, check with department

Study and observation of the role and responsibilities of the superintendent are the key components of the practicum experience. Students are required to spend time in field settings.



EDA 680 School Superintendent Practicum II (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): Admission to school superintendency certificate program or consent of instructor.

Co-requisite(s): EDA 649.

Taught: Variable, check with department

Study and observation of the role and responsibilities of the school superintendent in practice. Students are required to spend time in field settings.



EDA 681 School Superintendent Practicum III (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): Admission to superintendent program or consent of instructor.

Co-requisite(s): EDA 659.

Taught: Variable, check with department

Study and observation of the role and responsibilities of the school superintendent in practice. Students are required to spend time in field settings.



EDA 692 Directed Research: Educational Leadership (0-6 credits)

0-6 classroom + 0 lab/studio

Prerequisite(s): Department permission.

Taught: Variable, check with department

Original research in educational leadership directed by a member of the educational leadership faculty.



EDA 694 Special Topics in Educational Leadership (1-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Taught: Variable, check with department

A specific aspect of concern to the educational leadership or district administration populations. May be repeated for additional credit when topic varies. May be repeated for up to a total of 9 semester hours. See Schedule of Classes for current offerings and prerequisites.

EDA 699 Independent Study in Educational Leadership (1-3 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): Department Permission.

Taught: Variable, check with department

A specific aspect of concern to the educational leadership or district administration populations. May be repeated for additional credit when topic varies. May be repeated for up to a total of 9 semester hours. See Schedule of Classes for current offerings and prerequisites.



EDA 704 Education Leader as Culture Builder: Roles and Responsibilities in a PLC (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Fall and summer

In this course, candidates assess school culture and its impact on student learning and school performance to determine areas of assistance needed. Candidates study ways to engage stakeholders to determine impact of student performance and what is needed for improvement.



EDA 705 Education Leader as Culture Builder: Fieldwork (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Fall and summer

This course focuses on field experiences in educational administration and leadership at the early elementary, middle school, secondary or district level. Emphasis is upon organization, administration and leadership of schools.



EDA 706 Educational Leader: Designing Curriculum (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Fall and spring

In this course, candidates will focus on increasing student learning through effective leadership strategies. Candidates collect and analyze authentic student work and use current research and practices to identify effective and

diverse strategies and develop intervention plans.



EDA 707 Educational Leader: Fieldwork (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Fall and spring

In this course, candidates will focus on increasing student learning through the application of effective leadership strategies. Under the supervision of a school principal and an N.K.U. faculty member, Candidates will engage in Fieldwork related to the following course objectives.



EDA 708 Education Leader as Assessor: Data Informed Decision Making (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Fall and spring

In this course, candidates will develop an understanding of Kentucky's various curriculum and instruction documents. Candidates will identify and use appropriate research based intervention strategies for addressing student needs. Candidates will also use a variety of protocols to promote teacher collaboration in analyzing student work.



EDA 709 Education Leader as Assessor: Fieldwork (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Fall and spring

In this course, candidates will develop an understanding of Kentucky's various curriculum and instruction documents. Candidates will identify and use appropriate research based intervention strategies for addressing student needs. Candidates will also use a variety of protocols to promote teacher collaboration in analyzing student work. Under the supervision of a school principal and an N.K.U. faculty member.



EDA 711 Education Leader as Supervisor: Building Teacher Capacity (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Variable, check with department

Candidates will develop relationships with families and develop partnerships with community stakeholders to leverage resources to support shared goals and objectives. Candidates will identify stakeholders who are representative of the community served by the school. Candidates will study how to work collaboratively to assess the concerns, needs, and issues of families served by the school; and know how to monitor resource allocation and program implementation to assess and adjust if necessary.



EDA 712 Education Leader as Supervisor: Fieldwork (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Variable, check with department

In this course, candidates will study staff selection, personnel evaluation, work conditions and environment, and professional development. These are interrelated processes that influence the culture of the learning environment.

Principals should know and use the characteristics of effective teachers to successfully conduct staff selection, evaluation, and professional development processes.



EDA 713 Education Leader as Manager: School Improvement Plans (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Variable, check with department

The focus of this course is instructional leadership-the delivery of an effective instructional program that results in high levels of student achievement.

Candidates will study the organizational vision and mission, school improvement planning and implementation. Candidates will also study basic management skills that foster student safety, learning and achievement.



EDA 714 Education Leader as Manager: Fieldwork (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Fall and spring

Candidates will study the organizational vision and mission, school improvement planning and implementation by successfully completing field projects.



EDA 715 Education Leader as Facilitator: Leveraging Community Systems and Resources (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist

Taught: Summer only

Candidates will develop relationships with families and develop partnerships with community stakeholders to leverage resources to support shared goals and objectives. Candidates will identify stakeholders who are representative of the community served by the school. Candidates will study how to work collaboratively to assess the concerns, needs, and issues of families served by the school; and know how to monitor resource allocation and program implementation to assess and adjust if necessary.



EDA 716 Education Leader: Legal & Ethical Perspectives (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Summer only

In this course, candidates will assess school culture and its impact on student learning and school performance to determine areas of assistance needed. Candidates will study ways to engage stakeholders to determine impact of student performance and what is needed for improvement.



EDA 717 Principal as Practitioner I (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Ed.S. degree in Educational Leadership.

Taught: Fall only

This is the first of two classes for candidates who have completed the thirty-hour Education Specialist degree program. This class provides support for first year principals and assistant principals. For graduates who do not move into principal jobs, this class keeps their knowledge current. Candidates study the

newest education laws, finance, curriculum, teacher evaluation, and learn the many resources that are available to schools.



EDA 718 Education Leader as Practitioner (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Completion of Ed.S. degree in Educational Leadership.

Taught: Variable-check with department

The second of two classes for candidates who have completed the thirty-hour Education Specialist degree program or are pursuing a post-Master's certification. This class will provide support for first year principals, assistant principals, supervisors or directors. For graduates who do not move into principal or other administrative jobs, this class will keep their knowledge current.



EDA 719 School Finance and Budgeting (3 credits)

3 classroom hours + 0 lab/studio hours

Taught: Fall Only

This course is designed to introduce and study trends in school finance and school business management. The course content covers practices at the local, state, and national levels.

EDA 720 Pupil Personnel Accounting (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admitted to DPP certification program or department permission.

Taught: Variable, check with department

The role and responsibilities of Director of Pupil Personnel. Major areas of emphasis include: truancy, dropouts, student health and wellness and relations to other student services in the school district and community.



EDA 791 Education Leader as Researcher: Designing Collaborative Action Research (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Fall and summer

In this course, candidates will learn to conduct action research that will be used throughout coursework and in the development of the capstone project.



EDA 792 Education Leader as Researcher: Theory to Practice (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): Admission to Education Specialist.

Taught: Variable, check with department

The two semester Capstone experience allows candidates to explore an independent project under the close supervision of a local school administrator and NKU faculty member. The project may take many forms, from a substantial research paper to a significant creative project. The Capstone Project should reflect intellectual rigor and a pursuit of excellence. Candidates will be required to present the highlights of their Capstone Project to University faculty, Site Based Councils, and/or district level administrators.



EDA 794 Special Topics in Educational Leadership (1-6 credits)

1-6 classroom hours + 0 lab/studio hours

Prerequisite(s): Department permission.

Taught: Variable-check w/department

Specific topics for in-depth study by students in the Education Specialist or Educational Leadership Programs. Course hours vary from one (1) to six (6) depending on content and topic of course. May be repeated for additional credit when topic varies. May be taken for up to nine (9) hours of credit.

◆
EDA 799 Independent Study in Advanced Educational Leadership (1-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): Department Permission.

Taught: Fall, winter, spring and summer

A specific aspect of concern to the educational leadership or district administration populations. May be repeated for additional credit when topic varies. May be repeated for up to a total of 9 semester hours. See Schedule of Classes for current offerings and prerequisites.

◆
EDUCATION GRADUATE

EDG 602 Technology in Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Uses of technology for educators; effects of technology on classroom and curriculum; evaluation of software; telecommunications; introduction to programming language; use of word processing, databases, and spread-sheets.

EDG 603 Selected Topics in Technology in Education (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only-odd years

Topics and issues in technology in education for teachers. May be repeated for credit when topics vary.

EDG 605 Introduction to Research Methods (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 607 and EDA 602.

Taught: Variable, check with department

Introduction to education research enabling candidates to become effective consumers and users of research in education. It will improve candidates' ability to apply research findings appropriately in school settings and will lay a foundation for an original action research project.

◆
EDG 606 Leadership in a Diverse Society (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall, spring, and summer

Research, theory, policy, and practice in multicultural and diversity education; recognizing race, class, gender, learning, and linguistic diversity within home, schools, and community settings; developing and demonstrating culturally relevant and responsive approaches to meeting the needs of students.

EDG 607 Orientation to MAED Teacher as Leader (0 credits)

Hours: 0 classroom + 0 lab/studio

Co-requisite(s): EDA 602.

Taught: Fall, spring, and summer

Orientation to the Master of Arts in Education Teacher as Leader program including graduate policies and procedures, selection of a specialization/endorsement, advising services, certification, educator dispositions, professional behaviors, online learning, and the action research

sequence.

◆
EDG 608 Conc for Dual Credit Teaching: Intro (0 credits)

0 classroom + 0 lab/studio

Prerequisite(s): Acceptance to the Concentration for Dual Teaching Program

Taught: Variable, check with department

This mandatory first course provides an introduction to the Concentration for Dual Credit Teaching. The course addresses the following topics: university policies and procedures, selection of a specialization, advising services, and the nature and purpose of teaching undergraduate courses.

◆
EDG 609 Conc for Dual Credit Teaching: Capstone (0 credits)

0 classroom + 0 lab/studio

Prerequisite(s): Permission of advisor

Taught: Variable, check with department

This mandatory course provides a capstone activity for the Concentration for Dual Credit Teaching. The course allows you to demonstrate your knowledge and skills for teaching dual credit courses in your selected concentration. This course must be taken in the last semester enrolled in the Concentration in Dual Credit Teaching.

◆
EDG 615 Instructional Design & Curriculum (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 607 and EDA 602.

Taught: Fall, spring, and summer

Research-based best practices and models of instructional design to meet the needs of all learners in a school setting.

◆
EDG 618 Advanced Curriculum Studies (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Teacher Education Graduate Program.

Taught: Fall, spring and summer

Study of historical, theoretical and philosophical influences on school curriculum and of current trends in curriculum development; familiarization with models of PK-12 curriculum development.

◆
EDG 620 Learning and Motivation (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

This course addresses principles of cognitive psychology and brain research for the purpose of improving P-12 student learning and motivation with applications to curricula, learning environments and instructional strategies.

EDG 621 Introduction to Gifted Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

Historical, philosophical, and psychological foundations of special educational provisions for high-ability students; characteristics, identification, and typical school programs.

EDG 623 Teaching Creative Higher-Level Thinking (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Theories of creativity and problem solving; identifying creative potential;

classroom strategies and curriculum materials related to creativity and higher-level thinking.

EDG 624 Pupil Assessment and Evaluation (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall and summer

Various types of pupil assessment and the use and interpretation of each; mastery learning; criterion referenced tests; competency based instruction and evaluation; selection and use of standardized tests; construction of classroom tests.

EDG 625 School Programs for Gifted Students (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 621 and EDG 623.

Taught: Summer only

Theoretical bases and model school programs for high-ability students; procedures for planning and implementing special educational provisions for gifted students; curriculum design and teaching strategies.



EDG 626 Current Trends and Issues in Curriculum (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Teacher Education Graduate Program.

Taught: Fall, spring, and summer

This course engages candidates in critical thinking about current issues and concerns in education that affect teaching, curriculum, motivation, and student success. Through research and discussion, teachers will expand their knowledge of current issues and apply that knowledge to their current practice.



EDG 627 Seminar and Field Experiences in Gifted Education (3 credits)

Hours: 2 classroom + 2 lab/studio

Prerequisite(s): EDG 621, EDG 623 and EDG 625.

Taught: Summer only

Research and discussion of critical problems in gifted education; application of knowledge and skills in gifted education in one or more settings with gifted students; planning, supervised teaching, and advocacy techniques.



EDG 628 Increasing Instructional Effectiveness (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Teacher Education Graduate Program

Taught: Fall, spring, and summer

The course is designed to improve teacher instructional effectiveness in order to meet the needs of 21st century learners. Participants will learn new effective pedagogy and implement one or more of the various strategies into their diverse placement, gather data, and analyze the impact on student learning.



EDG 629 Special Topics in Gifted Education (1-6 credits)

Hours: 3-6 classroom + 0 lab/studio

Prerequisite(s): Varies by topic

Taught: Variable, check with department

In-depth study of one dimension of recent research, theory, and curriculum design, or teaching strategies in gifted education. Repeatable for 1-6 hours.

May be repeated for credit when topics vary.



EDG 630 Language and Learning Across the Curriculum (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall, spring, and summer

Current views of literacy; theories of literacy; approaches, methods, and materials of reading assessment, planning, and instruction. Required for standard elementary certification.

EDG 632 Classroom-Based Literacy Assessment (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 630 or equivalent.

Taught: Spring only-even yrs

Theories of language acquisition; application of linguistic theories to the teaching of literacy.



EDG 634 Reading Instruction in Primary Grades (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 630.

Taught: Fall only-odd years

Principles underlying the teaching of beginning reading; approaches and materials.



EDG 636 Reading Instruction in Middle Grades (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 630.

Taught: Variable, check with department

Principles underlying the teaching of reading in the middle grades; approaches and materials applicable to the teaching of developmental, con-tent, recreational, and corrective reading.



EDG 637 Literacy Clinic I (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 632.

Taught: Fall only-even years

Principles and practices for diagnosing reading problems and other communication disorders.



EDG 639 Literacy Clinic II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 637.

Taught: Spring only-odd yrs

Principles and practices for remediation of reading and other communication disorders.



EDG 641 Applying Innovative Tech in Ed Prac (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 602.

Taught: Variable, check with department

This course will prepare technology leaders to advocate for effective technology integration by modeling its use in teaching and professional practice.



EDG 642 Designing Online Instruction (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 602.

Taught: Variable, check with department

Principles of effective design of online instruction; research-based models for online delivery, including hybrid and blended instruction; development of media-rich, web-based materials; emphasis on designing learning environments that promote engagement and integration.

**EDG 643 Technology Systems in Schools (3 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 602.

Taught: Variable, check with department

Elements of effective technology planning including needs analysis; implementation monitoring and evaluation; maintaining and supporting technology infrastructure; decision-making criteria for hardware and software selection; technology funding and budgeting.

**EDG 646 Research in Educational Technology (3 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 602.

Taught: Variable, check with department

Students will design, conduct, interpret, and apply action research to address an educational technology issue in classrooms and schools through data driven decision making. Students will develop a research proposal related to a specific P-12 educational issue, secure permission from a local educational agency to conduct research, comply with regulations related to human subjects research, implement the proposed research project, and write a summary of findings.

**EDG 648 Developing Writing Programs for Elementary and Secondary Schools I (3 credits)**

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

Theories of writing and planning of developmental writing programs for specific grade levels and for school-wide programs across disciplines. May be taken concurrently with EDG 649.

Same as ENG 648

EDG 649 Developing Writing Programs for Elementary and Secondary Schools II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite OR Co-requisite: EDG 648.

Taught: Summer only

Includes workshop experience in peer teaching and preparation of manuscripts. May be taken concurrently with EDG 648.

Same as ENG 649.

**EDG 653 Language Development of Students with Disabilities (3 credits)**

Hours: 3 classroom + 0 lab/studio

Taught: Fall only-odd years

Theories of language development; teaching functional communication skills;

skills necessary for pre interactions; assistive technology and communication; teaching conversational skills.

EDG 654 IECE Proficiency Evaluation (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

Evaluation of experienced early childhood educators seeking Kentucky Interdisciplinary Early Childhood Education (IECE) certification under the alternative certification option.

EDG 658 Assessment Techniques for P-12 Mathematics (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Learning hierarchies in mathematics, cognitive processes, assessment and instructional techniques; concepts of the elementary school mathematics curriculum.

EDG 659 Selected Topics in Math Education (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Current trends, topics, and issues in mathematics education. May be repeated for credit when topics vary.

EDG 660 Learning and Behavior Disorders (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

Definitions, etiological factors, assessment, and remedial approaches for learning and behavior disorders.

EDG 661 Research Methods in Applied Beh Analysis (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): EDG 605 or equivalent graduate level introduction to educational research.

Taught: Variable-check w/departement

The focus of this course is research in applied behavior analysis. Topics include the issues and procedures for conducting single subject research including data collection, behavior change methods and an overview and application of various single subject research designs.

**EDG 662 Educational Assessment of Learning and Behavior Disorders (3 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 364 or EDG 660.

Taught: Summer only

Principles, instruments, and procedures to place and plan instruction for students with learning or behavior disorders.

**EDG 664 Procedures and Methods for Remedial Learning and Behavior Disorders (3 credits)**

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

Instructional methods and techniques for designing and implementing effective teaching to meet the needs of students with mild disabilities.

EDG 665 Transdisciplinary Collaboration (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Knowledge of and skills in coordinating agencies and community services that provide opportunities for students with multiple disabilities.

EDG 666 Introduction to Education of Students with Exceptionalities (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

Nature and needs of students with exceptionalities; overview of legal requirements and educational approaches.

EDG 667 Collaboration and Inclusive Practices (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only-odd yrs

Legislation and instructional practices relating to the education of students with exceptionalities. Course covers various methods of co-teaching as well as locating, adapting, and developing materials and methods for including students with disabilities in general elementary, middle, and secondary classrooms.

EDG 668 Advanced Principles of Behavior Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDG 663

Taught: Fall only-even years

Theoretical perspectives, measurement systems, ecological inventories, functional behavior assessment, and positive and proactive behavior intervention plans.



EDG 669 Diagnostic/Prescriptive Teaching (4 credits)

Hours: 4 classroom + 0 lab/studio

Taught: Variable, check with department

Assessing functional skills; formal and informal assessment; portfolio assessment; adaptive approaches; teaching self-care and independent living skills, language skills, motor skills, social skills, and career skills; community-based instruction, transportation and mobility; encouraging student self-determination; and teaching for skill generalization.

EDG 670 Ethical Considerations Applied Beh Anal (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): EDG 605 or equivalent graduate level introduction to educational research.

Taught: Variable-check w/department

This course will cover the ethical responsibilities required of applied behavior analysts: including informed consent, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures. Candidates will examine case studies which present ethical dilemmas and will review legal issues and the ethical decision making processes.



EDG 671 Implementing ABA Prog Applied Settings (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): EDG 661, EDG 663, EDG 668 and EDG 670

Taught: Variable-check w/department

This course focuses on the issues and applications of applied behavior analysis in applied settings (e.g., classrooms, homes, group homes and residential facilities). Candidates will review ABA principles and will select acquisition and reduction goals for behavior change based on assessment data; write

specific programs for these goals; and combine their programs into a comprehensive intervention plan.



EDG 672 Personnel Supervision & Management ABA (2-4 credits)

2-4 classroom hours + 0 lab/studio hours

Prerequisite(s): EDS 573 and EDG 663 and EDG 670

Taught: Variable, check with department

This course fulfills the BCBA 5 Edition Task List item I: Personnel Supervision and Management

Methods of behavior analytic personnel supervision and management include but are not limited to ethical and professional responsibilities, establishing performance standards and goals, feedback, behavior skills training, problem-solving, and evaluation of the effectiveness of supervision.



EDG 685 Best Practices in College Teaching (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDD 801 or completion of 9 hours of graduate coursework or permission of instructor.

Taught: Variable - check with department

An interactive class for new and aspiring instructors, adult educators, and adjunct faculty addressing challenges encountered by new college teachers. Covers principles of course design and planning, strategies for increasing significant learning and engagement with today's college students. Taught in a hybrid format and online.



EDG 689 Applied Action Research I (1 Credits)

1 classroom + 0 lab/studio

Prerequisite(s): EDG 605 and permission of the program director

Taught: Fall, spring and summer

Methods and skills needed to design, conduct, interpret and apply action research to address issues in classrooms and schools through data-driven decision making; develop research questions and a literature review for a research proposal related to a specific P-12 education issue.

EDG 690 Applied Action Research II (1 Credits)

1 classroom + 0 lab/studio

Prerequisite(s): EDG 689

Taught: Fall, spring and summer

Methods and skills to design, conduct, interpret, apply action research to address issues in classrooms/schools through data-driven decision-making; develop research proposal related to specific P-12 educational issues; secure permission from local educational agency to conduct research, comply with human subjects research regulations, develop implementation plan for proposed research project.

EDG 691 Applied Action Research III (.5 credit)

.5 classroom + 0 lab/studio

Prerequisite(s): EDG 605 and permission of the program director.

Taught: Fall, spring, and summer

This course examines the initial aspects of conducting applied educational research. Students will compile and analyze data from an action research project to be subsequently summarized and shared in a professional forum in

EDG 692 Applied Action Research IV.



EDG 692 Applied Action Research IV (.5 credit)

Hours: .5 classroom + 0 lab/studio

Prerequisite(s): EDG 606 and EDG 691.

Taught: Fall, spring, and summer

In this course, students will complete an action research project launched in EDG 691 Applied Action Research III, that addresses a specific educational / issue leading to enhanced P-12 student learning, including the finalization of data analysis, a written summary of research findings, and presentation in a professional, public forum.



EDG 693 Selected Topics in Education (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Specific topics in education based on the Kentucky Teacher Standards as well as current trends and issues. May be repeated for credit when topic varies.

EDG 696 Topics in Special Education (1-6 credits)

Hours: 3-6 classroom + 0 lab/studio

Prerequisite(s): EDG 660 or equivalent.

Taught: Variable, check with department

In-depth study of a current topic in special education. May be repeated for credit when topics vary.



EDG 699 Selected Problems in Education (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Taught: Variable, check with department

Individual or group in depth study of selected education topic. May be repeated for credit when topics vary. Repeatable up to 6 hours.

EDG 701 Supervision of Field & Clinical Experience (3 credits)

3 classroom hours + 0 lab/studio hours

Taught: Fall and Spring

This course examines the role of the cooperating teacher in developing and mentoring prospective teachers and interns and standards-based observation and feedback. This course includes a job-embedded requirement of supervising a student in field or clinical experience.

EDG 702 Research Based Teaching (1.5 credits)

Hours: 1.5 classroom hours + 0 lab/studio hours

Taught: Fall, Spring, Summer

In this course students will conduct a comprehensive literature review on a topic that relates to a specific educational issue that impacts P-12 student learning and create a research-based design of an action research project that can be conducted and reported as their capstone project. Course may be repeated for 3 credits maximum.

EDG 703 Capstone in Action Research (1.5 credits)

Hours: 1.5 classroom hours + 0 lab/studio hours

Prerequisite(s): EDG 702

Taught: Fall, Spring, Summer

In this course students will conduct and report the results of an research project reflecting synthesis and application of knowledge acquired in prior coursework to address a specific educational issue leading to enhanced P-12 student learning, including data analysis, written summary of research findings,

and poster presentation. Course may be repeated for 3 credits maximum.



EDG 704 Research Based Teaching III (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): EDG 703

Taught: Fall, spring and summer

This course examines the initial aspects of conducting applied educational research. Students will compile and analyze data from an action research project, to be subsequently summarized and shared in a professional forum in EDG 705 Research-Based Teaching IV.

EDG 705 Research Based Teaching IV (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): EDG 704

Taught: Fall, spring and summer

In this course, students will complete an action research project launched in EDG 704 Research-Based Teaching III that addresses a specific educational issue leading to enhanced P-12 student learning, including the finalization of data analysis, a written summary of research findings, and presentation in a professional, public forum.

EDG 794 Special Topics in Education (1-3 credits)

Hours: 1-3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the Education Specialist Program.

Taught: Variable-check w/department

Individual or group in depth study.



EDG 799 Independent Study (1-3 credits)

Hours: 1-3 classroom hours + 0 lab/studio hours

Prerequisite(s): Instructor or department permission required.

Taught: Variable-check w/department

Independent or group in depth study.



EDUCATION LEADERSHIP

EDD 801 Leadership: Personal and Professional Perspectives (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course introduces learning associates to the educational leadership doctoral program and the multiple facets of leadership from an interdisciplinary perspective. The seminar provides a framework for the learning associate to further develop the knowledge, skills, and dispositions required of leaders for 21st century educational organizations. It is designed to encourage the investigation of the learning associate's leadership assumptions, behaviors, and goals and to begin planning to improve leadership effectiveness.

EDD 802 Contemporary Issues in Regional Stewardship (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Explore contemporary issues in education as they impact regional stewardship and civic engagement. The course is designed to examine the existing and emerging knowledge base for stewardship and service learning within community organizations. Special emphasis is given to the impact of the interaction among organizational culture, leadership styles and change, and how they affect the community. Learning Associates will select and design and

implement a project as a cohort and design a strategic plan including program evaluation.

EDD 803 Transformational Leadership (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course is designed for learning associates with knowledge and strategies to foster "transformative" change in schools, organizations, and in individuals. It will focus on the human or dispositional elements that allow educational leaders to foster higher levels of performance with clearly above average results. Participants will explore their own dispositions as well as those of great leaders and will create personal Dispositional Growth Plans to enhance their effectiveness.

EDD 810 Introduction to Action Research, Academic Writing and the Dissertation Process (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Learning associates will be introduced to the process of dissertation action research including the development of their proposal that will become the focus of their research. Learning associates will develop academic writing skills and skills in critiquing their research literature as well as strategies for developing research ideas.

EDD 811 Qualitative Research (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Learning associates will be introduced to qualitative research related to the development of an action research dissertation study. Topics will include research paradigms for qualitative designs; developing surveys; questionnaires; developing questions for and analyzing interviews; and interpreting qualitative research studies. Learning associates will analyze readings that focus on qualitative research designs.

EDD 812 Understanding Statistics (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Learning associates will understand how to use, apply, and interpret t- tests, correlation and regression, one-factor ANOVA, and Chi-Square. Learning associates will also examine and be able to interpret multi- factor ANOVA, regression and ANCOVA. Learning associates will analyze readings that focus on inferential statistics as well as those which focus on mixed methods (qualitative and quantitative research designs).

EDD 821 Organizations as Social Systems (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course examines contemporary theories, practices and research in planning, managing and assessing change in organizations as social systems. Particular emphasis will be placed on assessing the utility of theories based on previous and emerging research and deriving implications for professional practice.

EDD 822 Legal and Ethical Issues for Educational Leaders (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course provides a case study approach to understand current legal and ethical issues for leaders in educational environments.

EDD 825 Performance Appraisal: Evaluating People and Programs (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course addresses the theories, professional approaches, and understandings from various psychological perspectives as they relate to developing, leading, and managing people and programs. Emphasis will be on best practices from the educational, social sciences and management professions for sustaining an organization's capacity for continuous growth.

EDD 829 Regional Stewardship: A Collaborative Project (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course is experiential in nature and focuses on leadership and group processes through collaboration on a regional educational leadership project. Learning associates will acquire and apply knowledge, skills, and dispositions in an immediate and relevant setting. Topics include examining core values in the leadership process, group problem solving, leadership styles, decision making, power and influence, conflict management, ethical dilemmas, and community building.

EDD 830 Transformative Curriculum Design (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course focuses on an in-depth study of current theory and research about curriculum design and its relationship to developing and sustaining professional learning communities. Through a process of discussion, reflection, reading, discovery, designing, and sharing of experiences, learning associates will develop a platform of beliefs about curriculum design. They will develop an authentic curriculum for their workplace and engage in the analysis of data to determine learning needs and outcomes of their clients. They will design a substantive, ongoing professional development plan for their workplace.

EDD 832 Leading Through Technology (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course explores theories, models, research, practical applications, current issues, and current approaches to educational technology leadership. By focusing on the integration of technology into curriculum, pedagogy, school organization management, and school organization leadership the course exposes leaders to a wide variety of 21st century technology issues. The course covers current topics and research in educational technology as well as practical applications of technology skills essential for all school organization leaders in the digital age.

EDD 833 Leadership in Multi-Cultural Society (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course is designed to prepare learning associates at all levels of leadership to be able to understand cultural adaptability and critical race theory. Learning associates will develop new and analyze existing curriculums and policies that focus on multiculturalism and social justice. They will explore dimensions of gender, race, and social-class equity in the workplace. Learning associates will develop approaches to multicultural reforms by completing a site specific proposal with a strategic action plan that will address multicultural issues in their workplace.

EDD 840 History of US Higher Ed & Current Issues (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the Doctor of Education in Educational Leadership with specialization in higher education or permission of instructor.

Taught: Variable, check with department

An examination of the development of American higher education, its origin, major characteristics, trends, distinctive features and challenges; current research, theory, policies and practices and critical issues facing higher education today.



EDD 841 Understanding the US College Student (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the Doctor of Education in Educational Leadership with specialization in higher education or permission of instructor.

Taught: Variable, check with department

Examines the changing demographics and characteristics of the American college student with a focus on strategies for enhancing student success.



EDD 842 Organization and Admin of Higher Ed (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the Doctor of Education in Educational Leadership with specialization in higher education or permission of instructor.

Taught: Variable, check with department

Shared governance, the role of governing and coordinating boards, unit and university level responsibilities, organizational alignment, strategic planning, policy development, resource procurement and management, change management, crisis management.



EDD 843 International Higher Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the Doctor of Education in Educational Leadership with specialization in higher education or permission of instructor.

Taught: Variable, check with department

A comparative study of higher education systems throughout the world and their relationship to American higher education. Best practice in the internationalization of higher education.



EDD 849 Dissertation Seminar (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Learning associates will develop their action research dissertation proposal. Topics will include integration of research methodology, measurement and statistics; research ethics; IRB application; time management; and navigating through the dissertation project. (This course may be repeated once.)

EDD 894 Special Topics in Doctor of Education in Ed. Leadership (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Admission to the Doctor of Education in Educational Leadership or program director approval.

Taught: Variable, check with department

A specific aspect of concern to the educational leadership or a contemporary issue appropriate for doctoral level study. May be repeated for additional credit when topic varies. May be repeated for up to a total of 12 semester hours. See

Schedule of Classes for current offerings.



EDD 898 Dissertation Research (1-12 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Learning associates will continue to develop dissertation topics with their Leader Scholar Community (LSC). The LSC will meet monthly during fall and spring semesters and as needed in the summer sessions during the dissertation research process.

EDD 899 Independent Study (1-12 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Admission to the Doctor of Education in Educational Leadership.

Taught: Variable, check with department

Specific topics for in-depth study by doctoral students. May be repeated for additional credit when topic varies. May be repeated for up to a total of 9 semester hours. Independent studies must be arranged by learning associate with an NKU faculty member and approved by the learning associate's advisor.



EDUCATION- SPECIAL EDUCATION

EDG 650 Concepts and Principles in ABA (3 Credits)

3 classroom + 0 lab/studio hours

Taught: Variable, check with department

This course covers the Concepts and Principles of Applied Behavior Analysis (ABA) under section B of the 5th Edition BCBA Task List™. Candidates will become fluent in discussing and giving examples of foundational concepts of applied behavior analysis.

EDG 651 Applied Behavior Analysis I (1.5 Credits)

1.5 classroom + 0 lab/studio

Taught: Variable, check with department

Principles of behavior analysis applied to curriculum, methodology, and management of students with disabilities; focus on planning and assessment including conducting a functional behavior analysis.

EDG 652 Applied Behavior Analysis II (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): EDG 651

Taught: Variable, check with department

The focus of this course is on the creation and implementation of a positive and proactive behavior intervention plans based on a functional behavior analysis. Candidates will utilize ABA strategies to demonstrate positive changes for clients.

EDG 655 Applied Behavior Analysis III (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): EDG 651 & EDG 652

Taught: Variable, check with department

Advanced principles of behavior analysis applied to curriculum, methodology, and management of students with disabilities. The focus of this course is the assessment of problem behaviors; functional behavior assessment is utilized.

EDG 656 Applied Behavior Analysis IV (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): EDG 651, EDG 652, & EDG 655

Taught: Variable, check with department

The focus of this advanced course is on the creation and implementation of a positive and proactive behavior intervention plans based on a functional behavior analysis. Candidates will utilize ABA strategies to demonstrate positive changes for clients.

EDS 551 Assistive Technology in the Classroom (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only-odd yrs

Evaluating for assistive technology; approaches and devices for communication, mobility, and sensory impairments; distances learning technology for transition to the community and post school careers.

EDS 561 Intellectual and Orthopedic Disabilities (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Undergraduates must be admitted in to Teacher Education.

Taught: Fall and spring

Characteristics and educational programs for students who have intellectual disabilities or orthopedic and/or health impairments.



EDS 562 Early Childhood Special Education Programs (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDS 360 or equivalent.

Taught: Fall only

Building on knowledge of child development, students will learn to adapt curricula and intervention approaches to support children with special needs.



EDS 570 Working with Families of Students with Disabilities (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Undergraduates must be admitted in to Teacher Education.

Taught: Fall and spring

Information, skills, and resources for effective interaction with parents and families of children with disabilities.



EDS 572 Secondary Special Education Programs (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Undergraduates must be admitted in to Teacher Education.

Taught: Fall and spring

Characteristics of adolescents with learning and behavior disorders; educational programming for secondary students with mild disabilities.



EDS 573 Individuals w Autism Spectrum Disorders (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): EDS 360 or equivalent introduction to special education course.

Taught: Variable-check w/department

This course provides the foundation for working with individuals with autism spectrum disorder. Topics include the history and evolution of autism spectrum disorder; definition, identification, and characteristics of individuals with ASD; and effective applied behavior analysis (ABA) based interventions for individuals with autism spectrum disorder including assessment, teaching strategies, and collaboration.



EDS 588 Professional Laboratory Experiences (3-6 credits)

Hours: 0 classroom + 3-6 lab/studio

Prerequisite(s): Completed coursework for certification; valid teaching

certificate.

Taught: Fall and spring

Classroom field experience in added area of certification; individual project.



EDS 599 Independent Study: Special Education (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Departmental permission.

Taught: Variable, check with department

Individualized study of a special topic under supervision of a faculty member.

May be repeated for credit when topic varies.



ENGLISH

ENG 500 Poetry (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 6 semesters of literature at the undergraduate level or graduate standing.

Taught: Variable, check with department

Advanced study of poetry. May be repeated for credit when topics vary.

GENRES.



ENG 501 Drama (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 6 semesters of literature at the undergraduate level or graduate standing.

Taught: Variable, check with department

Advanced study of dramatic literature. May be repeated for credit when topics vary. GENRES.



ENG 505 Medieval Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 6 semesters of literature at the undergraduate level or graduate standing.

Taught: Variable, check with department

Advanced study of literature from the Medieval period. May be repeated once for credit when topics vary. TRADITIONS (PRE-1800, PRE- 1900)



ENG 515 Readings in Western Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 6 semesters of literature at the undergraduate level or graduate standing.

Taught: Variable, check with department

Advanced study of literature from the Renaissance. May be repeated once for credit when topics vary. TRADITIONS (PRE-1800, PRE-1900)



ENG 525 Restoration and 18th-Century Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 6 semesters of literature at the undergraduate level or graduate standing.

Taught: Variable, check with department

Advanced study of Restoration and 18th-century literature. May be repeated once for credit when topics vary. TRADITIONS (PRE-1800, PRE- 1900)



ENG 530 Readings in the English Language (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 6 semester hours of literature at the undergraduate level.

Taught: Fall only

Topics about the language and its use: specialized readerships, applications, and theories. May be repeated for credit when topics vary.

**ENG 531 English Grammar for Teachers of ESOL (2 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 6 semester units of literature and consent of instructor.

Taught: Variable, check with department

Review of English grammar from pedagogical point of view. Does not count toward English major.

**ENG 535 Teaching High School Writing (3 credits)**

3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to Teacher Education Program and EDU 311 (Admission to Secondary Field Experience); or Admission to MAT Program or MA English program; or possession of valid secondary teaching certificate.

Taught: Fall and Spring

Methods and theories in the teaching of high school writing. Required of all students majoring in English who seek secondary certification.

**ENG 537 Teaching High School Literature (3 credits)**

3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to Teacher Education Program and EDU 311 (Admission to Secondary Field Experience); or Admission to MAT Program or MA English program; or possession of valid secondary teaching certificate.

Taught: Fall Only

Methods and theories in the teaching of high school literature. Required of all students majoring in English who seek secondary certification.

**ENG 541 Linguistics for Teachers of ESOL (2 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 6 semester units of literature and consent of instructor.

Taught: Variable, check with department

Overview of linguistics for teachers of ESOL. Does not count toward English major.

**ENG 542 Teaching and Practice/Creative Writing (3 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Graduate standing or consent of instructor.

Taught: Variable, check with department

Activities, materials, objectives, theory, practice, and curricula for teaching writing at the middle and secondary school levels. Does not satisfy methods course requirements for any Kentucky teaching certificate program.

**ENG 544 Research/Methods in Professional Writing (3 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Graduate standing or consent of instructor.

Taught: Variable, check with department

Introduction to key theories and research methods in professional writing.

WRITING STUDIES.

**ENG 546 Grant Writing (3 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Graduate level student or by permission of instructor.

Taught: Variable, check with department

Theory and practice of preparing and analyzing grant applications. Special focus on the grant process in academic settings.

**ENG 550 Playwriting Workshop (3 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ENG 231 or equivalent or Graduate standing.

Taught: Variable, check with department

Intensive exploration of playwriting theory, approach, creativity, and style. Focus on developing the individual playwright's method and practice through creation of drama, research, and engagement with the theater community.

**ENG 552 Screenwriting Workshop (3 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ENG 231 or equivalent or Graduate standing.

Taught: Variable, check with department

Advanced exploration of the elements and techniques of film production and screenwriting. Focus on style and form; camera, geography, staging, balance, timing, and rhythm; business analysis of films and screenplays; and role of the screenwriter and other personnel.

**ENG 556 Composition Theories (1-3 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Six semesters of literature at the undergraduate level or graduate standing.

Taught: Variable, check with department

Advanced study in composition/rhetoric. May be repeated for credit when topics vary.

**ENG 560 American Literature Before 1865 (3 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Six semester of literature at the undergraduate level or graduate standing.

Taught: Variable, check with department

Advanced study of American literature written before 1865. May be repeated once for credit when topics vary. TRADITIONS (PRE-1900)

**ENG 565 American Literature After 1865 (3 credits)**

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Six semesters of literature at the undergraduate level or graduate standing.

Taught: Variable, check with department

Advanced study of American literature written after 1865. May be repeated once for credit when topics vary. TRADITIONS.

**ENG 570 American Folklore (3 credits)**

3 classroom + 0 lab/studio

Prerequisite(s): Graduate level standing.

Taught: Variable, check with department

Study of oral, customary, and material genres of folklore in different American folk groups.



ENG 575 20th Century British Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Six semesters of literature at the undergraduate level or graduate standing.

Taught: Variable, check with department

Advanced study of British literature written in the twentieth century. May be repeated once for credit when topics vary. TRADITIONS (POST-1900)



ENG 580 Studies in Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 6 semester hours of literature at the undergraduate level.

Taught: Variable, check with department

Special topics in literature; genres, interdisciplinary subjects, individual authors. May be repeated for credit when topics vary. TRADITIONS.



ENG 581 Major Authors (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Six semesters of literature at the undergraduate level or graduate standing.

Taught: Variable, check with department

Advanced study of one or more major literary authors. May be repeated for credit when topics vary. TRADITIONS.



ENG 582 Special Topics in Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Six semesters of literature at the undergraduate level or graduate standing.

Taught: Variable, check with department

Advanced study of special topics in literary studies. May be repeated once for credit when topics vary.



ENG 584 Literary Publishing and Editing (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ENG 291 or equivalent or graduate standing.

Taught: Variable, check with department

Current trends and challenges in publishing explored through research and practical editing of literary journals and other projects.



ENG 600 Introduction to Graduate Studies (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall and spring

Introduction to graduate level writing, research, and careers in English Studies. Required of all Master of Arts in English candidates.

ENG 620 The Teaching of Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

Activities, materials, objectives, and curricula for secondary literature instruction.

ENG 622 Poetry Writing Workshop (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

In-depth techniques for poetry writing, with emphasis on the development of style, voice, and language for poetry; intensive written analysis and in-class critique of student work. May be repeated once for credit when topic/content varies.

ENG 624 Fiction Writing Workshop (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only-even years

In-depth techniques for fiction writing, with emphasis on revision, development of voice, and preparation for publication; intensive written analysis and in-class critique of student work. May be repeated once for credit when topic/content varies.

ENG 626 Novel Writing Workshop (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only-odd years

In depth techniques for the writing of novels. Intensive written and in-class analysis of published and student-generated work. May be repeated once for credit when topic/content varies.

ENG 628 Creative Non-Fiction Workshop (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

In depth techniques for the writing of creative nonfiction. Intensive written and in-class analysis of published and student-generated work. May be repeated once for credit when topic/content varies.

ENG 630 The Teaching of Composition (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Activities, materials, objectives, and curricula for secondary school writing instruction.

ENG 632 New Media and Professional Writing (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Theoretical examination of technology and its implications for the practices of academic and professional writing and writers. Examines the historical impact of phenomena from the printing press through new media and other emerging technologies.

ENG 636 Issues in Professional Writing (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Study of selected contemporary professional writing topics shaping the construction, reception, and delivery of professional documents. May be repeated once when topics vary.

ENG 638 Theories of Community Literacy (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

Introduction to theories of community literacy and public engagement. Explores scholarly research applied to community-driven literacy initiatives.

ENG 639 Fieldwork in Community Literacy (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Spring only-odd yrs

Fieldwork in community literacy and public engagement. Students engage in at least 20 hours of supervised service-learning work and research on-site within a community organization.

**ENG 642 Online Literary Research (3 credits)**

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Location, analysis, use, and creation of digitized primary and secondary resources for literary study. Exploration of online collaborative environments.

ENG 644 Digital Humanities (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Use and application of technology to the study of the humanities, including information retrieval, multimedia technologies, digitization technologies, and text encoding and test quality. May be repeated once when topics vary.

ENG 645 Topics in Contemporary Rhetoric (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Study of contemporary rhetoric emphasizing current issues, theories, and practice. May be repeated once when topics vary.

ENG 646 Composition and Rhetoric Practicum (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Permission of the graduate director.

Taught: Spring only

Introduction to history, theory, and practice of college-level writing instruction.

**ENG 647 History of Rhetoric (3 credits)**

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

Seminar in the history and theory of written rhetoric from the Classical Period to the present.

ENG 648 Developing Writing Programs for Elementary and Secondary Schools I (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Theories of writing and planning of developmental writing programs for specific grade levels and for school-wide programs across disciplines. May be taken concurrently with ENG 649.

Same as EDU 648.

ENG 655 Studies in British Literature before 1750 (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Authors, genres, themes, and traditions from earlier periods of British literature (Anglo-Saxon through 18th century). May be repeated once for credit with different topic.

ENG 657 Studies in British Literature since 1800 (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Authors, genres, themes, and traditions related to British literature from the late 18th century to recent times. May be repeated once for credit with different topic.

ENG 665 Studies in American Literature before 1865 (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Authors, genres, themes, and traditions related to American literature from colonial period to end of Civil War. May be repeated once for credit with different topic.

ENG 667 Studies in American Literature since 1865 (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Authors, genres, themes, and traditions related to American literature since end of Civil War. May be repeated once for credit with different topic.

ENG 671 World Literature in English (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Seminar in literature written in English outside major American and British traditions. May cover materials in a transnational context. May be repeated once for credit when topics vary.

ENG 672 African American Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only-odd yrs

Seminar in authors, genres, themes, and traditions from African American literature. May be repeated once for credit when topics vary.

ENG 674 Multicultural Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Seminar in works by writers in one or more ethnic literatures. May be repeated once when topics vary.

ENG 676 Post-Colonial Theory and Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Seminar in theoretical, cultural, and critical contexts of post-colonial literature.

ENG 678 Folklore and Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Seminar examining the use of folklore in literature. May be repeated once for credit when topics change.

ENG 680 Studies in Literature and Criticism and Theory (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Issues in the history of literary criticism and recent literary theory. May be repeated once for credit with different topic.

ENG 685 Studies in Comparative Literary Forms and Themes (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Issues in form and meaning of literatures from various cultures and languages. May be repeated once for credit with different topic.

ENG 687 Gender and Literature (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Seminar considering written materials from the perspective of women's gender studies. May be repeated once when topics change.

ENG 689 Major Authors (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Seminar in the works of one or more major authors in their theoretical, cultural, and critical contexts. May be repeated once for credit when topics vary.

ENG 696 Internship: Portfolio Development (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Permission of graduate director.

Taught: Variable, check with department

On-or off- campus internship in a variety of writing or literacy related settings, and creation/supervised revision of work.



ENG 699 Independent Study: Directed Readings (1-6 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Permission of graduate director.

Taught: Variable, check with department

Individualized reading, research, and/or projects.



ENG 722 Prose Writing Workshop (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

Intensive workshop for participants working in a variety of prose forms. Emphasis on preparation for publication, intensive written analysis, and in-class critique of student work. May be repeated once for credit when topic/content varies.



ENG 724 Emerging Genres in Creative Writing (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Exploration of one or more emerging genres in creative writing in a workshop setting, with emphasis on writing, revision, and publishing venues. May be repeated for credit when topics change

ENG 725 Theory and Craft of Creative Writing (3 credits)

Hours: 3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the graduate program in English.

Taught: Fall and Spring

Representative theories of craft in the field of creative writing. May be repeated once for credit when topic/content varies.



ENG 726 History of Reading and Writing Practices (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Broadly historical survey of the cultural contexts surrounding the creation, distribution, and reception of books and book history, including scribal and print culture.

ENG 735 Readings In Composition (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the graduate program in English.

Taught: Fall and Spring

Representative authors and trends in the field of composition and rhetoric. May be repeated once for credit when topic/content varies.



ENG 750 Theories and Concepts of Cultural Studies (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

History, theory, and practice of cultural studies. Provides a repertoire of tools for exploring the production of verbal and written cultural discourses as well as their valuation and uses.

ENG 755 Readings in Literary Studies (3 credits)

Hours: 3 classroom hours + 0 lab/studio hours

Prerequisite(s): Admission to the graduate program in English.

Taught: Fall and Spring

Representative authors and trends in the field of literary studies. May be repeated once for credit when topic/content varies.



ENG 786 Prospectus Readings (2 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Permission of the Graduate Director.

Taught: Fall and spring

Independent reading and writing in preparation for writing the prospectus. May not be repeated. Does not count toward the MA in English.



ENG 792 Comprehensive Exam (1-6 credits)

Hours: 0 classroom + 0 lab/studio

Taught: Fall and spring

Preparation for and completion of exams in two areas. Enrollment by permission of the graduate program director.

ENG 793 Master's Project (1-6 credits)

Hours: 0 classroom + 0 lab/studio

Taught: Fall and spring

Supervised development, creation, and defense of the project. Enrollment by permission of the graduate program director.

ENG 794 Master's Portfolio (1-6 credits)

Hours: 0 classroom + 0 lab/studio

Taught: Fall and spring

Supervised development, writing, revision, and defense of the portfolio. Enrollment by permission of the graduate program director.

ENG 796 Master's Thesis (1-6 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall and spring

Supervised development, writing, and defense of an original research-based, scholarly work in one or more areas of English Studies. Enrollment by permission of the graduate program director.

ENG 798 Continuing Capstone Project (1 credit)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Permission of the English graduate program director.

Taught: Fall and spring

Continued work for students who have exhausted maximum allowed enrollment in ENG 792, ENG 793, ENG 794 or ENG 796.



ENG 799 Capstone Presentation (0 credits)

0 classroom hours + 0 lab/studio hours

Prerequisite(s): Permission of English Graduate Program Director.

Taught: Fall and Spring

A graduation capstone experience applying the theories, methods, concepts and/or tools of English Studies in an public oral presentation of a significant work.



ENTREPRENEURSHIP

ENTP 520 Introduction to Social Entrepreneurship (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Graduate standing or consent of instructor

Taught: Variable, check with department

Introduction to the social-entrepreneurial mindset, policy scanning, opportunity recognition, idea validation, legal considerations, and business planning and development necessary to start or work in a non- or for-profit organization with a social mission. Intended for students and professionals in the helping professions (health, social work, education, etc.).



ENTP 575 Social Entrepreneurship Skills (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): ENTP 520

Taught: Variable, check with department

Advances the business acumen in social entrepreneurship of students and professionals in helping professions. Develops skills in social venture creation, marketing, and management for starting or running non- or for-profit organizations with a social mission.



ENTP 640 Entrepreneurship and Innovation (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 605 , FIN 605 and MKT 625 or consent of MBA director.

Taught: Variable, check with department

Creating value through innovation; understanding Entrepreneurs; seeking and evaluating opportunities; gathering resources to convert these opportunities into valuable outcomes; and writing a business plan.



ENTP 670 Managing Growth and Entrepreneurship in Organizations (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ENTP 640 or consent of MBA director.

Taught: Variable, check with department

Managing growing firms and innovation within organizations; advanced study of factors making an organization effective at each stage of growth and the key management systems that are primary tools in managing an entrepreneurial organization: strategic planning, organizational design, organizational development, control systems, and leadership.



ENTP 680 Corporate Entrepreneurship (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 605 , FIN 605 and MKT 625 or consent of MBA director.

Taught: Variable, check with department

Concepts of change, innovation, and corporate venturing; entrepreneurial

behavior and the development and implementation of programs to encourage entrepreneurship (creating value through innovation in midsize and large firms.



ENTP 696 Field Studies: Entrepreneurship (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ENTP 640 or consent of MBA director.

Taught: Variable, check with department

Practicum course offering insight into the entrepreneurial process of managing and growing a business where students, with a faculty member, work in large or small entrepreneurial organizations with problems related to entrepreneurial management issues. Guest speakers from regional business community. Students may seek to obtain approval to repeat this course for 3 additional hours credit.



ENTP 699 Independent Study: Entrepreneurship (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of MBA Program

Taught: Variable, check with department

Students pursue a topic or project of interest to them. Meeting times arranged with instructor. Repeatable up to a maximum of 6 semester hours.



ENVIRONMENTAL SCIENCE

ENV 578 Environmental Issues for Educators (3 credits)

Hours: 1 classroom + 4 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Information and application of environmental issues for classroom use. Interrelationship of local issues and global issues. Required field trips.



EXECUTIVE LEADERSHIP & ORGANIZATIONAL CHANGE

ELOC 665 Graduation Action Research Project (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

Each student will work individually on designing and conducting an organizational change or leadership project that will allow them to apply their competencies in an active organization under guidance of a faculty advisor. Each student will submit a thesis -quality report at the end of their project.

ELOC 699 Independent Study: ELOC (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Admission to the ELOC program.

Taught: Variable, check with department

Specialized topic in leadership and organizational change chosen by student and appropriate faculty member.



FINANCE

FIN 605 Financial Management in Organizations (2 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to a graduate program or consent of program

director.

Taught: Variable, check with department

Analytic techniques for decision making; basic financial analysis for managing corporate finances. For 3-credit option, see FIN 606.



FIN 606 Financial Management in Orgs - Applied (1 credit)

1 classroom + 0 lab/studio

Co-requisite(s): FIN 605.

Taught: Variable, check w/ department

In this course, students will explore and apply analytic techniques for decision making and basic financial analysis for managing corporate finances. This course provides a 3-credit option for FIN 605, Financial Management in Organizations.

FIN 620 Corporate Finance (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): FIN 605 or department approval.

Taught: Variable, check with department

In depth exploration of capital budgeting, dividend analysis, capital structure, risk/return analysis, costs of capital, international aspects of finance, valuation issues, leasing basic financial forecasting and institutional structures for finance. Component course in MBA Finance Stack.



FIN 621 Investments and Security Analysis (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): FIN 620 or department approval.

Taught: Variable, check with department

Introduction to the modern theory and practice of investing. In-depth discussion of risk and rate of return, portfolio theory, valuation of financial claims such as bonds, stocks, and derivative securities, portfolio formation and revision, and portfolio performance monitoring. Component course in MBA Finance Stack.



FIN 622 International Finance (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): FIN 620 or department approval.

Taught: Variable, check with department

In-depth exploration of the impact that globalization brings to capital budgeting, dividend analysis, capital structure, risk/return analysis, costs of capital, valuation issues, leasing, basic financial forecasting and institutional structures for finance. Component course in MBA Finance Stack.



FIN 624 Accounting and Finance for Nurse Executive (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course addresses conceptual and practical applications of accounting and financial management, cost analysis, and budgeting as related to to-day's health care organizations. The course is designed to prepare chief nurse executives and nurse entrepreneurs with a foundation of tools and methodologies to address financial issues within healthcare systems. Financial tools and methodologies that pertain to the health care industry including cost/benefit analysis, budgeting, and staffing are explored. Not open to graduate students in the Haile/US Bank College of Business.

FIN 625 Financial Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): ACC 605 and FIN 605 or consent of MBA director.

Taught: Fall and spring

Financial management and decision making for the corporate financial manager; valuation principles, financing and investment policies, cost of capital, capital structure, and dividend issues. Open only to students in MBA program.



FIN 640 Derivative Securities (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): FIN 625.

Taught: Variable, check with department

Study, analysis, and valuation of various forms of derivatives markets; use of derivatives and strategies for hedging risk or for speculation. Open only to MBA students.



FIN 650 Financial Markets and Institutions (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): FIN 625.

Taught: Variable, check with department

A survey of financial markets and institutions. Coverage includes financial market history, derivatives, duration, interest rate theory and current topics in the field.



FIN 694 Topics: Finance (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): FIN 605 or FIN 625 or department approval.

Taught: Variable, check with department

Various advanced graduate topics in finance; topics listed in Schedule of Classes. Repeatable for a maximum of 12 semester hours if topics differ.



FIN 699 Independent Study: Finance (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of MBA Program

Taught: Variable, check with department

Specialized aspect or topic in finance chosen by student and appropriate faculty member. Repeatable for a maximum of 6 semester hours. Subject to academic regulations pertaining to independent study as given in MBA catalog. Open only to MBA students.



FRENCH

FRE 520 Readings: French (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 300- level French course.

Taught: Variable, check with department

Various literary, linguistic, cultural, and pedagogical topics. May be repeated for credit when topics vary.



GEOGRAPHY

GEO 518 Geographic Information Analysis (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): GEO 418.

Taught: Variable, check with department

Theories, principles, and applications of geographic information analysis; employment of a GIS software package and other computer software packages to manipulate Geographic Information analysis methods.



GEO 519 Advanced Remote Sensing (3 credits)

Hours: 3 classroom + 1 lab/studio

Prerequisite(s): GEO 419.

Taught: Variable, check with department

Introduction to digital remote sensing data processing theories and techniques; employment of a digital remote sensing data processing software package to manipulate digital remote sensing data processing techniques.



GEO 520 Environmental Resources for Teachers (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 3 semester hours of geography.

Taught: Variable, check with department

Study of environmental problem areas such as energy use, population growth, deforestation, toxic wastes, landscape conservation, and sustainable practices; may include a service learning component.



GEO 522 Introduction to Historic Preservation (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Sophomore standing or consent of instructor.

Taught: Spring only-even yrs

An examination of the growing field of historic preservation including such topics as philosophy, recognition and assessments, survey techniques, preservation planning, conservation, advocacy, federal compliance, and protection of significant resources.



GEO 592 Directed Research in Geography (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individual research in an area of geography under supervision of a faculty member. May be repeated once for credit.



GEO 594 Special Topics Geography (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Taught: Variable, check with department

Study of selected topics. Subfields will be chosen in keeping with interest of the instructor and will be listed in Schedule of Classes. May be repeated for credit when topics vary.

GEOLOGY

GLY 616 Geology of the National Parks of Colorado and Utah (3 credits)

Hours: 1 classroom + 2 lab/studio

Prerequisite(s): Graduate standing.

Taught: Summer only

Principles of physical and historical geology presented using the geologic features and geologic history of the national parks for teaching and field

experiences.



GLY 694 Topics: Geology (Graduate) (1-4 credits)

Hours: 1-4 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

May include topics illustrating the principles of geology forms, fossils, and geologic processes. Specific topics are determined in consultation with the student's advisor. May be repeated for a maximum of 12 semester hours.



GERMAN

GER 520 Readings: German (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Various literary, linguistic, cultural, and pedagogical topics. May be repeated for credit when topics vary.



HEALTH EDUCATION

HEA 500 Theory & Behavior in Health Promotion (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or permission of the instructor.

Prerequisite OR Co-requisite: HEA 125, HEA 270

Taught: Fall and spring

Presentation and analysis of determinants of health-related behavior, description of utilization of theory/model (behavioral and social science) common to health education/promotion research and interventions for community & public health; application of theories in practice. Emphasis on common theories used to design, implement, and evaluate health education/promotion interventions.



HEA 510 Research Methods in Health Promotion (4 credits)

Hours: 4 classroom + 0 lab/studio

Prerequisite(s): Junior standing or permission of the instructor.

Prerequisite OR Co-requisite: HEA 125, HEA 270

Taught: Fall and spring

Basic concepts of health education research. Designs (quantitative, qualitative, mixed methods, participatory); data collection strategies; ethical issues/standards/training; develop pertinent research questions/hypotheses; develop proposals; data collection instruments; identify, critique/evaluate research in terms of design, technique, analysis and interpretation; explore and practice research dissemination; develop high quality health education research projects.



HEA 520 Health Promotion Strategies & Methods (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or permission of the instructor.

Prerequisite OR Co-requisite: HEA 125, HEA 270

Taught: Fall and spring

Course emphasis on materials and methods used in community and public health settings to select/design, organize, present/deliver and evaluate health

promotion programs that are contextually appropriate for a given audience/circumstance. Political advocacy, media utilization, community organizing, educational presentations, material development, legislative action/involvement, address multicultural groups.



HEA 530 Health Promotion Program Planning (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or permission of the instructor.

Prerequisite OR Co-requisite: HEA 125, HEA 270

Taught: Fall and spring

Theoretical and practical perspectives of community health planning. Emphasis on the major components of any planning model; needs assessment; priority setting; problems statement; program goals and objectives; and budgeting. Additional topics include: ethical issues related to community health program planning; influence of diversity on interventions; and grant writing.



HEA 540 HP Program Implementation & Evaluation (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or permission of the instructor.

Prerequisite OR Co-requisite: HEA 125, HEA 270, HEA 500, and HEA 530

Taught: Fall and spring

Develop basic skills to implement, evaluate and manage community/public health promotion programs. Concepts, tools, data collection, analysis methods, designs used to evaluate (program process, impact and outcome effectiveness) and manage health promotion programs. Critique and conduct competent and interesting evaluations of health-related programs.



HEA 599 Topics: Health Education (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Instructor permission.

Taught: Variable, check with department

Individual or group study of a topic of current interest in health education. Topic selected by student with approval of instructor.



HEA 699 Topics in Health Education (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of adviser.

Taught: Variable, check with department

Independent study of topics selected from current issues in health education.



HPE 550 Teaching Methods in Phys Educ and Health (1-3 Credits)

1-3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MAT program

Taught: Fall, spring and summer

This is a teaching methods course that will include the development of theory, content, and instructional strategies, including national and state standards, for effective teaching of physical education and health education at the elementary, middle, and high school levels.

HEALTH SCIENCE

HSC 510 Trends and Cultural Issues in Healthcare (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSHS or permission of instructor.

Taught: Variable, check with department

An overview of the U.S. healthcare system, both past and present, coupled with an in-depth analysis of modern trends and those expected in the future; Evaluation of the current status of our healthcare system with emphasis on cultural diversity and competency.



HSC 511 Current Trends in Healthcare (2 credits)

2 classroom hours/0 lab hours

Prerequisite(s): Admission to MSHS, MBA, or permission of instructor.

Taught: Fall, spring, summer

This course is an overview of the U.S. healthcare system; in-depth analysis of modern and potential future trends evaluation of current status of healthcare system with emphasis on cultural diversity and competency.



HSC 600 Healthcare Research Methods (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): STA 614.

Taught: Fall only

Advanced knowledge in design and analysis of qualitative and quantitative research; strategies for appropriate data analysis of various research designs; development of a research proposal for a clinically based healthcare research problem; strategies for appropriate data analysis of various research designs.



HSC 615 Inst Design/Media Dev for Health Prof (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSHS or permission of instructor.

Taught: Variable, check with department

Design, development, and use of interactive media and multimedia; includes integration of various models of instructional design, the fundamentals of technology, technology-based instructional tools, audio, blogging and other social network media. Students will utilize a variety of software applications to create presentations.



HSC 620 Health Care Finance and Reimbursement (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): STA 614.

Taught: Variable, check with department

Study of financial administration processes and payment systems within the various health care delivery systems. Topics to include, but are not limited to: Tools to analyze and understand financial operations, various tools to review and manage comparative data, construct and evaluate budgets, tools to plan, monitor, and manage financial status, allocation of resources and acquire funds.



HSC 621 Healthcare Finance & Reimbursement (2 credits)

Classroom 2 hours + 0 lab/Studio 2 Hours

Prerequisite(s): Admission to MSHS, MBA, or permission of instructor.

Taught: Fall, spring, summer

This course covers financial administration processes and payment systems in health care delivery systems. Topics include financial operations, various tools to review and manage comparative data, construct and evaluate budgets, tools to plan, monitor, and manage financial status, allocation of resources, and

acquire funds.



HSC 625 Healthcare Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course provides a foundation of healthcare education for instructional leaders to make decisions about the types of teaching strategies and instructional plans they utilize in their classrooms. It will provide strategies of teaching with emphasis on student diversity, learning styles, anagogical content, and teaching perspectives. Students will consider paradigm shifts in the roles from clinician/practitioner to educator.

HSC 630 Strategic Planning for Health Services (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSHS or permission of instructor.

Taught: Variable, check with department

An in depth study of successful strategic planning and marketing tactics utilized in the field of healthcare. Evaluation of stakeholders, community needs and desires, as well as implementation and evaluation of such methods.



HSC 631 Strategic Planning in Health Services (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): Admission to MSHS, MBA, or permission of instructor.

Taught: Fall, spring, summer

An in-depth study of successful strategic planning and marketing tactics utilized in the field of healthcare. Evaluation of stakeholders, community needs and desires, as well as implementation and evaluation of such methods.



HSC 635 Health Education Theory and Psychology (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Review of educational philosophies, past and present, which influence educational practice. Primary focus is on those philosophies having the most influence on adult and healthcare education and on the development of a personal philosophy of education to guide everyday practice in an educational environment.

HSC 640 Health Law and Ethical Issues (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSHS or permission of instructor.

Taught: Variable, check with department

Study and evaluation of health care law and its interface with the health care system and the key players within. Real life ethical dilemmas will be examined with application of various theories and principles that apply.



HSC 641 Healthcare Law & Ethics (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): Admission to MSHS, MBA, or permission of instructor.

Taught: Fall, spring, summer

Study and evaluation of health care law and its interface with the healthcare system and the key players within. Real life ethical dilemmas will be examined with application of various theories and principles that apply.



HSC 645 Curriculum and Instruction in Healthcare (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Development of a comprehensive mechanism for healthcare educators to develop unit planning and instructional design. The student will learn how to create a sequence of learning experiences, both clinically and didactically that will engage and help their students logically and meaningfully meet established learning goals.

HSC 650 Healthcare Policy and Economics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSHS or permission of instructor.

Taught: Variable, check with department

Explore health care issues, policies and economic factors influenced by technological, social, economic, and political factors; availability of and access to health care; social distribution of health care; actions for dealing with health care dilemmas. Federal and state regulatory programs, and health care financing will be examined.



HSC 651 Strategic Hum. Res. Mgt. in Health. Org (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): Admission to MSHS, MBA, or permission of instructor.

Taught: Fall, winter, spring, summer

This course offers a broad understanding of the human resources management function in health care organizations, especially as it relates to organizational strategy, behavior, and design. Topics include developing a vision, problem solving, and analytical skills essential for harnessing human resources to advance organizational goals in the health care environment.



HSC 652 Health Care Policy and Economics (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): Prerequisite(s): Admission to MSHS, MBA, or permission of instructor.

Taught: Fall, spring and summer

Explore healthcare issues, policies and economic factors influenced by technological, social, economic, and political factors; availability of and access to healthcare; social distribution of healthcare; and actions for dealing with healthcare dilemmas. Federal and state regulatory programs and healthcare financing will be examined.

HSC 655 Assessment/Evaluation in Health Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Various assessment and evaluation strategies used in classrooms and clinical settings to assess student learning outcomes. A research-based approach will provide students with strategies to evaluate, develop, and apply to determine best practices. Students will learn how to design effective assessments to meet the particular needs of their students and teaching situations.

HSC 691 Health Science Capstone (4 credits)

Hours: 4 classroom + 0 lab/studio

Prerequisite(s): HSC 696.

Taught: Fall only

Culmination of program of study towards a MSHS degree and is structured for the application of knowledge obtained from all other courses, especially core courses.



HSC 696 Health Science Internship (4 credits)

Hours: 0 classroom + 4 lab/studio

Taught: Variable, check with department

Students will apply knowledge, skills, and competencies obtained through core and guided elective coursework.



HISTORY

HIS 501 Introduction to Public History (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Sophomore Standing

Taught: Variable, check with department.

Exploration of different non-academic career fields open to history and humanities majors; coursework includes reading current scholarship by different public history practitioners and active, experiential, service, and problem based learning projects.

HIS 522 Introduction to Historic Preservation (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Sophomore Standing or consent of instructor.

Taught: Spring only-even yrs

An examination of the growing field of historic preservation including such topics as philosophy, recognition and assessments, survey techniques, preservation planning, conservation, advocacy, federal compliance, and protection of significant resources.



HIS 550 History of Appalachia to 1877 (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only-even years

History of the Appalachian region from prehistory to 1877; political, economic, and social issues; developments in the region related to trends in U.S. History.

HIS 565 The Vietnam War (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only-even years

Roots of Indo-Chinese war in traditional Vietnamese culture as affected by colonialism, nationalism, and Marxism; causes of U. S. military intervention, stalemate, and consequent American political crisis; impact of war on Vietnamese and American societies; debate over lessons of the war.

HIS 592 Directed Research in History (1-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individual research in an area of history under supervision of faculty member. May be repeated for up to six total credit hours, for credit.



HIS 594 Special Topics in History (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Graduate standing.

Taught: Variable, check with department

Lecture class in topic not included in regular history curriculum. May be repeated for credit when topics vary.



HIS 595 Study Abroad in History (1-15 credits)

Hours: 1-15 classroom + 0 lab/studio

Prerequisite(s): Departmental permission.

Taught: Variable, check with department

An opportunity for students to engage in one or more officially- sponsored and/or departmentally-approved History courses abroad, ranging from one week to an entire semester. May be repeated for credit when topics vary.



HIS 596 Internship: History (0-6 credits)

Hours: 0-6

Prerequisite(s): Consent of the instructor.

Taught: Variable, check with department.

Supervised work experience in a community history agency or institution or experiential learning in an aspect of public history under the direction of a faculty member. May be repeated up to a total of 6 credits.



HIS 599 Independent Study: History (0-6 credits)

Hours: 0-6 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individualized study of a special topic under supervision of faculty member. May be repeated for credit when topics vary.



HIS 605 Museum Education and Interpretation (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into the MAPH program.

Taught: Fall only-odd years

Development and operation of museum educational programs; topics include learning theory, program design, programming for all ages, and visitor research. May be repeated once when topics vary.



HIS 607 Exhibits in Museums and Historic Sites (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): HIS 515 or permission of Public History program coordinator.

Taught: Spring only-odd yrs

Theoretical and practical approaches to the development, planning, design, and installation of exhibitions.



HIS 609 Administration and Collections Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into the MAPH program.

Taught: Fall only-even years

Basic stewardship obligations for museum collections and fundamental principles and practices of collection management in modern museums.



HIS 611 Museum Administration (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into the MAPH program.

Taught: Spring only-even yrs

Overview of museum management history and the theoretical and practical issues involved in managing a non-profit organization.



HIS 616 Theory and Practice of Oral History (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into the MAPH program.

Taught: Fall only-even years

Historiographical, theoretical and methodological approaches that inform the conducting of oral histories.



HIS 618 Local and Regional Research Methods (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into the MAPH program.

Taught: Fall only-odd years

Origin and development of the study of local history and the processes of identifying, locating and using primary and secondary sources on local history topics.



HIS 622 Cultural Heritage Tourism (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into the MAPH program.

Taught: Spring only-odd yrs

Resources and theories employed in development and management of historical, cultural and heritage tourist sites; analysis of best practices in fulfilling both public expectations and professional standards.



HIS 624 Historical Editing (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into the MAPH program.

Taught: Spring only-odd yrs

Theories, practices, and issues involved in editing and publishing historical documents, including prefatory material, transcriptions and annotations.



HIS 625 Archives & Digital Humanities (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): HIS 601 or Program Director Approval.

Taught: Variable, check with department

Provides a basic introduction to, and understanding of, the management and operations of Archives and Digital Humanities, in various venues such as museums, libraries, and corporations.



HIS 628 Contract History (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into the MAPH program.

Taught: Spring only-even yrs

Creation and management of a historical consulting business, including: grant-writing, budgets, contracts, and marketing.



HIS 630 American Decorative Arts (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into the MAPH program.

Taught: Variable, check with department

An exploration of American decorative arts within a historical context. The goal is to provide students the skills to research, interpret and explain styles, materials, and time periods of American antiques.



HIS 631 Living History in Museums (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into the MAPH program.

Taught: Variable, check with department

Students critically evaluate practices in living history and museum theatre, apply key terminologies and theories utilized in living history and museum theatre, and explore how sites can use living history and museum theatre by creating a program that includes a plan for funding and assessment.



HIS 645 History of Women in the United States since 1900 (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): HIS 103.

Taught: Summer only

Women's role in U.S. economic, social, political, and cultural development since 1900; participation of women in recent history as experienced in diverse ways depending on racial, ethnic, class, and regional differences.



HIS 689 Research and Writing in Public History (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): HIS 601 or Program Director Approval.

Taught: Variable, check with department

Students' understanding of how to research and write about United States history.



HIS 692 Graduate Research in History (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individualized graduate research projects directed by members of the faculty, must be selected before registration.



HIS 694 Topics: History (3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Detailed and comprehensive readings on an aspect or era determined by instructor.



HIS 696 Public History Practicum (3-9 credits)

Hours: 3-9 classroom + 0 lab/studio

Prerequisite(s): HIS 515 and permission of the Public History program coordinator.

Taught: Fall and spring

Individualized research, study, and professional development experience. Each student will complete a combination of primary research, secondary source study and practicum in the field work. May be repeated for up to 9 credit hours.



HIS 699 Independent Study: Directed Readings (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individualized study of a special topic under supervision of faculty member.

May be repeated for credit when topics vary.



HIS 701 Public History Capstone I (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): HIS 601 .

Taught: Variable, check with department

This course explores the methods, strategies, and aims of doing productive graduate research and writing in Public History in preparation for the final project.



HIS 702 Public History Capstone II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): HIS 701.

Taught: Variable, check with department

This course serves as the Public History capstone course culminating in a publishable article, museum exhibit, co-op experience, or other suitable project with the instructor's approval. The project proposal created in Capstone I must have the approval of both the instructor from Capstone I and the program director before the student is allowed to begin the project in this course. The final project must have a writing component for assessment purposes.



HIS 791 Public History Comprehensive Oral Examination (0 credits)

Hours: 0 classroom + 0 lab/studio

Prerequisite(s): Consent of Public History program coordinator.

Taught: Variable, check with department

Cumulative examination based on student's coursework and study experiences in the program.



HUMAN SERVICES/MENTAL HEALTH

HSR 500 Multicultural Family Work (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior Standing or higher.

Taught: Summer only

Best practices of in service delivery to families of young children at risk; importance of parent worker partnerships and shared decision making in assessment, communication/intervention, and evaluation; participation in collaborative supervised assessment of one family; family centered services plan.



HSR 522 The Mindful Helping Professional (1-4 credits)

Hours: 1-4 classroom + 0 lab/studio

Prerequisite(s): Junior standing or higher.

Taught: Fall and spring

This course for helping professionals introduces themes and practices in Mindfulness. Self-paced modules help students explore and incorporate mindfulness characteristics in oneself and others.



HSR 523 The Mindful Leader (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Junior or graduate standing

Taught: Fall and spring

This online course for current and future leaders introduces themes and

practices in mindfulness. Self-paced modules help learners explore and incorporate mindfulness characteristics in oneself, others, and in leadership.



HSR 526 Family Systems (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or Graduate standing.

Taught: Fall, spring, and summer

Integrates and promotes a systems perspective of families, sources of familial distress, and practical interventions for families in crisis. Reviews historical and contemporary theories related to family structure and functions, family dynamics, family relationships, and adaptations in family structure, roles and interaction patterns during times of transition.



HSR 547 Children and Families in Health Care (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or higher.

Taught: Spring only

This course introduces the theory and practice of Child Life, demonstrating how child life specialists provide emotional care and meet the developmental needs of pediatric patients and their families.



HSR 548 Therapeutic Play (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or department permission.

Taught: Fall

Students will examine play through a developmental lens in order to build skills that enrich play from infancy to young adulthood. Particular attention will be given to factors such as family culture, illness, loss and setting that inform a practitioner's selection of play method.

HSR 574 Grief and Loss Across the Lifespan (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): sophomore standing or higher

Taught: Variable, check with department

This course will explore the nature of grief experiences that occur throughout the human lifespan including emotional, physiological, and behavioral impacts of loss. This course is designed to provide students with greater awareness, theoretical knowledge, and basic skills for conceptualizing the needs of individuals adapting to bereavement and non-bereavement losses.

HSR 594 Selected Topics in Human Services (1-3 credits)

1-3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or consent of instructor. Other pre-requisites may apply, vary with topic.

Taught: Variable, check w/ department

In-depth study of contemporary topics in human services. Topic listed in Schedule of Classes; May be repeated for credit when topics differ.



INFORMATICS

INF 594 Graduate Topics: Informatics (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Graduate standing, other prerequisites vary with topics.

Taught: Variable, check with department

Special topics course in Informatics directed by an Informatics faculty member.



INTEGRATIVE STUDIES

IST 585 Introduction to Graduate Interdisciplinary Studies (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission into the Master of Art in Integrative Studies program or permission of instructor.

Taught: Fall only

This course provides a comprehensive introduction to graduate studies in liberal arts, multi- and inter-disciplinary research and developing integrative insights. It prepares students for defining their research interests, planning their individualized curriculum and initiating active learning strategies. It also provides opportunity to develop one's writing skills, to gain knowledge of professional writing styles, and practice integrative writing.



IST 694 Interdisciplinary Seminar (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This seminar provides graduate students with opportunities for in-depth study of important interdisciplinary topics or issues. May be repeated when topics vary.

IST 696 Internship: Integrative Studies (1-3 credits)

1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of program director.

Taught: Variable, check w/ department

Students work under the supervision of the public, private, or non-profit professionals to apply their education to actual work situations.



IST 699 Independent Study: Directed Readings (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individually supervised readings and study of selected topic. May be repeated as topics vary.



IST 793 Integrative Studies: Capstone (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

This is the culminating experience for the Master of Arts in Integrative Studies. It includes reviewing the disciplinary work you have completed throughout your multidisciplinary graduate program, analyzing that work, updating and organizing work performed and identify integrative insights. Students produce a portfolio of their multidisciplinary graduate work. Based on the integrative insights identified in the portfolio building process, each student will develop or revise a piece of their graduate-level writing with the goal of submitting it for publication.

IST 797 Applied Research: Capstone Thesis (3-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): Consent of Instructor.

Taught: Variable, check with department

Student will work closely with a faculty advisor on a culminating thesis that integrates methods and approaches from two or more of the academic disciplines explored through the MAIS program's coursework.



IST 798 Continued Thesis/Project Enrollment (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): 6 hours of IST 793 or IST 797 and consent of instructor.

Taught: Variable, check with department

Continued enrollment for candidates needing more than two semesters to complete the capstone experience (IST 793 or IST 797). Graded pass/fail, this course may be repeated for two semesters until the project or thesis is complete. NOTE: all coursework that is applied to the degree must be no older than six years by the time the program is completed.



JAPANESE

JPN 520 Readings in Japanese (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): JPN 380 or equivalent.

Taught: Variable, check with department

Various literary, linguistic, cultural, and pedagogical topics. May be repeated for credit when topic varies.



KINESIOLOGY

KIN 501 Lab Techniques in Exercise Science (1 credit)

0 classroom + 1 lab/studio

Prerequisite(s): Admission to the MSES program or permission of instructor.

Taught: Variable, check with department

This course must be taken during the student's first semester of enrollment. The laboratory techniques in exercise science online class will provide students with detailed and up-to-date information regarding performance-based technology and laboratory techniques currently used in the field today.



KIN 502 Research Methods and Analytics in Ex Sci (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSES program or permission of instructor.

Taught: Variable, check with department

This online class will provide students with an in-depth learning experience regarding research design, data evaluation and proper analysis based on research methods, designs, and types of data. Students will learn how to set up and use statistical software for their analyses.



KIN 503 Advanced Exercise Physiology (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSES program or permission of instructor.

Taught: Variable, check with department

This course will cover the body's acute and chronic responses to various forms of exercise from biochemical changes within the muscle to long-term adaptations that improve performance. Additionally, these changes will be looked at under extreme conditions such as high temperature and high altitude

environments.



KIN 594 Topics: Exercise Science (1-6 credits)

1-6 classroom + 0 lab/studio

Prerequisite(s): Permission of instructor

Taught: Variable, check with department

Various topics in kinesiology and exercise science.



KIN 599 Independent Study: Exercise Science (1-6 Credits)

1-6

Prerequisite(s): Permission of instructor

Taught: Variable, check with department

Directed readings other areas of specific or individual academic interest. Written agreement between faculty and student must be submitted to department chair within first two weeks of semester; elements of agreement to include purpose, objective, instructional activities, time frame, and evaluation procedure.

KIN 603 Strength and Conditioning Programming (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSES program.

Taught: Variable, check with department

This online class will provide students with an in-depth learning experience regarding current methods in strength and conditioning programming. Students will learn how to develop and implement programs for athlete, youth, adults and geriatric populations based on one's health, fitness level and testing results.



KIN 604 Cardiorespiratory Physiology and ECGs (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSES program.

Taught: Variable, check with department

This course will cover the function of the cardiovascular/respiratory systems, comparing rest to exercise. Focus will include management of hemodynamics and respiratory function, looking at diseased and athletic populations for insight. Cardiovascular function will include cardiac muscle function, electrophysiology, electrocardiogram interpretation with comparisons of normal, and athletic and diseased populations.



KIN 605 Injury Prevention and Rehabilitation (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSES program.

Taught: Variable, check with department

This online class will provide students with an in-depth learning experience regarding common and even less common injuries and ailments in an athletic and general population. Students will learn how to develop and implement rehabilitation and injury prevention programs for athletes, youth, adults and geriatric populations.



KIN 681 Exercise Energy Metabolism (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSES program.

Taught: Variable, check with department

The exercise and energy metabolism online class will provide students with in-

depth content regarding the physiology of metabolism, energy utilization and advanced nutritional strategies to optimize human performance.



KIN 682 Advanced Clinical Physiology (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission into MSES program.

Taught: Variable, check with department

The clinical exercise physiology course will teach students how to assess patients with chronic diseases, complete exercise testing while making special considerations based on disease diagnosis, and prescribe exercise to help manage disease and improve activities of daily living.



KIN 683 Analytics in Sport Science (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSES program.

Taught: Variable, check with department

This class will teach students to manage, interpret and apply information collected from sport and exercise related fields. Students will understand how technology is utilized in the field of exercise science and how big data sets should be analyzed to improve decision making regarding athlete/patient health.



KIN 691 Comprehensive Exam in Exercise Science (0 credits)

0 classroom + 0 lab/studio

Prerequisite(s): Completion of all required major and elective coursework (31 credit hours)

Taught: Variable, check with department

This 0-credit course will be a combination of rigorous content from all relevant content within the MSES curriculum. The exam will include various aspects of a student's course work in exercise physiology, clinical exercise, data analysis, research methods, and exercise programming.

KIN 694 Advanced Topics in Exercise Science (1-6 Credits)

1-6 classroom + 0 lab/studio

Prerequisite(s): permission of instructor

Taught: Variable, check with department

Varied advanced topics in exercise science.

KIN 696 Internship (6 credits)

6 classroom + 0 lab/studio

Prerequisite(s): Permission of instructor.

Taught: Variable, check with department

The Internship Option will require students to seek and obtain a qualified internship in the field of exercise science. Internships must be related to exercise or clinically-based.



KIN 697 Thesis (6 credits)

6 classroom + 0 lab/studio

Prerequisite(s): Permission of instructor.

Taught: Variable, check with department

The Thesis Option will require students to design, complete IRB, implement, collect data and report findings for an approved topic related to exercise science.



KIN 698 Continued Thesis (1 credit)

1 classroom + 0 lab/studio

Prerequisite(s): KIN 697 and consent of instructor.

Taught: Variable, check with department

This course is only for students needing additional time to complete the thesis project (KIN 697) in exercise science. This course is graded pass/fail and may be repeated for a maximum of two semesters or until the thesis is complete.



LAW

LAW 757 Seminar in Technology Law (3 credits)

3 classroom + 0 lab/studio

Taught: Variable, check w/ department

As the world evolves through technology, the law must evolve as well. This course requires students to focus upon a single emergent technology-such as artificial intelligence, autonomous vehicles, the Internet of Things, or some other technology of each student's choosing-and explore existing and anticipated legal issues associated with the technology. Students will be expected to research and to write about these issues, discussing the existing laws that may apply to that technology and to propose prospective remedies for any legal problems that the technology may cause that current laws or regulations do not cover.

LAW 800 Information Privacy Law (3 credits)

Prerequisite(s): Must have completed the 1st year.

Information comes to us in the form of patents, copyrights, trademarks, databases, photographs, and information stored in our GPS tracker, our Google search, our cell phones, and our health records. This course examines current U.S. practice regarding the right of an individual to control one's personal information in transactional settings such as health care, financial services, e-commerce and social media. The course will explore the history of U.S. privacy, the current development of privacy regulation and identify the next steps necessary for expansion of U.S. policy in this area.



LAW 801 Legal Boundaries in the Digital Age (3 credits)

Prerequisite(s): Must have completed the 1st year.

Taught: Fall, Winter, Summer

Technology extends the reach of individuals, organizations, and governments beyond borders, posing one of the greatest legal challenges in the Digital Age. A single action on the Internet can have consequences far beyond where the actor resides-stealing an identity, subverting an election, threatening a public utility-raising questions about what laws, and what governing bodies, will protect victims and punish those that harm them through technology. This course will examine the obstacles to enacting and enforcing laws to govern cyberspace and the real world when developing technologies create challenges to the lawful authority of governments to regulate technology.

LAW 802 Basic Legal Skills II - Writing (2 credits)

Taught: Fall, Winter, Spring, Summer

A continuation of Basic Legal Skills I - Writing.

LAW 803 Civil Procedure I (3 credits)

Civil Procedure focuses on the litigation process through which parties enforce legal rights by going to court. In civil procedure we study the rules and norms that govern noncriminal cases, in which private individuals and government may be parties.

Over the course of the Civil Procedure I and II sequence, students will study subject matter jurisdiction, personal jurisdiction, venue, the Erie doctrine, preclusion doctrines, the mechanics of pleadings, joinder, discovery, summary judgment, and trial and post-trial motions with an emphasis on the Federal Rules of Civil Procedure.

LAW 804 Business Basics for Lawyers (2-3 credits)

Prerequisite(s): Students who have passed the Accounting and Finance Test are not permitted to take this course. This course is not recommended for students who have a substantial knowledge of business principles.

The purpose of the course is to provide students with an understanding of the fundamental business principles that underlie substantive law courses in the commercial and business curriculum. Topics to be covered include an introduction to fundamental business principles, including debt and interest, discounting and present value, annuities and insurance, valuation techniques for a going business, principles of taxation, the operation of securities markets and securities including options and derivatives. Other topics may include introductions to accounting and financial reporting, the operation of the real estate market, comparison of business entity characteristics and bankruptcy principles.

LAW 805 Civil Procedure II (3 credits)

This course is a continuation of Civil Procedure I.

LAW 809 Constitutional Law I (3 credits)

This course covers basic methods of constitutional analysis; constitutional distribution of governmental powers between the states and the federal government and among the three branches of the federal government; judicial function in constitutional cases; and jurisdiction of the federal courts.

LAW 810 Advanced Legal Analysis Strategies (3 credits)

Prerequisite(s): Students graduating in May or August only.

This course builds on the analytical and writing skills taught across the law school curriculum to enhance a student's ability to prepare for, take, and pass the bar exam. While the most intense preparation for the bar occurs during the weeks immediately prior to the examination, this course will prepare students for that period of study and practice. Therefore, the course is open only to students in their final semester of law school.

Students will be introduced to the format and components of the Kentucky and Ohio bar exams, to the magnitude of the task of bar study, and to skills necessary for bar passage. Selected substantive topics must be reviewed, mainly the six subjects tested on both the multiple choice and essay portions of the bar exam. Primarily students will learn study methods, answer practice essay and multiple choice questions, and receive feedback on written answers. Self-assessment techniques and group learning are emphasized and encouraged.

Because so much material must be covered, a fair amount of out-of-class preparation is necessary. Despite the pass/fail grading, the course is rigorous

and requires students to read, think, discuss, write, and answer many questions.

This course is not designed to replace commercial bar preparation courses, which all students are strongly encouraged to take.



LAW 811 Constitutional Law II (3 credits)

This course covers federal constitutional limitations on the power of the government to restrict individual liberty, including the application of the Bill of Rights to the states through the Fourteenth Amendment, civil procedural due process, substantive due process and rights of privacy.

LAW 813 Contracts I (3 credits)

This course examines the law governing the formation of contracts under the common law and the Uniform Commercial Code. The course generally includes the following subjects, although coverage, sequence, and emphasis will vary by instructor: Assent; Indefiniteness; Consideration; Promissory Estoppel; the Statute of Frauds; Incapacity; Duress; Undue Influence; Misrepresentation and Fraud; Unconscionability; Public Policy; Illegality.

LAW 815 Contracts II (3 credits)

This course examines the law governing the interpretation and performance of contracts under the common law and the Uniform Commercial Code. The course generally includes the following subjects although coverage, sequence, and emphasis will vary by instructor: Construction and Interpretation; UCC Implied Warranties; Express and Constructive Conditions; Breach; Acceptance, Rejection, and Revocation of Acceptance of Goods; Anticipatory Repudiation; Performance Excuses; Assignment and Delegation; Third-Party Beneficiaries; Legal and Equitable Remedies for Breach.

LAW 819 Criminal Law (3 credits)

This course covers legal concepts of criminality; sources of criminal law; elements of criminal offenses; criminal responsibility and defenses to crimes; parties to crime; and incomplete criminal conduct.

LAW 820 Healthcare Law (3 credits)

Health care looms as the primary social issue in this country. In a single generation, health care moved to a significant segment of America's gross national product (over 20%) while traditional access to care has become limited by restrictions imposed by payer sources and laws. This course will be an overview of the health care industry and the laws that impact the industry as well as social policy decisions in place and yet to be made about who gets care and who pays for that care.

LAW 821 Criminal Procedure (3 credits)

This course addresses the federal constitutional constraints on the federal and state governments with respect to the investigation of criminal activity. Topics covered may include: the applicability of the Bill of Rights to the States, the exclusionary rule, searches and seizures (including eavesdropping and wiretapping), interrogations and confessions (including the right against self-

incrimination and the right to counsel during interrogations), pre-trial identification procedures, and entrapment.

LAW 822 Deposition Strategies (1 credit)

This skills course teaches students how to take and defend depositions. The course combines lectures, demonstrations, and interactive simulations.



LAW 823 Evidence (4 credits)

This course covers the Federal Rules of Evidence, including relevancy, competency of witnesses, direct examination, refreshing and reviving memory, opinion evidence and expert witnesses, cross-examination and impeachment, privileged communication and silences, judicial notice, authentication, and hearsay.

LAW 824 Voir Dire Strategies (1 credit)

Voir Dire Strategies will teach the skills and way of thinking necessary to increase your chances of selecting a jury that will be receptive to your theory of the case. All too often, trial lawyers ask the wrong questions of prospective jurors, missing opportunities to explore in a meaningful way whether a prospective juror will be right for the case. Additionally, trial lawyers frequently rely on stereotypes in picking jurors they believe will be favorably predisposed to their case. But just as in other facets of life, reliance on stereotypes in picking jurors can be dangerous. This course will teach a theory-of-the-case based way of constructing questions of potential jurors and analyzing whether prospective jurors should be selected for the case. Perhaps more importantly, the course will focus on how to 'de-select' potential jurors who will be hostile to your theory of the case through cause and peremptory challenges.

LAW 825 Tax: Federal Income Taxation (3 credits)

This course is an introduction to the basic themes in federal income taxation such as what constitutes income; what is deductible from income; and who must declare income. This course was previously titled Tax: Basic Income Tax Concepts.

LAW 826 Legal Drafting - Litigation (3 credits)

Legal Drafting - Litigation is an advanced legal writing course designed for law students in their second, third, and fourth years for preparing documents used in litigation. The goals of this class are to develop writing and editing skills that litigators use in trial practice and managing cases. The course will strive to conceptualize students' writing, and then to write clearly, persuasively, and precisely. Clarity in thought and brevity in communication -- these are the hallmarks of effective, persuasive writing.



LAW 827 Legal Analysis and Problem Solving (3 credits)

This course includes the study of legal method and legal systems designed to teach the role and function of courts, legislative bodies, and administrative agencies; techniques of legal argument and reasoning; and sources of law. This course is scheduled during the first two weeks of class for the part-time division and during the first week of class for the full-time division.

LAW 829 Basic Legal Skills (Research) (3 credits)

This course introduces students to the basics of legal research. Students will focus on primary and secondary sources of legal information in both print and online formats. This course is required during the first semester of the first year of law school.

LAW 830 Basic Legal Skills I - Writing (2 credits)

Taught: Fall, Winter, Spring, Summer

Skills instruction and exercises in legal research and analysis of common and statutory law, legal writing and reasoning, written and oral advocacy.

LAW 831 Criminal Litigation (3 credits)

This intensive course is offered to students who are interested in taking an in-depth look into the criminal justice process from arrest to post-trial relief. Students taking this class will have an opportunity to develop their oral and written advocacy skills. The course will cover various aspects of the post-investigative stage of the criminal process, commonly referred to as "bail to jail." It examines what occurs after the criminal investigation has been completed, and an arrest has occurred. The individual is no longer a mere suspect, but now a defendant. Presently, the plan for the class is to cover such diverse areas as pre-trial release (bail), pretrial motions, preliminary hearings, trial objections, sentencing, and post-conviction challenges. Students will be expected to both learn important concepts in criminal law, procedure and evidence and apply that law by arguing, and-on occasion, drafting-motions based upon fact patterns which raise related issues. This class provides a unique opportunity, because it combines substantive law with the opportunity to advocate in a skills setting. Please note that this course may be used to satisfy the AWR drafting requirement.

*** Professor Mungo is an experienced and well-respected criminal defense attorney who practices in both Kentucky and Ohio. A 1998 Chase graduate, Professor Mungo has also been an Assistant Commonwealth Attorney as well as in private practice with the firm of Wood, Herron & Evans. He has taught other courses here, including legal writing, advance appellate advocacy and trial strategy.



LAW 832 Legislation and Statutory Interpretation (3 credits)

This course will examine the legislative process, theories and doctrines of statutory interpretation, severability; Congressional "oversight" through both investigation and the appropriations process; Congressional response to statutory interpretation decisions of the U.S. Supreme Court; legislative veto; and retroactivity of statutes. All students taking the course will also receive training, from Chase Law Library faculty, in the use of library and online resources for researching the legislative history of statutes. Students who elect to fulfill the AWR-RESEARCH credit in this course will be able to do so by writing a two-draft narrative legislative history of a recently enacted federal or state statute (20 page minimum). All students will take a take-home final exam.



LAW 833 Professional Responsibility (3 credits)

This course covers the law of lawyering, including legal ethics under the American Bar Association's Code of Professional Responsibility and Rules of

Professional Conduct; legal malpractice; lawyers' First Amendment rights; judicial ethics; and professionalism in the practice of law.

LAW 834 E-Discovery (3 credits)

This course will examine the electronic discovery (e-discovery) process primarily following the 9 stages of the Electronic Discovery Reference Model (EDRM). It will include analysis of e-discovery case law including past and current cases; the Federal Rules of Civil Procedure related to e-discovery; different types of e-discovery including litigation, government investigations, and internal audits; and ethical issues related to e-discovery. Additionally, it will have a practical aspect that will teach e-discovery skills related to e-discovery technology including review platforms. This course will be taught entirely online. Students will be able to complete all course requirements asynchronously within the timelines set for each course element. It is not a learn-at-your-own-pace course, but there will be no scheduled class meetings that would require attendance on a specific date or at a specific time. The exam will be available on-line, and students will be able to take it during the exam period.

LAW 835 Property I (3 credits)

This course covers issues related to real and personal property; estates; landlord/tenant relationships; adverse possession; land transfers and mortgages; recording; covenants, easements and licenses; rights and liabilities accruing from possession and ownership of land; and fixtures.

LAW 836 Effective Legal Analysis III (0 credits)

The purpose of these sessions is to build on critical skills necessary to success in law school, on the bar exam, and in the practice of law. Various hands-on activities will help you master skills such as careful reading, issue spotting, structuring an answer, managing time, balancing the analysis of a close question, and taking both multiple choice and essay tests. Although everyone is welcome to attend, students on academic warning must register as well. **You must register for and attend the section designated to your division in school.** If you are required to participate in ELA, you must arrange your course and work schedules around the scheduled section for your division.

For ELA II, You must register for the same ELA II section as your Con Law section because that course is used as the substantive basis for the skills instruction.

Effective Legal Analysis I is limited to first-year students, who must sign up in the division-day or evening-in which they take the majority of their doctrinal classes. Effective Legal Analysis III is limited to part-time students in their fourth semester, but one section accommodates students in the day and evening divisions.

This course is pass/fail.

LAW 837 Property II (3 credits)

This course is a continuation of Property I.

LAW 838 UCC: Sales and Secured Transactions (3 credits)

This course involves the study of Articles 2, 2A & 9 of the Uniform Commercial Code, including sale and lease of goods; warranties; risk of loss; remedies of

buyer and seller; bona fide purchaser; and creation and perfection of security interests in personal property and fixtures.

LAW 839 State Constitutional Law (3 credits)

This course examines various aspects of Kentucky Constitutional law. Students are typically required to write a paper for this course, which is taught by former Kentucky Supreme Court Justice Donald Wintersheimer.

LAW 840 UCC: Payment Systems (3 credits)

This course involves the study of Articles 3, 4, & 4A of the Uniform Commercial Code and other statutes, including negotiability and negotiation of various negotiable instruments; rights and liabilities of all parties; and rights and liabilities in other payment systems such as electronic funds transfers, automated teller machines, credit cards, and letters of credit.

LAW 841 Torts I (3 credits)

This course covers civil wrongs and their remedies; intentional torts and defenses; unintentional harms and defenses; products liability; strict liability; and other specific harms.

LAW 842 Startups and Venture Capital Law (3 credits)

This is an advanced, applied business law course intended principally for 3L students or those with a significant interest in business law. Enrollment in the course is limited to 12 students and requires approval by the professor - in this regard, please send copy of résumé and law school transcript by email to Eric Alden. Ideally, students enrolling in the course would already have taken, or be contemporaneously enrolled during the same semester as Startups and Venture Capital Law, in: (i) Corporations; (ii) Agency, Partnerships and LLCs; (iii) Securities Regulation; and (iv) Tax: Business Organizations and Business Planning. However, students with a strong interest in business law are encouraged to apply for enrollment even if they will not have taken or be enrolled in all of the foregoing. The only one of the foregoing courses which will be treated as a strict co- or pre-requisite is Corporations - all the others can be waived if the professor believes the student has sufficient background and interest to make the course worthwhile for the student.

LAW 843 Torts II (3 credits)

This is a continuation of Torts I.

LAW 844 Environmental Aspects of Business Transactions (3 credits)

Every transaction that includes the transfer of land or buildings may involve restrictions on uses or the assumption of liabilities imposed by our environmental laws. This course will cover the environmental laws implicated by these transactions, particularly the regulation of hazardous substances. It will also introduce students to the liability, diligence, and drafting issues that arise in these transactions.

LAW 845 Wills and Trusts (3 credits)

This course covers the transmission of property while alive and at death, including intestate succession; requirements for wills and trusts; will

substitutes; power of appointment; duties and liabilities of fiduciaries; and estate and trust administration.



LAW 846 Applied Ethics (2 credits)

APPLIED ETHICS was created and developed from experiences on the Kentucky Bar Association ethics hotline, on the Board of Governors and as an officer (President in 2013-14.) It became obvious that attorneys involved in the discipline process often made the simplest of mistakes over and over - clients were being harmed, making complaints, and were filing lawsuits against their attorney not necessarily because the attorney lied, stole or cheated but because the attorney did not communicate, keep confidences, stay diligent or handle the money correctly. The goal of this class is to get to law students early, before they get caught up in the bar exam and job hunting ritual, so they have a firm grasp of reality, of common problems that are so easily avoided, and of the discipline process.

Students will be introduced to the types of situations practicing attorneys confront that require a working knowledge of professional conduct principles for successful resolution. Students will be alerted to the mistakes that most frequently result in formal discipline and to the areas of practice that create malpractice exposure. Students will receive instruction on the need to participate in self-regulation, how to participate and how to protect themselves. Students will be instructed on the unique position attorneys hold in the system of justice in the United States.



LAW 847 Digital Forensics and the Law (3 credits)

Taught: Fall and Spring

This course will focus on both hands-on digital forensic experience using open-source digital forensics tools and case law that covers electronic discovery, privacy, and cybersecurity considerations. In this course, the student not only gains experience using digital forensics tools but also will learn about legal precedents that discusses the "why" behind the "how". The course also includes lessons about data acquisition and analysis of external storage devices such as USB devices, workplace considerations (the cloud, bring-your-own-device BYOD), and a study of various models that any forensic practitioner should be familiar with when presenting findings to in a court of law. Finally, students will be also asked to engage in critical thinking assignments that tackle forensic implications of current and emerging technologies.

LAW 849 Foundations Review III (3 credits)

This course builds on the analytical and writing skills taught across the law school curriculum to enhance a student's ability to prepare for, take, and pass the bar exam. While the most intense preparation for the bar occurs during the weeks immediately prior to the examination, this course will prepare students for that period of study and practice. Therefore, the course is open only to students in their final semester of law school. Foundations I and II are NOT prerequisites.

Students will be introduced to the format and components of the Kentucky, Ohio, and Uniform bar exams, to the magnitude of the task of bar study, and to skills necessary for bar passage. Selected substantive topics must be reviewed, mainly the seven subjects tested on both the multiple choice and essay portions of the bar exam. Primarily students will learn study methods, answer practice essay and multiple choice questions, and receive feedback on

written answers. Self-assessment techniques and group learning are emphasized and encouraged.

Because so much material must be covered, a great deal of out-of-class preparation is necessary. Despite the pass/fail grading, the course is rigorous and requires students to read, think, discuss, write, and answer many questions over the course of the semester.

This course is not designed to replace commercial bar preparation courses, which all students are strongly encouraged to take.

This course is pass/fail.

LAW 857 Advanced Criminal Law: Habeas (3 credits)

This course will provide students with an understanding of federal habeas corpus practice, which is often an inmate's last opportunity to overturn a conviction or avoid execution. Habeas corpus is often considered the most complex aspect of criminal law. Federal courts deal with habeas petitions regularly. Yet, law students do not routinely learn federal habeas law. This Court will bridge that gap and therefore make students more attractive candidates for prestigious federal judicial clerkships. Students will learn the requirements to proceed in federal habeas and the procedures to follow in filing and litigating a habeas petition from filing to conclusion. They will also learn the doctrines of exhaustion and procedural default, the limitations on granting habeas relief, what to do when habeas relief is denied, and stay of execution litigation in death penalty cases. In a nutshell, students will learn every aspect of federal habeas corpus with the goal that by the conclusion of the course, students will have a basic knowledge of how to litigate a federal habeas petition from filing to final appellate review and have enough federal habeas knowledge to assist federal district court judges decide federal habeas petitions. This knowledge will be gained not just through statutory and case law, but also through practical experience. Students will review habeas pleadings filed in actual death penalty cases and then have the opportunity to draft various pleadings that would be filed in federal habeas cases, either in actual death penalty cases or in a hypothetical case - depending on the status of the professor's capital habeas cases. By doing so, students will have the option to use this class to satisfy the AWR - Drafting requirement.



LAW 859 National Security Law (3 credits)

This course requires significant research and group work. Students work in teams to solve current legal issues involving national security. There is neither a casebook nor an exam, but a paper is due at the end of the course.

LAW 861 Supreme Court Seminar (3 credits)

Prerequisite(s): Approval from Associate Dean Rosenthal is required. Students must provide résumés to the Associate Dean.

This course will focus on between 9 and 12 cases currently before the United States Supreme Court. The course will also consider several other high-profile cases percolating in the lower federal courts with high probability of reaching the Supreme Court.

This is how the seminar will work: Each student will select one current Supreme Court Justice to impersonate for the entire semester. Before each class, students will review the briefs in the case assigned for that week and any writings by their respective Justice on the subject area. During class, students will discuss the case as the Justices would in their private

conference. The students will then vote on the case. During the course of the seminar, each student will produce at least one majority opinion, one concurrence, and one dissent. The course will be for three credits and will focus on effective advocacy and opinion writing. The hope for the course is that the students will learn several interesting areas of the law, gain insight into the way judges think so as to become better advocates, and learn effective brief-writing techniques. Students will also have the opportunity to hear from a seasoned Supreme Court advocate during one of the class meetings.



LAW 865 Effective Legal Analysis (0 credits)

The purpose of these sessions is to build on critical skills necessary to success in law school, on the bar exam, and in the practice of law. Various hands-on activities will help you master skills such as careful reading, issue spotting, structuring an answer, managing time, balancing the analysis of a close question, and taking both multiple choice and essay tests. Although everyone is welcome to attend, students on academic warning must register as well. **You must register for and attend the section designated to your division in school.** If you are required to participate in ELA, you must arrange your course and work schedules around the scheduled section for your division.

For ELA II, You must register for the same ELA II section as your Con Law section because that course is used as the substantive basis for the skills instruction.

Effective Legal Analysis I is limited to first-year students, who must sign up in the division-day or evening-in which they take the majority of their doctrinal classes. Effective Legal Analysis III is limited to part-time students in their fourth semester, but one section accommodates students in the day and evening divisions.

Pass/Fail course.

LAW 869 Semester in Practice (4-12 credits)

The Semester in Practice Program is a field-based external clinic in which students apprentice (without pay) with lawyers in all areas of practice or in judicial chambers. The SIP provides an opportunity - through observation, participation, practice, and reflection - to improve students' legal knowledge and skills and to inform and expand their vision of what the practice and profession of law can be. The overarching goal of the SIP Program is to provide opportunities for students to develop lawyering skills, learn substantive law, and engage in critical reflection about the legal profession, their legal career, and their priorities and values as lawyers and individuals through supervised field experiences and the contemporaneous seminar.

LAW 870 Applied Complex Litigation (3 credits)

The purpose of this course is to provide a real-life experience in the preparation and defense of a commercial claim. This course will discuss the strategy of pursuing and defending a commercial claim. The facts of the claim are derived from actual commercial cases involving major corporations and individuals with millions of dollars at stake. The course will be led by Attorney Al Weisbrod, who will act as a mentor. Mr. Weisbrod was involved as trial counsel in each of the cases from which the facts have been derived for this course. If the students and the mentor work together as planned, at the end of this course, the students' knowledge of Torts, Contracts, Federal and Civil Procedure, and Evidence will have been enhanced. Each student will have created forms,

memorandums, and arguments that can be used in actual trial practice.



LAW 871 Witness Preparation (1 credit)

Through role play and other means, this course is designed to teach methods and techniques that trial counsel use to prepare themselves and their witnesses for testimony that is truthful, engaging, trustworthy, and persuasive. Students will learn how to showcase witness testimony, reduce risks of unexpected or damaging testimony, gain witness confidence, explain the witness' role, uncover hidden information, lay foundations for admitting exhibits, and deal with cross-examination, etc. **Each exercise will be followed by critique and class discussion.**

LAW 874 Field Placement Seminar (2-3 credits)

Chase's clinical externship program offers students practical, hands-on experience in handling actual cases and learning aspects of the law in supervised judicial, civil, and criminal law settings. A student must expect to work 50 hours for every credit-hour earned. First-time placements of 3 credits or less qualify for the field placement clinic. Second or subsequent externships of 3 credits or less qualify for the advanced field placement clinic. All externships of 4 or more credits will be enrolled in the semester in practice course. These externships have a mandatory classroom component, even though these are listed under "non-classroom courses." The class sessions will not meet every week, and some sessions will be conducted on-line. See Professor Kinsley for details.



LAW 875 Climate Change and the Law (3 credits)

This course will integrate the emerging science and law of climate change. It will review approaches to addressing this issue considered or implemented at the global, national, state, and local levels. These include different policy instruments, such as carbon taxes and emissions trading, as well as specific regulations and other efforts that address emissions, consumption, and land use. The course will also review corporate and other non-governmental actions taken concerning climate change.

LAW 876 Mergers & Acquisitions (3 credits)

Mergers and Acquisitions is an advanced course in business law intended for students interested in working as corporate and securities attorneys, as well as for students interested in commercial litigation, including specifically litigation arising out of broken deals (a not uncommon fact pattern). The course will involve both doctrinal law as well as the text of actual acquisition agreements used in practice. For students who will not have taken Securities Regulation and Business Tax either previously or concurrently, reference to the brief Nutshell (or comparable) commercial outline is recommended in order to achieve basic familiarity with those subject areas. The course will address multiple different areas of substantive law which bear upon the acquisition process.



LAW 877 Business Organizations (4 credits)

This course provides an introduction to the law of business organizations, with primary focus on corporations, partnerships and LLCs. The course generally includes the following subjects, though coverage, sequence and emphasis will vary by instructor: (i) the history and evolution of different forms of business organizations; (ii) the mechanics of forming the different types of business organizations under state law, including attention to the specific operative documents used for this purpose; (iii) securities issuances and typical capitalization structures, along with a brief introduction to securities regulatory matters in connection therewith; (iv) choice of entity type and jurisdiction; (v) corporate governance, including the roles of directors, officers and shareholders; (vi) shareholder voting and other rights; (vii) entity governance in the partnership and LLC context; (viii) fiduciary duties and agency principles in the business organization context; (ix) dividend, distributions and other paths to liquidity for investors; (x) shareholder derivative suits and other litigation matters involving the business organization; and (xi) mergers and acquisitions. No prior background in business law or economics is assumed. This course serves as the principal gateway to further study and practice in the business law field of corporate and securities law, and is relevant both to those who would form and represent business entities as well as those who contemplate engaging in litigation involving business entities.

LAW 878 Representing Small Businesses (1 credit)

Prerequisite(s): Completion of 30 credit hours.

This course is offered in fall only, for students interested in participating in the Clinic in fall or spring. It can also be taken as a stand-alone, one-credit course. The course involves simulation exercises, several outside speakers and covers a variety of topics, including both substantive law issues and practice management skills, such as mock client interviews and writing emails to clients, all typical for representing small businesses. Limited to 20 students; priority given to SBNLC students and those planning to register for SBNLC in spring.

LAW 882 Energy & Environmental Law: Renewables (3 credits)

This course explores the expanding field of renewable and alternative energy resources. It reviews federal, state, and local laws and policies that promote (and impede) such resources, and it considers emerging distributed generation models. Turning to technology-specific evaluations, it surveys the range of emerging technologies and looks in depth into legal and policy issues impacting each.

LAW 884 Emerging Technologies & the Law II (3 credits)

Taught: Fall, Spring, Summer

This course continues to explore the emerging technologies introduced in Emerging Technologies and the Law I, including artificial intelligence, autonomous vehicles, biometrics, blockchain, cryptocurrency, drones, the Internet of Things (IoT), machine learning, quantum computing, robotics, 3D printing, and virtual and augmented reality- and their impact upon contract, criminal, property, tort and other core areas of the law.

LAW 885 Digital Commerce and the Law (3 credits)

3 classroom + 0 lab/studio

Taught: Fall and Spring

As commerce shifts to the Internet and mobile technologies, the law has been forced to adapt to the realities of the e-commerce marketplace. Consumers and businesses buy and sell goods or services through virtual storefronts using

digital contracts, paying with digital currency, and, in some cases, resolving disputes online. Meanwhile, blockchain technology has offered new ways to document and to pay for e-commerce transactions through smart contracts and cryptocurrencies, like bitcoin. This course will address e-commerce common and regulatory law, with a special emphasis upon blockchain technology.

LAW 888 Legal Studies (1 credit)

Legal Studies is a semester-long required course for all evening division students in their first year of law study. The course provides fundamental information about the law, the American legal system, legal terminology, problem solving, the role of policy, and legal reasoning, both objective and persuasive. In addition, the course focuses attention on the skills needed for success in law school and beyond: note-taking, critical reading, case briefing, statutory interpretation, rule synthesis, outlining, exam taking, and time management, including maintaining a healthy work-life-school balance. Although some lecture is necessary, active and team-based learning will be emphasized, and the ultimate goal is to make each student an engaged and independent learner.

****Evening students only.**

LAW 889 Client Centered Practice (2 credits)

Client Centered Practice is a two-week, real-time simulation of law practice in which corporate, civil, criminal, family-based, and ethics doctrine and procedure are integrated with research, writing, and oral advocacy skills to improve student preparedness for the real-world practice of law. In the course, students will be confronted with a hypothetical client whose needs are wide-ranging and overlapping. Students will proceed to represent the client throughout by preparing a series of memos, motions, and client-related documents, by planning for and executing fact development, and by implementing problem-solving and advocacy strategies. The course will be taught by a team of professors, emphasizing individual feedback and depth of substantive expertise. By the conclusion of the two week session, students will have acquired doctrinal knowledge and additional practice skills necessary to represent clients in the real world. The course is pass/fail.

Open to full-time students who have completed the first year curriculum and to part-time students who have completed the second year curriculum.



LAW 890 Foundations Review II (1 credit)

This course reviews the law of criminal procedure, constitutional law, and evidence. Students may complete optional modules on civil procedure, contracts, criminal law, real property, and torts, but will not receive credit for them.

This course is an **online course**, but students may be required to meet for testing of each module.

This course is pass/fail.

LAW 892 Legal App Development (3 credits)

Prerequisite(s): Permission of Lunsford Academy Director

Students will design and create a legal app in partnership with computer science students or a local software developer. Through this exercise, students will hone their abilities to educate themselves about a particular area of the

law and articulate their legal knowledge to non-experts. In addition, students will gain experience working as a team and communicating with team members and technology professionals regarding the legal and technological issues relevant to creating an app.



LAW 893 Intellectual Property and Other Intangible Rights: Drafting and Negotiating Strategies (3-4 credits)

Prerequisite(s): Permission of Lunsford Academy Director

This course takes a transactional approach to survey the law of intellectual property rights - trademarks, patents, copyrights and trade secrets. The students will also learn about protecting other intangible rights with noncompetition agreements, publicity rights licenses, releases, and endorsement agreements.

In addition to learning about the laws that protect these rights, students will understand the fundamental elements of intangible rights and intellectual property licenses and explore the best practices for creating and protecting these rights. The students will develop skills to identify strategies for effective drafting and negotiation of transactions that involve intellectual property and other intangible rights.



LAW 895 The Business of Law: Creative Thinking for Lawyers and their Clients (2-3 credits)

Prerequisite(s): Permission of Lunsford Academy Director

This course prepares law students to address the competitive landscape of the legal services market. It provides them with the foundational skills required for operating a business, aiding clients in achieving business goals, and otherwise becoming a business-competent lawyer and business leader.

The course trains students in creative problem solving for businesses - either for their own law practice or for their clients' businesses. Students will explore many of the methods, tools, and exercises that are the keys to unlocking business value. The skills the students are encouraged to develop in this course will help them design their law practices to better serve the needs of clients, regardless of whether their practice is solo, firm, or in-house.



LAW 896 Law Practice Technology (2-3 credits)

Prerequisite(s): Permission of Lunsford Academy Director

This course trains students to become efficient users of standard office software typically used by lawyers in practice, such as word processing, spreadsheets, and pdf documents. In a competitive legal market, lawyers who are proficient in the use of office software will reduce costs for their employers and clients.

In addition, students will learn about software and other technologies designed for legal practitioners, providing students with a better practical foundation when they enter the modern legal market.

Finally, students will become familiar with technologies that compete with the services that lawyers provide, providing the students with a better understanding of how lawyers can distinguish their services from these products to provide value for their clients.



LAW 897 Business Boot Camp (1 credit)

Business Boot Camp offers an overview of business concepts crucial to understanding client needs and analyzing their issues. Similar to a mini-MBA, this program is not "Accounting 101," but introduces finance, accounting, and other business concepts such as markets and market intelligence, innovation, operations and logistics, risk analysis, pricing strategy, human resources. A combination of class presentations, many by faculty at the Haile/US Bank College of Business, in-class and out of class assignments. Includes at least 30 hours of class and offered on an intensive basis over a short time period. The culmination is an exercise where students work in teams which compete in presenting a business plan for a fictitious business to a panel of judges. Students with a strong business background should not apply.

LAW 901 Accounting for Lawyers (2-3 credits)

This course will provide students with an understanding of basic accounting principles and their application to the practice of law. Topics covered will include balance sheets, income statements, statements of cash flow, and other related topics. The course is designed for students who have never taken accounting courses, or for students who have taken fewer than six hours of accounting classes at the undergraduate or graduate level.

LAW 902 Administrative Law (3 credits)

This course covers procedural and constitutional law regulating units of government other than legislatures and courts, and legal principles of agency implementations of statutory programs. The course will also involve a selective examination of the powers of administrative agencies, and the legislative, executive, and judicial controls on and review of administrative action.

LAW 904 Tax - Advanced Income Tax Concepts (3 credits)

Prerequisite(s): Tax - Basic Tax Concepts

This course is a study of advanced principles of federal income taxation not covered in Basic Income Tax Concepts, including tax accounting and other timing issues, choice of taxable year, time value of money, disallowances and restrictions of losses and deductions, charitable contributions, and the minimum tax.

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LAW 906 Bankruptcy (3 credits)

This course emphasizes personal bankruptcy and surveys creditors' remedies and consumer credit protection legislation.

LAW 907 Law Practice Management (2 credits)

After completing this course students will:

- Understand the structure of a private practice law office.
- Develop a business plan for beginning a law office.
- Create a reference manual containing law practice forms, policies and procedures used in the daily management of a law firm.
- Understand the technology used in a law office.
- Understand time and billing procedures used in a law office.

LAW 908 Advanced Appellate Advocacy (3 credits)

This course involves advanced work in writing appellate briefs and arguing appellate issues, with particular emphasis on preparing students to compete in interscholastic moot court competitions. This course is required for students trying out for Chase's Moot Court Board, and it is also available for any students interested in appellate advocacy.

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LAW 909 Children's Law Clinic (3-4 credits)

Prerequisite(s): 30+ credit hours; 60+ credit hours if you want a license to appear in court

The NKU Chase Children's Law Center Clinic represents children primarily in delinquency, child custody and visitation, and school matters. Students typically work on 2-3 cases and at least one policy project during the course of a semester, under the supervision of the clinic faculty. The Clinic also includes a weekly seminar (Fridays from 10-11:30), which addresses substantive law, advocacy skills, and ethical issues in the representation of children. While the subject matter of the Clinic's cases focuses on children's issues, students develop skills transferrable to any practice setting. Enrollment in the clinic is limited to 8 students. Priority is given to students eligible for a student practice license and permission is required for enrollment. Participation in the Clinic requires a significant time commitment (150-200 hours) and some flexibility in the student's schedule. All students will be expected to attend and conduct court appearances throughout the semester (frequently Wednesday mornings and Tuesday/Thursday afternoons), and to be available to attend to other client business during some regular business hours. Students who have concerns about their ability to maintain a flexible schedule should speak with Clinic faculty before applying. Additional information is listed on the Clinic application.

Clinic students must be available for Friday clinic class and some Monday/Wednesday mornings at 8:30am for court appearances. Clinic application will be posted on Symplicity. Please see Professor Halbrook with questions.

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LAW 910 Kentucky Innocence Project (2 credits)

Prerequisite(s): Instructor permission required; 2 semester externship

This clinical program is a partnership between NKU Chase College of Law and the Kentucky Department of Public Advocacy. Students will actively participate in the criminal justice system and perform the functions of an Assistant Public Advocate by investigating cases of inmates claiming to be innocent of the crime(s) of which they have been convicted. Students will perform many of the duties related to post-conviction client representation by carefully investigating claims and legal arguments. Students will engage in extensive fact investigation, interviewing clients and witnesses, visiting and examining crime scenes, and retrieving, preserving and analyzing evidence. In addition, students will prepare legal documents related to innocence claims. Students will further develop competency in investigative and advocacy skills as well as the substantive knowledge required to serve as effective and ethical attorneys through a combination of experiential learning and classroom instruction.

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LAW 912 Constitutional Litigation Clinic (4 credits)

Prerequisite(s): Instructor permission required; must have at least 60 credit

hours to register; 2 semester externship

The Constitutional Litigation Clinic offers eight Chase students a hands-on experience litigating civil rights cases on behalf of prisoners and former offenders in Ohio state and federal courts. The Ohio Justice & Policy Center created this Clinic in partnership with the Greater Cincinnati Foundation and the Salmon P. Chase College of Law at Northern Kentucky University. Students handle all aspects of cases, from client interviews through trials and appellate brief writing and argument.

The Constitutional Litigation Clinic requires a year-long commitment. Each student must be certified as a legal intern by the Supreme Court of Ohio. Through this Clinic, students and supervising OJPC attorneys open doors for clients and provide real opportunities for second chances - helping reclaim their lives and restore our communities.

Interested students should submit a letter of interest, a transcript, and a writing sample to Sheila Donaldson Johnson, OJPC Office Manager, via email (sdonaldson@ohiojpc.org) or by faxing to 513.562.3200.



LAW 914 Conflict of Laws (3 credits)

Prerequisite(s): Students must complete 30 hours of courses before enrolling in this course.

This course covers principles of selecting the law to govern transactions and events that occur or have effects in multiple states, including common law traditional choice of law and modern approaches; constitutional aspects of choice-of-law theory; recognition and enforcement of judgments; and special choice-of-law problems such as those arising in family law or in international law contexts.



LAW 915 Constitutional Law Seminar (3 credits)

Because it is a seminar, there will be a 6000 word (including footnotes) paper in the course, not a final exam. This paper may also qualify for the AWR Research requirement. You may write your paper on any of the cases or topics we cover in the seminar. Students enrolling in this course should have previously taken Constitutional Law I & II or else be taking Constitutional Law I concurrently with this seminar (students who have taken both courses at the same time in the past have found that the seminar helps them better understand Constitutional Law). In the seminar, we will discuss the theory of originalism in constitutional interpretation - the theory that constitution should be interpreted according to its original meaning. We will read three books (with a total cost less than a typical casebook) for, against and about originalism. We will debate the relation of originalism and its main competition - living constitutionalism (the theory that constitutional meaning evolves over time) and we will also apply originalism to important constitutional provisions and controversies.

If you have any questions, please e-mail Professor Valauri.

LAW 916 Digital Crimes and Torts (3 credits)

Taught: Fall and Spring

This is the age of the invisible criminal and tortfeasor, harming individuals, businesses, and governments under a cloak of anonymity and through the boundless reach of the Internet. Many crimes and torts were rare or nonexistent until this century-like cyber-attacks, cyberbullying, cyberextortion,

cyberstalking, cyberterrorism, and cybertheft. This course will examine New Age crimes and torts and the legal challenges in imposing criminal and civil liability upon those who commit them.

LAW 918 Advanced Field Placement Clinic (2-3 credits)

Prerequisite(s): A student must (1) have completed 30 credit hours for placements which do not require a student license to practice or 60 credit hours for placements which do require a student license to practice; and (2) have completed Professional Responsibility or be contemporaneously enrolled in Professional Responsibility. Certain placements have specific GPA or coursework requirements beyond these prerequisites

Chase's clinical externship program offers students practical, hands-on experience in handling actual cases and learning aspects of the law in supervised judicial, civil, and criminal law settings. A student must expect to work 50 hours for every credit-hour earned. First-time placements of 3 credits or less qualify for the field placement clinic. Second or subsequent externships of 3 credits or less qualify for the advanced field placement clinic. All externships of 4 or more credits will be enrolled in the semester in practice course. These externships have a mandatory classroom component, even though these are listed under "non-classroom courses." The class sessions will not meet every week, and some sessions will be conducted on-line. See Professor Kinsley for details.



LAW 919 Entertainment Law (3 credits)

This course will provide an in-depth introduction to the field covering the legal and practice issues related to popular music, television, and feature films, as well as the development of the legal skills required of entertainment lawyers. Also included in the course are U.S. copyright law and the Berne Convention. The course will also cover negotiating, drafting, and interpreting recording agreements, music publishing agreements, and film distribution agreements.

This is an online course. Students will study and apply the reading materials through a series of research, drafting, and negotiating exercises. While there are no live sessions, students are expected to stay current on all reading assignments, participate actively each week, complete CALL and drafting exercises, and work closely with their partners on collaborative projects. There is also a final exam.

LAW 920 Environmental Law (3 credits)

This course provides an introduction to environmental law, focusing primarily on federal statutory law. It covers the historical development of environmental law, including the transition from common law to statutory law; the role of courts, the legislature, the executive branch, and private parties in the development and implementation of environmental policy; and the major regulatory strategies used to control environmental harm. Major statutes discussed include the National Environmental Policy Act, the Endangered Species Act, the Clean Air Act, and the Clean Water Act.

LAW 922 Employment Law (3 credits)

This course examines many of the federal and state statutes and common law doctrines that affect the employment relationship, including the employment-at-will doctrine, contract and tort incursions into that doctrine, privacy issues, wage and hour legislation, and unemployment insurance. The course does not

cover issues involving unions, collective bargaining, or unfair labor practices under the National Labor Relations Act.

LAW 924 Elder Law (3 credits)

This course presents an overview of legal practice and policy relating to aging individuals and an older society. Topics may include an aging population; the challenge to the law; ethical issues and legal assistance; age discrimination in employment; income maintenance; health care; and elder abuse, neglect, and crime.

There will be guest speakers. On days on which a guest speaker is scheduled, absences will count twice when computing possible grade penalties.

LAW 925 Family Law (3 credits)

This course covers courtship; marriage; husband and wife; family breakdown; annulment; divorce; dissolution; parent-child rights and relationships; custody; and support.

LAW 927 Law for Digital Entrepreneurs (3 credits)

3 classroom + 0 lab/studio

Taught: Fall and Spring

This course focuses upon the legal needs of entrepreneurs and their startups. While successful startups may require help with complex legal drafting and transactions to obtain financing, issue shares, go public, or sell the company, entrepreneurs and lawyers that represent them require general knowledge of many areas of the law. The course will consider some of the expertise that a lawyer must acquire to counsel startups, explore ways that attorneys can better understand these unique clients and develop a practice to serve them, and introduce entrepreneurs, or those who may want to become entrepreneurs, to legal issues common to creating and running a startup.

LAW 928 Tax - Business Organizations and Business Planning (3 credits)

The course explores the various tax and business issues transactional lawyers confront in the life cycle of a business. To that end, the course will study the tax consequences that flow from transactions between a corporation and its shareholders and between a partnership and its partners during the life cycle of the business. Topics of study include the choice of entity upon formation, growth issues and the operation of the business, distributions, redemptions and liquidations, taxable and tax-free acquisitions and restructuring of the business, and exit strategies.

LAW 930 Legal History (3 credits)

This course surveys significant issues in legal history. It not only covers legal history in general, but enables students to study subjects in depth by writing research papers on topics of their choosing. In addition, students acquire understanding of the practice of law in the times of Abraham Lincoln, and of the changes in the federal government that occurred during the Civil War.

LAW 931 Intellectual Property Survey (3 credits)

The course provides an introduction to copyright, trademark, patent, trade secret, and publicity rights, with an emphasis on how these five discrete fields interact. The course materials are inherently comparative in nature, allowing

students to see how very different legal doctrine can be used separately or in combination to develop problem solving approach, solve client problems, and appreciate how these different regimes create economic, ethical and sociological structures.

LAW 932 Insurance Law (3 credits)

This course addresses the types of insurance contracts; definitions; governmental supervision; insurable interests; measures of indemnity and rights of subrogation; rights and obligations of parties; use of particular clauses to control risks; adjustment of claims; no-fault automobile plans; and new areas of insurance.

LAW 933 Inter-School Competition (ABA Tax Competition) (1 credit)

Prerequisite(s): Permission of the instructor.

An alternative to traditional moot court competitions, the ABA Law Student Tax Challenge asks two-person teams of students to solve a cutting-edge and complex business problem that might arise in everyday tax practice. Teams are initially evaluated on two criteria: a memorandum to a senior partner and a letter to a client explaining the result. Based on the written work product, six teams receive a free trip (including airfare and accommodations for two nights) to the Section of Taxation Midyear Meeting, where each team will defend its submission before a panel of judges consisting of the country's top tax practitioners and government officials, including tax court judges. The competition is a great way for law students to showcase their knowledge in a real-world setting and gain valuable exposure to the tax law community. Further competition information can be found [here](#).

The competition problem is usually distributed in late August, the memorandum and client letter is due to be submitted in early November and, if selected, the team will be invited to defend its submission sometime the following January. Please contact Prof. Nacev if you have any questions or if you are interested.



LAW 933 Inter-School Competition (Appellate Advocacy/Moot Court) (1-2 credits)

This course is reserved for those students competing in interscholastic moot court competitions. Students must join the Chase Moot Court Board and complete Advanced Appellate Advocacy in order to enroll in this course. Students must receive approval from the Moot Court Board faculty Advisor to enroll in this course.

LAW 933 Inter-School Competition (Client Counseling) (2 credits)

In conjunction with students' participation in the ABA Client Counseling Competition, this course addresses the practical, legal, and ethical dimensions of initial interviews with prospective clients.

LAW 934 International Law (3 credits)

International law is a three-credit course for upper class students. This course will introduce the student to public international law, including the creation and enforcement of treaties, the role of custom, the efficacy of international institutions (e.g., courts and non-governmental organizations), the legality of using force, and the act of state doctrine. Class meetings will include lecture, discussion and group exercise. (Students will solve problems as purported

members of the United States National Security Council and the United Nations Security Council; and resolve legal disputes between nations as purported justices of the International Court of Justice.) Each class will involve ample use of technology, e.g., PowerPoint presentations and film clip viewings.

LAW 935 Interviewing, Counseling, and Negotiating (3 credits)

This course emphasizes the development of skills required of lawyers in interviewing clients, witnesses, and others to obtain relevant information; counseling clients; and negotiating such matters as case settlements and contracts. Role playing, simulation and videotaping will be used in this course.

LAW 936 Jurisprudence (3 credits)

Jurisprudence is a legal philosophy seminar. It studies general questions such as the nature of law, the relation between law and morality, and how judges should go about deciding individual cases, as well as more specific and controversial topics in areas as diverse as constitutional law and torts. Instead of using a casebook, we will read several important original works of Anglo-American legal philosophy written since 1960. The book cost and total pages assigned will be comparable to a course with a casebook. Jurisprudence is a seminar, so there is a course paper (which can satisfy the AWR-Research component), but there is no final exam. Papers may be written on any topic or author we cover in class or any area reasonably related to course topics and authors. There are no prerequisites for this course and no background in philosophy is necessary. Since Jurisprudence is not a bar course, some students wonder what practical use this course can be to them as future lawyers. I answer that question in this way--it is the only course that you can take in law school that can help you acquire a very important legal skill, that of making legal arguments when all the usual grounds of argument (precedent, statute, tradition, etc.) are on the other side.

LAW 937 Juvenile Law (3 credits)

This course examines, among other topics, the legal and philosophical bases for a separate juvenile court system, and of the state's right as *parens patriae* to interfere in the parent-child relationship; juvenile court jurisdiction over the delinquent child; and the status offender and the dependent and neglected child through the entire court process.

LAW 938 Labor Relations (3 credits)

This course covers the rights, duties, and liabilities of employers and organized labor under the applicable federal and state legislation.

LAW 939 Employment Discrimination (3 credits)

This course examines of the basic doctrines protecting individuals from employment discrimination, principally Title VII of the Civil Rights Act of 1964 (race, color, sex, religion, national origin), and also the Americans with Disabilities Act, the Age Discrimination in Employment Act, and various state statutes.

LAW 940 Essential Quantitative Skills for Lawyers (3 credits)

Prerequisite(s): Permission of Lunsford Academy Director

In the first part of this course, students will develop a strong working knowledge of accounting concepts and mechanics. Students will also learn to

read financial statements, analyze them, and understand how they are relevant to the practice of law.

The second part of this course will explore important basic concepts of finance, such as present value, future value, compound interest, risk and rates of return, discounted cash flow, bond valuation, and the foundations of business and equity valuation.

In the final part of the course, student will learn the foundations of statistical analysis, including central tendency, distribution, dispersion, hypothesis testing, statistical significance, correlation, and basic regression analysis.



LAW 942 Art Law (3 credits)

This seminar emphasizes intellectual property, artistic integrity, and issues facing the contemporary artist, such as artists' liability, rights and integrity pertaining to the First Amendment, censorship, copyright, trademark, Traditional Knowledge intellectual property concepts, the Visual Artists Rights Act of 1990, the Right of Publicity, moral right and *droit de suite* statutes, forgery, authentication, agreements for the commission and transfer of works of art, theft, and valuation problems in sales and charitable contribution of works of art.

It complements Cultural Property Law, which emphasizes legal issues applicable to the art market and museums, including ancient art and art dispersed in times of war, regardless of the era in which the art was created.

LAW 943 Law Review (3-6 credits)

Academic performance at the College of Law or a writing competition determines which students are selected as members of the editorial staff of the Northern Kentucky Law Review, which trains students in disciplined legal research and writing.

LAW 944 Contract Drafting (3 credits)

This course focuses on the skills used to draft and review contract documents. The course builds on concepts learned in Contracts I and II and explores how these concepts shape actual contracts. Students will learn the issues and processes involved in contract drafting and will apply this learning in drafting and critiquing individual clauses and entire agreements.

LAW 945 Employee Benefits Litigation (1 credit)

This course examines the evolving area of employee benefits litigation. Students will study litigation involving claims for benefits as well as claims for breaches of the fiduciary duty of those who administer the plans. Cases involving the risks employees face when purchasing employer stock from their employer, discretion accorded the employer in making decisions regarding claims for benefits, the elimination of retiree health benefits, the limitation of damages for medical claims, as well as other topics, will all be studied.

LAW 946 Modern Real Estate Transactions (3 credits)

This course covers brokers, commissions, duties to buyer and seller, contracts of sale, financing, damages, specific performance, warranties, recording acts, abstracts of title, title insurance and Torrens registration, cooperatives and

condominiums, closing a real estate transaction, and the drafting of real estate instruments.

LAW 949 Advanced Small Business & Nonprofit Law Clinic (1-3 credits)

Only students who have successfully completed one semester of the Small Business and Nonprofit Law Clinic may register for this course. Students may sign up for 1 (50 total hours), 2 (100 total hours) or 3 credits (150 total hours), subject to availability. Students complete similar work to the SBNLC; they are not required to attend all SBNLC classes, but must attend a specified number of the scheduled SBNLC class meetings, to be arranged with the Professor. In addition, students must spend at least 4 hours per week in the clinic. Apply through Symplicity.

LAW 950 Patent Law (3 credits)

This course focuses exclusively and intently on patent law. It covers the history, theory, and constitutional basis of the U.S. patent system; patentable subject matter; and rights, obligations, and liabilities of investors, patentees and infringers.

LAW 951 Patent Prosecution (3 credits)

This course introduces students to the preparation and prosecution of patent applications before the U.S. Patent and Trademark Office. Students will learn practical aspects related to drafting the various portions of a patent application, as well as advocating before the USPTO during the prosecution of the application.

LAW 952 Complex Problem Solving (3 credits)

Complex Problem Solving will teach the skills students need to analyze and develop interdisciplinary action plans to address multi-faceted problems. The overarching principle of the course is that effective client-centered advocacy requires a diverse array of skills - both legal and non-legal. Working from a hypothetical fact pattern based on an actual case, students will work collaboratively to develop strategies to address the problem in the following areas: litigation, public relations, coalition-building and lobbying. The course will offer numerous opportunities for students to develop the necessary skills through simulations.

LAW 955 Remedies (3 credits)

This course covers remedies available in contract, tort, and real and personal property actions, including damages, equitable remedies, specific performance, injunction, constructive trusts, restitution, reformation, and rescission.

LAW 958 Securities Regulation (3 credits)

This course involves the study of primary and secondary securities markets under the Securities Act of 1933, the Securities Exchange Act of 1934, and related rules and regulations; the definition of a "security"; registration requirements relating to offerings; secondary distributions and the resale of restricted securities; exemptions from registration requirements; proxy solicitations; and civil liabilities to purchasers and sellers of securities.

LAW 961 Supervised Independent Study (2-3 credits)

A student may earn credit for independent study in two ways. The first is by researching and writing a paper in an area of law approved by a faculty member. Proper Bluebook citation is required. Upon the student's completion of the paper, the faculty member will determine the final letter grade for the course. A minimum paper length of 5000 words (excluding footnotes) is required for the award of two credits; a minimum paper length of 7500 words (excluding footnotes) is required for the award of three credits. Supervised Independent Study credit earned for writing a research paper may satisfy the student's AWR-Research requirement so long as the paper complies with all prerequisites for obtaining AWR-Research credit.

The second way a student may earn credit for independent study is by participating in specialized moot court competitions such as the Jessup International Law Moot Court Competition, the Tax Law Moot Court Competition, the Intellectual Property Law Moot Court Competition, and the National Telecommunications Law Moot Court Competition. Upon completion of the competition, the supervising faculty member will determine the final letter grade based upon the written brief and the student's final practice oral argument prior to attending the competition. A student will receive two credits for brief writing and participating in the oral argument, and one credit for brief writing only.

LAW 962 Tax Litigation (3 credits)

Prerequisite(s): Tax - Basic Concepts

Provide participants with knowledge of the procedures applicable to tax litigation in the various available judicial forums as well as advocacy skills for successful litigation in those forums.



LAW 963 Worker's Compensation (3 credits)

Prerequisite(s): 2L, 3L, or 4L

In this course, students can expect to learn the laws concerning employees who suffer workplace injuries in Ohio and Kentucky. This class will take a practical approach, with a strong emphasis on learning the administrative and court process and how to complete various workers' compensation forms and motions. The goal of this course is to enable each student to be ready to represent clients in this practice area after completing the course.

LAW 964 Advanced Criminal Law: Sentencing (3 credits)

This course covers various topics every general practitioner should know. The course will cover probate law, disability law, domestic relations law, and other areas of practice. There will be several guest speakers.

LAW 965 Trial Advocacy (3 credits)

Day - This course is designed to develop the skills involved in the conduct of a trial. Role playing, simulation, and videotaping will be used.

Evening - Students who have taken Pre-trial litigation with Thomas/Wirthlin will be given preference for cap purposes. This course is a hands-on skills course. Students will be making presentations each week, including opening statements, direct and cross examinations, voir dire, and closing arguments. Students will try a bench trial and a jury trial during the course of the semester.

LAW 966 Trial Advocacy Competition (2 credits)

The National Trial Advocacy Team promotes excellence in trial advocacy through training, education, and participation in mock trial competitions. The National Team competes in mock trial competitions throughout the year. While preparing for competition, team members have the opportunity to develop trial advocacy techniques in one-on-one settings with faculty and litigators. Competitors are selected through an intra-school competition. Class/Practice usually takes place on one weeknight and one weekend day. However, the days and times may vary depending on the schedules of coaches and students. Students who are chosen for the team must register for and will receive 2 credits for their successful participation. Evidence is recommended, but not required for students wishing to tryout for the team.

LAW 970 Sports Law (3 credits)

This course involves the overall study of the sports industry world-wide, with specific emphasis on the collective bargaining issues in the NFL and NBA; college coach contracts; player contracts; regulation of sports agents; issues relative to the NCAA and major college sports; international rules and contracts for basketball players; sports marketing contracts; and miscellaneous other issues that will give the student a broad, general knowledge of the sports industry. Students will have to complete a take-home exam and a paper for the course.

LAW 971 Drafting International Business Transactions (2 credits)

This is a drafting course focusing on an international distribution agreement. In learning to draft a distribution agreement students will also learn many of the necessary drafting considerations for agency, franchise and licensing agreements. The legal problems to be addressed in certain clauses will be discussed. Students completing the course will be able to draft a sophisticated distribution agreement between a U.S. manufacturer and a European Union distributor.

LAW 972 Mediation (3 credits)

Prerequisite(s): 3L or 4L with some exposure to litigation

This course provides students with the critical skill sets associated with the lawyer serving as an advocate in the negotiation and mediation processes, both forms of dispute resolution apart from traditional litigation. Students study and practice negotiation and mediation advocacy techniques as well as processes commonly employed by mediators, ethical and practical problems associated with these topics, and the application of these techniques and processes to disputes in both the public and private sector.

This is a hands-on, skills course with lots of role-playing. Students need to participate actively in class.

LAW 973 Legal Drafting (2 credits)

This course provides practice in the drafting of basic documents encountered in the general practice of law. The course may focus on litigation documents, transactional documents, or a combination thereof.

LAW 974 Pretrial Litigation (3 credits)

This course involves the study of complex litigation matters using the case simulation method from inception to the beginning of trial. Students will act as

litigation associates, with one half of the students representing plaintiffs and the other half representing defendants. The students will perform drafting and other assignments.

LAW 976 Kentucky Practice and Procedure (3 credits)

This skills course teaches students the "nuts and bolts" of practicing law in Kentucky. The course covers pleadings, discovery, and trial issues such as impeachment of witnesses, authentication of evidence, and opening statements.

This course is pass/fail.

LAW 979 Field Placement Clinic (2-3 credits)

Prerequisite(s): A student must (1) have completed 30 credit hours for placements which do not require a student license to practice or 60 credit hours for placements which do require a student license to practice; Certain placements have specific GPA or coursework requirements beyond these prerequisites.

Chase's clinical externship program offers students practical, hands-on experience in handling actual cases and learning aspects of the law in supervised judicial, civil, and criminal law settings. A student must expect to work 50 hours for every credit-hour earned. These externships have a mandatory classroom component, even though these are listed under "non-classroom courses." The class sessions will not meet every week, and some sessions will be conducted on-line. See Professor Kinsley for details.



LAW 981 Sexuality, Identity, and the Law (3 credits)

This course aims to explore the socially constructed norms and frameworks enabling the legal regulation of human sexuality. This course will offer students an opportunity to analyze and develop a perspective on issues of sexual orientation, gender identity and justice, while providing the critical tools required to evaluate a host of legislative and judicial responses to gender and sexuality. This course will look at historical precedents and emerging case law to analyze how certain types of sexual behavior and gender identity are regulated (including freedom of assembly, association and expression, freedom of religion and nondiscrimination, asylum and immigration and universality and equality). The course will also examine the legislative, regulatory and judicial response to 'deviant' sexual bodies in action (including transgender identities, intersex bodies, same-sex marriage, new family forms, and the decriminalization of sodomy). In looking at case law and legal precedent, the course will allow students to begin to explore the multiple ways that legal regulation operates in the realm of sexuality and identity.

LAW 982 Advanced Legal Research (3 credits)

Prerequisite(s): Students who have taken, or are taking, 'Advanced Online Legal Research' are not eligible to enroll in this course.

Advanced Legal Research offers students, particularly those getting ready to graduate, an opportunity to not only review basic research skills, but to delve more deeply into research as it is applied in practice. Particular attention will be given to updating students' skills in online research.



LAW 983 Broadcast/Telecommunications/Internet Law (3 credits)

This course will survey government regulation of facilities of mass communications. Topics to be covered include regulation of: business entity; pricing of services; content; ownership structure; and access to communications facilities owned by others. The course will focus primarily on the Federal Communications Commission, but state and local government regulation will also be covered.

LAW 985 Digital Privacy & Security (3 credits)

Taught: Fall and Spring

The exponential and infinite proliferation of big data raises both privacy and security issues, as the sensitive information of individuals, organizations, and governments are collected and stored online where it can be hacked or misused without authorization. This course will explore the developing, complex web of laws, national and international, that govern data privacy and cybersecurity. More specifically, it will examine the limitations of the existing legal framework and consider the policy implications of greater regulation of data collection over the Internet and the evolving Internet of Things.

LAW 986 Tax - Tax Moot Court Inter-School Competition (0 credits)

This course prepares students for the inter-school appellate moot court tax competition. This competition is known as the Mugel Tax Competition.

LAW 987 Small Business & Nonprofit Law Clinic (2-4 credits)

Clinic students must be available for a mandatory 4-hour training the week before the semester begins. This Clinic is located on the 3rd floor of Nunn Hall. Students may sign up for 2 credits (100 total hours), 3 credits (150 total hours), or 4. Students work with small businesses, entrepreneurs and nonprofit entities on basic legal matters of a business nature. Coursework includes one weekly class meeting. In addition, students must spend 4 hours per week in the clinic. Most students do work for 2-3 clients during a semester, providing exposure to a variety of business and legal issues. Preference is given to students who have completed 60 or more credit hours and who have taken professional responsibility, along with business organizations. Efforts are made to accommodate evening students. Registration requires interview; apply through Symplicity.

LAW 991 Domestic Violence Law Seminar (3 credits)

This seminar will explore the current state of domestic violence law in the United States and other selected countries; the complex issues of domestic violence from the perspective of the victims, perpetrators, the legal community and governmental policies; and the manifestations of domestic abuse in different cultures and in same-sex relationships.

LAW 992 Domestic Violence Law Prosecution and Trial (3 credits)

This is a skills-based course which explores the impact and application of domestic violence issues and theories to the preparation and presentation of a case for trial. The course uses a case file specifically designed for domestic abuse issues, produced by NITA, and the students are required to prepare various exercises and motions in limine, and to conduct a full jury trial.

LAW 994 Emerging Technologies and the Law I (3 credits)

3 classroom + 0 lab/studio

Taught: Fall, Spring, Summer

Today's world is on the brink of a fourth industrial revolution, the Digital Revolution, with ever-emerging technologies transforming life in the 21st century-connecting billions of people through the internet; improving access to goods and services; and redefining commerce, education, governance, and the workplace. Over two semesters, students will be introduced to emerging technologies-artificial intelligence, autonomous vehicles, biometrics, blockchain, cryptocurrency, drones, the Internet of Things (IoT), machine learning, quantum computing, robotics, 3D printing, and virtual and augmented reality- and their impact upon contract, criminal, property, tort and other core areas of the law.

LAW 996 Death Penalty Seminar (3 credits)

This seminar will explore the statutory and constitutional rules regarding implementation of the death penalty in the United States. The course will begin with a brief discussion of arguments by proponents and opponents of the death penalty. We will then address the development of Eighth and Fourteenth Amendment restrictions on the use of capital punishment, including categorical exemptions from the death penalty for the insane, the mentally retarded, juveniles, certain felony-murderers, and those who do not commit homicide. We will examine the unique hallmarks of a capital trial including the selection of a "death qualified" jury, the use of aggravating and mitigating evidence in the punishment phase of the trial, and issues created by the use of victim impact evidence. The prominent issue of race and its relation to the death penalty will also be addressed. Traditional class discussion will be supplemented with: guest speakers; in-class exercises in which students take on the roles of prosecutors, defense attorneys, judges, and state legislators; and, if possible, a moot court of a death penalty case currently pending before the U.S. Supreme Court, in which students will role-play the attorneys and the Justices. Students will write a research paper of at least 6000 words, including footnotes, on an instructor-approved topic and present the results of their research in class.

LAW 997 Advanced Online Legal Research (2-3 credits)

Prerequisite(s): This course will be most beneficial to students who are preparing to practice or clerk in a legal job. To enroll in this course, students must have successfully completed at least 36 credit hours of classes. Advanced Online Legal Research offers students an opportunity to review basic research skills and to delve more deeply into research as it is applied in practice. Particular attention will be given to practical online and computer-assisted legal research.



MANAGEMENT

MGT 605 Managing in Organizations (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): Admission to a graduate program or consent of program director.

Taught: Variable, check w/ department

Managing people is a challenge in an increasingly complex and interdependent work context. This course helps prospective managers develop the skills necessary to assess, analyze, and act upon the challenges of managing with

people. For 3-credit option, see MGT 606.



MGT 606 Managing in Organizations - Applied (1 credit)

Hours: 1 classroom + 0 lab/studio

Co-requisite(s): MGT 605.

Taught: Variable, check w/ department

In this course, students will explore and apply topics of managing, motivating, collaborating with, influencing, and leading people in organizations. This course provides a 3-credit option for MGT 605, Managing in Organizations.

MGT 607 Strategies for High Performing Orgs (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): Admission to a graduate program or consent of program director.

Taught: Variable, check w/ department

Looks at the issues of analysis, implementation and evaluation of an organizational strategy. Students are exposed to issues involved in creating and managing the sustainable, high performance enterprise including operational activities such as financing, human resources, R&D, marketing, distribution and customer service. For 3-credit option, see MGT 608.



MGT 608 Strategies for High Perf. Orgs. - Applied (1 credit)

Hours: 1 classroom + 0 lab/studio

Co-requisite(s): MGT 607

Taught: Variable, check w/ department

In this course, students will explore and apply issues of analysis, implementation and evaluation of an organizational strategy. This course provides a 3-credit option for MGT 607, Strategies for High Performing Organizations.

MGT 610 Operations Management (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): Admission to a graduate program or consent of program director.

Taught: Variable, check w/ department

Introduces concepts and techniques of modern operations and supply chain management. Topics include design and structuring of operating systems, production planning, inventory control, materials requirements planning, project management, facilities layout, quality control, process and job design. For 3-credit option, see MGT 611.



MGT 611 Operations Management - Applied (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): Admission to a graduate program or consent of program director.

Co-requisite(s): MGT 610

Taught: Variable, check w/ department

In this course, students will explore and apply issues of modern operations and supply chain management. This course provides a 3-credit option MGT 610, Operations Management.



MGT 612 Managing People and Organizations (3 credits)

Hours: 1-3 classroom + 0 lab/studio

Taught: Variable, check with department

Organizational, situational, and human factors defining the context of

managerial work in complex organizations; interactive business cases and readings from organizational and human behavior literatures are used to facilitate student interaction and group development.

MGT 620 Leading in a Dynamic World (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MGT 605 or department approval.

Taught: Variable, check with department

Application of theories of leadership and organizational change to a variety of business organizations; personal assessment and reflection on leadership; planning and implementing of organizational change; use of simulations, cases, and/or projects to blend theory and practice. Component course in MBA Leadership Stack.



MGT 621 Negotiation and Conflict Resolution (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MGT 605 or department approval.

Taught: Variable, check with department

Provides a conceptual and practical understanding of the concepts, legal framework, theory, and practice of negotiation and conflict resolution. Includes the research and framing of issues, bargaining strategies, successful tactics, and methods of reaching a settlement. Component course in MBA Leadership Stack.



MGT 622 Essentials of Project Management (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MGT 605 or department approval.

Taught: Variable, check with department

Qualitative and quantitative approaches to structuring projects in multi-functional organizational settings; planning, team development, software, quality improvement, completion; case analysis, internships, and/or term projects to blend theory with practice. Component course in MBA Leadership Stack.



MGT 625 Operations Management and Decision Analysis (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall and spring

Structure and behavior of productive systems in organizations that produce goods and services; managerial viewpoint, using quantitative analysis to enhance quality of decisions; operations planning, productivity, quality improvement, production information systems, use of computer programs, and case simulations.

MGT 640 Total Quality Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MGT 612 or consent of MBA director.

Taught: Variable, check with department

Managerial focus on quality in diverse organizations, encompassing customer focus, employee involvement, measurement, continuous improvement, and performance management within a Baldrige Award framework. Case analysis and/or term projects blend theory with practice.



MGT 643 Distribution and Logistics (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): MGT 610

Taught: Variable, check with department

Familiarizes students with an overview of Distribution systems and Logistics and their essential role in the design of an overall effective Supply Chain. Distribution strategies and network design considerations are examined. Explores logistics strategies, techniques and approaches with a focus on integration within the overall Supply Chain.



MGT 650 Project Management Implementation (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBA 612 or consent of MBA director.

Taught: Variable, check with department

Approaches to applying project management; behavioral/organizational management, cost analysis, or project control techniques. Repeatable for a maximum of 6 semester hours if topics differ. Case analysis and/or term projects possible.



MGT 660 International Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Management concepts in international settings; strategic and operational planning, organization design, motivation, leadership, quality, management systems, and control; case analysis, projects, and/or study tours abroad to blend theory with practice.

MGT 675 Mediation and Conflict Resolution (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Effective problem solving and conflict resolution skills are essential for to-day's managers and administrators. In line with the trend toward cooperative problem solving, students study the use of interest based problem-solving to facilitate business disputes and to their preparation and participation as a party in a mediation and/or arbitration process. Classes will include lectures, active discussion and application of reading assignments, and role-plays.

MGT 685 Business Strategy, Implementation, and Control (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall and spring

Strategic planning in the business department; social, political, economic, and ethical forces to which managers must respond; implementation of strategy and control process; use of cases and computers to develop and analyze strategic decisions.

MGT 694 Topics: Management (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): MGT 605 or departmental approval.

Taught: Variable, check with department

Various advanced graduate topics in Management. Repeatable for a maximum of 12 credits if topics differ.



MGT 699 Independent Study: Management (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of MBA Program

Taught: Variable, check with department

Specialized aspect or topic in management chosen by student and appropriate faculty member. Repeatable for a maximum of 6 semester hours.

MARKETING

MKT 605 Marketing in Organizations (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): Admission to a graduate program or consent of program director.

Taught: Variable, check w/ department

This course prepares students to solve problems faced by mid- and top-level marketing decision-makers, and to understand the consequences of their decisions. A variety of contemporary marketing issues will be studied in depth. May use case methodology and/or client-based projects. For 3-credit option, see MKT 606.



MKT 606 Marketing in Organizations - Applied (1 credit)

1 classroom + 0 lab/studio

Co-requisite(s): MKT 605.

Taught: Variable, check w/ department

In this course, students will explore and apply solutions to problems faced by mid- and top-level marketing decision-makers and understand the consequences of their decisions. This course provides a 3-credit option for MKT 605, Marketing in Organizations.

MKT 620 Marketing Strategy (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MKT 605 and MGT 607

Taught: Variable, check with department

Successful businesses evaluate their various environments and forge sustainable competitive advantages in the marketplace. It is critical to create a long-term strategy that builds, maintains, and ultimately grows market position. This course focuses on the evaluation of extant strategies and the creation and justification of alternative marketing strategies.



MKT 621 Consumer Behavior and Insights (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MKT 620

Taught: Variable, check with department

The primary focus of the course is to explore the consumer path to purchase by studying the physical, physiological, social, and cognitive models and theories of consumer behavior.

MKT 622 Marketing Analytics (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MKT 620

Taught: Variable, check with department

To properly design and engage marketing strategies, managers today need to understand the role that big data plays in the marketplace. In this course, you will be provided real-life examples of data and asked to develop and apply the appropriate insights needed to make a business decision.



MKT 625 Marketing Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of Chair.

Taught: Fall and spring

Problems faced by mid- and top-level marketing decision makers and the consequences of their decisions; case study and/or simulation. A variety of

marketing areas will be considered in depth.



MKT 630 Customer Behavior and Marketing Communication (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MKT 625

Taught: Variable, check with department

Household and business customers; customer decision-making processes and the cultural, socio-economic, environmental, and inter- and intra-personal factors that influence it; principles of marketing communications planning and of conventional and emerging media and their interface with diverse customer response behaviors.



MKT 640 Services Marketing (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MKT 625

Taught: Variable, check with department

Service marketing processes and service delivery systems; managing the seven P's of services - product, price, place, promotion, people, processes, and physical facilities; role of technology in service delivery; managing service quality and recovery from service failures.



MKT 650 Marketing Strategy and Planning (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MKT 625

Taught: Variable, check with department

Factors and concepts in decisions about a firm's long-term strategy to build, maintain, and grow its market position; skills and hands-on experience (through project work) in developing a long-term strategy, and a five-year annualized marketing plan implementing that strategy.



MKT 660 International Marketing (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MKT 625

Taught: Variable, check with department

Concepts, perspectives, and analytical tools to assess opportunity and prepare marketing plans for a firm's multi-country operations; researching cultures and customer behaviors in markets around the world; market analysis and planning in mature, growth, and emerging markets of the world; global marketing strategy and programs.



MKT 694 Selected Topics in Marketing (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): MKT 605 or department approval.

Taught: Variable, check with department

Various advanced graduate topics in Marketing. Repeatable for a maximum of 12 credits if topics differ.



MKT 699 Independent Study: Marketing (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of MBA Program

Taught: Variable, check with department

Specialized aspect or topic in marketing chosen by student and appropriate faculty member. Repeatable up to a maximum of 6 semester hours. Subject to

academic regulations pertaining to independent study as given in the MBA catalog.



MASTER OF BUSINESS ADMINISTRATION

MBA 610 Comprehensive MBA Essentials Review (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MGT 605, ACC 610, FIN 605, MGT 607, MGT 610, MBI 600, MKT 605, BUS 605

Taught: Variable, check w/ department

Review and testing on MBA Essentials topics in Finance, Accounting, Management, Marketing, and Operations in preparation for MBA 611.



MBA 611 MBA Capstone (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBA 610

Taught: Variable, check w/ department

This course is the final part of the MBA capstone. The coursework involves examining a business case with a team. The readings encompass a wide variety of topics covered in the MBA Program.



MBA 620 Ideation to Innovation (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MKT 605

Taught: Variable, check with department

Develops a context for ideation through the formulation of new opportunities and the process and identification of strategic options leading to viable strategies. Experiential application of strategies is applied to real problems. Component course in MBA Innovation through Competitive Intelligence Stack.



MBA 621 Competitive Intelligence (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MBA 620 or department approval

Taught: Variable, check with department

Moving ideas into action requires gathering data on the market, industry and competitors. Focuses on competitive intelligence data capture, analysis and translation techniques to identify a viable set of strategic options. Experiential application of content knowledge is applied to real problems. Component course in MBA Innovation through Competitive Intelligence Stack.



MBA 622 Ideation to Value (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MBA 620 or department approval

Taught: Variable, check with department

Validation and refinement of business outcomes through gap analysis, design of critical operating models, sustainable implementation mapping. Covers clearly defined approaches for taking new ideas to successful strategic launches no matter the construct (people, process, product) or level of volatility. Component course in MBA Innovation through Competitive Intelligence Stack.



MBA 694 Topics in Business (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Department approval.

Taught: Fall, Spring, Summer

Various advanced graduate topics in Business. The credit hours will vary, based on the topic, from 1-3. Repeatable for a maximum of 12 credits if topics differ.



MBA 699 Independent Study: MBA (1-3 credits)

1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of MBA Program

Taught: Variable, check with department

Specialized aspect or topic in business chosen by a student and an appropriate faculty member. Repeatable for a maximum of 6 semester hours.



MGT 623 Leading Diverse and Innovative Teams (2 credit hours)

2 classroom (online) + 0 lab/studio

Prerequisite(s): MGT 605

Taught: Fall and spring

Prepares students to lead high performing teams, including embracing diversity, managing conflict, generating innovation, creating psychological safety, enhancing effective decision-making and other team processes.

MGT 631 Training and Development (2 credit)

2 classroom + 0 lab/studio

Prerequisite(s): MGT 605

Taught: Variable, check w/ department

This course is an introduction to effective training and development practices within a human resource management framework. The goal is to help students develop the knowledge of the instructional design model, learning processes, training and development methods, and contemporary perspectives of strategic training and development.



MGT 632 Compensation and Benefits (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): MGT 605

Taught: Variable, check with department

Introduction to the effective policies and practices of employer compensation and benefits within a human resources management framework. The goal is to provide the student with a fundamental knowledge of the procedures, legislation and strategies for determining compensation and benefit systems in contemporary organizations.



MGT 633 Talent Management (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): MGT 605

Taught: Variable, check with department

One of the primary responsibilities of an organization is to hire the best employee for the role. Talent acquisition and management can be a competitive differentiator for the organization. The course will focus on methodology of proper recruiting and selection of the right employee for the position.



MGT 641 Supply Chain Management (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): MGT 610

Taught: Variable, check with department

Introduction to the concepts and techniques of global supply chain

management and will focus on key operational decisions. Students will be exposed to current topics in how to effectively manage supply chains supply chain design, strategies, integration, and sustainability.



MGT 642 Strategic Sourcing (2 credits)

2 classroom + 0 lab/studio

Prerequisite(s): MGT 610

Taught: Variable, check with department

Explores how purchasing and strategic sourcing can contribute to the organization, by improving the overall supply chain competitiveness and sustainability. Overview of strategic sourcing concepts, techniques and relevant strategies in support of global supply chain optimization.



MASTER OF BUSINESS INFORMATICS

MBI 599 Independent Study (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Independent project or intensive study/research with faculty guidance. Open only by consent of advisor/instructor. Meeting times arranged with instructor.



MBI 600 Intro to Info Systems in Organizations (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): Admission to the MBA program or consent of instructor.

Taught: Variable, check w/ department

Fundamental concepts of management information systems, managerial and organizational principles, and other concepts relevant to MIS. This includes the use of information for decision making, organizational structure of MIS, information resource management, and managing end-user computing. This course is open only to students in the MBA program.



MBI 601 Information Systems in Practice (1 credit)

Hours: 1 classroom + 0 lab/studio

Co-requisite(s): MBI 600

Taught: Variable, check w/ department

This course explores and applies concepts of management information systems, including the use of information for decision making, organizational structure of MIS, information resource management, and managing end-user computer. This course is a complement to MBI 600, Introduction to Information Systems in Organizations.

MBI 605 Application Development for Business Analysis (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to graduate program.

Taught: Fall, Winter, Spring, Summer

This course will introduce students to computer software design and programming in a workplace applications development environment. Students develop computer programs with a business problem context. The course includes a survey of systems design, programming techniques, and language syntax for developing for computer-based business systems. Topics include, but are not limited to: event programming, arrays, decision making, data types (classes, records, etc.), error handling, developing user forms, reading from and

writing to the web.



MBI 606 Business Intelligence Development (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MBI 600

Taught: Variable, check with department

The course covers the design and development of business intelligence systems (data warehouses and data marts, for example). Dimensional models will be developed and reports will be produced. Students gain a working knowledge of business intelligence systems with hands on labs.



MBI 607 Data Visualization and Visual Analytics (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MBI 600

Taught: Variable, check with department

The course covers the design of data visualizations for solving Business problems and exploring business opportunities. The course addresses both good practices in visualization development as well as using datasets and at least one example of a visualization tool to effectively structure visualizations that are appealing and instructive.



MBI 608 Introduction to Business Analytics (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): MBI 600 and STA 505 or equivalent.

Taught: Variable, check with department

Business decisions require data analysis to increase problem understanding and produce better answers. This course is a hands-on introduction to the business analytics process, including problem modeling, tools and techniques for analysis, and effectively communicating insights. This course is open only to students in the MBA program.



MBI 615 Analytical Tools in Business Informatics (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

This course exposes students to an integrated set of computer-based analytical tools in business. These tools are foundational for an Informatics professional's ability to assess business operations and more effectively manage projects, departments, and organizations. The course emphasizes the analysis and understanding of business data.

MBI 620 Strategic Leadership for Informatics (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

This course exposes students to an integrated set of skills needed in the areas of organizational leadership, communication, marketing and strategy. These skills are foundational to an Informatics professional's understanding of and ability to formulate and communicate business needs and thereby more effectively manage projects, departments and organizations. Subject matter will include, but not be limited to, leadership skills, managing teams and groups of professionals, market segmentation, product positioning, external and internal analysis of the firm, long-range planning, and managing by objectives.

MBI 625 Information Systems in Organizations (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall, spring, and summer

Introduction to the core concepts and fundamental principles of information systems in the context of business decision making. This will include a survey of the information systems discipline and an explanation of its importance in modern organizations. The key objective of the course is to give the student a good understanding of how managers can manage and exploit the potential of information technology for their own career and for the organization.



MBI 630 Systems Analysis and Design (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall and Spring

Develops an understanding of tools, techniques and methods for analysis, design and implementation of information systems. Uses theory and applied projects to build effective interpersonal and communication skills that are essential to interact with clients, users and other team members involved with development, operation and maintenance of information systems. Approaches to systems development such as Rapid application Development (RAD), Joint Application Development (JAD) and other techniques to create quality systems are explored.

MBI 635 Database Management Systems (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall and Spring

In depth investigation of intelligent database management systems in support of business decision making. This course includes an investigation of all aspects of data modeling, database design and implementation of relational, object-oriented and semantic databases.

MBI 640 Data Communication and Network Security (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

This course provides students with a balanced understanding of the technical and managerial issues associated with the effective development and use of telecommunications by organizations. Through hands-on labs and a group project, the course also incorporates network security concepts and explores emerging technologies as related to telecommunications.

MBI 645 E-Business (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course includes looking at commercial transactions in an electronic age, technology underpinnings, transactions marketing and exchange, business, managerial and technical implementations of electronic commerce.

MBI 650 Information Technology Project Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 625 or MHI 625.

Taught: Fall and spring

This course is an overview of software development project management practices, context and processes of software development projects, project risks and failures, managing technical personnel, and issues relating to project outsourcing.



MBI 652 Agile Project Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 650

Taught: Spring only

An overview of information technology agile project management practices, software, contexts and processes. Topics include agile, scrum, extreme programming, scaled agile frameworks, product development, product rollout, empowered teams, organizational transformation, leadership and agile software tool utilization.

◆

MBI 655 Advanced Business Application Programming (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 605, or CSC 500.

Taught: Variable, check with department

Modern techniques for business application design, object-orientation in business application systems, interfacing with web-enabled technologies and databases, introduction to component programming and transaction servers.

◆

MBI 660 Business Intelligence Development (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 600, MBI 625, MHI 625, or consent of MBI director.

Taught: Variable, check with department

The course covers the design and development of business intelligence systems (data warehouses and data marts, for example). Dimensional models will be developed and implemented in an enterprise system. Students gain a working knowledge of business intelligence systems with hands on labs and an applied project.

◆

MBI 662 Decision Analysis (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 600, MBI 625, MHI 625, or consent of MBI director.

Taught: Spring Only

This course will show students how to analyze a wide array of business planning and decision problems with models and application software. We assess the essential structure of a decision problem in terms of objectives, decision variables, uncertainties, outcomes, choice criteria, and feasibility. Students will examine the complexity of decision making process and attempt to make optimum decisions with modeling and application software.

◆

MBI 664 Data Visualization and Analytics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 600, MBI 625, MHI 625, or consent of MBI director.

Taught: Variable, check with department

This course surveys core concepts and methods for the design, analysis and visualization of organizational data for business planning and decision making purposes. Through applied projects, students will be exposed to an integrated set of computer-based business data analytical and visualization tools.

◆

MBI 665 Knowledge Management and Decision Support (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 625 or MHI 625.

Taught: Variable, check with department

This course introduces students to knowledge management practices and the technologies collectively called decision support systems. It covers the most current topics affecting how individuals and organizations use computerized support in making decisions. Business applications of data ware-houses, online

analytical processing, group support systems, knowledge acquisition and representation, knowledge management, knowledge-based decision support and intelligent systems will be explored.

◆

MBI 668 Text Mining Analytics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 600, MBI 625, MHI 625, or consent of MBI director.

Taught: Variable, check w/ department

This course will teach students concepts, methods and applications of text mining in many disciplines and covers document presentation, text categorization, text clustering, topic modeling and document summarization. Students will learn techniques used in machine learning and natural language processing and apply these techniques to analyze text data.

◆

MBI 673 Collaboration Software and Systems (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Enrollment in a graduate program or permission of MBI director.

Taught: Variable-check w/department

Groups and teams are used in today's business environment to implement and accomplish most if not all business activities. The business environment uses groupware tools and techniques to organize and accomplish these activities. This course is designed to introduce students to those tools and techniques at the graduate level; and further, to have students demonstrate the ability to analyze and automate a team based workflow process.

◆

MBI 675 Enterprise Workflow Design and Reengineering (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 625 or MHI 625.

Taught: Variable, check with department

Internet, mobile, global-positioning and other technologies and applications are transforming the manner in which business transactions and work-flow processes are carried out. Much of the innovation and value-add has come not from the technologies per se but from the way in which newer business processes and supply chains have been conceptualized, designed and implemented to take advantage of the newer technological functionality.

◆

MBI 680 Global Information Technology and Systems (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 625 or MHI 625.

Taught: Variable, check with department

This course reviews issues relating to information systems that will serve global markets and facilitate expansion and entry of business into global markets; Using IS resources across national boundaries as in offshore development of IS and outsourcing IS across countries is emphasized.

◆

MBI 682 Information Security and Governance (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 625 or MHI 625.

Taught: Variable, check with department

The course provides an overview of the field of Information Security and Assurance in various technical and administrative aspects including audit and controls. Students will be exposed to a spectrum of security activities,

methods, methodologies, and procedures.



MBI 684 Business Analytics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 600, MBI 625, or MHI 625

Taught: Fall only

Business decisions require the basic skills of analyzing data to understand the problem more completely and to produce better answers. Information systems automate these tools and techniques allowing decision makers to get better information quicker. Through hands-on labs and a group project, this course will introduce students to the business analytics process, including problem modeling, tools and techniques for analysis, and effectively communicating insights.



MBI 685 Corporate IS Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 630, MBI 635, and MBI 650.

Taught: Spring only

An overview of contemporary information technology (IT) computer, telecommunications, and office systems-management issues and principles with specific emphasis on setting the direction of IT resources and managing IT policy and strategy.



MBI 692 Information Systems Research (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 625, MBI 630, MBI 635 and MBI 645 or with the permission of the Director of the MBI program.

Taught: Variable, check with department

The course focuses on the investigation of contemporary research in information systems. It provides exposure to a diverse set of research methodologies used in information systems research and explores both competing and complementary research paradigms.



MBI 694 Topics in Information Systems (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): MBI 625 or MHI 625.

Taught: Variable, check with department

Topics may vary and may include advanced and evolving technologies in information systems and methodologies for information systems development. Repeatable for a maximum of 6 semester hours when topics vary.



MBI 696 Business Informatics Practicum (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of MBI director.

Taught: Variable, check with department

Student will work on Business Informatics projects and make use of IT project management techniques that allow them to apply academic knowledge to real world situations.



MBI 699 Independent Study: Information Systems (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Taught: Variable, check with department

Independent Study.

MASTER'S EDUCATION

EDMT 543 Method and Pedagogy in Middle School/Secondary Science (1.5-3 credits)

1.5-3 classroom + 0 lab/studio

Taught: Fall only

Theories, methods, techniques and technologies in designing, delivering and evaluating instruction in middle school and high school science.

EDMT 544 Method and Pedagogy in Middle School/Secondary Math (1.5-3 credits)

1.5-3 classroom + 0 lab/studio

Co-requisite(s): EDMT 696.

Taught: Fall only

Theories, methods/techniques and technologies in designing, delivering and evaluating instruction in middle school and high school mathematics.

EDMT 545 Method and Pedagogy in Middle School/Secondary Social Studies (1.5-3 credits)

1.5-3 classroom + 0 lab/studio

Co-requisite(s): EDMT 696.

Taught: Fall only

Theories, methods/techniques and technologies in designing, delivering and evaluating instruction in middle school and high school social studies.

EDMT 546 Method & Pedagogy in Middle Grades LA (1.5-3 credits)

1.5-3 classroom + 0 lab/studio

Prerequisite(s): 12 semester hours of language arts content course with a grade of C or better chosen from English, Speech, or Journalism and admission to the Teacher Education program.

Taught: Fall and spring

Theory, content and instructional strategies for teaching language arts in the middle grades; including national and state standards.



EDMT 594 Topics in Education (3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Department permission.

Taught: Variable, check with department

Individual or group in depth study. May be repeated as topics vary. Repeatable up to 6 hours.



EDMT 610 Foundation of American Schooling (2 credits)

Hours: 2 classroom + 0 lab/studio

Taught: Variable, check with department

Examination of teaching as a profession and of schooling as it currently functions in the U.S.; inquiry into contemporary educational theory and practice.

EDMT 611 Studies of the Learners (2 credits)

Hours: 2 classroom + 0 lab/studio

Taught: Variable, check with department

Life-span development: physical, cognitive, social and personal development, especially as these relate to children in school and to adults who influence them; individual study focusing on student development at specific levels of instruction.

EDMT 612 Classroom Management (2 credits)

Hours: 2 classroom + 0 lab/studio

Taught: Variable, check with department

Recent research and theory related to planning, organizing and managing student learning and behavior in the classroom.

EDMT 621 Students with Exceptionalities in Middle/Secondary Classrooms (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Characteristics of students with exceptional learning needs and legal issues; adaptations to the general curriculum, adaptive teaching strategies, behavior management and collaboration skills.

EDMT 622 Cultural Identity in Schooling (2 credits)

Hours: 2 classroom + 0 lab/studio

Taught: Variable, check with department

Role cultural identity plays in students' experiences in schools; how theories of prejudice assimilation, feminism and cultural reproduction explain patterns of behavior in schools; curricular changes to address the inclusion of all students in today's schools.

EDMT 632 Curriculum Design and Assessment (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Principles and strategies for effective middle/secondary teaching; teaming for faculty and students, curriculum planning, general teaching methods, assessment strategies, and classroom management.

EDMT 641 Technology in Middle/Secondary Classrooms (2 credits)

Hours: 2 classroom + 0 lab/studio

Taught: Variable, check with department

Introduce students to the utilization of computers in the educational process; focus on technological solutions necessary for a professional career as a teacher.

EDMT 692 Field Experience I (1 credit)

Hours: 0 classroom + 1 lab/studio

Taught: Variable, check with department

Application of instructional theory to middle/secondary grade classroom settings.

EDMT 693 Field Experience (1-5 credits)

Hours: 0 classroom + 1-5 lab/studio

Prerequisite(s): Admission to the Master of Arts in Teaching program

Taught: Variable, check with department

Practice in planning and implementing instructional strategies with middle/secondary grade school students.

EDMT 694 Field Experience III (2 credits)

Hours: 0 classroom + 2 lab/studio

Taught: Variable, check with department

Practice in planning and implementing instructional strategies with middle/secondary grade students.

EDMT 695 Clinical Experience I (4.5 credits)

0 classroom + 4.5 lab/studio

Prerequisite(s): Admission to the MAT Program

Taught: Variable, check with department

Classroom experiences through observing, planning, and teaching under supervision of an experienced teacher in two different seven week

assignments for all students other than secondary teacher candidates who complete one 16 week assignment.



EDMT 696 Clinical Experience II (1-9 credits)

Hours: 0 classroom + 1-9 lab/studio

Prerequisite(s): Admission to the MAT Program

Taught: Variable, check with department

Classroom experiences through observation, planning, teaching, and assessing under supervision of an experienced teacher.

EDMT 697 Professional Lab Experience I (4.5 credits)

0 classroom + 4.5 lab/studio

Prerequisite(s): Admission to the MAT Program

Taught: Variable, check with department

Classroom experiences through observing, planning, and teaching under supervision of an experienced teacher in two different seven week assignments for all students other than secondary teacher candidates who complete one 16 week assignment.



EDMT 698 Professional Lab Experience II (4.5 credits)

0 classroom + 4.5 lab/studio

Prerequisite(s): Admission to the MAT Program

Taught: Variable, check with department

Classroom experiences through observing, planning, and teaching under supervision of an experienced teacher in two different seven week assignments for all students other than secondary teacher candidates who complete one 16 week assignment.



EDMT 699 Independent Study Education MAT (1-3 credits)

1-3 classroom hours + 0 lab/studio hours

Prerequisite(s): Consent of Instructor

Taught: Variable-check w/departement

Various supervised readings and study of selected topics in education. May be repeated as topics vary. Repeatable up to 6 hours.



MASTER OF HEALTH INFORMATICS

MHI 599 Independent Study (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Independent project or intensive study/research with faculty guidance. Open only by consent of advisor/instructor. Meeting times arranged with instructor.



MHI 600 Introduction to Healthcare Operations (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall and spring

In order to prepare students to be competent informatics practitioners within the healthcare industry, this course introduces students to the fundamental terminology, practices, and procedures found in the interaction of clinical and business operations.

MHI 601 Technical Foundations of Health Informatics (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall and spring

This core course provides an introduction to concepts and trends in the Health Informatics field both locally and nationally. The course provides an overview of networks, software, and computers in healthcare with a particular focus on their use in interoperable systems. Applications include electronic health records, computerized physician order entry, and digital imaging.

MHI 625 IS in Healthcare Organizations (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Fall only

Introduction to the core concepts and fundamental principles of information systems in the context of healthcare clinical and organizational decision making. This will include a survey of the information systems discipline and an explanation of its importance in healthcare organizations. The key objective of the course is to give the student a good understanding of how managers can manage and exploit the potential of information technology for their own career and for the benefit of their organizations.

MHI 650 Evidence-Based Health Care Methods (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

This course introduces students to quantitative and qualitative research methodologies within the health industry with an emphasis on evidence based practices. Students will learn the basics of empirical health informatics research and will be provided with the conceptual framework to develop their own research projects. Topics include: research design, data collection, data analysis, data mining, and issues concerning privacy and the treatment of human subjects.

MHI 655 Healthcare Organizational Change Mgmt (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course will explore the process of change in health care organizations, focusing on change related to the introduction of information technology and systems. The course begins with an overview of the change process, including working in teams to effect change. Several models of change are explored to guide our studies for the remainder of the semester. The course focus is on the tools and skills needed to manage change, including risk assessment, project management and team leadership. We will also explore some of the broader issues surrounding Health-IT-related organizational change.

MHI 665 Healthcare Quality Systems (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): MHI 625 or MBI 625

Taught: Spring Only

This course provides an understanding of quality and patient safety. It examines methods and tools for managing quality in healthcare, including quality assurance and improvement, utilization review and risk management. Topics include: history of quality, trends in healthcare quality, healthcare measure and measurements, quality practices and administrative responsibilities and structures.

◆

MHI 682 Health Informatics Capstone 1 (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Successful completion of 18 credits toward MHI Degree.

Taught: Fall and Spring

This class is the first of two consecutive semester classes. Students are assigned to a local healthcare institution or business to work on assigned projects with consultation by a faculty advisor and allow students to integrate academic experience into real world situations while developing skills and knowledge required in the field.

◆

MHI 684 Health Informatics Capstone 2 (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MHI 682

Taught: Variable, check with department

This is an elective course where students may continue their assignments with a local healthcare institution or business to work on assigned projects as a continuation of MHI 682. This allows students to maintain the integration of academic experience with real world situations and develop skills and knowledge required in the field.

◆

MHI 694 Topics in Health Informatics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MBI 625 or consent of MHI director.

Taught: Variable, check with department

Topics may vary and may include MIS, database management systems, artificial intelligence, expert systems, decision support systems, office automation, simulation modeling, fourth-generation languages, application generators, and others. Repeatable for a maximum of six semester hours when topics vary.

◆

MHI 699 Independent Study (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Independent project or intensive study/research with faculty guidance. Open only by consent of advisor/instructor. Meeting times arranged with instructor.

◆

MHI 815 Informatics for Advanced Practice (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): DNP 800.

Taught: Variable, check with department

This course provides an applied approach to understanding the design, selection, and use of information systems and technologies for systems in advanced nursing practice through the application of evidence-based solutions. This includes the cultural, ethical, financial, regulatory and legal issues related to health information systems.

◆

MATHEMATICS

MAT 584 Cryptography (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Cryptology of classical ciphers, DES and AES, public key cryptosystems, authentication and cryptographic hash functions.



MAT 594 Topics: Mathematics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Varies with topic (see Schedule of Classes).

Taught: Variable, check with department

Topics in mathematics and mathematics education. Topics vary.



MAT 694 Topics: Mathematics (Graduate) (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Various topics. May be repeated for credit when topics vary.



MAT 699 Directed Readings/Independent Study (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Directed Readings/Independent Study.



MASTER OF SCIENCE IN NURSING

MSN 600 Theoretical Foundations of Nsg Practice (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSN program. This is the entry level course to the MSN program.

Taught: Variable, check with department

Examination, critique, and evaluation of the theoretical foundations of nursing practice. Appraisal of diverse scholarly resources to inform advanced nursing practice. Identification of a research problem with development of a research question.



MSN 601 Healthcare Policy & Econ in Pop Health (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSN program.

Taught: Variable, check with department

Explores health care issues, policies and economic factors influenced by technological, social, economic, and political factors; availability of and access to health care for varied populations; social distribution of health care, actions for dealing with health care dilemmas, federal and state regulatory programs, and health care financing will be examined.



MSN 602 Adv Theo Fds of Nurs Prac & Research (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 600

Taught: Variable, check with department.

Explores the application and utilization of theories in nursing practice and research. Focuses on the cyclical nature of theory, research, and practice in healthcare settings. Integration of theoretical foundations into advanced nursing practice.

MSN 603 Role of the Nurse Executive Leader (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into the NEL track.

Taught: Variable, check with department

The course explores the role of the nurse executive leader from the perspectives of leadership and administrative science. Research and theoretical perspectives related to management, communication, relationship management, business perspectives and professionalism are addressed.



MSN 610 Diagnostic Reason & Advanced Phys Assess (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): BIO 669

Taught: Variable, check with department

Development of advanced skills in assessment of physical, cognitive, nutritional and functional domains: integration of appropriate test data and diagnostic reasoning. Synthesis of assessment and diagnostic tests to ensure the delivery of safe, quality care to diverse populations in a variety of settings.



MSN 611 Clinical Pharm & Intervention for APRNs (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): BIO 669

Taught: Variable, check with department

Pharmacological physiology of selected therapeutic agents; pharmacological management of clients, including drug selection, client/family education, and monitoring and evaluating pharmacological interventions for the Advanced Practice Nurse.



MSN 612 Role Development in Advanced Practice Nu (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to an APRN specialty.

Taught: Variable, check with department

Fully on-line course that explores the history and role of Advanced Practice Nurses. This includes an overview of the role of the Advance Practice Nurse as a Provider, Consultant, Educator, Researcher, Collaborator, Leader and Administrator. Selected legal, practice, and ethical issues are explored. Nursing theory is incorporated into the course.



MSN 613 Pathopharmacology for Nurse Educators (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSN NED.

Taught: Variable, check with department

This course is designed to build on existing knowledge of the nursing educator student in human physiology and pharmacologic principles and the relationship between the two as they relate to patient care.



MSN 614 Physical Assessment for Nurse Educators (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSN NED program.

Taught: Variable, check with department

An online and clinical course that focuses on the development of advanced skills in physical assessments for nurse educators. 50 hours of direct patient care hours required.



MSN 620 Primary Care of Adolescents and Adults I (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 600 , MSN 601 , MSN 610 , MSN 611 , MSN 612 , MSN 602 , DNP 816 , and BIO 669

Taught: Variable, check with department

Interactive course covering topics related to the primary care of adults, specifically examining the ears, eyes, nose & throat, neurological, psychosocial, dermatological, musculoskeletal, and abdominal systems. Pathophysiology, principles of health promotion and disease prevention, assessment, diagnosis, and therapeutic management of common health problems within these systems will be presented.

MSN 621 Primary Care of Adolescents & Adults II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 600, MSN 601, MSN 602 , MSN 610, MSN 611, MSN 612, DNP 800, DNP 816, and BIO 669

Taught: Variable, check with department

Interactive course covering topics related to primary care of adults, specifically examining the renal, women's health & gynecology, fetal development, preconception & prenatal, men's health, hematological, immunological, & respiratory systems. Pathophysiology, principles of health promotion, disease prevention, assessment, diagnosis, and therapeutic management of common health problems within these systems presented.

MSN 622 Primary Care of Adolescents & Adults III (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 600, MSN 601, MSN 602 , MSN 610, MSN 611, MSN 612, DNP 816, and BIO 669

Taught: Variable, check with department

Interactive course covering topics related to primary care of adults, specifically examining cardiac and endocrine systems, palliative care, minor emergency care, and common laboratory and diagnostic tests. Pathophysiology, principles of health promotion and disease prevention, assessment, diagnosis, and therapeutic management of common health problems within these systems will be presented.

MSN 623 Geriatric Primary Care & Pharmacology (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 620, MSN 621, MSN 622

Taught: Variable, check with department

This interactive course focuses on the management of common illnesses and pharmacological management of geriatric patients. Students incorporate principles of health promotion, disease prevention, pathophysiology, and assessment to develop therapeutic management and evaluation strategies for geriatric patients.

MSN 624 Differential Dx & Mgmt Acute Disorder I (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 600, MSN 601, MSN 602 , MSN 610, MSN 611, MSN 612, DNP 816, and BIO 669

Taught: Variable, check with department

This course addresses differential diagnosis, diagnostic and management issues related to the care of acutely ill adolescents, adults and the elderly with IP issues, Cardiac, Pulmonary and Transplant problems in the Acute Care setting. Pathophysiology, acute care pharmacology, culture, age, genetics and

ethical/legal consideration influences are incorporated into the course.



MSN 625 Differential Dx & Mgmt Acute Disorder II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 600, MSN 601, MSN 602 , MSN 610, MSN 611, MSN 612, DNP 816, and BIO 669

Taught: Variable, check with department

This course addresses differential diagnosis, diagnostic and management issues related to the care of acutely ill adolescents, adults and the elderly with Fluid and Electrolyte, Renal, Endocrine and Gastrointestinal problems in the Acute Care setting. Pathophysiology, acute care pharmacology, culture, age, genetics and ethical/legal consideration influences are incorporated.



MSN 626 Differential Dx & Mgmt Acute Disorder III (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 600, MSN 601, MSN 602 , MSN 610, MSN 611, MSN 612, DNP 816, and BIO 669

Taught: Variable, check with department

This course addresses differential diagnosis and management issues related to the care of acutely ill adolescents, adults and the elderly with problems related to Infectious Diseases, Hemostasis, Thrombus, Musculoskeletal, Neurological and Medical Emergencies. Pathophysiology, acute care pharmacology, culture, age, genetics and ethical/legal consideration influences are incorporated.



MSN 627 Adv Tech & Proc for Dx Reason Acute Care (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 610, MSN 611, MSN 612, and BIO 669

Taught: Variable, check with department

This course integrates assessment, implementation, and evaluation of advanced technologies in the diagnosis and management of acutely ill adults. An introduction to invasive interventions and diagnostic device application within the ACNP scope of practice will be provided.



MSN 628 Seminar in Health Promotion & Acute Care (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 660L

Prerequisite OR Co-requisite: MSN 624, MSN 625, and MSN 626

Taught: Variable, check with department

Students will demonstrate competence in the integration of theory, evidence-based research, presentation skills and discussion management skills. Emphasis will be placed on the MSN Essentials II, V, VI, VIII & IX; ethical, cultural, and moral issues reaching across diverse disciplines that impact the care of the AGACNP patient and family.



MSN 629 Pediatric Primary Care and Pharmacology (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 620, MSN 621, and MSN 622

Taught: Variable, check with department

This course addresses the role of the primary care nurse practitioner in well-child supervision and the clinical management of common pediatric health problems. This advanced pediatric course will integrate principles of child development, pathophysiology, pharmacology, epidemiology, genetics, and

cultural considerations in the primary care of children.



MSN 630 FNP Capstone (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 623 and MSN 629

Prerequisite OR Co-requisite: MSN 652L

Taught: Variable, check with department

Practicum synthesizing content from all previous courses in the Advanced Practice Nurse majors. This culminating experience will result in a project synthesizing all previous learning.



MSN 631L Nurse Exec Leadership Admin Capstone (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 603, MSN 604, MSN 640, MSN 641 PSY 550, DNP 805

Taught: Variable, check with department

Practicum synthesizing content from all previous courses in the Advanced Practice Nurse majors. This culminating experience will result in a project synthesizing all previous learning.



MSN 633 Adult Gero Acute Care NP Capstone (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 628

Prerequisite OR Co-requisite: MSN 663L

Taught: Variable, check with department

Practicum synthesizing content from all previous courses in the Advanced Practice Nurse majors. This culminating experience will result in a project synthesizing all previous learning.



MSN 634 Adult-Gero NP Capstone (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 656L

Prerequisite OR Co-requisite: MSN 658L

Taught: Variable, check with department

Practicum synthesizing content from all previous courses in the Advanced Practice Nurse majors. This culminating experience will result in a project synthesizing all previous learning.



MSN 640 Health Care Strategic Planning and Analysis (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSN program.

Taught: Fall and spring

This course provides an overview of the nurse executive's role in strategic leadership and project administration. Application of theory and research related to strategic management, strategy formulation and project administration within the context of the nurse executive's role are reviewed.



MSN 641 Management of Human Resources (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Must be admitted to the program or consent of instructor prior to registration.

Taught: Variable, check with department

Theoretical and practical knowledge needed to manage human resources in the health care setting; development and implementation of personnel policies and

practices that assist staff to work effectively toward individual and organizational goals; leadership skills, employee motivation, and evaluation strategies.



MSN 650L Primary Care FNP Clinical I (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 620, MSN 621, and MSN 622

Co-requisite(s): MSN 623, MSN 629

Taught: Variable, check with department

The first in a series of courses comprised of a supervised FNP clinical residency in a variety of primary care settings. Students will engage in health promotion, problem identification, management of acute and chronic illnesses, integration of advanced assessment, and management of pharmacological and other therapeutic interventions.



MSN 651L Primary Care FNP Clinical II (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 650L

Taught: Variable, check with department

The second in a series of courses comprised of a supervised FNP clinical residency in a variety of primary care settings. Students will engage in health promotion, problem identification, management of acute and chronic illnesses, integration of advanced assessment, and management of pharmacological and other therapeutic interventions.



MSN 652L Primary Care FNP Clinical III (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 651L

Taught: Variable, check with department

The third in a series of courses comprised of a supervised FNP clinical residency in a variety of primary care settings. Students will engage in health promotion, problem identification, management of acute and chronic illnesses, integration of advanced assessment, and management of pharmacological and other therapeutic interventions.



MSN 653L Primary Care FNP Clinical IV (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 652L

Taught: Variable, check with department

The fourth in a series of courses comprised of a supervised FNP clinical residency in a variety of primary care settings. Students will engage in health promotion, problem identification, management of acute and chronic illnesses, integration of advanced assessment, and management of pharmacological and other therapeutic interventions.



MSN 654L Primary Care FNP Clinical V (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 653L

Taught: Variable, check with department

The fifth in a series of courses comprised of a supervised FNP clinical residency in a variety of primary care settings. Students will engage in health promotion, problem identification, management of acute and chronic illnesses, integration of advanced assessment, and management of pharmacological and other

therapeutic interventions.



MSN 655L Primary Care Adult Gero NP Clinical I (1 credit)

0 classroom + 1 lab/studio

Prerequisite(s): MSN 620, MSN 621, and MSN 622

Prerequisite OR Co-requisite: MSN 620, MSN 621, and MSN 622

Taught: Variable, check with department

The first in a series of courses comprised of a supervised AGNP clinical residency in a variety of primary care settings. Students will engage in health promotion, problem identification, management of acute and chronic illnesses, integration of advanced assessment, and management of pharmacological and other therapeutic interventions.



MSN 656L Primary Care Adult Gero NP Clinical II (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 655L

Prerequisite OR Co-requisite: MSN 655L

Taught: Variable, check with department

The second in a series of courses comprised of a supervised AGNP clinical residency in a variety of primary care settings. Students will engage in health promotion, problem identification, management of acute and chronic illnesses, integration of advanced assessment, and management of pharmacological and other therapeutic interventions.



MSN 657L Primary Care Adult Gero NP Clinical III (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 656L

Prerequisite OR Co-requisite: MSN 656L

Taught: Variable, check with department

The third in a series of courses comprised of a supervised AGNP clinical residency in a variety of primary care settings. Students will engage in health promotion, problem identification, management of acute and chronic illnesses, integration of advanced assessment, and management of pharmacological and other therapeutic interventions.



MSN 658L Primary Care Adult Gero NP Clinical IV (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 657L

Prerequisite OR Co-requisite: MSN 657L

Taught: Variable, check with department

The fourth in a series of courses comprised of a supervised AGNP clinical residency in a variety of primary care settings. Students will engage in health promotion, problem identification, management of acute and chronic illnesses, integration of advanced assessment, and management of pharmacological and other therapeutic interventions.



MSN 660L Acute Care Residency I (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 626 and MSN 627

Taught: Variable, check with department

This is the first, directly supervised clinical practicum, for the novice Adult Geriatric Acute Care Nurse Practitioner (AGACNP) student. This course

consists of 125 hours in an ICU, Emergency Department or Urgent care setting with a preceptor.

MSN 661L Acute Care Residency II (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 660L

Taught: Variable, check with department

This is a supervised clinical practicum consisting of 125 hours in an ICU/ED/Urgent Care setting. It is designed to provide the intermediate Acute Care Nurse Practitioner student with beginning experience in integrating the management of acutely ill adults with complex conditions in high acuity and specialty areas.



MSN 662L Acute Care Residency III (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 661L

Taught: Variable, check with department

This is a supervised clinical practicum consisting of 125 hours in an ICU/ED/Urgent Care setting. It is designed to provide the Advanced Acute Care Nurse Practitioner student with progressive experiences in integrating the management of acutely ill adults with complex conditions in high acuity and specialty areas.



MSN 663L Acute Care Residency IV (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): MSN 662L

Co-requisite(s): MSN 628, MSN 633

Taught: Variable, check with department

This is a supervised clinical practicum consisting of 125 hours in an ICU/ED/Urgent Care setting. It is designed to provide the Advanced Acute Care Nurse Practitioner student with comprehensive experiences in integrating the management of acutely ill adolescents and adults with complex conditions in high acuity and specialty areas.



MSN 664L Psych-Mental Health NP Clinical I (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): MSN 671, MSN 672, MSN 673, MSN 674 and MSN 675

Taught: Variable, check with department

First of four supervised PMHNP clinical residency courses with patients across the lifespan. Students observe clinical preceptor's practice and begin to evaluate current/previous care plans, conduct patient assessments, integrate assessment data, formulate psychiatric diagnoses, and use evidence-based practice to develop care plans including psychopharmacological treatment under a clinical preceptor's supervision.



MSN 665L Psych-Mental Health NP Clinical II (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): MSN 664L

Taught: Variable, check with department

Second of four supervised PMHNP clinical residency courses with patients across the lifespan. Students participate in evaluating current/previous care plans, conduct patient assessments, integrate assessment data, formulate psychiatric diagnoses, and use evidence-based practice to develop care plans including psychopharmacological treatment under a clinical preceptor's

supervision.



MSN 667L Psych-Mental Health NP Clinical III (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): MSN 665L

Taught: Variable, check with department

Third of four supervised PMHNP clinical residency courses with patients across the lifespan. Students evaluate current/previous care plans, conduct patient assessments, integrate assessment data, formulate psychiatric diagnoses, and use evidence-based practice to develop care plans including psychopharmacological treatment. Students demonstrate more independent practice with preceptor supervision by conclusion of course.



MSN 668L Psych-Mental Health NP Clinical IV (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): MSN 667L

Co-requisite(s): MSN 676

Taught: Variable, check with department

Fourth of four supervised PMHNP clinical residency courses with patients across the lifespan. Students evaluate current/previous care plans, conduct patient assessments, integrate assessment data, formulate psychiatric diagnoses, and use evidence-based practice to develop care plans including psychopharmacological treatment. Students demonstrate independent practice with minimal preceptor supervision by conclusion of course.



MSN 670 Nurse Educator Capstone (3 credits)

Hours: 0 classroom + 3 lab/studio

Prerequisite(s): MSN 600, MSN 602 or DNP 800, DNP 816, and MSN 601

Prerequisite OR Co-requisite: MSN 613, MSN 614, CHP 603

Taught: Variable, check with department

Practicum synthesizing content from all previous courses in the Nursing Educator Concentration; incorporation of nursing and educational theories; curriculum development, teaching and learning strategies; evaluation and assessment; the role of an educator; and EBP will be utilized to complete a comprehensive project within a selected educational setting. 150 clinical hours.

MSN 671 Psychopathopharmacology I (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 610, MSN 611, & BIO 669

Taught: Variable, check with department

Advanced psychopathopharmacological concepts, theories and issues related to neurobiology, genetic and neurocircuitry.



MSN 672 Psychopathopharmacology II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 671

Taught: Variable, check with department

Advanced psychopathopharmacological concepts, theories and issues related to psychiatric and mental health disorders and treatments.



MSN 673 Psych-Mental Health Assessment/Diagnosis (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 610, MSN 611, & BIO 669

Taught: Variable, check with department

The process of history taking, neuroscientific principles, current edition of DSM and data from the comprehensive assessment will be applied in reaching a final diagnosis of psychiatric disorders and possible differential diagnosis. Cultural, genetic, religious, and behavioral and laboratory data will be utilized in the formulation of differential diagnoses.



MSN 674 Psychotherapy for Psych-Mental Health NP (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 610, MSN 611, & BIO 669

Taught: Variable, check with department

This course includes non-pharmacological methodologies and interventions including individual therapies; group therapies; reminiscence therapy; play therapy; family therapies; and complementary and alternative approaches will be studied. Exploration of appropriate clinical application of each therapeutic approach. The use of self, the therapist-patient relationship, phases of the therapeutic relationship, teaching-coaching functions.



MSN 675 Management of Psych-Mental Disorders (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 671, MSN 672, MSN 673, & MSN 674

Taught: Variable, check with department

Integrate comprehensive assessment, neurophysiological theory, diagnosis and its application in the process of psychopharmacological and non-pharmacological treatment of individuals with psychiatric mental health problems. The variables of lifestyle, culture, religion, socio-economic and genetics will be incorporated along with risk assessments.



MSN 676 Role & Practice Development PMHNP (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): MSN 671, MSN 672, MSN 673, MSN 674 & MSN 675

Prerequisite OR Co-requisite: MSN 668L

Taught: Variable, check with department

Essentials of role development for the Psychiatric Mental Health Nurse Practitioner. Selected practice issues that integrate scope and standards, ethical, legal, policy and socioeconomic considerations will be explored. The course will culminate in the completion of clinical project that addresses both practice scholarship and dissemination.



MSN 694 Topics: Nursing (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Current enrollment in MSN program; consent of instructor and program director.

Taught: Variable, check with department

Group in depth study; use of theory and research to examine selected topics and issues in nursing. Written agreement describing activity to be pursued, and evaluation thereof, between supervising faculty member and students.



MSN 699 Independent Study: Nursing (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Current enrollment in MSN program; consent of instructor and program director.

Taught: Variable, check with department

Individual readings, research, and/or projects relating to professional nursing

practice and developed by students in consultation with faculty prior to registration; written agreement to include purpose, objectives, instructional activities, time frame, and evaluation method. Not intended to substitute for any course offered on a regular basis.



MUSIC

MUS 613 Seminar in Music Technology (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Computer applications unique to musicians and their art; basic concepts of electronic music, computer music publishing and part writing, and desktop publishing for musical programs; basics of MIDI (musical instrument digital interface); realization of music through computer playback of digitized sampled sound.

MUS 668 Applied Harp (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Prerequisite(s): Audition.

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.



MUS 669 Applied Harpsichord (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Prerequisite(s): Audition.

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.



MUS 670 Piano Accompanying (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 671 Applied Voice (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 672 Major Applied: Viola (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are

available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 673 Applied Organ (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 674 Applied String Bass (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Prerequisite(s): Audition.

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.



MUS 675 Applied Flute (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Prerequisite(s): Audition.

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.



MUS 676 Applied Oboe (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 677 Applied Bassoon (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 678 Applied Clarinet (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 679 Applied Saxophone (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band

and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 679 Applied Saxophone (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 680 Applied Trumpet (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 681 Applied Music French Horn (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 682 Applied Trombone (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 683 Applied Euphonium (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Prerequisite(s): Audition.

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.



MUS 684 Applied Tuba (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Prerequisite(s): Audition.

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.



MUS 685 Applied Piano (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 686 Applied Organ (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 687 Applied Voice (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 688 Applied Guitar (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Prerequisite(s): Audition.

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.



MUS 689 Applied Percussion (3 credits)

Hours: 0 classroom + .5-1 lab/studio

Taught: Fall and spring

Private instruction in harpsichord, harp, voice, piano, organ, guitar, and band and orchestral instruments. May be repeated for credit. Applied credits are available only to students working for the Master of Education, as follows: 1 hr. contact = 3 semester hours. Fees assessed according to contact hours.

MUS 699 Independent Study: Music (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Taught: Variable, check with department

Individual creative or research projects: projects, directed by members of the faculty, must be approved before registration.

NURSING REGISTERED PROFESSIONAL

NRP 520 Concepts of RN First Assist (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission by instructor.

Taught: Variable, check w/ department

Prepares the perioperative nurse to assume the expanded role of Registered Nurse First Assistant (RNFA). Instructions for basic cognitive and technical skills for the nurse to safely meet the needs of the perioperative patient. Emphasis will be placed on anatomy and physiology, assessment, and intraoperative techniques.



NRP 521L RN First Assistant Practicum (3 credits)

0 classroom + 3 lab/studio

Prerequisite(s): Admission by instructor.

Taught: Variable, check w/ department

Designed to provide a direct patient care practicum that demonstrates the concepts learned in NRP 520 Concepts of Registered Nurse First Assistant.



NRP 600 Scholarly Inquiry (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): STA 614 or equivalent.

Taught: Fall and spring

Exploration of foundational knowledge related to scholarly inquiry in nursing and the underlying principles for ethical conduct of research; Rigorous appraisal of diverse scholarly resources to inform advanced nursing practice; Identification of a research problem with development of a research question.



NRP 601 Role Development for Advanced Nursing Practice (1 credit)

Hours: 1 classroom + 0 lab/studio

Taught: Fall, winter, spring and summer

History and overview of advanced nursing practice roles including but not limited to: direct care provider, consultant, educator, researcher, collaborator, leader, and administrator. Selected legal, practice and ethical issues affecting advanced nursing practice will be explored.

NRP 602 Health Promotion & Disease Prevention (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): BIO 668.

Co-requisite(s): NRP 606 and NRP 608.

Taught: Spring only

This didactic course will introduce current theories, issues and research related to health promotion and disease prevention in the adult, infant and child population as it relates to individuals, families, communities and populations. Emphasis will be placed on the role of the advanced practice nurse in risk assessment, screening, counseling and education from infancy through old age. Lifestyle, cultural, environmental, socio-economic, and genetic variables will be incorporated. Recognition of vulnerability across the adult lifespan and in the diverse settings of primary, chronic and acute care will be emphasized. Risk assessment and management will be grounded in evidence based practice principles and guidelines.



NRP 603 Introduction to Pediatric Health Care (2 credits)

2 classroom hours + 0 lab/studio hours

Prerequisite(s): BIO 668

Co-requisite(s): NRP 606 and NRP 608

Taught: Variable-check w/department

This is the first course of four courses which looks at infants, children and adolescents in the contexts of growth and development, and primary health care. This course focuses upon health promotion and looks at the child and family first from the perspective of the medical home environment and then extending outward into the community and national spheres. Prevention of disease will be an outgrowth of anticipatory guidance presented in a developmentally appropriate manner.



NRP 604 Theoretical Foundations of Nursing Practice (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSN program.

Taught: Spring only

Exploration, debate and evaluation of the historical, philosophical, theoretical and scientific foundations of nursing as a unique discipline. Exploration of contemporary perspectives on nursing knowledge. Analysis of the process of theory development on nursing knowledge. Application of theory to advanced nursing practice within healthcare settings.



NRP 605 Clinical Pharmacology in Adult Acute Care (1 credit)

Hours: 1 classroom + 0 lab/studio

Taught: Variable, check with department

This didactic course will introduce current theories, issues and research related to the pharmacologic management of acutely ill adults. Emphasis will be placed on evidence based application of appropriate drug selection, dosing/administration, monitoring and outcome evaluation in the management of clients with complex conditions. Relevant age, genetic and culture related variables will be incorporated.

NRP 606 Diagnostic Reasoning and Advanced Physical Assessment (2 credits)

Hours: 2 classroom + 1 lab/studio

Prerequisite(s): BIO 668.

Co-requisite(s): NRP 608.

Taught: Spring only

Development of advanced skills in assessment of physical, cognitive, nutritional, and functional domains; integration of appropriate test data and diagnostic reasoning.



NRP 607 Issues in Advanced Practice (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): MSN and post- MSN NP students, NRP 606 and NRP 608.

Taught: Spring only

Discuss the history and continued evolution of Nurse Practitioners. Selected legal/practice issues affecting nurse practitioners will be explored; including education, certification, credentialing, scope of practice, standard of care, prescriptive privileges, documentation of patient care, ethical issues, and reimbursement.



NRP 608 Clinical Pharmacology and Intervention (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): BIO 668.

Co-requisite(s): NRP 606.

Taught: Spring only

Review of pharmacological physiology of selected therapeutic agents; pharmacological management of clients, including drug selection, client/family education, and monitoring and evaluating pharmacological interventions.



NRP 609 Pediatric Pharmacology (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): NRP 608.

Taught: Summer only

Major categories of pharmacological agents used in primary and acute care environments for care of infants and children; physiological action of selected

OTC and prescription drugs, unexpected client responses, and major untoward effects encountered in infants and pediatric diseases. Clinical judgment in management and evaluation of therapeutic strategies for individual children.



NRP 610 Geriatric Pharmacology (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): NRP 608.

Taught: Spring only

Major categories of pharmacological agents used in primary and acute care environments with the elderly; physiological action of selected OTC and prescription drugs, unexpected client responses, and major untoward effects encountered in geriatric therapeutic strategies for individual elderly.



NRP 612 Health Care Policy and Economics (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

Explore health care issues, policies and economic factors influenced by technological, social, economic, and political factors; availability of and access to health care; social distribution of health care; actions for dealing with health care dilemmas. federal and state regulatory programs, and health care financing will be examined.



NRP 613 Wellness & Primary Care of Infants and Children (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NRP 606, NRP 609 and BIO 668.

Taught: Fall only

This course addresses the role of the primary care nurse practitioner in well-child supervision and the clinical management of common pediatric health problems. This advanced pediatric course will integrate principles of child development, pathophysiology, pharmacology, epidemiology, genetics, and cultural considerations in the primary care of children.



NRP 614 Primary Care of Obstetric Patient (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): NRP 606.

Taught: Summer only

Changes experienced by women during pregnancy and childbearing; assessment of the obstetric patient and fetus; interpretation of laboratory findings; development and evaluation of the plan of care for the obstetric patient.



NRP 615 Primary Care of Gynecologic Patient (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): NRP 606 and NRP 608.

Taught: Summer only

Gynecologic conditions experienced by women across the life span approached through integration of physiological and pathophysiological concepts and the humanities.



NRP 616 Primary Care of Aged (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): NRP 618.

Co-requisite(s): NRP 620.

Taught: Spring only

Role of nurse practitioner in management of acute and chronic illnesses commonly affecting the elderly; health promotion, disease prevention, pathophysiology, assessment, and therapeutic management of common health problems of elderly.



NRP 618 Primary Care of Adults I (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): BIO 668, NRP 606, NRP 608.

Taught: Fall only

Information necessary for the practice of primary care; pathophysiology, assessment, diagnosis, and therapeutic management of common health problems across the life span; lecture, case study analysis, and focused seminar.



NRP 619 Primary Care of Adolescents (2 credits)

Hours: 2 classroom + 0 lab/studio

Taught: Fall only

Role of the nurse practitioner in management of unique needs of adolescents; principles of health promotion, disease prevention, and management of common health problems in adolescents.

NRP 620 Primary Care of Adults II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NRP 618

Taught: Spring only

Synthesis of pathophysiology, principles of health promotion and disease prevention, assessment, diagnosis and therapeutic management of complex problems in adults will be analyzed.



NRP 623 Nurse Executive Seminar (1 credit)

Hours: 1 classroom + 0 lab/studio

Co-requisite(s): NRP 623L.

Taught: Fall only

Integration of research from nursing and management science relative to the inquiry and practice of nursing administration; analysis of nursing models and theoretical perspectives in management science; analysis of perspectives in public and business administration for their usefulness to nursing administration.

NRP 623L Administrative Nursing Capstone Practicum (3 credits)

Hours: 3 classroom + 9 lab/studio

Co-requisite(s): NRP 623.

Taught: Fall only

Integration of research from nursing and management science relative to the inquiry and practice of nursing administration; analysis of nursing models and theoretical perspectives in management science; analysis of perspectives in public and business administration for their usefulness to nursing administration.

NRP 625 Pathopharmacology & Physical Assessment (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NRP 600, NRP 601, NRP 604, and NRP 612.

Taught: Variable, check with department

This course is designed to build on existing knowledge of the nursing educator student in human physiology, physical assessment, and pharmacologic

principles and the relationship between the three.



NRP 625L Practicum for Nurse Educators (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): NRP 600; NRP 601; NRP 604; NRP 612.

Prerequisite OR Co-requisite: NRP 625.

Taught: Variable, check with department

This direct care practice experience is designed to provide nursing educator students with the opportunity to develop in-depth knowledge and expertise in a particular area of nursing that includes graduate-level clinical practice content and experiences. Concepts from the NRP 625 didactic course are reinforced during this practice experience.



NRP 626 Nurse Executive Seminar II (1 credit)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): NRP 601, NRP 602, NRP 604, NRP 623, and NRP 623L.

Co-requisite(s): NRP 626L.

Taught: Spring only

Mission, organizational growth, strategy development, and change processes needed to implement factors influencing strategic planning and considerations of the past, present, and future.



NRP 626L Administrative Nursing Capstone Practicum (3 credits)

Hours: 0 classroom + 9 lab/studio

Prerequisite OR Co-requisite: MSN 640.

Co-requisite(s): NRP 626.

Taught: Spring only

Practicum synthesizing content from all previous courses in the nursing administration major; incorporation of nursing and organizational theories; finance, informatics and research to identify and complete a clinically-based scholarly project.



NRP 630 Children with Chronic Illnesses and Special Needs (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NRP 606, NRP 608 and NRP 613.

Taught: Fall only

Pathophysiology and advanced management of pediatric chronic health conditions; focus on appropriate age and developmental assessment, diagnosis, management and evaluation; family impact, genetic issues of relevance to chronic illness.



NRP 633L Primary Care Residency I (3 credits)

Hours: 0 classroom + 3 lab/studio

Prerequisite(s): B or better in NRP 606 and NRP 608.

Prerequisite OR Co-requisite: NRP 613 or NRP 618 or NRP 630.

Taught: Fall, spring, and summer

Supervised residency as a primary care practitioner; problem identification and management of common acute illnesses; integrating advanced assessment skills and pharmacological management; clinical residency in a variety of settings.



NRP 634L Primary Care Residency II (3 credits)

Hours: 0 classroom + 3 lab/studio

Prerequisite(s): NRP 633L.

Taught: Fall, spring, and summer

The second of two clinical immersion courses as a primary care practitioner in community based settings. Emphasis is placed on risk identification, health promotion, complex disease management, and client and family counseling.



NRP 635L Primary Care Residency III (2 credits)

Hours: 0 classroom + 2 lab/studio

Prerequisite(s): NRP 634L.

Taught: Fall, spring, and summer

Culminating clinical residency as primary care practitioner; independent clinical decision making, monitoring quality care, interdisciplinary collaboration, and organizational and role competencies; clinical residency in a variety of settings.



NRP 636L Clinical Residency (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): NP Advancement students or permission of instructor.

Taught: Fall, spring, and summer

A clinical residency providing concentrated clinical opportunities in primary care; clinical residency in a variety of settings.



NRP 637 Nurse Practitioner Capstone I (1 credit)

1 classroom hours + 0 lab/studio hours

Prerequisite(s): NRP 690

Co-requisite(s): NRP 633L

Taught: Fall, Spring, Summer

This is the first of two courses that provides the MSN student the opportunity to synthesize concepts from previous coursework and apply knowledge to various health and disease issues in diverse populations. The range of identified issues will vary according to the population.

The two course series will result in a culminating project to include legal, ethical, health literacy and evidence based patient care guidelines specific to the population of interest.



NRP 638 Nurse Practitioner Capstone II (1 credit)

1 classroom hours + 0 lab/studio hours

Prerequisite(s): NRP 637

Co-requisite(s): NRP 634L

Taught: Fall, Winter, Spring

In this second course of a two course series the MSN student continues to synthesize concepts from previous coursework and apply that knowledge to various health and disease issues in populations in need. The range of identified issues will vary according to the population. The two course series will result in a culminating project to include legal, ethical, health literacy and evidence-based patient care guidelines specific to the population of interest and completion of a portfolio to demonstrate each of the core competencies.



NRP 650 Nursing Classification, Language and Semantics for Advanced Practice (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): STA 614, MHI 601, NRP 600, NRP 604 and admitted to program.

Co-requisite(s): NRP 601.

Taught: Variable, check with department

This course is focused on research, critique and application of concept representation in nursing informatics practice. It will examine current trends in nursing terminologies and the application of semantic representation to nursing practice. It will develop approaches to evaluating and applying concept-oriented language into clinical informatics applications.



NRP 660 Psychopharmacology Across the Lifespan (4 credits)

Hours: 4 classroom + 0 lab/studio

Prerequisite(s): Graduate Level adult Pharmacology course.

Co-requisite(s): NRP 662.

Taught: Variable, check with department

This didactic course will cover advanced psychopharmacology concepts, theories and issues building on the knowledge of general pharmacology, with an emphasis on the neurophysiological basis of psychiatric/mental health problems of individuals, ranging from childhood to geriatrics. Emphasis will be placed on the application of neuroscientific, neurobiological and genetic contemporary knowledge to psychopharmacological treatment strategies and their modification to improve patient care. The role of neuro-transmitters, receptors, brain circuits and their activity in the formation of symptoms will be incorporated, along with neuroanatomical, neurophysiological and neuropharmacological concepts. The effects and side effects of psychotropic medications used in the treatment of common psychiatric and mental illnesses across the life span will be discussed. Issues of prescribing and coordinating multiple medications and potential interactions will also be considered.



NRP 661 Non-Pharmacological Treatments (Psychotherapy) Across the Life Span (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NRP 660.

Co-requisite(s): NRP 662.

Taught: Fall only

This didactic course will deal with non-pharmacological methodologies and interventions. (The course) It will encompass individual therapies, group therapies, reminiscence therapy, play therapy, family therapies and complementary and alternative approaches. Appropriate clinical application of each therapeutic approach will be explored. The use of self, the therapist-patient relationship, phases of the therapeutic relationship, teaching-coaching functions will be covered.



NRP 662 Assessment and Diagnosis of Psychiatric Mental Health Problems Across the Life Span (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Graduate Level Physical Assessment.

Co-requisite(s): NRP 661.

Taught: Spring only

This didactic course will present the process of history taking and assessment of psychiatric mental health problems in the diagnosis of children through older adults. The advanced comprehensive assessment will be presented as the pivotal source leading to a correct diagnosis of an individual. Cultural, genetic, religious, and behavioral and laboratory data will be utilized in the formulation of differential diagnoses. Neuroscientific principles, DSMIV-TR and data from the comprehensive assessment will be applied in reaching a final diagnosis of

a major psychiatric disorders and the possible differential diagnosis. The student will use various assessment tools and guides appropriate for individuals of different ages. Case studies, and video will be utilized to allow the student to implement the gained advanced practice skills.



NRP 663 Science of Psychiatric Mental Health Nursing II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NRP 660, NRP 661, NRP 662, NRP 664 and NRP 665L.

Co-requisite(s): NRP 667 and NRP 668.

Taught: Summer only

Further development of assessment, diagnosis, biological and behavioral interventions utilizing standardized taxonomy systems for complex psychiatric disorders across the life span. Family theoretical concepts and methods related to mental health and illness will be integrated.



NRP 664 Management of Acute, Complex and Chronic Psychiatric Disorders Across the Life Span (4 credits)

Hours: 4 classroom + 0 lab/studio

Prerequisite(s): NRP 660 and NRP 662.

Co-requisite(s): NRP 665L.

Taught: Spring only

This didactic course will integrate comprehensive assessment, neurophysiological theory, diagnosis and its application in the process of psychopharmacological and non-pharmacological treatment of individuals with psychiatric mental health problems. The role of the advanced practice FPMH nurse in risk assessment, counseling, and education of the diagnosed individual and their family will be highlighted. The variables of lifestyle, culture, religion, socio-economic and genetics will be incorporated. Risk assessment will be explored in light of the variables of life and phases of the illness (acute, relapse and recurrence). Case studies presented will allow the student to synthesize and implement the skills and knowledge gained from psychopharmacology, assessment /diagnosis, and non-pharmacological treatments.



NRP 665L Advanced Psychiatric NP Clinical Residency I (3 credits)

Hours: 3 classroom + 20 lab/studio

Prerequisite(s): NRP 664.

Co-requisite(s): NRP 667.

Taught: Variable, check with department

This clinical course promotes the beginning development of the role of the advanced PMHNP on the psychiatric treatment team. It will provide for application, in the clinical area, of the essentials of advanced psychiatric nurse practitioner through clinical teaching and supervision. The integration and synthesis of psychopharmacology, assessment, diagnosis, treatment and management of the psychiatric mental health patient of all age groups is the focus of this course. Ethical and legal implications in treatment will be incorporated. Active involvement in skill practice will be facilitated through the preceptor and faculty member. Application of evidenced based knowledge and critical thinking skills will take place in a variety of clinical settings and with all age groups. Time spent with populations will be divided between patients from children, adolescent, adult and geriatric age groups.



NRP 667 Professional Issues, Role, Ethics and Law in Psychiatric Advanced Practice (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NRP 664.

Co-requisite(s): NRP 668.

Taught: Summer only

This didactic course will build on the general knowledge obtained in previous Nurse Practitioner programs (role, ethics and law). An interdisciplinary focus of essential topics in role, ethics and law specific for the Family Psychiatric Nurse Practitioner will be emphasized. Professional role responsibilities, informed consent, ethics in psychiatry, risk assessment and legal considerations in the advanced role in psychiatry will be covered. Client advocacy, case management along with health promotion and disease prevention education will be incorporated. Appropriate cases studies will be utilized to apply concepts introduced in this course.



NRP 668 Advanced Psychiatric Mental Health Nursing Clinical Residency II (3 credits)

Hours: 3 classroom + 20 lab/studio

Prerequisite(s): NRP 665.

Taught: Variable, check with department

This culminating clinical course is designed to advance the student's synthesis of clinical practice, treatment, critical thinking skills, communication, decision making with patients and treatment team interaction in a variety of clinical settings which deal with child, adult, adolescent, and the geriatric populations. This practicum is the second of two consecutive courses. Expectations of this clinical experience are direct patient contact, therapeutic interaction with staff, families, and systems, as well as medication management. The student will function in the role of the advanced practice psychiatric nurse practitioner under the guidance of a preceptor and a faculty member. Details of the practicum will be coordinated with the student, agency and faculty based upon course objectives, clinical objectives and student educational goals. Independent clinical decision making, planning of care, monitoring of care and interdisciplinary collaboration along with organizational and role competencies in a variety of settings and patients of all age groups will be the foci of this course.



NRP 668L Advanced Psych NP Clinical Residency II (2 credits)

Hours: 2 classroom + 2 lab/studio

Prerequisite(s): NRP 665L.

Co-requisite(s): NRP 667.

Taught: Summer only

Culminating clinical residency designed to advance the student's clinical practice with clients in a variety of psychiatric mental health settings. Independent clinical decision-making, monitoring quality care, interdisciplinary collaboration, and organizational and role competencies in a variety of settings.



NRP 670 Adult Health Promotion and Disease Prevention (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): NRP 606 and NRP 608.

Co-requisite(s): NRP 605 and NRP 670L.

Taught: Summer only

This didactic course will introduce current theories, issues and research related to health promotion and disease prevention in the adult population as it relates to individuals, families, communities and populations. Emphasis will be placed on the role of the advanced practice nurse in risk assessment, screening,

counseling and education from adolescence through old age. Lifestyle, cultural, environmental, socio-economic, and genetic variables will be incorporated. Recognition of vulnerability across the adult lifespan and in the diverse settings of primary, chronic and acute care will be emphasized. Risk assessment and management will be grounded in evidence based practice principles and guidelines.



NRP 671 Common Acute/Emergent Problems I (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NRP 670, NRP 670L and NRP 605.

Co-requisite(s): NRP 671L, NRP 676 and NRP 690.

Taught: Fall only

This didactic course will address diagnostic and management issues related to the care of acutely ill adult clients. Pathophysiology as well as psychosocial, cultural, geriatric and genetic influences impacting the assessment, diagnosis and management of common acute illness states resulting in hospitalization will be incorporated. Ethical-legal considerations will also be addressed. Illness states that will be covered include (but are not limited to): cardiovascular, pulmonary, renal, endocrine, hematologic, oncologic, and immunologic.



NRP 671L Acute Care Residency I (3 credits)

Hours: 0 classroom + 3 lab/studio

Prerequisite(s): NRP 690.

Co-requisite(s): NRP 637.

Taught: Fall only

Supervised clinical practicum in acute care designed to provide the beginning to intermediate Acute Care Nurse Practitioner student with practice experience to develop the skills of assessment, diagnostic reasoning, development of differential diagnoses, identification of health / healthcare system risks with appropriate interventions, develop and integrate specific disease management plans and refine oral case presentation skills. Acute care settings that provide exposure to a patient population with diverse medical and surgical diagnoses will be targeted. The student will have the opportunity to refine the integration and synthesis of theory, clinical research, advanced therapeutics and decision making as it relates to both acute and chronic illness states. A total of 300 hours (~15-20 hrs/wk) will be completed.



NRP 672 Common Acute/Emergent Problems II (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): NRP 671, NRP 671L, NRP 676 and NRP 690.

Co-requisite(s): NRP 672L.

Taught: Spring only

This didactic course, a continuation of NRP 671, will further address diagnostic and management issues related to the care of acutely ill adult clients. Pathophysiology as well as psychosocial, cultural, geriatric and genetic influences impacting the assessment, diagnosis and management of the most common acute illness states resulting in hospitalization will be incorporated. Ethical-legal considerations will also be addressed. Illness states that will be covered include (but are not limited to): gastrointestinal, urologic/gynecologic, neurologic, musculoskeletal, and HEENT.



NRP 672L Acute Care Residency II (3 credits)

Hours: 0 classroom + 3 lab/studio

Prerequisite(s): NRP 671L.

Co-requisite(s): NRP 672.

Taught: Variable, check with department

Supervised clinical practicum in acute care designed to provide the intermediate to advanced Acute Care Nurse Practitioner student with practice experience to expand the skills introduced in NRP 671L and to integrate management of acutely ill adults with complex conditions in high acuity and specialty areas. The student will have the opportunity to refine the integration and synthesis of theory, clinical research, advanced therapeutics, decision making, and outcome evaluation as it relates to both acute and chronic illness states. A total of 300 hours (~12-16 hrs/wk) will be completed.



NRP 673L Acute Care Residency III (2 credits)

Hours: 0 classroom + 2 lab/studio

Prerequisite(s): NRP 672 and NRP 672L.

Co-requisite(s): NRP 675.

Taught: Spring only

Supervised clinical practicum in acute care designed to provide the advanced Acute Care Nurse Practitioner student with practice experience to refine the skills developed in NRP 670/NRP 671L/NRP 672L and further emphasize the comprehensive management of acutely ill adults with complex conditions in high acuity and specialty areas. This final practicum course requires the synthesis of theory and clinical experience / application to facilitate transition to the novice ACNP role. A total of 200 hours (~12-16 hrs/wk) will be completed.



NRP 674L Acute Care Residency IV (1 credit)

Hours: 0 classroom + 1 lab/studio

Prerequisite(s): NRP 673L.

Co-requisite(s): NRP 675.

Taught: Fall, spring, and summer

Supervised clinical practicum in acute care designed to provide the advanced Acute Care Nurse Practitioner student with additional practice experience to refine the skills developed in the prior clinical courses and further emphasize the comprehensive management of acutely ill adults. This course requires the synthesis of theory and clinical experience / application to further develop skills in areas of identified need from prior clinical courses and to facilitate transition to the novice ACNP role. A total of 100 hours (8-10 hours per week) will be completed. Target student groups: NP Advancement Students as their final clinical course in lieu of NRP 673L and as an optional supplement course for MSN/Post MSN students who are in good standing in the program but are deemed to need additional experiential learning to meet the clinical competencies of the program. For the latter, this course may be taken only once with all hours completed within a single term which is to be no later than the second term following NRP 673L.



NRP 675 Seminar for Clinical Decision Making (1 credit)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): NRP 672 and NRP 672L.

Co-requisite(s): NRP 673L.

Taught: Summer only

This final didactic course serves as the culminating capstone in which the student will demonstrate the integration of theory, research, critical thinking / diagnostic reasoning, complex case analysis, and outcome evaluation in a seminar format. Emphasis will be placed on the application of evidence based

research / practice guidelines within the context of the individual client condition.



NRP 676 Advanced Technologies for Acute Care (2 credits)

Hours: 2 classroom + 2 lab/studio

Prerequisite(s): NRP 606 and NRP 608.

Co-requisite(s): NRP 671, NRP 671L and NRP 690.

Taught: Summer only

This course will integrate assessment, implementation, and evaluation of advanced technologies in the diagnosis and management of acutely ill adults. Identification of appropriate client conditions requiring technology using evidence based criteria and the impact of the technology on the on the client, family and health care system will be addressed. Ethical, legal and psychological aspects will be incorporated. An introduction to invasive interventions and diagnostic device application and interpretation within the ACNP scope of practice will be provided. Hands-on skills practice will be facilitated through NRP 690 (On-campus residency).



NRP 680L Nursing Informatics Capstone I (2 credits)

Hours: 2 classroom + 2 lab/studio

Prerequisite(s): STA 614, MBI 630, MBI 635, MBI 650, MHI 601, NRP 600, NRP 601, NRP 604, NRP 612 and NRP 650.

Taught: Variable, check with department

This course integrates nursing and informatics research, concepts, and theories. The role of an Informatics Nurse is explored. The course is designed to integrate didactic content and clinical experience within selected healthcare settings. A needs assessment will be completed and an improvement project planned for implementation in NRP 681L.



NRP 681L Nursing Informatics Capstone II (2 credits)

Hours: 0 classroom + 2 lab/studio

Prerequisite(s): NRP 680L.

Taught: Variable, check with department

This capstone course integrates nursing and informatics, research, concepts, and theories. The role of an Informatics Nurse is explored. The course is designed to integrate didactic content and clinical experience within selected healthcare settings. This capstone experience will be a continuation of the action plan you outlined in NRP 680L.



NRP 688 Qualitative Research (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): NRP 600.

Taught: Fall only

Basic design, principles, methods, and analysis using varied qualitative methods. Each graduate student will propose a study, collect and organize data, begin data analysis.



NRP 689 Applied Research (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): NRP 600.

Taught: Spring only

Identification, critique, analysis, synthesis, application and evaluation of evidence to support clinical and organizational practices. This course will

provide students with knowledge to promote and implement evidence in nursing and healthcare systems.



NRP 690 On-Campus Residency (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): NRP 606 and NRP 608; NRP 671, or NRP 620, or NRP 616.

Taught: Variable, check with department

This mandatory on campus residency will provide hands on student practice and faculty evaluation of problem based assessment, communication, and procedural skills within the specialty specific nurse practitioner scope of practice. The residency will occur over an approximate 3-4 day period prior to beginning clinical immersion courses. Orientation to the clinical residency and corresponding Capstone courses will be presented. Satisfactory completion of this on campus residency is REQUIRED in order to progress further with the primary care nurse practitioner clinical residency courses. Note that this on campus residency is offered only once annually, so it is imperative to plan accordingly to stay in progression.



NRP 691 Thesis Preparation (1 credit)

Hours: 1 classroom + 0 lab/studio

Taught: Fall and spring

Continuing enrollment for students needing more than one semester to complete NRP 697 Investigative Project. Graded pass/fail. This course must be repeated each semester until the project or thesis is completed. Limit of six semesters (exclusive of summers).

NRP 697 Investigative Project (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NRP 600, STA 614, and consent of instructor prior to registration.

Taught: Variable, check with department

Research project related to a specific Clinical nursing problem culminating with a publishable paper. Required for degree candidates electing the non-thesis option.



NRP 860 Theoretical Perspectives in Nursing Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDD 801, EDD 810, EDD 811 and EDD 812.

Taught: Variable, check with department

Explores nursing theory, its development and history. In depth analysis of selected theorists in nursing and nursing education, their contributions to nursing education's body of knowledge, and theory utilization in nursing education will be the focus.



NRP 861 Educational Psychology of Nursing Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDD 801 and EDD 810.

Taught: Variable, check with department

Critical appraisal of classical and current research in educational psychology and nursing education. Development and implementation, using learning theories and technologies, of designs to improve instruction in various nursing education settings: classroom, clinical, staff development, and community.



NRP 862 Research in Nursing Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDD 801, EDD 810, EDD 811 and EDD 812.

Taught: Variable, check with department

Critical appraisal of classical and current research literature in nursing education. Analysis of the current research needs identified in various nursing education settings. Critical examination of research methodologies that have been used in existing nursing education research and applicability to current nursing education research needs. Development of bibliographies (comprehensive, annotated) and bibliographic essays leading toward a metasynthesis of nursing educational research.



NRP 863 Teaching/Learning in Nursing Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDD 801 and EDD 810.

Taught: Variable, check with department

Provides overview of college teaching/learning as it pertains to nursing education. The focus is on the development of knowledge and skills selected from various areas of college teaching with an emphasis on nursing education.



NRP 864 Technology in Nursing Education (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): EDD 801 and EDD 810.

Taught: Variable, check with department

Introduction to basic programs and technological methods/media used in higher education. Course will provide nurse 'practitioner scholars' an over-view of information systems used in higher education. This course provides the opportunity for students to engage with current technological practices using a tactile approach grounded in adult learning theory.



NUTRITIONAL SCIENCE & DIETETICS

NTR 510 Experimental Food (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CHE 311/L.

Taught: Spring only

This course includes a general overview and principles; food constituents and properties; quality and safety; preservation methods; processing animal and plant products.



NTR 512 Integrative & Functional Nutrition (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): CHE 482/L & NTR 410.

Taught: Spring only

This course provides an overview of the nutrigenomics and disease risk, through the exploration of genetic and biochemical individuality. The course will focus on the impact of dietary intake and underlying genetic interactions and susceptibility to disease, along with a systems-based approach to disease prevention and management through food.



NTR 520 Nutrition and Physical Activity (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of program director.

Taught: Spring only

This is an advanced nutrition course focused on bioenergetics, physiological adaptations to physical activity, and training nutritional challenges. This course will prepare students for the sports dietetics board examination covering specific topics related to nutrition meal periodization, menu development for training table, review of dietary intake methodologies, and nutritional counseling.



NTR 610 Professional Issues in Dietetics (1 credit)

Hours: 1 classroom + 0 lab/studio

Prerequisite(s): Graduate student standing in nutritional science & dietetics.

Taught: Fall only

This course will focus on current professional topics and issues related to the practice of dietetics, such as ethics, scope of practice, professional standards, and portfolio development. Preparation for the dietetics registration examination will be included in this course.



NTR 612 Medical Nutrition Therapy I (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of program director.

Taught: Fall only

This course will build the foundation for medical nutrition therapy and allow students to become better versed in the nutrition care process. Students will be charged with applying scientific knowledge to clinical cases, related to the nutrition care process and cardiovascular, pulmonary, endocrine, and renal disorder.



NTR 613 Medical Nutrition Therapy II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NTR 612

Taught: Spring only

This is the second course in the clinical nutrition series. This course will build on knowledge and skills obtained in MNT I. The focus of this course will be the application of scientific knowledge for the management and treatment of hepatic, neurological, gastrointestinal, immune, oncology, and hypermetabolism/critical care disorders.



NTR 620 Pediatric Nutrition (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of program director.

Taught: Fall only - even years

This course is an advanced course focused on the normal growth and development of infants, children, and adolescents. This course will emphasize feeding practices, nutrient needs, and nutrition management strategies for the pediatric population.



NTR 625 Nutrition Physical Assessment (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of program director.

Taught: Fall only

This course will focus on assessment methods of dietary, biochemical, anthropometric, and physical data for determining nutritional status in a clinical setting. Particular attention will be given to the physical focused nutrition

assessment and malnutrition screening.



NTR 630 Nutrition Counseling & Theory (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of program director.

Taught: Spring only

An overview of education, communication, and counseling theories and skills as they pertain to working with individuals and/or groups to promote healthy eating and physical activity. Readings and discussions will focus on behavior change through use of counseling theories & educational strategies such as motivational interviewing and cognitive behavioral theory.



NTR 635 Nutritional Psychology (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NTR 641

Taught: Fall only

This course provides an introduction to nutritional psychology and offers a basic understanding of how foods impact mood and behavior. Readings and discussions will be focused on integrating the science of the mind, body, and spirit through extensive examination of the hypothalamic-pituitary-adrenal axis, the brain-gut axis, and the psychoneuroendocrine-immune pathways.



NTR 640 Macronutrients (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of program director.

Taught: Fall only

This course will focus on human macronutrient metabolism. This course will emphasize the regulation and integration of metabolism of carbohydrates, lipids, amino acids, and water at the biochemical and physiological level.



NTR 641 Micronutrients (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): NTR 640

Taught: Spring only

This is an advanced course which requires knowledge of human nutrition and energy metabolism. This course will focus on the function of vitamins and minerals, emphasizing micronutrient metabolism, nutrient interactions, and the impacts of toxicity and deficiencies on health.



NTR 642 Dietetics Professional Practice III (6 credits)

Hours: 6 classroom + 0 lab/studio

Prerequisite(s): NTR 613

Taught: Summer only

Competency-based clinical application of principles in dietetics to include behavioral health, gerontology, cardiovascular health & cardiac rehab, and direct patient care. Conducted under the supervision of registered dietitian and clinical faculty.



NTR 645 Dietetics Professional Practice IV (3-6 credits)

Hours: 3-6 classroom + 0 lab/studio

Prerequisite(s): NTR 642

Taught: Spring and summer

Competency-based clinical application of principles in dietetics to include

oncology, nephrology, enteral/parental nutrition, and endocrinology terminology, pathopharmacology, medical nutrition therapy, and patient counseling. Conducted under the supervision of registered dietitians and clinical faculty.



NTR 696 Thesis Research or Research Project (3-6 credits)

Hours: 3-6 classroom + 0 lab/studio

Prerequisite(s): STA 614 and HSC 600

Taught: Fall, spring, summer

Supervised development and implementation of a nutrition related research study.



OCCUPATIONAL THERAPY

OTD 610 Functional Movement Analysis (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): Admission to Doctor of Occupational Therapy Program

Co-requisite(s): OTD 610L

Taught: Variable, check with department

Students apply principles and methodology of posture, movement analysis, muscle strength testing, and joint range-of-motion testing in the analysis of occupational participation and engagement.

PHILOSOPHY

PHI 594 Topics: Philosophy (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 6 semester hours in philosophy or consent of instructor.

Taught: Variable, check with department

In-depth examination of a selected topic in philosophy. May be repeated as topics vary.



PHI 599 Independent Study: Philosophy (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 6 semester hours of philosophy or consent of instructor.

Taught: Variable, check with department

Individually supervised readings and study of a selected study in philosophy. May be repeated as topics vary.



PHI 692 Directed Research (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individualized research project. May be repeated for credit.



PHI 699 Independent Study (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individually supervised readings and study of a selected topic. May be repeated as topics vary.



PHYSICAL EDUCATION

PHE 599 Selected Problems in Physical Education (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Instructor permission.

Taught: Variable, check with department

Individual or group study of a topic of current interest in physical education.

Topic selected by student with approval of instructor.



PHE 699 Selected Topics in Physical Education (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of advisor.

Taught: Variable, check with department

Independent study of topics selected from current issues in physical education.



PHYSICS

PHY 694 Topics: Physics (Graduate) (1-4 credits)

Hours: 1-4 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

May include topics illustrating the principles of physics and their applications to astronomy, mechanics, heat, sound, light, electricity, magnetism, and modern physics. Specific topics are determined in consultation with the student's advisor and the chair of physics and geology. Repeatable for a maximum of 12 semester hours.



PSYCHOLOGY

PSY 501 I-O Discussion Forum (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Fall only

Introduction to I-O program, development of community and support; survey of I-O psychology; discussion of historical, ethical, legal and current newsworthy issues; clarification and elaboration of program requirements, intentions and philosophy.



PSY 505 Drug Policy (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): PSY 100 and junior standing or consent of instructor.

Taught: Variable, check with department

Critical examination of historic and contemporary drug policies in the U.S. and other countries. Political, economic, social, and psychological effects of drug policies, with emphasis on empirical evidence regarding the relative effectiveness of the policies. Policies regarding both legal and illegal drugs are included.



PSY 550 Organizational Psychology (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Fall only

Introductory graduate level study in organizational psychology; commitment, involvement, satisfaction, motivation, leadership, power, quality of worklife, and groups/teams.



PSY 570 Work Environments (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Spring only

Introduction to human factors psychology; ergonomics; occupational health and safety; physical and psychological factors influencing the workplace.



PSY 580 Cognition in the Workplace (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Spring only

Judgment and decision-making, heuristics, biases, persuasion, prejudice, diversity, values, and attitude measurement.



PSY 595 Topics: Study Abroad in Psychology (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Instructor permission.

Taught: Variable, check with department

Study abroad course; topic listed in Schedule of Classes when course is offered. May be repeated for credit when topics vary.



PSY 615 Univariate Statistics & Research Design (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO Psychology Program or consent of MSIO Psychology Director.

Taught: Fall only

Univariate and bivariate methods of conducting scientific research in applied settings including descriptive statistics, probability, correlation, regression, inferential statistics, hypothesis testing, t- tests, between- and within-subjects ANOVA and ANCOVA, confidence intervals, chi-square, and nonparametric tests.



PSY 616 Multivariate Stats & Research Design (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSIO psychology program and PSY 615 or con-sent of instructor.

Taught: Spring only

Multivariate methods of conducting scientific research in applied settings including standard, statistical, and hierarchical multiple regression; factorial MANOVA and MANCOVA; logistic regression, discriminant function and canonical correlation analysis; and structural equation modeling.



PSY 620 Job Analysis and Staffing (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Spring only

Methods and techniques of job analysis/competency modeling on both individual and team levels; job analysis/competency modeling outcomes; compensation, selection, training, development and performance appraisal.



PSY 622 Development Across the Lifespan (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of director of Masters in Community Counseling.

Taught: Variable, check with department

Theories and research findings related to human development; developmental crises, tasks & transitions across one's lifespan; nature vs. nurture; theories of learning and personality development; strategies for facilitating optimal human development.



PSY 625 Psy Testing, Measmt, & Sci Survey Mthds (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): PSY 615 and PSY 616 or equivalent and Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Fall only

Psychological testing, measurements, & scientific survey methods. Construction, evaluation, and application of psychological tests, measures, and survey instruments in applied settings including construct definition, scale development, item construction, rigorous survey design, data sampling, reliability and validity analysis, exploratory and confirmatory factor analysis, classical and modern test theory, test bias, and ethical test use.



PSY 630 Occupational Health Psychology (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Variable, check with department

Introduction to the interdisciplinary field of health psychology. The course focuses on the basic theories and research findings that have emerged in the field, application of those theories and research, and developing a problem solving orientation to diagnosing occupational safety and health problems.



PSY 632 Public Health (3 credits)

3 classroom hours + 0 lab/studio hours

Prerequisite(s): Graduate standing.

Taught: Spring Only

This course introduces the graduate student to fundamental concepts, principles, theories, research and contemporary issues in public health, including social and behavior health sciences, environmental health, epidemiology, and biostatistics. The course will focus on the application of these scientific findings in the workplace.



PSY 635 Selection and Performance Appraisal (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSIO psychology program, PSY 615, and PSY 620 or consent of MSIO psychology director.

Taught: Fall only

Advanced treatment of selection and performance appraisal in organizations; legal and ethical issues, recruitment, selection systems and methods, criterion

theory and development; and appraisal systems and methods.



PSY 640 Training and Development (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program and PSY 620 or consent of MSIO psychology director.

Taught: Fall only

Models of instructional design, psychological theory and principles relevant to learning; transfer of training; program evaluation; common types of training in organizations, computer and web-based training.



PSY 645 Organizational Consulting (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Variable, check with department

Presents a comprehensive overview of organizational consulting, including its history, specializations, and contexts. Fundamental principles, effective practices, and emerging issues are studied.



PSY 652 Epidemiology (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): STA 614 or PSY 615 or other graduate level statistics course.

Taught: Variable, check with department

Survey basic concepts and principles of epidemiology, including epidemiologic models, the epidemiology process, epidemiologic investigation, and application of these concepts and principles.



PSY 660 Organizational Change and Development (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program and PSY 550 or consent of MSIO psychology program director.

Taught: Summer Only

Change processes, situational assessment, planning, implementation and evaluation, intervention; organizational structure, values, culture, leadership, roles of consultants, and external environments.



PSY 670 Organizational Leadership (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Variable, check with department

This course offers an overview of leadership in organizational settings. The first half of the course is devoted to building a foundational understanding of leadership by working through some of the major theoretical approaches using textbook and selected readings. In the second half, that foundation is used in further exploring lines of related inquiry. Working in teams, students will also design and conduct a study on leadership using various published measures.



PSY 675 Motivation (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Variable, check with department

This course introduces the graduate student to fundamental concepts, theories, contemporary research findings and emerging issues in workplace motivation and behavior. Complementary and sometimes contradictory perspectives on motivation and its impact on organizational behavior will be discussed.



PSY 685 Applied Research Study Capstone (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Spring only

Organization and completion of applied research portfolio; updating, revising and improving research projects; conducting additional research; formatting portfolio.



PSY 694 Graduate Psychology Special Topics (1-3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSIO psychology program or consent of MSIO psychology director.

Taught: Variable, check with department

Seminar course; topics listed in Schedule of Classes each semester, in the Master of Science in Industrial-Organizational Psychology Program (MSIO).



PSY 699 Independent Study in Psychology (0-3 credits)

1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor and psychology chair prior to registration.

Taught: Variable, check with department

Supervised group study projects in selected problem areas, or individually supervised areas of study involving readings, experimental research, and/or applied problems in educational psychology. Up to 3 semester hours may be earned per semester.



PSY 795 Practicum (1-3 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): PSY 615, PSY 616 and consent of instructor.

Taught: Variable, check with department

Supervised development and conduct of a project in an employment setting; synthesis and application of knowledge acquired in prior coursework. Repeatable for up to 6 credit hours.



PSY 797 Thesis (1-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): PSY 615, PSY 616 and consent of instructor.

Taught: Variable, check with department

Supervised development and implementation of research study.



PUBLIC ADMINISTRATION

PAD 500 Foundations of Public Service (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Nonprofit Management certificate, Emergency Management certificate, or consent of MPA director.

Taught: Fall and spring

Learn and understand theories, concepts, and practices that are fundamental to public administration and public service. Apply information and ideas to practical situations relevant to professionals working in government agencies (local, state and federal), health care and social service providers, educational institutions, foundations, arts organizations, and other nonprofits.

◆
PAD 501 Human Resource Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program or consent of MPA director.

Taught: Fall and spring

Principles and problems of recruitment, examination, rating, classification, and assignment to the job; philosophies of employee pay, promotion, motivation, and discipline; formulating and administering personnel policies, concepts, and principles; focus on American national, state, and local government systems as well as non-profit agencies.

◆
PAD 511 Budgeting Techniques and Applications (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Nonprofit Management certificate, Emergency Management certificate, or consent of MPA director.

Taught: Fall and spring

Advanced treatment of budgetary techniques and applications, such as program budgeting and zero-base budgeting; financial planning and revenue estimation techniques; tax and expenditure types; debt financing; financial reporting.

◆
PAD 515 Cartography (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA Program, or consent of MPA Director.

Taught: Variable, check with department

Introduction to principles and concepts of cartography; hands-on experience in cartographic map design using computer cartographic software through developing maps, charts, graphics, and design materials for presentation through digital mediums. Emphasizes understanding and implementation of the principles and theories and research into relevant topics.

◆
PAD 519 Introduction to Remote Sensing (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA Program or consent of MPA Director.

Taught: Variable, check with department

Introduction to principles and concepts of remote sensing technologies; hands-on experience in manipulation of remote sensing techniques using remote sensing software. Emphasizes understanding and implementation of remote sensing theories and research into relevant topics.

◆
PAD 520 Advanced Remote Sensing (4 credits)

Hours: 3 classroom + 1 lab/studio

Prerequisite(s): PAD 519.

Taught: Variable, check with department

Introduction to principles and concepts of digital remote sensing data processing technologies; hands-on experience in manipulation of digital remote sensing data processing techniques using remote sensing software. Emphasizes understanding and implementation of digital remote sensing data

processing theories and research into relevant topics.

◆
PAD 550 Geographic Information Systems (4 credits)

Hours: 3 classroom + 1 lab/studio

Prerequisite(s): Admission to MPA program, Nonprofit Management certificate, Emergency Management certificate, or consent of MPA director.

Taught: Fall only

Fundamental GIS Concepts such as creating, editing, and georeferencing spatial data; Basic GIS applications including manipulating tabular data, querying a GIS database, and presenting data using maps and graphs.

◆
PAD 551 Geographic Information Analysis (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): PAD 550.

Taught: Variable, check with department

The use of GIS as an administrative or decisional tool in the public and related sector activities. GIS applications include but are not limited to planning and community development, safety, health, environment, public finance, education and not-for-profit organizations.

◆
PAD 560 Community Development (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program or consent of MPA director.

Taught: Spring only

Examine the theory and practice of community development in the United States to further social improvement and economic development. Explore structural and human assets within the community, strategies to mobilize and enhance these assets, as well as connections within and outside the community.

◆
PAD 594 Topics: Public Administration (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program or consent of MPA director.

Taught: Variable, check with department

Specialized topics in public administration; intensive reading, cases, and simulation. May be repeated once as topic varies. May be used in any area of concentration.

◆
PAD 596 Internship in Public Administration (1-3 credits)

0 classroom + 0 lab/studio

Prerequisite(s): Consent of program coordinator

An opportunity for students to expand their professional experience and learn about government, nonprofit, and related organizations. Requirements are coordinated among student, program coordinator, and organization.

◆
PAD 599 Independent Study in Public Service (1-3 credits)

0 classroom + 0 lab/studio

Prerequisite(s): Consent of program coordinator.

Taught: Variable, check with department

Specialized topics in public administration covered through intensive readings and/or field projects; at the direction of a specific instructor. May be repeated as projects vary.

◆
PAD 602 Organizational Behavior and Theory (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program or consent of MPA director.

Taught: Spring only

Principal conceptual and theoretical bases for understanding the structure, environment, and internal processes of organizations; human behavior, attitudes, and performance within organizational settings.



PAD 603 Public Policy Analysis (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): PAD 500

Taught: Spring only

This course focuses on different theories, processes and analytical techniques related to public policy in federal, state and local governments. It examines the various stages of the public policy process, including formulation, implementation and evaluation. It provides knowledge and skills to define, analyze and recommend public policy choices.



PAD 612 Administrative Law (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program or consent of MPA director.

Taught: Fall only

Basic legal concepts, dilemmas and skills central to administrative law; varieties of legislative, judicial and executive oversight of administrative agencies; administrative rule-making and administrative adjudication, both formal and informal.



PAD 615 Research Methods (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): PAD 500.

Taught: Spring only

Foundation to the theory & practice of social science research. Concepts and techniques to conduct research. Includes both the quantitative and the qualitative research methodologies. Open only to students in the MPA program.



PAD 616 Data Analysis (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): PAD 615.

Taught: Fall only

Quantitative and qualitative data analysis with emphasis on the former. Univariate, bivariate analysis, probability, hypothesis testing, regression. Content analysis, discourse analysis, coding.



PAD 620 Managing Nonprofit Organizations (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Nonprofit Management certificate, Emergency Management certificate, or consent of MPA director.

Taught: Fall only

Development and characteristics of nonprofit organizations; scope and growth of the nonprofit sector; application of relevant theories to nonprofit organizations; human resource management; board-staff relations; nonprofit law; NGOs; issues of ethics, accountability and impact.



PAD 621 Resource Acquisition and Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Nonprofit Management certificate, or consent of MPA director.

Taught: Spring only

Concepts and practices of fundraising (direct mailing, annual, capital campaign, special events, planned giving, major gifts and resource management (budgeting, financial reporting).



PAD 622 Volunteer Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Nonprofit Management certificate, Emergency Management certificate, or consent of MPA director.

Taught: Summer only

History and philosophical underpinnings of volunteerism; role of volunteers in nonprofit organizations; volunteer development program including volunteer recruitment, training, performance appraisal, motivation and reward; risk management; and trends in volunteering.



PAD 623 Grant Research, Writing & Management (3 credit)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Nonprofit Management certificate, or consent of MPA director.

Taught: Variable, check with department

Practical, hands-on approach to grant systems and processes, including research, writing, and management. Topics include identification of potential funding sources; requests for proposals from government and other organizations; applications for funding from foundations, corporations, and other sources; implementation and reporting.



PAD 624 Strategic Planning & Program Evaluation (3 credit)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Nonprofit Management certificate, or consent of MPA director.

Taught: Variable, check with department

Concepts and practices of strategic planning including internal and external assessments, stakeholder and issue identification, decision making, and strategy development. Concepts and practices of program evaluation, including design and implementation.



PAD 630 Ethical Leadership in Public Service (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Nonprofit Management certificate, Emergency Management certificate, or consent of MPA director.

Taught: Fall only

Establishment of an ethical foundation for those preparing for or working in public and related careers. Increased understanding of ethical dimensions of public service including the duties and responsibilities of professional administrators. Development of awareness, skills and values to make decisions and act ethically in public management and leadership roles.



PAD 631 Diversity & Equity in Public Service (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Nonprofit Management certificate, Emergency Management certificate, or consent of MPA director.

Taught: Fall only

Gain knowledge and develop the cultural competency necessary in public service to meet the challenges of our increasingly diverse society. Theoretical and applied perspectives are used to examine barriers, challenges, and benefits of diversity and equity in public service, including the impact on leading and managing public and nonprofit organizations.



PAD 632 Executive Management & Public Leadership (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Nonprofit Management certificate, Emergency Management certificate, or consent of MPA director.

Taught: Spring only

The theoretical and practical development of executive and leadership skills including but not limited to visioning, planning, strategic decisional, organizational change, accountability, ethics, communications, delegation, external environments, and new concepts in management.



PAD 675 Local Government Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Emergency Management certificate, or consent of MPA director.

Taught: Fall only

Seminar on politics and administration of local government, especially in Kentucky and Ohio. Topics include but are not limited to urban government, urban administration, executive management, public works, personnel, finance, planning, and community development.



PAD 681 Homeland Security Administration (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Emergency Management certificate, or consent of MPA director.

Taught: Fall only

Graduate course to acquaint students with the best practices for local government to meet the possible threat to our homeland security. Focus on preemptive and preventive measures that can be undertaken to assure domestic security.



PAD 682 Emergency Management (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Emergency Management certificate, or consent of MPA director.

Taught: Summer only

This course will provide an overview of disaster preparedness, response and recovery. Students will learn how to evaluate governmental and non-governmental agencies involved in managing a disaster, communications, best practices, basic budgeting and funding issues, as well as operations coordination.



PAD 683 Terrorism (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program, Emergency Management certificate, or consent of MPA director.

Taught: Spring only

This course exposes students to the foundations of global terrorism, terrorist organizations, networks, and counter terrorism. Students will be exposed to the relevant geography, history, religion, philosophy, political, and criminal aspects of terrorism worldwide.



PAD 692 Research in Public Administration (1-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program and consent of instructor.

Taught: Variable, check with department

The student engages in a research project in the field of public administration, public policy and/or nonprofit management by contributing to a faculty member's project or by working on an independent project with a faculty mentor.



PAD 695 Study Abroad/Away in Public Admin. (1-6 credits)

Hours: 1-6 classroom / 0 lab/studio

Prerequisite(s): Program permission is required.

Taught: Variable, check with department

An opportunity for graduate students to engage in one or more officially-sponsored and/or program-approved courses abroad or away, ranging from one week to an entire semester. May be repeated for credit when topics vary.



PAD 696 Internship: Public Administration (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MPA program or consent of MPA director.

Taught: Fall, spring, and summer

An opportunity for students to expand their professional experience and also to link course work to public service careers; students work under the supervision of managers in government and nonprofit organizations. An internship may be substituted for an elective in the MPA program with prior consent of the MPA director.



PAD 699 Readings: Public Administration (1-3 credits)

Hours: 0 classroom + 0 lab/studio

Prerequisite(s): Department consent after admission to MPA program.

Taught: Variable, check with department

Specialized topics in public administration covered through intensive readings and/or field projects; at the direction of a specific instructor. May be repeated once as projects vary. May be used in any area of concentration.



PAD 793 Public Administration Capstone (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Students can take this class only during the last nine credit hours of their completion of the MPA curriculum and must obtain the instructor's approval of their research paper or project proposals by the end of the previous semester.

Taught: Fall and spring

This course provides a holistic approach to help graduating students have a richer understanding of public administration. It provides students with

opportunities to reexamine their knowledge and skills through a portfolio project and to apply their learning by developing and implementing a major research paper or project.



RELIGIOUS STUDIES

REL 594 Topics In Religious Studies (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Selected topics in religious studies. May be repeated as topics vary.



REL 599 Independent Study (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individually supervised readings and study of a selected topic in religious studies. May be repeated as topics vary.



REL 692 Directed Research (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individually supervised readings and study of a selected topic. May be repeated.



REL 699 Independent Study (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individually supervised readings and study of a selected topic. May be repeated.



SOCIAL WORK

SWK 510 Child Abuse (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or higher.

Taught: Variable, check with department

Historical and contemporary perspectives; etiology, assessment, and intervention; differential and complementary roles of professions; approaches to prevention and treatment.



SWK 515 Introduction to Child Maltreatment (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Social Work Program.

Taught: Fall only

Course designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. This course is the first of two specific course requirements for the child welfare certification available through Northern Kentucky University and the Department for Community Based Services (DCBS).



SWK 516 Child Welfare 2: Interventions (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Acceptance into social work program and PCWCP project.

Taught: Spring only

Course is second requirement for the Public Welfare Certification. Students will learn about various practice skills and treatment interventions related to social work with abused/neglected children and their families. Students will have several opportunities to develop their own skills through a variety of teaching methods.



SWK 525 Substance Use & Misuse (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or graduate standing

Taught: Variable, check with department

This course prepares social work students to work with clients experiencing substance use and abuse disorders. Various treatment and rehabilitation programs are critically examined, an overview of ethical and multicultural considerations are addressed, and different types of drugs and their effects are reviewed



SWK 565 Compassion, Empathy & Forgiveness (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or graduate standing

Taught: Variable, check with department

This course focuses on the meanings of compassion, empathy and forgiveness and the relationship of these concepts to social justice issues



SWK 568 Family-Directed Structural Model (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or graduate standing

Taught: Variable, check with department

This course introduces students to Family-Directed Structural Therapeutic Model and its evolution during the past 20 years. Students receive training in the use of Family-Directed Structural Assessment Tools (adult and child), both as initial interventions and ongoing tools to facilitate positive family change.



SWK 572 Forensic Social Work (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or graduate standing

Taught: Variable, check with department

This course provides an overview of forensic social work practice and theory. It illustrates skills for working with diverse populations and settings, such as community, medical, school, child welfare, mental health/addictions, and juvenile/criminal justice settings. The course focuses on theoretical frameworks relevant to client populations affected by legal issues.



SWK 576 Social Work & the Law (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior or Graduate standing.

Taught: Variable, check with department.

This course examines the basic legal principles and topics, and the relationship of the legal system to the social work profession. Social work knowledge needed to work within the court system are addressed. Topics include: child

welfare, crime and delinquency, mental health and the regulation of social work practice.

SWK 577 Social Work in Law Enforcement Settings 3 credit hours

3 classroom + 0 lab/studio

Prerequisite(s): Junior or Graduate Standing

Taught: Variable, check with department

Overview of social work theory and practice in law enforcement settings. Illustrates skills for working with diverse populations experiencing social, medical, and environmental needs in the context of host setting. Introduces the concept of social work in law enforcement settings via readings, videos, written assignments, and use of Discussion Board.

SWK 578 Aging & Mental Health (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or graduate standing

Taught: Variable, check with department.

This course integrates theories and practice skills needed for effective clinical practice involving older adults and mental health. Students receive a synopsis of gerontology, theoretical models for understanding mental disorders in older adults, and an examination of mental disorders in later life, with a focus on diagnosis, assessment, and treatment.

SWK 579 Gerontology (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior or higher or graduate standing

Taught: Fall, spring and summer

This course examines a broad range of theories and contemporary issues in aging that relate to social work practice with older adults and their families. Domains of inquiry include biological, psychological, and sociological perspectives of aging. Students apply evidence-based practice to the theories and issues that impact aging.



SWK 585 Social Entrepreneurship Skills (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): ENTP 520

Taught: Variable, check with department

This course integrates a broad range of social enterprise ideas to the planning and implementation phases. Students apply the marketing and management knowledge, skills, and values to business plan and social enterprise practice in both non-profit and profit organization.

SWK 592 Directed Research: Social Work (0-6 credits)

Hours: 0-6 classroom + 0 lab/studio

Prerequisite(s): Department permission.

Taught: Variable, check with department

Original research in social work directed by a faculty in the School of Social Work.



SWK 594 Special Topics: Issues in Social Work (1-4 credits)

Hours: 1-4 classroom + 0 lab/studio

Prerequisite(s): Junior standing or graduate standing

Taught: Variable, check with department

A specific aspect of social welfare practice or social welfare concern. See Schedule of Classes for current offerings and prerequisites.

SWK 595 Social Work Study Abroad Topics 1-6 credit hours

1-6 classroom + 0 lab/studio

Prerequisite(s): Junior Standing or Graduate Standing

Taught: Variable, check with department

Topics vary by semester as indicated in the schedule of classes, and include study abroad or away experiences. Study abroad is for students interested in International Social Work practice and policy. International social work is a growing field seeking to understand social problems, and services other countries address these problems.

SWK 602 Human Behavior & the Social Environment (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSW program.

Taught: Variable, check with department

This course examines the dynamic relationship between human behavior and the social environment. It provides a theoretical foundation for social work practice by examining the biological, psychological and sociological factors that influence human development. Special emphasis is placed on human diversity and its influence on human behavior



SWK 603 Social Work Ethics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSW program

Taught: Variable, check with department

The ethical dimensions of social work practice must be viewed within the context of society's responsibility for the well-being of all people. This course explores and applies content from the NASW Code of Ethics, ethics theories, and ethical decision-making models in an effort to prepare social workers for ethical practice.



SWK 604 Contemporary Social Welfare Policy (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSW Program

Prerequisite OR Co-requisite: SWK 631 or SWK 633

Taught: Variable, check with department

Students complete a social welfare policy analysis. This includes engagement with the philosophical foundations of social welfare and the historical and current context of national policy. The analysis involves identification of a policy, review of relevant literature, and development of a critical policy analysis from a social justice perspective.



SWK 605 Inclusion, Oppression, & Social Work (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): Admission to MSW Program

Prerequisite OR Co-requisite: SWK 631 or SWK 633

Taught: Variable, check with department

This course introduces students to selected theories that critically analyze oppression at individual and institutional levels. Various experiences of oppression that limit opportunities and human rights for marginalized groups are explored. Developing self-awareness as well as anti-oppressive policies are emphasized as essential to ethical and effective social work practice.

SWK 621 Advanced Social Welfare Policy (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Master of Social Work program or Instructor permission.

Taught: Fall and spring

This course focuses on the impact of government policies on clinical behavioral health and community practice. The course will examine: how policies impact individuals and the community; the effects that policies and programs can have on individuals and communities; and the process of policy formation, implementation, evaluation and advocacy.



SWK 631 Practice I: Generalist Practice-part 1 (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): Admission to MSW program

Taught: Variable, check with department

The Social Work Generalist Practice I course prepares social work students for generalist work in the profession; allows students to become familiar with the mission, and knowledge base of social work, familiarizing students with major theories, skills and the phases of the helping process. Part 1 of 2 course sequence.

SWK 631 Practice I: Generalist Practice-part 1 (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): Admission to MSW program

Taught: Variable, check with department

The Social Work Generalist Practice I course prepares social work students for generalist work in the profession; allows students to become familiar with the mission, and knowledge base of social work, familiarizing students with major theories, skills and the phases of the helping process. Part 1 of 2 course sequence.

SWK 631 Practice I: Generalist Practice-part 1 (1.5 credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): Admission to MSW program

Taught: Variable, check with department

The Social Work Generalist Practice I course prepares social work students for generalist work in the profession; allows students to become familiar with the mission, and knowledge base of social work, familiarizing students with major theories, skills and the phases of the helping process. Part 1 of 2 course sequence.



SWK 632 Practice I: Generalist Practice-part 2 (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): SWK 631

Taught: Variable, check with department

The Social Work Practice I (part 2) course prepares social work students for generalist work in the profession. The course allows students to become familiar with the mission, and knowledge base of social work, familiarizing students with major theories, skills and the phases of the helping process.

SWK 633 Practice I: Generalist Practice (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission to MSW program

Taught: Variable, check with department

The Social Work Generalist Practice I course prepares social work students for generalist work in the profession. The course allows students to become familiar with the mission, and knowledge base of social work, familiarizing students with major theories, skills and the phases of the helping process.



SWK 634 Practice II: Communities & Organizations (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): SWK 631 and SWK 632 or SWK 633

Taught: Variable, check with department

Social work competencies related to change at the community and organizational levels are reviewed. This course examines human oppression and discrimination; participation in the political process; and advocacy for social and economic justice. Students will learn evidence-based practice community strategies for working with large organizations and policy development.



SWK 635 Practice III: Introduction to Assessment (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): SWK 631 and SWK 632 or SWK 633

Taught: Variable, check with department

This practice course familiarizes students with direct engagement techniques, applicable to social work settings. Students will learn how to complete evidence-based assessments and corresponding documentation skills applicable to the field of social work. Finally, students will explore self-of-the-social worker awareness and its application to practice behaviors.



SWK 636 Practice IV: Clinical Behavioral Health (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): SWK 635

Taught: Variable, check with department

Clinical Behavioral Health is an advanced social work practice course. The primary goal is to prepare students for effective and ethical practice with diverse clients. This course uses a biopsychosocial perspective to explore clinical practice decision-making. Clinical interventions and treatment modalities related to clinical behavioral health practice will be reviewed.



SWK 637 Practice V: Groups (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): SWK 635

Taught: Variable, check with department

The focus of this course is on the development of groups, use of relationships in group work, leadership skills, and group membership skills in working in groups. Students will become familiar with planning a group, clarifying group purpose, and assessing process and outcome.



SWK 640 Social Work Research (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): SWK 631 or SWK 633

Taught: Variable check with department

This course introduces students to social work research methods. Students are taught to become critical consumers of research and are provided with the foundational knowledge to move toward becoming researchers themselves. This course covers the use of quantitative, qualitative and mixed methods thus laying the foundation for advanced research courses.



SWK 641 Applied Research I (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): SWK 640

Taught: Variable, check with department

Students design a research proposal to implement in Applied Research II. Students identify a social problem, review the literature, pose a research question, and develop a research design. This research proposal, which focuses on clinical behavioral health and community practice, forms the foundation of students' capstone project.



SWK 642 Applied Research II (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): SWK 641

Taught: Variable, check with department

Students carry out the research proposal that they designed in Applied Research I. Students collect, analyze, and interpret data. Students then combine all the pieces of their research study into one presentation, which they will present in a public forum. This completed project will constitute their capstone project



SWK 650 Field Experience I (3 credits)

3 classroom + 0 lab/studio

Prerequisite OR Co-requisite: SWK 635

Taught: Variable, check with department

This introductory field-based course requires students to apply and integrate generalist social work knowledge from the foundation curriculum by completing 300 internship hours in a field-based agency/organization and attend a seminar course. Students will examine the delivery of social services/direct practice skills while adhering to the NASW Code of Ethics.



SWK 651 Field Experience II (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): SWK 636, SWK 670

Taught: Variable, check with department

This course allows students to apply theory and evidence-informed practice of Clinical Behavioral Health and Community Practice, in a community agency under professional social work supervision. Students complete 300 internship hours within the semester to demonstrate advanced social work practice competencies. A seminar course is taken with internship.



SWK 652 Field Experience III (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): SWK 651

Taught: Variable, check with department

Following Field Experience II students continue to apply theory and evidence-informed practice of Clinical Behavioral Health and Community Practice, in the same community agency under professional social work supervision. Students complete 300 internship hours within the semester to demonstrate advanced social work practice competencies, in addition to a class seminar. Following SWK 651, students continue to apply theory and evidence-informed practice of Clinical Behavioral Health and Community Practice, in the same community agency under professional social work supervision. Students complete 300 hours within the semester to demonstrate advanced social work practice

competencies, in addition to a three-hour class seminar.



SWK 653 Field Experience I - Part 1 (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): SWK 631 and SWK 632

Prerequisite OR Co-requisite: SWK 635

Taught: Variable, check with department

Field-based course requires students to apply and integrate generalist social work knowledge from foundation curriculum by completing 300 internship hours within two consecutive seven week terms in a field-based agency/organization and attend a seminar course. Students examine delivery of social services/direct practice skills while adhering to NASW Code of Ethics.

SWK 654 Field Experience I - Part 2 (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): SWK 653

Taught: Variable, check with department

Field-based course requires students to apply and integrate generalist social work knowledge from foundation curriculum by completing 300 internship hours within two consecutive seven week terms in a field-based agency/organization and attend a seminar course. Students examine delivery of social services/direct practice skills while adhering to NASW Code of Ethics.

SWK 655 Field Experience II - Part 1 (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): SWK 654

Taught: Variable, check with department

This course allows students to apply theory and evidence-informed practice of Clinical Behavioral Health and Community Practice, in a community agency under professional social work supervision. Students complete 300 internship hours within two consecutive seven (7) week terms to demonstrate advanced social work practice competencies. Seminar course taken with internship.

SWK 656 Field Experience II - Part 2 (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): SWK 655

Taught: Variable, check with department

This course allows students to apply theory and evidence-informed practice of Clinical Behavioral Health and Community Practice, in a community agency under professional social work supervision. Students complete 300 internship hours within two consecutive seven (7) week terms to demonstrate advanced social work practice competencies. A seminar course is taken with internship.

SWK 657 Field Experience III - Part 1 (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): SWK 656

Taught: Variable, check with department

Following Field Experience II students continue to apply theory and evidence-informed practice of Clinical Behavioral Health and Community Practice, in the same agency under professional social work supervision. In addition to seminar students complete 300 internship hours within two consecutive seven week terms to demonstrate advanced social work practice competencies.

SWK 658 Field Experience III - Part 2 (1.5 Credits)

1.5 classroom + 0 lab/studio

Prerequisite(s): SWK 657

Taught: Variable, check with department

Following Field Experience II students continue to apply theory and evidence-

informed practice of Clinical Behavioral Health and Community Practice, in the same agency under professional social work supervision. In addition to seminar students complete 300 internship hours within two consecutive seven week terms to demonstrate advanced social work practice competencies.

SWK 670 Behavioral Health Disorders/Diagnosis I (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): SWK 635 and SWK 602

Taught: Variable, check with department

This course provides an overview of the history of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) and its purpose. Covers a comprehensive evaluation of the first seven sections of the DSM-5, emphasizing the diagnostic criteria required to accurately assess for the presence of behavioral health disorders.



SWK 671 Behavioral Health Disorders/Diagnosis II (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): SWK 670

Taught: Variable, check with department

This course is part of a sequence that follows SWK 670. It provides a comprehensive evaluation of the remaining twelve sections of the DSM-5, emphasizing the diagnostic criteria required to accurately assess for behavioral health disorders. More in depth focus on evidence-based treatment options and behavioral health emergencies is included.



SWK 680 Integrative Seminar (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to Master of Social Work program or Instructor permission.

Taught: Spring only

Taken during the final semester of the MSW program, this course focuses on integration and synthesis of the major themes and learning objectives of the MSW program. Additionally, consultation and preparation of students' professional poster presentation for the annual *NKU Celebration of Student Research and Creativity* is utilized.



SWK 684 Trauma-Focused Care I (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Instructor approval.

Taught: Variable, check with department

Shifting from a "what's wrong with you?" to a "what's happened to you?" paradigm includes connecting presenting behaviors to an individual's trauma history. This course covers the trauma-informed care model, reviewing the neuroscience of trauma with associated outcomes, and exploring trauma's impact on children/adolescent development.



SWK 685 Trauma-Focused Care II (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Grade of C+ or better in SWK 684.

Taught: Variable, check with department

Trauma-informed professionals provide individual work and also work with agencies/schools/programs through a trauma-responsive lens. This course moves from understanding "what trauma is" to "what to do with it" by: identifying appropriate assessment and intervention strategies/skills,

examining best-practice models and other resources; and analyzing treatment implications across multiple levels of care.



SWK 694 Special Topics: Masters of Social Work (1-6 credits)

Hours: 1-6 classroom + 0 lab/studio

Prerequisite(s): Department permission.

Taught: Variable, check with department

A specific aspect of social welfare practice or social welfare concern. May be repeated for additional credit when topic varies. May be repeated for up to a total of 15 semester hours. See Schedule of Classes for current offerings and prerequisites.



SWK 699 Independent Study: Social Work (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Instructor permission.

Taught: Variable, check with department

Individualized study of a topic within the social work discipline. May be repeated for additional credit when topic varies. May be repeated for up to 9 semester hours.



SOCIOLOGY

SOC 594 Topics: Sociology (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Selected topics in sociology. May be repeated as topics vary.



SOC 599 Independent Study (3 credits)

Hours: 3-6 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individually supervised readings and study of a selected topic in sociology. May be repeated as topics vary.



SOC 692 Directed Research (1-3 credits)

Hours: 3-6 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individually supervised readings and study of a selected topic. May be repeated.



SOC 699 Independent Study (1-3 credits)

Hours: 3-6 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Individually supervised readings and study of a selected topic. May be repeated.



SPANISH

SPI 520 Readings in Spanish (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): 300-level Spanish course.

Taught: Variable, check with department

Various literary, linguistic, cultural, and pedagogical topics. May be repeated for credit as topics vary.



STATISTICS

STA 505 Business Statistics (2 credits)

Hours: 2 classroom + 0 lab/studio

Prerequisite(s): Admission to the MBA program or department consent.

Taught: Variable, check with department

Introduction to data analysis and statistical methods with focus on business analytics. Topics include sources of data, descriptive and graphical statistical methods, one-sample inferences, regression, and time series.



STA 594 Topics: Statistics (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Varies with topic (see Schedule of Classes).

Taught: Variable, check with department

Topics in statistics. Topics vary.



STA 614 Statistics for Health Care Research (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): C or better in STA 205.

Taught: Fall and spring

Review of descriptive statistics and hypothesis testing; analysis of variance; experimental design; factorial experiments; regression and correlation; nonparametric statistics; use of programmed routines; critique of published research.



STA 814 Advanced Statistics for Health Care Research (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): C or better in STA 614.

Taught: Spring only

Advanced statistical techniques including multivariate analysis of variance, multiple regression, log-linear modeling, factor analysis, discriminant analysis, and structural equation modeling; analysis of large datasets using high-level statistical software; emphasis on application and interpretation.



TEACHING ENGLISH AS A SECOND LANGUAGE

ESL 601 Advocacy and Leadership in TESOL (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This class will focus on strategies to advocate and provide social, emotional, and academic support to English Language Learners (ELLs), students for whom language and society interact. This course includes a field experience component to further students' understanding of the challenges and experiences of immigrant students and language acquisition.

ESL 602 Testing and Evaluation in Second Language Teaching (2 credits)

Hours: 2 classroom + 0 lab/studio

Taught: Variable, check with department

This course will allow the ESL teacher to develop knowledge of the principles and issues involving tests and evaluation in the second language.

ESL 603 Methods and Materials: Reading, Writing and Grammar (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to graduate program.

Taught: Variable, check with department

This course provides you with opportunities and strategies to review and evaluate materials (textbooks and supplementary materials) used in teaching ESL. We consider practical ways of adapting texts and materials for different purposes and different kinds of learners.



ESL 604 Methods and Materials: Listening Speaking Pronunciation (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Admission to the program.

Taught: Variable, check with department

This course is designed so that each student examines content, methodology and materials in teaching listening, speaking, and pronunciation to diverse groups of English learning students. This course will expose you to a wide range of classroom practices that have been used to assist ESL/EFL students in the development of reading, writing, and grammar.



ESL 605 Second Language Acquisition Classroom for Teachers (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

This course will prepare qualified ESL teachers who must demonstrate knowledge of the language acquisition process in the first and second language learning, age differentials in language learning, and individual learning styles. ESL teachers must apply knowledge of the nature of learning in second language simultaneously with, or subsequent to, one's first language. Teachers should recognize linguistic, cognitive, affective,

ESL 606 Methods/Materials for Teachers of TESOL (4 credits)

Hours: 4 classroom + 0 lab/studio

Taught: Spring only

This course provides the student with opportunities and strategies to review and evaluate materials, content and methodology. Practical ways of adapting texts and materials for different purposes and kinds of learners. Content based instructional strategies will be studied. This course will include a field based component.

ESL 608 Grammar & Linguistics Teachers of TESOL (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

This course emphasizes the practical applications of various grammatical theories/systems, and introduces students to various aspects of applied linguistics, including phonetics/phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and language teaching.

ESL 694 Special Topics in Education (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Varies with topic (see Schedule of Classes).

Taught: Variable, check with department

Various advanced topics in education focusing on ESL. May be repeated for credit when topics vary. Repeatable up to 6 hours.



TECHNOLOGY TEACHING

TTE 620 Instructional Technology (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Summer only

Development and application of advanced techniques and strategies for technical teachers and trainers; development of technology and materials for classroom, laboratory, and seminar settings; development of computer based and televised instructional materials and learning systems. Repeatable for a maximum of 6 semester hours.

TTE 641 Distance Learning Design and Methodology (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Spring only

Critical appraisal of current research concerning distance learning. Design, development, and methodology for delivery of distance learning courses, including web-enhanced, web-based, and other e- learning designs. Course taught in a web- based format.

TTE 692 Independent Research: Technology Teaching (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Consent of instructor.

Taught: Variable, check with department

Directed readings or independent research. Written agreement between member of graduate faculty and student must be submitted to department chair prior to registration for course.



THEATRE

TAR 580 Adv. Studies in the Art of Playwriting (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Department permission.

Taught: Variable, check with department

Intensive exploration of playwriting theory, approach, creativity, and style. Focus on developing the individual playwright's method and practice through creation of drama, research, and engagement with the theater community.



TAR 582 Adv. Studies in the Art of Screenwriting (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Department permission.

Taught: Variable, check with department

Advanced exploration of the elements and techniques of film production and screenwriting. Focus on style and form; camera, geography, staging, balance, timing, and rhythm; business analysis of films and screenplays; and role of the screenwriter and other personnel.



TAR 599 Advanced Individual Studies in Theatre (1-3 credits)

Hours: 1-3 classroom + 0 lab/studio

Prerequisite(s): Graduate Standing or Consent of Department.

Taught: Variable, check with department

Individual creative or research projects in one or more areas: playwriting, directing, acting, dance, stagecraft, scene design, costume design, lighting design, sound design, dramaturgy or theory/criticism. Projects directed or mentored by TAR faculty must be approved prior to registration.



TAR 610 Coaching of Acting For Teachers (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Teaching, coaching, and directing of classroom activities in drama, public performance, and forensic competitions.

TAR 642 Advanced Dramatic Theory and Criticism (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Students must hold a bachelor's degree and/or equivalent education/training within their discipline. Department permission required.

Taught: Variable, check with department

This course serves as an advanced study of dramatic theory and criticism as well as an overview of the major contributors to its development and evolution through time, from the fifth century B.C.E. through that of the twentieth century. By exploring theoretical texts and selections from dramatic literature, students will see how dramatic theory and theatre has changed and grown through time.



TAR 662 Technical Theatre For Teachers (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Stagecraft and costuming (including makeup) for the teacher; elements of construction, design, and history.

TAR 670 Directing For Teachers (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Techniques involved in the preparation of dramatic, productions in schools; play selection, script sources, production problems, and rehearsal techniques.

TAR 673 Creative Dramatics For Teachers (3 credits)

Hours: 3 classroom + 0 lab/studio

Taught: Variable, check with department

Process-centered, improvisational form of theatre used by teachers to guide students to explore, develop, and express ideas, concepts, and feelings through dramatic activities and enactments. Emphasis is on integration of theatre techniques in all content areas for teachers at levels K-12. No prior theatre performance experience necessary

TAR 699 Individual Studies in Theatre (3-6 credits)

Hours: 3-6 classroom + 0 lab/studio

Taught: Fall, spring, and summer

Advanced individual creative projects or research in one or more of these areas: playwriting, directing, acting, stagecraft, dance, lighting, and scene design. Criticism and theory projects may also be approved. Projects, directed by member of the TAR faculty, must be selected before registration. A maximum of 6 semester hours permitted.

WOMEN'S AND GENDER STUDIES

WGS 594 Topics in WGS (3 credits)

Hours: 3 classroom + 0 lab/studio

Prerequisite(s): Junior standing or higher.

Taught: Variable, check with department

Advanced interdisciplinary study of a specific topic or issue. May be repeated for credit when subjects differ. See Schedule of Classes for current topic.



OTHER COURSES

EDD 800 Introduction to Doctoral Studies (3 credits)

3 classroom + 0 lab/studio

Prerequisite(s): Admission into the Educational Leadership doctoral program.

Taught: Fall

Introduction to the perspectives and skills needed to succeed as a doctoral student, including an introduction to information literacy, doctoral-level writing, and proficiency reading and responding to major ideas in a chosen leadership field.

HCA 510 Health Care Systems and Environments (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): Admission to the MSHA program or consent of program director

Taught: Fall, spring and summer

This foundation course identifies and explains the essential elements of current healthcare systems with primary focus given to emerging relationships among all the diverse components. The role of the healthcare manager in meeting the complex challenges resulting from the rapid changes in the delivery of healthcare is emphasized.

HCA 600 Applied Research Methods for Health Mgt (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): STA 205, STA 205R or equivalent

Taught: Fall, spring and summer

Focusing on both quantitative and qualitative research methods, students are provided evidence-based practice skills relevant to healthcare management, administration, policy, or leadership.

Students will apply knowledge gained in preparing a proposal for an evidence-based healthcare management project adopted for their capstone experience project.

HCA 601 Finance and Budgeting in Healthcare (3 Credits)

3 classroom + 0 lab/studio hours

Taught: Fall, spring and summer

This course provides an overview of the major financial management issues relevant to diverse health services delivery settings. Emphasis is on management, control, and interpretation of financial statements. Health management case studies focusing on budgeting, cash flow management, and financial statements are also included.

HCA 602 Managerial Epidemiology Managerial Epidemiology (3 Credits)

3 classroom + 0 lab/studio hours

Taught: Fall, spring and summer

This course focuses on the application of epidemiologic techniques to the management, planning, quality assurance, financing and economic analysis of the healthcare organization. Emphasis will be on the use of population health data to assess community health, determine community risk factors, evaluate community-based programs, and plan medical care operations.

HCA 630 Strategic Planning and MKTG for Hlth Svc (3 Credits)

3 classroom + 0 lab/studio hours

Taught: Fall, spring and summer

This course explores marketing and strategic management in health services organizations with emphasis on the integration of leadership, organizational, financial, legal, and human resources strategies into overall strategic planning. Course content includes environmental analysis, strategy formulation, implementation, and evaluation.

HCA 640 Health Law, Policy, and Ethical Issues (3 Credits)

3 classroom + 0 lab/studio hours

Taught: Fall, spring and summer

Provides an overview of policy, ethical, and legal issues relevant to healthcare management. Ethical and legal perspectives are threaded through all learning activities with the view of preparing students to develop appropriate policy development skills and to apply an understanding of legal and ethical issues to management in healthcare environments.

HCA 650 Healthcare Economics (3 Credits)

3 classroom + 0 lab/studio hours

Taught: Fall, winter, summer, spring

Focuses on the application of the tools of economics to both managerial issues such as pricing decisions and policy issues such as the medically uninsured. Problems arising from the role of federal, state, and local governments on the demand and cost of health care delivery will also be covered.

HCA 652 Org. Beh. and Strategic Human Res Mgt (3 Credits)

3 classroom + 0 lab/studio hours

Taught: Fall, spring and summer

This course covers the application of concepts of organizational behavior and strategic human resource management in health care systems. Emphasis is on the integration of strategic management in human resources management in visioning, problem solving and analytical skills for operational and strategic leadership.

HCA 653 Healthcare Quality & Project Management (3 Credits)

3 classroom + 0 lab/studio hours

Taught: Fall, spring and summer

A survey of concepts, strategies, and applied techniques related to quality improvement and cost-effective project management in healthcare. Emphasis is on the quality, planning, scheduling, organizing, and controlling of short and long-term projects and routine operations. Integration of computer tools to enhance quality and project improvement practical skills.

HCA 691 Healthcare Management Capstone Exp (4 Credits)

2 classroom + 2 lab/studio hours

Prerequisite(s): HCA 600

Prerequisite OR Co-requisite: Completion of all other program requirements except for Applied Research Methods which must be completed before capstone experience.

Co-requisite(s): Completion of all other program requirements except for Applied Research Methods which must be completed before capstone experience.

Taught: Fall, spring and summer

An Internship and Report which requires on-site experience under the supervision of a qualified preceptor and faculty. Students with five or more years of healthcare management experience may complete a Professional

Portfolio and self- assessment in addition to a systematic literature review paper in place of the internship.

KIN 684 Foundations of Exercise Psychology 3 credit hours

3 classroom + 0 lab/studio hours

Prerequisite(s): Admission to program or program director approval.

Taught: Spring only

This course will address the foundations of exercise psychology, including basic definitions and the introduction to theories of human behavior and motivation. The practical applications of intervention design and evaluation will be explored as well as the interaction between mental health and exercise.

MCY 601 Cybersecurity Fundamentals (3 Credits)

3 classroom + 0 lab/studio hours

Taught: Fall, spring and summer

Introduces students to cybersecurity concepts with an overview of the field, including both social and technical topics; provides broad coverage of authentication, access control, application security, vulnerabilities, malware, risk management, basic cryptographic concepts, social engineering, security policies, and legal and ethical issues in cybersecurity.

MCY 602 Network Security (3 Credits)

3 classroom + 0 lab/studio hours

Taught: Fall, spring and summer

Introduces students to network security; students learn about network attacks and vulnerabilities as well as current defenses; topics include cryptography, confidentiality and authentication protocols, web security botnets, firewalls, intrusion detection systems, and communication privacy and anonymity.

MCY 611 Cloud Computing (3 Credits)

3 classroom + 0 lab/studio hours

Taught: Once per year, term rotates

Cloud infrastructure and technologies used in cloud computing; students use cloud services (compute, networking, storage) to build IT systems in the cloud; hands-on labs show students how to use AWS (Amazon Web Services) CLI (Command Line Interface) to manage Amazon cloud services.

MCY 612 Cloud Security (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): MCY 611

Taught: Once per year, term rotates

Students learn cloud security concepts and best practices to secure cloud services and data; hands-on labs are used to demonstrate to students how to effectively implement cloud security solutions and troubleshoot cloud security issues.

MCY 620 Data Privacy (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite OR Co-requisite: MCY 601 or MCY 602

Taught: Once per year, term rotates

Introduces conceptual and philosophical underpinnings of data privacy, privacy policies, privacy engineering principles and the regulatory landscape; concepts, technologies, algorithms, models and challenges associated with information privacy, trust and fairness; anonymization principles and algorithms such as ARX, de-identification, re-identification attacks, anonymization of datasets, practical tools, exercises and case-studies.

MCY 630 Security Architecture (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): MCY 601

Taught: Once per year, term rotates

Design secure system architectures through secure design principles, data flow analysis and vulnerability mapping, security models towards safeguarding security, privacy, and assurance, security evaluation, and documentation; exercises and projects will be used to reinforce concepts in real-life examples.

MCY 640 Incident Response (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): MCY 602

Taught: Once per year, term rotates

Explores step-by-step processes for incident response based on how threat actors attack systems; hands-on labs show students how to detect and respond to attacks; students use a combination of event log and network data in these labs.

MCY 650 Ethical Hacking (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): MCY 602

Taught: Once per year, term rotates

Phases and techniques of cyber-attacks for hacking operating systems, servers, networks and applications; students learn to gather information for ethical hacking and use tools to perform vulnerability assessment and penetration testing, and identify countermeasures to host-based, network/web-based and malware attacks.

MCY 660 Risk Management (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite OR Co-requisite: MCY 601 or MCY 602

Taught: Variable, check with department

Learn about risk-management concepts, risk-assessment frameworks, security-controls, tools, qualitative and quantitative processes, including identifying cybersecurity threats and vulnerabilities, risk-mitigation, cost-benefit analysis, business-impact and disaster-recovery planning, and incident-response; Study data-driven risk analytics, risk-framework compliance, emerging risk-assessment topics related to artificial-intelligence and data-science; Apply risk-management techniques through practical-labs, case-studies, and a class-project.

MCY 670 Web Security (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite OR Co-requisite: MCY 601 or MCY 602

Taught: Variable, check with department

Technologies behind web applications and servers, how applications and servers are exploited, and the defense mechanisms which can be used for server and application hardening; hands-on labs on vulnerability detection and exploitation will be used to provide practical experience.

MCY 680 Operating System Security (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite OR Co-requisite: MCY 601 or MCY 602

Taught: Variable, check with department

Fundamentals of administering and protecting both desktop and server systems, including access control, identity and access management, configuring and installing services, logging and auditing systems, virtualization and containerization, and hardening OS images.

MCY 689 Computer Forensics (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): MCY 601

Prerequisite OR Co-requisite: MCY 601 or MCY 602

Taught: Variable, check with department

Collecting volatile and non-volatile data related to incidents that involve the use of computer and networks; in-depth disk, memory, registry, and file system forensic analysis techniques. Students gain hands-on experience in this course.

MCY 694 Graduate Topics in Cybersecurity (3 Credits)

3

Prerequisite(s): Varies with topic.

Taught: Variable, check with department

Various topics in cybersecurity. May be repeated for credit when topics vary.

MCY 696 Cybersecurity Co-op/Internship 0-3 Credit hours

0 classroom + 0 lab/studio

Prerequisite(s): Enrollment in the Masters of Science in Cybersecurity program and consent of department.

Taught: Variable, check with department

Students work in Cybersecurity earning 1 credit hour for 80 hours of professional work in a 7-week semester. Up to 3 hours may count toward the Masters of Science in Cybersecurity degree.

MSN 604 Accounting & Finance for Nurse Executive 3 credit hours

3 classroom + 0 lab/studio

Prerequisite(s): Admission to the MSN NEL

Taught: Variable, check with department

Addresses conceptual and practical applications of accounting and financial management, cost benefit analysis, budgeting and staffing as related to today's health care organizations. Designed to prepare chief nurse executives and nurse entrepreneurs with a foundation of tools and methodologies to address financial issues within healthcare systems.

OTD 610L Functional Movement Analysis Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): Admission in to Doctor of Occupational Therapy Program

Co-requisite(s): OTD 610

Taught: Variable, check with department

Lab course where students apply principles and methodology of posture, movement analysis, muscle strength testing, and joint range-of-motion testing in the analysis of occupational participation and engagement.

OTD 611 Professional Reasoning and Writing (2 Credits)

2 classroom + 0 lab/studio hours

Prerequisite(s): Admission to OTD program

Taught: Variable, check with department

Students integrate APA writing style guidelines, writing and editing skills, mechanics of professional writing for evidence-based practice reasoning, synthesis, communication, and dissemination.

OTD 612 Neuroscience for Occupational Therapy (2 Credits)

2 classroom + 0 lab/studio hours

Prerequisite(s): OTD 610, OTD 621, OTD 630

Co-requisite(s): OTD 612L

Taught: Variable, check with department

Students will identify major components and functions of the central and peripheral nervous systems of the human body with a focus on the role of

neuroanatomy, neurophysiology, nervous system development, sensory systems, and motor systems in supporting occupational engagement.

OTD 612L Neuroscience for OT Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 610, OTD 621, OTD 630

Co-requisite(s): OTD 612

Taught: Variable, check with department

This is a lab course where students will identify major components and functions of the central and peripheral nervous systems of the human body with a focus on the role of neuroanatomy, neurophysiology, nervous system development, sensory systems, and motor systems in supporting occupational engagement.

OTD 620 Occupational Therapy Paradigms (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): Admission into Doctor of Occupational Therapy Program

Taught: Variable, check with department

A study of the foundational concepts, scope of practice, and philosophy of occupational therapy practice. Background information related to theory, critical thinking, and occupational science that serve as a basis for occupational therapy practice will be reviewed. Students will analyze and apply Occupation-based Models of Practice (MOHO, OA, CMOP...).

OTD 621 Task Analysis and Adaptation (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): Admission to Doctor of Occupational Therapy Program

Taught: Variable, check with department

Students will explore and apply the concepts of task analysis for application and adaptation of the occupational therapy process.

OTD 630 Critical Appraisal of Evidence I (2 Credits)

2 classroom + 0 lab/studio hours

Prerequisite(s): Admission to OTD program

Taught: Variable, check with department

Provides students with the foundational concepts for finding, evaluating, and applying evidence for occupation-based practice.

OTD 631 Critical Appraisal of Evidence II (2 Credits)

2 classroom + 0 lab/studio hours

Prerequisite(s): OTD 620, OTD 630, OTD 650

Taught: Variable, check with department

Building upon concepts of Critical Appraisal of Evidence I, students apply statistical knowledge and skills in evaluating evidence for occupation-based practice.

OTD 640 Rehab & Disability I: Medical (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): OTD 610, OTD 620, OTD 621, OTD 630, OTD 650

Co-requisite(s): OTD 640L

Taught: Variable, check with department

Provides students with skills for Occupation-based practice for clients with medical conditions. Students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of references.

OTD 640L Rehab & Disability I: Medical Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 610, OTD 620, OTD 621, OTD 630, OTD 650

Co-requisite(s): OTD 640

Taught: Variable, check with department

Lab course for OTD 640 Rehab & Disability I Medical.

OTD 641 Mental Health (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): OTD 620, OTD 621, OTD 630, OTD 650

Co-requisite(s): OTD 641L

Taught: Variable, check with department

Provides students with skills for occupation-based practice for clients with mental health conditions. Students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of references.

OTD 641L Mental Health Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 620, OTD 621, OTD 630, OTD 650

Co-requisite(s): OTD 641

Taught: Variable, check with department

Lab for OTD 641 Mental Health.

OTD 650 Management of OT Practice (2 Credits)

2 classroom + 0 lab/studio hours

Prerequisite(s): Admission to OTD program

Taught: Variable, check with department

Major trends and issues which impact the standards of occupational therapy practice and the delivery of occupational therapy services are reviewed. Students review current reimbursement laws, documentation best practices, legislation, diversity, ethical practice, service delivery systems, and other current issues.

OTD 660 Level I Fieldwork Simulation (1-4 Credits)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 620, OTD 650

Taught: Variable, check with department

Students will integrate curriculum content in a simulation or community setting and a comprehensive exam.

OTD 680 Capstone Prep I (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): Admission to the OTD program.

Taught: Variable, check with department

This course provides an overview of the NKU OTD capstone project. Students will explore potential topics.

OTD 681 Capstone Prep II (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 680

Taught: Variable, check with department

This course provides details on the proposal process. Students will identify potential topics and sites for the doctoral experience.

OTD 692 Research I (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 630

Co-requisite(s): OTD 691L

Taught: Variable, check with department

Provides an overview of the research process.

OTD 692L Research I Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 630

Co-requisite(s): OTD 692

Taught: Variable, check with department

Lab for OTD 692 Research I.

OTD 696 Level II Fieldwork A (9 Credit)

0 classroom + 9 lab/studio hours

Prerequisite(s): OTD 840

Taught: Variable, check with department

A 12 week full time affiliation in an occupational therapy setting.

OTD 740 Rehab & Disability II: Ortho (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): OTD 620, OTD 621, OTD 630

Co-requisite(s): OTD 740L

Taught: Variable, check with department

Provides students with skills for occupation-based practice for clients with orthopedic conditions. Students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of references.

OTD 740L Rehab & Disability II: Ortho Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 620, OTD 621, OTD 630

Co-requisite(s): OTD 740

Taught: Variable, check with department

Lab for OTD 740 Rehab & Disability II: Ortho.

OTD 741 Physical Agent Modalities (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 610, OTD 620, OTD 621, OTD 630, OTD 650

Co-requisite(s): OTD 741L

Taught: Variable, check with department

Students will synthesize the foundational concepts and technical skills for use physical agent modalities in the occupational therapy process.

OTD 741L Physical Agent Modalities Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 610, OTD 620, OTD 621, OTD 630, OTD 650

Co-requisite(s): OTD 741

Taught: Variable, check with department

A lab course where students will synthesize the foundational concepts and technical skills for use physical agent modalities in the occupational therapy process.

OTD 742 Orthoses (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 610, OTD 620, OTD 621, OTD 630

Co-requisite(s): OTD 742L

Taught: Variable, check with department

Students will synthesize the foundational concepts and technical skills for use orthoses in the occupational therapy process.

OTD 742L Orthoses Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 610, OTD 620, OTD 621, OTD 630

Co-requisite(s): OTD 742

Taught: Variable, check with department

A lab course where students will synthesize the foundational concepts and technical skills for use orthoses in the occupational therapy process.

OTD 743 Assistive Technology (2 Credits)

2 classroom + 0 lab/studio hours

Prerequisite(s): OTD 610, OTD 620, OTD 621, OTD 612

Co-requisite(s): OTD 743L

Taught: Variable, check with department

Students integrate assistive technology assessment, design, selection, and use to enhance occupational engagement and performance. Students analyze communities and practice settings for accessibility, needed modifications, and legal compliance.

OTD 743L Assistive Technology Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 610, OTD 620, OTD 621, OTD 612

Co-requisite(s): OTD 743

Taught: Variable, check with department

A lab where students integrate assistive technology assessment, design, selection, and use to enhance occupational engagement and performance. Students analyze communities and practice settings for accessibility, needed modifications, and legal compliance.

OTD 744 Rehab & Disability III: Neuro (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): OTD 740

Co-requisite(s): OTD 744L

Taught: Variable, check with department

Provides students with skills for occupation-based practice for clients with neurological conditions. Students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of references.

OTD 744L Rehab & Disability III: Neuro Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 740

Co-requisite(s): OTD 744

Taught: Variable, check with department

Lab course for OTD 744 Rehab & Disability III: Neuro.

OTD 745 OT Practice with Groups (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 641

Co-requisite(s): OTD 745L

Taught: Variable, check with department

Provides students with skills for occupation-based practice for clients in group settings. Students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health

conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of references.

OTD 745L OT Practice with Groups Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 641

Co-requisite(s): OTD 745

Taught: Variable, check with department

A lab course that provides students with skills for occupation-based practice for clients in group settings. Students develop skills in evaluation, intervention, and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of references.

OTD 750 Therapeutic Use of Self (2 Credits)

2 classroom + 0 lab/studio hours

Prerequisite(s): OTD 641

Taught: Variable, check with department

Students synthesize theory and reflection to develop skills for effective therapeutic relationships with clients. Students will examine emotional intelligence, personal culture, and personality insight to identify approaches from the various areas of self to best match their client needs.

OTD 751 Occupational Therapy Management (2 Credits)

2 classroom + 0 lab/studio hours

Prerequisite(s): OTD 631, OTD 650

Taught: Variable, check with department

Major influences which impact global and local health care culture and occupational therapy practices are reviewed. Student review cultural, financial, social, equity, societal, and values systems. Theories and concepts for managing occupational therapy delivery are reviewed.

OTD 780 Capstone Prep III (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 681

Taught: Variable, check with department

Students complete a literature review for the capstone project and identify a theoretical framework appropriate for their identified doctoral experience site.

OTD 781 Capstone Prep IV (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 780

Taught: Variable, check with department

Students develop and submit proposals for the capstone project, draft individualized learning objectives, and identify a site for the doctoral experience.

OTD 792 Research II (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 692

Co-requisite(s): OTD 792L

Taught: Variable, check with department

An in-depth review of research designs, ethics, and statistical methods.

OTD 792L Research II Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 692

Co-requisite(s): OTD 792

Taught: Variable, check with department

A lab course that covers an in-depth review of research designs, ethics, and statistical methods.

OTD 796 Level II Fieldwork B (9 Credit)

0 classroom + 9 lab/studio hours

Prerequisite(s): Level II Fieldwork B

Taught: Variable, check with department

A 12 week full time affiliation in an occupational therapy setting.

OTD 840 Rehab & Disability IV: Neuro (2 Credits)

2 classroom + 0 lab/studio hours

Prerequisite(s): OTD 744

Co-requisite(s): OTD 840L

Taught: Variable, check with department

Provides students with skills for occupation-based practice for clients with neurological conditions. Students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of references.

OTD 840L Rehab & Disability IV: Neuro Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 744

Co-requisite(s): OTD 840L

Taught: Variable, check with department

Lab for OTD 840 Rehab & Disability IV: Neuro.

OTD 841 Work & Industry (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 743, OTD 751

Co-requisite(s): OTD 841L

Taught: Variable, check with department

Provides students with skills for occupation-based practice for clients in work rehabilitation settings. Students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of references.

OTD 841L Work & Industry Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 743, OTD 751

Co-requisite(s): OTD 841

Taught: Variable, check with department

Lab for OTD 841 Work & Industry.

OTD 842 Children & Youth (4 Credits)

4 classroom + 0 lab/studio hours

Prerequisite(s): OTD 650, OTD 743, OTD 750

Co-requisite(s): OTD 842L

Taught: Variable, check with department

Provides students with skills for occupation-based practice for children and youth. Students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of references.

OTD 842L Children and Youth Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 650, OTD 743, OTD 750

Co-requisite(s): OTD 842

Taught: Variable, check with department

Lab for OTD 842 Children and Youth.

OTD 843 Health, Wellness, and Productive Aging (2 Credits)

2 classroom + 0 lab/studio hours

Prerequisite(s): OTD 743, OTD 750

Co-requisite(s): OTD 843L

Taught: Variable, check with department

Provides students with skills for occupation-based practice for health, wellness, and productive aging. Students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of references.

OTD 843L Health, Wellness & Productive Aging Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 743, OTD 750

Co-requisite(s): OTD 843

Taught: Variable, check with department

Lab for OTD 843 Health, Wellness, and Productive Aging.

OTD 850 Transition to Practitioner & Leader (3 Credits)

3 classroom + 0 lab/studio hours

Prerequisite(s): OTD 781

Co-requisite(s): MKT 605 , PSY 670

Taught: Variable, check with department

Students prepare for successful transition from a student role to a professional including certification exam preparation, pursuing employment, negotiation skills, and professional development plans.

OTD 851 Transition Classroom to Clinic (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 751

Taught: Variable, check with department

Students prepare for successful transition from a classroom role to clinical settings. Students will evaluate themselves and create a professional development plan in the areas of professional behaviors, self-evaluation, professional goal achievement, and effective professional relationship navigation. Policies and procedures for Level II fieldwork will be reviewed.

OTD 880 Capstone Prep V (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 781

Taught: Variable, check with department

Students develop a critical assessment of evidence relating theory to their identified doctoral experience site. Students finalize individual objectives for their capstone project and doctoral experience.

OTD 881 Capstone (2 Credits)

2 classroom + 0 lab/studio hours

Prerequisite(s): OTD 860

Taught: Variable, check with department

Students present a scholarly critical assessment of evidence relating theory to their identified doctoral experience site and/or a public venue.

OTD 892 Research III (1 Credit)

1 classroom + 0 lab/studio

Prerequisite(s): OTD 792

Co-requisite(s): OTD 892L

Taught: Variable, check with department

An in-depth review of research analysis, dissemination, and professional writing.

OTD 892L Research III Lab (1 Credit)

0 classroom + 1 lab/studio hours

Prerequisite(s): OTD 792

Co-requisite(s): OTD 892

Taught: Variable, check with department

A lab course that provides an in-depth review of research analysis, dissemination, and professional writing.

OTD 896 Doctoral Experience (2-10 Credits)

2-10 classroom + 0 lab/studio hours

Prerequisite(s): OTD 781

Taught: Variable, check with department

A full time in-depth affiliation in a setting providing an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

FACULTY AND EMERITUS FACULTY

Faculty

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

Abreu, Michelle, Assistant Professor, Respiratory Care (2022); MS, Franklin University 2016; BS Franklin University 2008.

Acosta, Charles A., Professor, Biological Sciences (2001); Ph.D., Old Dominion University, 1997; MS, University of New Orleans, 1992; BS, University of New Orleans, 1989.

Adams, Tracey R., Assistant Professor, Nursing (2014); MSN, University of Cincinnati, 2012; BSN, University of Cincinnati, 2010; JD, Salmon P Chase College of Law, 1997; BA, Miami University Oxford, 1993; DNP, Duke University.

Agard, David B., Associate Professor, Statistics (1990); Ph.D., Virginia Polytechnic Institute, 1990; MS, Virginia Polytechnic Institute, 1985; BA, University of Virginia, 1982.

Agnew, Junko, Assistant Professor, Japanese (2020); Ph.D., University of Washington, 2009; MA, University of Washington 2001; BA, Hunter College 1998.

Agrawal, Rupesh Kumar, Assistant Professor, Business Informatics (2022); Ph.D., Oklahoma State University, 2021; MBA, Oklahoma State University, 2012; MS, Wichita State University, 2007; BS, Manipal Institute of Technology, 1997.

Ahmed, Shamima, Professor, Public Administration (1995); Ph.D., Virginia Polytechnic Institute, 1991; MA, University of Akron, 1986.

Akers, Wesley R., Senior Lecturer, Electronic Media and Broadcasting (2004); MA, Florida Atlantic University, 2005; BA, Northern Kentucky University, 1996.

Al-Bahrani, Abdullah A., Associate Professor, Economics (2013); Ph.D., University of Kentucky, 2010; MS, University of Kentucky, 2007; MA, American University, 2003; BS, University of Louisville, 2002.

Alberti, John, Professor, English (1991); Ph.D., University of California-Los Angeles, 1989; MA, University of California-Los Angeles, 1984; BA, University of Southern California, 1981.

Albritton, Matthew T., Associate Professor, Visual Arts (2001); MFA, The University of Texas at Austin, 2001; BA, University of California-Santa Cruz, 1993.

Alden, Eric J., Professor, Law (2011); JD, Columbia University-New York, 1994; MA, Other Non US College, 1991; BA, Harvard University, 1988.

Alexander, Shannon, Assistant Professor, Allied Health (2012); MHA, Ohio University, 2011; BS, University of Cincinnati, 2009.

Allen, James G., Associate Professor, Educational Leadership (2007); Ed.D., University of Cincinnati, 2003; M.Ed., University of Cincinnati, 1994; BS, University of Cincinnati, 1991.

Allen-Kattus, Kimberly F., Associate Professor, Visual Arts (1990); Ph.D., Union Institute & University, 1996; MA, University of Cincinnati, 1983; BA, Indiana University of Pennsylvania, 1976.

Almquist, Arne J., Associate Professor, Library Science (2001); Ph.D., University of North Texas, 2006; MS, University of North Texas, 1992; MFA, State University of NY-Buffalo, 1982; BA, State University of NY-Buffalo, 1980; BFA, State University of NY-Buffalo, 1980.

Alverson, James Ryan, Associate Professor, Teacher Education (2015); Ph.D., University of Alabama - Tuscaloosa, 2014; MA, University of Alabama - Tuscaloosa, 2006; BA, University of Alabama-Tuscaloosa, 2000.

Anderson, Chad, Assistant Professor, Business Informatics, (2015); Ph.D., Georgia State University, 2011; MBA, Eastern Kentucky University, 2006; BS, Eastern Kentucky University, 1998; BS, North Dakota State University, 1993.

Ankem, Kalyani, Associate Professor, Business Informatics (2013); Ph.D., University of Alabama-Tuscaloosa, 2000; MLS, University of Alabama-Tuscaloosa, 1994.

Appelman, Alyssa, Associate Professor, Journalism (2015); Ph.D., Pennsylvania State University, 2015; MA, University of Missouri-Columbia, 2009.

Applegate, Jason, Associate Professor, Allied Health (2016); MS, Midwestern State University, 2012; BUS, Morehead State University, 2002.

Arthur-Mensah, Nana, Associate Professor, Organizational Leadership (2015); Ph.D., University of Louisville, 2015. MS, University of Louisville 2006; BS, University of Ghana, 1993.

Attar, Holly, Lecturer, Music (2013); DMA, University of Cincinnati, 2010; MM, Other US Colleges, 2004; BME, Central Michigan University, 2000.

Avenido, Anthony, Lecturer, Biological Sciences (2019); M.D., Fatima College of Medicine, 2001; BS, University of Louisville, 1991.

Bacevich, Amy, Lecturer, Teacher Education (2015); Ph.D., University of Michigan-Ann Arbor, 2010; M.Ed., University of Virginia, 2001; BA, Saint Mary's College, 1997.

Bailey, Rebecca J., Associate Professor, History (2006); Ph.D., West Virginia University, 2001; MA, West Virginia University, 1990; BA, College of William And Mary, 1988.

Ball, Pamilla J., Senior Lecturer, Chemistry & Biochemistry (2005); Ph.D., University of Cincinnati, 2005; BS, University of Cincinnati, 2001; BS, University of Cincinnati, 2000.

Banks, Rachael, Associate Professor, Visual Arts (2016); MFA, Texas Woman's University, 2015; BA, Bellarmine University, 2012.

Baranowski, Michael K., Professor, Political Science (2001); Ph.D., University of Kentucky, 1997; MA, University of Kentucky, 1996; BA, Baldwin-Wallace College, 1992.

Bardgett, Mark E., Regents Professor, Psychology (2000); Ph.D., University of Missouri-St Louis, 1991; MA, University of Missouri-St Louis, 1989; BA, University of Missouri-St Louis, 1986.

Bartlett, Robin M., Associate Professor, Psychology (2000); Ph.D., West Virginia University, 2000; MA, West Virginia University, 1997; BA, West Virginia University, 1993.

Barton, Mary, Lecturer, Music (2010); MAED, University of Louisville, 1999; BM, University of Louisville, 1998.

Bedell, Julia, Lecturer, Chemistry & Biochemistry (2009); MS, Duke University, 1987; BA Duke University, 1985.

Bellucci, Nancy, Assistant Professor, Nursing (2021); Ph.D., Capella University 2016; MSN, University of Maryland Global Campus 2013; BSN, Thomas Edison State College 2010

Benton-Lee, Jitana, Associate Professor, Nursing (2019); DNP, Northern Kentucky University, 2018; MSN, University of Phoenix, 2015; BSN, Eastern Kentucky University, 2005; MBA, Sullivan University, 2003; BA, Northern Kentucky University 2000.

Biazzin, Cristiane, Associate Professor, Management (2019); Ph. D., Sao Paulo Business School, 2015; MBA, Sao Paulo Business School, 2000; BA, Universidade Sao Judas Tadeu, 1995.

Bickers, John M., Professor, Law (2006); LLM, Georgetown University, 2003; LLM, Judge Advocate General's School (Army), 1999; JD, University of Michigan-Ann Arbor, 1991.

Bien-Amie, Steve L., Assistant Professor, Journalism (2018); Ph.D., Pennsylvania State University, 2016; BA, Pennsylvania State University, 2004.

Bills, Patricia, Assistant Professor, Teacher Education (2013); Ph.D., Michigan State University, 2013; MAED, University of Michigan-Ann Arbor, 1997.

Birkenhauer, Matt E., Senior Lecturer, English (1997); MA, University of Kentucky, 1986; BA, Thomas More College, 1981.

Bissett, Thaddeus, Assistant Professor, Anthropology (2016); Ph.D., University of Tennessee-Knoxville, 2014; MS, Florida State University, 2003; BA, Wake Forest University, 1999.

Bloch, Janel M., Professor, English (2008); Ph.D., Iowa State University, 2000; MA, Miami University Oxford, 1997; MBA, Indiana University, 1987; BBA, University of Wisconsin-Eau Claire, 1985.

Boltz, Sharlene W., Professor, Law (1991); JD, University of Michigan Law School, 1985; BA, Brown University, 1982.

Bonner, Nicholas S., Senior Lecturer, Visual Arts (1999); MFA, Ohio University, 1981; BFA, Alfred University, 1978.

Bonner, Tracey, Associate Professor, Dance (2014); MFA, University of California-Irvine, 2009; BFA, Shenandoah University, 1996.

Bourne, William D., Lecturer, Sociology (2012); MA, University of Memphis, 1994.

Bowers, Nancy L., Lecturer, English (2007); MA, Iowa State University, 2004; BA, Buena Vista University, 1986.

Bowers, Thomas J., Associate Professor, English (2005); Ph.D., Iowa State University, 2005; MA, University of South Carolina-Columbia, 1999; BA, Cleveland State University, 1997.

Bowling, Bethany V., Professor, Biological Sciences (2007); Ph.D., University of Cincinnati, 2007; MS, University of Cincinnati, 2004; BA, Thomas More College, 2002.

Boyce, Richard L., Professor, Biological Sciences (2002); Ph.D., Yale University, 1990; MS, Yale University, 1986; MFS, Yale University, 1985; BA, Williams College, 1981.

Boyle, Jillian, Lecturer, Nursing (2015); MSN, Xavier University, 2016; BSN, Northern Kentucky University, 2009.

Braden, Caroline, Lecturer II, Political Science (2010); MPA, Northern Kentucky University, 2009; BA, Psychology, Northern Kentucky University, 2000.

Brandt, Axel, Assistant Professor, Mathematics (2018); Ph.D., University of Colorado Denver, 2016; MS, Miami University, 2012; BS, Ohio Northern University, 2010.

Braun, Frank C., Associate Professor, Business Informatics (2000); Ph.D., Case Western Reserve University, 2007; MBA, Xavier University, 1986; BS, Miami University Oxford, 1981.

Breitenbecher, Kimberly H., Professor, Psychology (2001); Ph.D., Ohio University, 1995; MS, Ohio University, 1992; BA, Miami University Oxford, 1990.

Bresser, Wayne J., Associate Professor, Physics (2000); Ph.D., University of Cincinnati, 1986; MS, University of Cincinnati, 1980; BA, Thomas More College, 1977.

Brockman, Amanda Jean, Assistant Professor, Sociology (2021); Ph.D., Vanderbilt University 2021; MA, Vanderbilt University 2017; BA, Indiana University 2009.

Brudvig, Susan, Associate Professor, Business Informatics (2019); Ph.D., Florida State University, 2007; MBA Purdue University, 2003; MA, Marquette University, 1989; BA, University of Wisconsin, 1987.

Brumback, Ty, Associate Professor, Psychology (2017); Ph.D., University of South Florida, 2015; MA, University of South Florida, 2010; MA, University of Chicago, 2005; BA, Cedarville University, 2003.

Brummer, Nicholas W., Assistant Professor of Practice, Communication (2015); MFA, Full Sail University, 2014.

Brundidge, Nycole, Lecturer, Social Work (2021); MSW, Northern Kentucky University 2016; BSW, Northern Kentucky University 2005.

Brittingham, Joshua L., Lecturer II, Education (2008); M.Ed., Wright State University, 2007; BA, Capital University, 2003.

Brooks, Andrea W., Associate Professor, Library Science (2010); MLS, Kent State University, 2009; MA, Northern Kentucky University.

Browning, Deborah L., Lecturer, Accounting (2013); MST, University of Cincinnati, 2017; MA, University of Indianapolis, 1998; BS, University of Indianapolis, 1986.

Bryant, Debra, Assistant Professor, Nursing (2015); MSN, University of Cincinnati, 2012; BSN, College Of Mount St. Joseph, 2000; Diploma in Nursing, Good Samaritan School of Nursing, 1992.

Buckler, Tracy, Lecturer, Nursing (2017); MSN, Northern Kentucky University, 2006; BSN, Thomas More College, 1992.

Buckley, Brooke E., Associate Professor, Statistics (2006); Ph.D., University of South Carolina-Columbia, 2006; BS, Eastern Kentucky University, 2001.

Bush, Michael, Associate Professor, Criminal Justice (2009); Ph.D., Indiana University of Pennsylvania, 2009; MA, East Tennessee State University, 2004; BS, East Tennessee State University, 2001. AAS Roane State University, 1998.

Callis, April, Lecturer, Honors (2012); Ph.D., Purdue University, 2011; MA, University of Kentucky, 2004.

Campan, Alina, Associate Professor, Computer Science (2007); Ph.D., Babes-Bolyai University, 2006; MS, Babes-Bolyai University, 2000; BS, Babes-Bolyai University, 1999.

Campbell, Nancy F., Associate Professor, Library Science (1981); MLSS, University of Kentucky, 1977; BA, University of Kentucky, 1975.

Cangioni, Carole L., Associate Professor, Entrepreneurship (2011); Ph.D., The University of Texas at El Paso, 2011; MBA, University of Richmond, 1995; BSBA, American Business School in Paris, 1993; DTA, Toulon Institute of Technology, 1991; DUT, Valence Institute of Technology, 1990.

Carlson, Brian, Assistant Professor, Biological Sciences (2020); Ph.D., University of Cincinnati, 2015; BS, Xavier University, 2010

Carnes, Kathleen A., Lecturer, Business Law (2012); JD, University of Cincinnati, 2001; BA, University of Louisville, 1998.

Carpenter-Fearing, Maren, Assistant Professor, Visual Arts (2013); M.Des., University of Cincinnati, 2011; BS, University of Cincinnati, 2003.

Carpten IV, George, Lecturer, Music (2016); Ph.D., University of Cincinnati, 2016; MM, Pennsylvania State University, 2013.

Carrell, Michael R., Regents Professor, Management (1998); DBA, University of Kentucky, 1976; MBA, University of Louisville, 1972; BA, University of Louisville, 1970.

Cata, Teuta, Professor, Business Informatics (2003); Ph.D., University of Nebraska at Lincoln, 2003; MBA, University of Nebraska at Lincoln, 1998; BS, University of Tirana, 1990.

Cellio, Jennifer, Associate Professor, English (2009); Ph.D., Miami University Oxford, 2008; MA, University of Idaho, 2000; BA, Miami University Oxford, 1997.

Cenkci, Ada T., Associate Professor, Organizational Leadership (2016); Ph.D., Other Non US College, 2013; MBA, San Francisco State University, 2007.

Chamberlain, Ronnie J., Assistant Professor, Theatre (2013); MFA, University of Alabama, 2007; BA, Colorado State University, 2004.

Chavez, Anthony, Professor, Law (2009); JD, Yale University, 1986; BS, Loyola Marymount University, 1982.

Chesnut, Mary T., Associate Professor, Library Science (1988); MLS, University of Kentucky, 2002; BA, Centre College, 1985.

Childs, David J., Associate Professor, Teacher Education (2012); Ph.D., Miami University, Ohio, 2009; MA, Miami University, Ohio, 2008; MAT, Miami University, Ohio, 2005; BFA, College of Mount St. Joseph, 2000.

Cho, Samuel Sungmin, Assistant Professor, Computer Science (2017); Ph.D., The University of Texas At Austin, 2016.

Cho, Sookyung, Assistant Professor, Communication (2013); Ph.D., University of Michigan, 2012; MA, Seoul National University, 2007.

Christensen, Chris, Professor, Mathematics (1983); Ph.D., Purdue University, 1977; MS, Purdue University, 1972; BS, Michigan Technological University, 1968.

Clark, James, Lecturer, Mathematics (2019); MA, Western Kentucky University, 1996; BS, Northern Kentucky University, 1988.

Clayton-Code, Kimberly P., Professor, Teacher Education (2001); Ph.D., University of Louisville, 2002; MA, Northern Kentucky University, 1995; BS, Purdue University, 1994.

Coaston, Susannah C., Associate Professor, Counseling & Human Services (2011); Ed.D., University of Cincinnati, 2013; MA, University of Cincinnati, 2007; BS, Xavier University, 2003.

Cobbs, Joe B., Associate Professor, Sports Business (2010); Ph.D., University of Massachusetts, 2010; MA, Ohio State University, 2000; BS, Miami University, 1999.

Coloma, Roland Sintos, Professor, Teacher Education (2016); Ph.D., The Ohio State University, 2004; MA, The Ohio State University, 2002; Teaching Credential, California State Polytechnic University, Pomona, 1999; MA, University of California, Riverside, 1998; BA, University of California, Riverside, 1995.

Connelly, Caryn C., Associate Professor, Spanish (2007); Ph.D., University of Minnesota, 2006; MA, Arizona State University, 1992; BA, Albright College, 1989.

Conrad Redden, Aprile D., Senior Lecturer, Political Science (2005); MPA, Northern Kentucky University, 1996; BS, Northern Kentucky University, 1990.

Cooper, Joshua T., Assistant Professor, Biological Sciences (2018); Ph.D., University of Oklahoma, 2017; MS, University of Oklahoma, 2010; BS, Northern Kentucky University, 2005.

Corea, Kevin, Lecturer, Spanish (2018); M.Ed., Ohio University, 2014; BA, Ohio University, 2013.

Crane, Lynn, Lecturer, Biological Sciences (2020); MS, Old Dominion University, 1995; BS, Virginia Polytechnic Institute and State University, 1985.

Cullick, Jonathan S., Professor, English (2001); Ph.D., University of Kentucky, 1997; MA, Marquette University, 1990; BA, University of Houston, 1986.

Culligan, Amy Gillingham, Associate Professor, Music (2017); DMA, University of Cincinnati College-Conservatory of Music, 2010; MM, University of Cincinnati College-Conservatory of Music, 2006; BM, North Carolina School of the Arts, 2004.

Cuntz, Lisa, Assistant Professor, Nursing (2017); DNP, Mount St. Joseph University, 2018; MSN, Xavier University, 2013; BSN, College Of Mount St. Joseph, 2010.

Curran, Christine A., Professor, Biological Sciences (2008); Ph.D., University of Cincinnati, 2007; MS, University of Cincinnati, 1992; BS, Ohio University, 1978.

D'Souza, Rodney, Associate Professor, Entrepreneurship (2008); Ph.D., University of Louisville, 2009; MBA, Northern Kentucky University, 2003; MS, University of Pune, 2001; BA, University of Pune, 1999.

Dabdoub, Majed, Assistant Professor of Practice, Construction Management (2015); MS, University of Cincinnati, 1989; BS, Ohio University, 1981.

Dahlem, Gregory A., Senior Lecturer, Biological Sciences (1990); Ph.D., Michigan State University, 1989; MS, The Ohio State University, 1984; BS, The Ohio State University.

Dang, Anh M., Assistant Professor, Marketing (2018); Ph.D., Old Dominion University, 2018; MBA, University of Houston Clear Lake, 2013; BBA, Ho Chi Minh National University of Vietnam, 2010.

Danieley, Corrie, Assistant Professor, Theatre (2013); MFA, Illinois State University, 2004; BS, Hannibal-Lagrange College, 1998.

Daniels, Charlisha R., Associate Professor, Chemistry & Biochemistry (2014); Ph.D., Rice University, 2012; BA, Agnes Scott College, 2005.

Day, Michele W., Lecturer II, Journalism (2004); MA, Northern Kentucky University, 2008; BA, Western Kentucky University, 1982.

Deane, Patricia, Assistant Professor, Nursing (2021); DNP, Northern Kentucky University 2020; MS, University of South Carolina 2017; BS, Lewis University 2002.

De Blasio, Gregory G., Associate Professor, Public Relations (2004); Ph.D., Wayne State University, 2005; MA, Pennsylvania State Univ-Penn State, 1978; BA, William Paterson University-New Jersey, 1976.

De Lee, Nathan, Professor, Astronomy (2014); Ph.D., Michigan State University, 2008; MS, Michigan State University, 2005; BS, University of Kansas, 2002.

Detmer-Goebel, Emily A., Professor, English (2003); Ph.D., Miami University Oxford, 1997; MA, Miami University Oxford, 1992; MA, Miami University Oxford, 1985; BA, Wright State University, 1983.

DiCicco, Michael P., Assistant Professor, Teacher Education (2014); Ph.D., University of South Florida, 2014; MAT, University of South Florida, 2009; BA, University of South Florida, 2004.

Din Allameh, Seyed M. D., Professor, Engineering Technology (2004); Ph.D., Ohio State University, 1993; MS, Wayne State University, 1988; BS, Sharif Institute of Technology, 1978.

Dixit, Nilesh, Lecturer (2018); Ph.D., University of Alaska, 2013; M.Sc., Plymouth University, England, 2010; B.Tech., Pune University, 2007.

Donahue, Michelle, Assistant Professor, English (2020); Ph.D., University of Utah, 2020; MFA, Iowa State University, 2015; BS, Beloit College, 2011.

Downing, Megan S., Associate Professor, Organizational Leadership (2010); Ed.D., Northern Kentucky University, 2012; MSIS, Northern Kentucky University, 2006; BS, Northern Kentucky University, 2002.

Doyle, Maureen, Professor, Computer Science (2006); Ph.D., Stanford University, 2004; MS, Stanford University, 2001; MS, Northeastern University, 1990; BS, University of Massachusetts at Lowell, 1982.

Doyle, Ursula, Associate Professor, Law (2011); JD, Indiana University, 1997; MA, Columbia University-New York, 1990; AB, Cornell University, 1989.

Dreese, Donelle N., Professor, English (2004); Ph.D., Indiana University of Pennsylvania, 1999; MA, Indiana University of Pennsylvania, 1995; BA, Susquehanna University, 1992.

Durtsche, Richard D., Professor, Biological Sciences (2000); Ph.D., University of Oklahoma, 1999; MA, California State University System, 1988; BA, University of Minnesota, 1983; BS, University of Minnesota, 1983.

Dynan, Linda, Professor, Economics (2003); Ph.D., Columbia University-New York, 1994; M.Phil., Columbia University-New York, 1991; MA, Columbia University-New York, 1991; BA, University of Pennsylvania, 1986.

Eastep, Shannon M., Senior Lecturer, Teacher Education (2004); M.Ed., University of Cincinnati, 2003; BBA, Ohio University, 1997.

Ebert, Paulette E., Lecturer II, Mathematics (2011); MAED, Northern Kentucky University, 1996; BS, Northern Kentucky University, 1992.

Edwards, Grant A., Senior Lecturer, Chemistry & Biochemistry (2006); Ph.D., Iowa State University, 2006; BS, Truman State University, 2000.

Eippert, Gary, Senior Lecturer, Kinesiology (1997); Ph.D., University of Toledo, 1994; M.Ed., University of Toledo, 1989; BS, Miami University Oxford, 1986.

Ekundayo T, Olugbemiga, Associate Professor, Allied Health (2017); DrPH, Doctor of Public Health, Morgan State University, 2006; MBBS (College of Medicine in Nigeria), University Of Ibadan, 2006; MPH, Morgan State University, 2002; MD, Other US Colleges, 1995.

Elkins, Rebecca, Assistant Professor, Kinesiology (2016); Ph.D., University of Cincinnati, 2015; BA, Northern Kentucky University, 2007; MA, Ohio State University, 2004; BS, Shawnee State University.

Elliott, Teresa L., Professor, Business Law (2003); JD, University of Kentucky, 1990; BA, Northern Kentucky University, 1987.

Encarnación, Irene, Senior Lecturer, Spanish (1992); MA, University of California-Berkeley, 1986; BA, University of Puerto Rico, 1983.

Evans, David, Lecturer, Mathematics and Statistics (2019); MS, University of Cincinnati 2019; BA, University of Cincinnati 2007.

Farrar, John, Associate Professor, Chemistry & Biochemistry (2013); Ph.D., Vanderbilt University, 2001; MS, Vanderbilt University, 1998; BS, Western Kentucky University, 1992.

Fatemi, Darius J., Professor, Accounting (2010); Ph.D., Indiana University, 2007; MBA, Indiana University, 2005; Ph.D., University of Virginia, 1995; BA, University of Virginia, 1990.

Faulkner, Shawn A., Professor, Teacher Education (2004); Ph.D., University of Toledo, 2003; Ed.S., Wright State University, 1998; M.Ed., Wright State University, 1991; BS, Tennessee Temple University, 1988.

Feldmann, Douglas A., Professor, Teacher Education (2005); Ph.D., Indiana University, 1999; MA, Rockford College, 1995; BA, Northern Illinois University, 1992.

Fenton, Edmund D., Professor, Accounting (2016); DBA, University of Kentucky, 1986; MBA, Murray State University, 1977; BS, Murray State University, 1976.

Ferguson, Jessica D. M., Lecturer II, Business Administration (2010); MBA, Northern Kentucky University, 2009; BBA, University of Kentucky, 2007.

Fernando, Sharmanthie M., Professor, Physics (1998); Ph.D., University of Cincinnati, 1999; MS, University of Cincinnati, 1997; MS, University of Cincinnati, 1993; BS, University of Moratuwa, 1991.

Ferrante, Joan, Professor, Sociology (1984); Ph.D., University of Cincinnati, 1984; MA, University of Cincinnati, 1978; BS, Northern Kentucky University, 1977.

Fields, Gwen M., Senior Lecturer, Chemistry & Biochemistry (2000); MS, University of Cincinnati, 1993; BS, Thomas More College, 1991.

Fierler, Andrea, Lecturer, German (2020). Ph.D. University of Cincinnati, 2009; MA University of Cincinnati 2004; BA Rheinisch-Westfälische Technische Hochschule.

Fierler, Gina, Assistant Professor, Nursing (2013); MSN, Xavier University, 2011; BSN, College of Mount St. Joseph, 1994.

Fisk, Patricia A., Lecturer II, Education (2004); MAED, Northern Kentucky University, 1981; BA, University of Kentucky, 1972.

Foley, Sean P., Associate Professor, Construction Management (2000); Ph.D., Miami University Oxford, 2006; MS, Northern Kentucky University, 2000; BS, Northern Kentucky University, 1993.

Foster, Cindy L., Associate Professor, Nursing (2006); MS, University of Minnesota, 1995; BSN, Wright State University, 1980.

Fox, Jeffrey W., Lecturer, Communication Studies (2016); MA, Northern Kentucky University, 2008; BA, Northern Kentucky University, 2006.

Fox, Richard K., Professor, Computer Science (2001); Ph.D., Ohio State University, 1992; MS, Ohio State University, 1988; BS, University of Missouri-Rolla, 1986.

Freeman, Traci C., Assistant Professor, Nursing (2009); MSN, Northern Kentucky University, 2011; BSN, Salem State College, 1990.

Frimpong-Mansoh, Augustine Y., Professor, Philosophy (2013); Ph.D., University of Alberta, 2001; MA, University of Windsor, 1995; BA, University of Ghana, 1992.

Fuegen, Kathleen A., Associate Professor, Psychology (2006); Ph.D., University of Kansas, 2002; MA, University of Kansas, 1998; BA, University of Northern Iowa, 1994.

Gall, Roxanne, Lecturer, Nursing (2015); MSN, University of Kentucky, 1991; BSN, University of Kentucky, 1983.

Gallegos, Monica, Assistant Professor, Communication Studies (2013); Ph.D., University of Arizona, 2013; MA, University of New Mexico, 2009.

Gardner, Jennifer L., Lecturer II, Sports Business (2012); MA, Miami University, 1994; BA, University of Dayton, 1993.

Garns, Rudy L., Associate Professor, Philosophy (1989); Ph.D., Syracuse University, 1989; MA, Northern Illinois University, 1983; BA, Western Maryland College (McDaniel College), 1979.

Garrison, Trent, Assistant Professor, Geology (2017); Ph.D., University of Kentucky, 2015; MS, Eastern Kentucky University, 2005; BS, Eastern Kentucky University, 2002.

Gazzaniga, Andrea, Professor, English (2010); Ph.D., Cornell University, 2004; MA, Cornell University, 2001; BA, Wellesley College, 1995.

Gelbwasser, Kimberly, Assistant Professor, Music (2014); DMA, University of Cincinnati, 2011; MM, University of Cincinnati, 2006; BM, Northwestern University, 2002.

Gemene, Kebede L., Associate Professor, Chemistry & Biochemistry (2011); Ph.D., Purdue University, 2008; MS, Addis Ababa University, 1997.

Ghosh Roy, Subhomita, Lecturer, Biological Sciences (2021); PhD, University of Wisconsin Milwaukee, 2020; MS, University of Wisconsin Milwaukee, 2012

Giesbers, Heleen, Lecturer, Biological Sciences (2020); Ph.D., University of Cincinnati, 1999; MS, University of Cincinnati, 1994; BS, Internationale Agrarische Hogeschool, 1992

Gibson, John P., Lecturer II, Communication (2008); MA, Murray State University, 2006; BA, Murray State University, 2003.

Gilbert, Jaesook L., Professor, Teacher Education (2007); Ph.D., University of Illinois-Urbana, 1996; MAT, Washington University, Missouri, 1990.

Gilson, Richard L., Associate Professor, Management (2001); Ph.D., University of Nebraska at Lincoln, 2002; MS, Utah State University, 1995; BS, Weber State University, 1987.

Glance, Dorea E., Associate Professor, Counseling and Human Services (2015); Ph.D., Ohio University, 2012; MA, Marshall University, 2007; BA, Wright State University, 2004.

Glore, Mary Lee, Lecturer, Statistics (2013); MS, University of Cincinnati, 2007; Ph.D., University of Cincinnati, 2014; BA, Thomas More College, 1989.

Goddard, Perilou, Professor, Psychology (1989); Ph.D., Indiana University, 1987; BS, Texas A&M University, 1981.

Gonulates, Funda, Associate Professor, Teacher Education (2016); Ph.D., Michigan State University, 2016; MS, Bogazici University, Turkey, 2004; BS, Bogazici University, Turkey, 2001.

Gores, Steven, Professor, English (1991); Ph.D., University of Wisconsin-Madison, 1991; MA, University of Wisconsin-Madison, 1986; BS, University of Wisconsin-Madison, 1985.

Green, Barclay E., Associate Professor, English (2002); Ph.D., University of Massachusetts, 2000; MA, University of Massachusetts, 1995; BA, Washington College, 1990.

Griebing, Susan, Assistant Professor, Teacher Education (2012); Ph.D., University of Cincinnati, 2009; M.Ed., University of Cincinnati, 2003; BS, University of Arizona, 1978.

Grinnell, Sandra M., Associate Professor, Nursing (2006); MSN, University of Pennsylvania, 1992; BS, Jamestown College, 1974.

Groom, Summyji, Assistant Professor, Nursing (2022); DNP, Chadham University 2020; MSN, Walden University 2019; BSN, Jackson State University 2013; ASN, Wallace Community College 2011

Guy, Michael, Associate Professor, Chemistry & Biochemistry (2015); Ph.D., University of Wisconsin-Madison, 2008; BS, Utah State University, 2002.

Hackett, Brian L., Associate Professor, History (2010); Ph.D., Middle Tennessee State University, 2009; MA, Eastern Illinois University, 1986; BS, Wisconsin - Stevens Point, 1984.

Halbrook, Amy E., Associate Professor, Law (2011); JD, Northwestern University, 2005; BA, University of California-Berkeley, 1998.

Hamill, Lois, Associate Professor, Library Science (2007); MS, Simmons College, 2005; MA, University of Massachusetts, 1997; BS, University of Maine, 1984; BA, SUNY College-Oswego, 1979.

Hammons, Jane Erma, Lecturer, Library Science (2014); MLS, University of Illinois-Urbana, 2008; MA, University of Cincinnati, 2002; BS, Xavier University, 1998.

Hapuhinna, Nelum, Assistant Professor, Statistics (2022); Ph.D., Bowling Green State University, 2021; MA, Bowling Green State University, 2017; BS, University of Peradeniya Sri Lanka, 2015.

Hao, Wei, Associate Professor, Computer Science (2008); Ph.D., The University of Texas at Dallas, 2007; MS, The University of Texas at Dallas, 2001.

Hare, Patrick M., Associate Professor, Chemistry & Biochemistry (2008); Ph.D., Ohio State University, 2007; BA, Case Western Reserve University, 2001.

Harris, Daryl L., Professor, Theatre (2003); Ph.D., University of Alabama, 2006; MFA, University of Southern Mississippi, 1991; BA, University of Southern Mississippi, 1988.

Harrison, Jack B., Associate Professor, Law (2011); JD, University of Cincinnati, 1993; MA, St Marys University, 1985; BA, University of Tennessee-Chattanooga, 1978.

Hart, Julie A., Assistant Professor, Nursing (2006); MSN, Northern Kentucky University, 2009; BSN, Thomas More College, 1997; DNP, University of Southern Indiana, 2016.

Hart, Tracy L., Lecturer II (2011); MA, University of Illinois-Chicago, 1992; BS, Western Illinois University, 1989.

Hart, Zachary P., Professor, Communication (2003); Ph.D., Michigan State University, 2000; MS, University of Illinois-Urbana, 1989; BA, Western Illinois University, 1988.

Hatchett, Gregory T., Professor, Counseling & Human Services (2003); Ph.D., University of Mississippi, 2001; MS, Freed-Hardeman University, 1996; BS, Lipscomb University, 1994.

Hatton, Michael W., Associate Professor, Theatre (2005); MFA, Virginia Commonwealth University, 2005; BFA, Northern Kentucky University, 2003.

Heard, Thomas, Associate Professor, Law Library Services (1986); JD, Salmon P Chase College of Law, 1990; MLS, Indiana University, 1984; BA, Taylor University, 1983.

Henry, Deborah I., Lecturer II, Social Work (2005); MSW, University of Kentucky, 2005; BS, Northern Kentucky University, 2002.

Herman, Jacqueline, Associate Professor, Statistics (2008); Ph.D., University of Nebraska At Lincoln, 2007; MS, University of Nebraska At Lincoln, 2004; BA, Concordia University, 2002; BS, Concordia University, 2002.

Hillard, Jan W., Professor, Political Science (2005); Ph.D., University of Cincinnati, 1984.

Hillman, Lynnisa, Lecturer, Sociology (2016); MA, University of Cincinnati, 2014; BA, University of Cincinnati, 2014; BA, University of Cincinnati, 2012.

Hindman, Jessica C., Assistant Professor, English (2014); Ph.D., University of North Texas, 2013; MFA, Columbia University-New York, 2009; BA, Columbia University-New York, 2003.

Hodgson, Theodore R., Professor, Mathematics (2007); Ph.D., Indiana University, 1992; MS, University of California-San Diego, 1985; BS, Indiana University, 1983.

Hogg, William B., Associate Professor, Music (2004); MM, University of Cincinnati, 2003; BS, Austin Peay State University, 1996.

Hokkanen, Ellen L., Lecturer, CINSAM/Chemistry (2015); MS, Yale University, 2008; BS, University of Virginia, 2007.

Holden, Lisa J., Associate Professor, Mathematics (2007); Ph.D., Northwestern University, 1990; MS, Northwestern University, 1987; AB, Boston College, 1986.

Honabach, Dennis R., Professor, Law (2006); JD, Yale University, 1973; AB, Bucknell University, 1970.

Hopfensperger, Kristine N., Professor, Biological Sciences (2009); Ph.D., University of Maryland, 2007; MS, Washington State University, 2003; BS, University of Wisconsin - Stevens Point, 1999.

Hruby, Zachary, Lecturer, Archaeology (2013); Ph.D., University of California-Riverside, 2006; MA, Brigham Young University, 1998; BA, Humboldt State University, 1995.

Hu, Yi, Professor, Computer Science (2007); Ph.D., University of Arkansas, 2006; MS, University of Arkansas, 2002; BS, Southwest Jiaotong University, 1994.

Huber, Teresa H., Assistant Professor, Nursing (2012); DNP, University of Kentucky, 2014; MSN, Northern Kentucky University, 2002; BSN, Bellarmine University, 1998.

Hughes, James E., Lecturer II, Business Informatics (2002); MS, Northern Kentucky University, 2003; MBA, Northern Kentucky University, 2002; BS, Indiana State University, 1972.

Hughes, Stephanie F., Professor, Management (2002); Ph.D., Temple University, 1999; MBA, Saint Joseph's University, 1992; BS, Saint Joseph's University, 1988.

Human, James, Lecturer, Accounting (2017); MACC, Northern Kentucky University, 2016; MA, Asbury Theological Seminary, 2000; BA, University of Kentucky, 1986

Hume, Douglas W., Professor, Anthropology (2007); Ph.D., University of Connecticut, 2005; MA, California State University Fullerton, 1999; BA, California State University Fullerton, 1994.

Hunn, Vanessa, Associate Professor, Social Work (2010); Ph.D., University of Kentucky, 2006; MSW, University of Kentucky, 1990.

Huss, John A., Professor, Teacher Education (1999); Ed.D., University of Cincinnati, 2000; MA, Northern Kentucky University, 1997; BA, Northern Kentucky University, 1995; BS, Northern Kentucky University, 1993.

Jackson, Eric R., Professor, History (1992); Ed.D., University of Cincinnati, 2000; MA, University of Cincinnati, 1992; BS, Ball State University, 1988.

Jankowski, Stacie M., Associate Professor, Journalism (2016); Ph.D., Indiana University, 2015; MA, Indiana University, 2009; BA, University of Kentucky, 2004

Johnson, Sarah E., Lecturer II, Geology (2002); MS, Purdue University, 1997; BS, CUNY, 1993.

Johnson, Stephen E., Lecturer, Communication (2013); MA, Northern Kentucky University, 2007; BA, Northern Kentucky University, 2006.

Jones, Kenneth W., Professor, Theatre (1987); MFA, University of Virginia, 1987; BFA, University of Florida, 1984.

Jones, Melissa M., Professor, Teacher Education (2001); Ph.D., Miami University, Ohio, 2001; M.Ed., University of Cincinnati, 1991; BS, University of Cincinnati, 1988.

Jones, Sharyn, Professor, Anthropology (2013); Ph.D., University of Florida, 2004; MA, University of Florida, 2000; BA, University of California-Berkeley, 1997.

Kallmeyer, Carolyn, Assistant Professor, Nursing (2019); MSN, Northern Kentucky University 2003; BSN, University of Kentucky 1987.

Kapadia, Parmita, Professor, English (2002); Ph.D., University of Massachusetts, 1997; MA, University of Massachusetts, 1993; BA, Rutgers State University, 1989.

Kappesser, Patricia, Lecturer, Biological Sciences (2016); MA, Northern Kentucky University, 1994; BS Biological Science, 1987.

Kasten, Sarah E., Associate Professor, Teacher Education (2009); Ph.D., Michigan State University, 2009; MA, The Ohio State University, 2004; BS, Miami University, Ohio, 2001; BS, Miami University, Ohio, 2001.

Kasturiratna, Dhanuja, Associate Professor, Statistics (2006); Ph.D., Bowling Green State University, 2006; MA, Bowling Green State University, 2002; BS, University of Colorado at Denver, 1998.

Katkin, Kenneth D., Professor, Law (2000); JD, Northwestern University, 1996; BA, Princeton University, 1987.

Kazee, Donald K., Associate Professor, Law (1989); MA, University of Kentucky, 1988; JD, Georgetown University, 1981; BA, Morehead State University, 1976.

Keller, Ann, Associate Professor, Nursing (2000); MSN, University of Cincinnati, 1991; Ed.D., University of Cincinnati, 1990; M.Ed., Xavier University, 1977; BSN, College of Mount St. Joseph, 1975.

Kelly, Marjorie Danielle, Lecturer, Library Science (2021); MS, Kent State University 2018; BS, Pikeville College 2011.

Kendon, Brett J., Assistant Professor, Nursing (2017); DNP, University of Cincinnati, 2016; MSN, Florida International University, 2008; BSN, Other Non US College, 1988.

Kent-Drury, Roxanne M., Associate Professor, English (1998); MFA, Eastern Kentucky University, 2018; Ph.D., University of Oregon, 1998; MA, California State University System, 1993; BS, Pepperdine University-Malibu, 1985.

Kerby Jr., Robert L., Senior Lecturer, Theatre (2002); MFA, University of Illinois, 2002; BFA, Northern Kentucky University, 1987.

Kersting, Lee M., Associate Professor, Accounting (2013); Ph.D., University of South Florida, 2012; MBA, University of Louisville, 2007; BS, University of Louisville, 2005.

Ketty, Sunil N., Assistant Professor, Communication (2017); MFA, Columbus College of Art And Design, 2016; M.Ed., Carlow University, 2010.

Khan, Rasib, Associate Professor, Computer Science (2016); Ph.D., University of Alabama-Birmingham, 2016.

Kilmer, Amanda, Lecturer, Organizational Leadership (2016); MS, Murray State University, 2015; BA, Northern Kentucky University, 2006.

Kim, Jang-Chul, Professor, Finance (2008); Ph.D., University of Memphis, 2003; MS, Iowa State University, 1993; BBA, Iowa State University, 1991.

Kim, Suk-hee, Associate Professor, Social Work (2014); Ph.D., University of Louisville, 2005; MSW, Boston University, 2001.

Kim, Young S., Professor, Finance (2004); Ph.D., Southern Illinois University, 2003; MS, Georgia State University, 1997; BA, Chung-Ang University, 1991.

King, Michael, Associate Professor, Theatre (1985); MFA, University of Florida, 1985; BA, University of Florida, 1980.

Kinsley, Jennifer, Professor, Law (2012); JD, Duke University, 1999; BA, University of Florida, 1996.

Kirby, Kevin G., Professor, Computer Science (1994); Ph.D., Wayne State University, 1988; MS, Wayne State University, 1986; BA, Wayne State University, 1984.

Kishman, Mary, Associate Professor, Nursing (2014); Ph.D., University of Cincinnati, 2004; MSN, University of Cincinnati, 1991; BSN, Xavier University, 1987.

Klatzke, Stephanie R., Associate Professor, Communication Studies (2007); Ph.D., University of Missouri-Columbia, 2008; MA, University of Cincinnati, 2003; BA, Murray State University, 2001.

Knechtges, Eric T., Associate Professor, Music (2008); DMUS, Indiana University, 2008; MM, Bowling Green State University, 2005; BM, Michigan State University, 2001.

Knox-Kazmierczuk, Francoise Assistant Professor, Allied Health (2015); Ph.D. Miami University, 2015, MS, Ball State University, 2005, MS, Illinois State University, 2000, BA, Concordia University, 1997.

Koscielicki, Trina, Associate Professor, Radiological Technology (1993); M.Ed., University of Cincinnati, 1997; BS, University of Charleston, 1989.

Krapf, Alain, Professor, Finance (2012); Ph.D., University of Connecticut, 2012; MS, University of North Carolina at Charlotte, 2001; BA, University of North Carolina at Charlotte, 1999.

Kratzer, Jessica, Associate Professor, Communication Studies (2016); Ph.D., University of Missouri-Columbia, 2011; MA, University of Cincinnati, 2004.

Kreder, Jennifer A., Professor, Law (2004); JD, Georgetown University, 1998; BA, University of Florida, 1994.

Krouse, Tonya M., Professor, English (2003); Ph.D., Brandeis University, 2004; MA, University of Illinois-Chicago, 1997; BA, Kent State University, 1996.

Krull, Douglas S., Professor, Psychology (1996); Ph.D., The University of Texas at Austin, 1990; BA, University of California-Davis, 1985.

Kulkarni, Madhura, Associate Professor, CINSAM/Biological Sciences (2012); Ph.D., Cornell University, 2010; MS, University of Maryland, 2003; BS, Duke University, 1999.

Kuwahara, Yasue, Professor, Electronic Media and Broadcasting (1989); Ph.D., Bowling Green State University, 1987; MA, California State University, 1983; BA, Waseda University, 1980.

Kwon, Edward, Professor, Political Science (2007); Ph.D., University of Hawaii-Manoa, 2005; MA, Konkuk University, 1992; BA, Konkuk University, 1987.

Lagadic, Isabelle, Associate Professor, Chemistry & Biochemistry (2007); Ph.D., University of Paris-Sud, 1994; MS, University of Paris-Sud, 1991; BS, University of Paris-Sud, 1990.

Lambert South, Andrea N., Professor, Communication (2006); Ph.D., University of Denver, 2006; MA, Texas Tech University, 2002; BS, University of Kansas, 2000.

Lancaster, Mark, Assistant Professor, Statistics (2014); Ph.D., University of Kentucky, 2007; MS, University of Tennessee-Knoxville, 1999; BA, Hendrix College, 1991.

Landon, William J., Professor, History (2005); Ph.D., University of Edinburgh, 2003; MS, University of Edinburgh, 1999; BA, Northern Kentucky University, 1998.

Landwehr, Hilary W., Associate Professor, Spanish (1988); Ph.D., University of North Carolina, 1986; MA, University of North Carolina, 1978; BA, Louisiana State University, 1975.

Lang, Nancy A., Associate Professor, Economics (1983); Ed.D., University of Georgia, 1983; MBE, Georgia State University, 1975; BS, Georgia State University, 1972.

Larson, Kajsa C., Professor, Spanish (2010); Ph.D., University of Minnesota, 2010; MA, University of Minnesota, 2005; BA, Gustavus Adolphus College, 2001.

Lawrence, Christopher, Associate Professor, Counseling & Human Services (2012); Ph.D., College of William and Mary, 2012; MS, Stetson University, 2008.

Lee, Jae-Seung, Assistant Professor, Criminal Justice (2016); Ph.D., Sam Houston State University, 2016; MS, University of Houston-Downtown, 2009.

Lee, JeeEun, Assistant Professor, Art (2017); MFA, Syracuse University, 2013; MFA, Ewha Womans University, 2002; BFA, Ewha Womans University, 1998.

Leeman, Mark, Associate Professor, Communication (2009); Ph.D., Ohio University, 2007; MA, Ohio University, 1994; BS, Ohio State University, 1985.

Lemmon, Marla, Lecturer, Mathematics (2019); MS, University of Cincinnati, 2010; BS, Northern Kentucky University, 2008.

Leone, Marc, Associate Professor, Visual Arts (2008); MFA, Arizona State University, 2003; BFA, Art Center College of Design, 1996.

LeRoy, Francois J., Associate Professor, History (1996); Ph.D., University of Kentucky, 1997; MA, University of Kentucky, 1989; Maitrise, Universite de Haute-Bretagne, 1987; D.E.U.G., Universite de Haute-Bretagne, 1985.

Levin, Aron M., Professor, Marketing (2000); Ph.D., University of Kentucky, 1997; MBA, Northern Illinois University, 1991; BS, University of Iowa, 1989.

Li, Qi, Assistant Professor, Computer Science (2014); Ph.D., University of Pittsburgh, 2011; MSCS, Other Non US College, 2006; BS, Other Non US College, 1996.

Li, Yushi B., Professor, Sociology (1994); Ph.D., Iowa State University, 1993; MS, Iowa State University, 1988; BS, Beijing Union University, 1983.

Lilly, James R., Professor, Sociology (1974); Ph.D., University of Tennessee-Knoxville, 1975; MA, West Virginia University, 1969; BS, Concord University, 1966.

Lindsey, Megan, Lecturer, Social Work (2013); MSW, University of Cincinnati, 2005; BSW, University of Cincinnati, 2002.

Lipping, Alar, Professor, Physical Education (1988); Ph.D., Ohio State University, 1980; MS, Cuy Queens College, 1976; BA, Cuy Queens College, 1975.

Long, Andrew E., Associate Professor, Mathematics (2000); Ph.D., University of Arizona, 1994; MS, University of Arizona, 1991; BS, Bowling Green State University, 1983.

Loriot-Raymer, Gisèle, Associate Professor, French (1990); Ph.D., University of Cincinnati, 1989; MA, Appalachian State University, 1982.

Luethge, Denise J., Professor, Management (2009); Ph.D., Indiana University, 1987; MBA, Michigan State University, 1981; BS, Michigan State University, 1973.

Ma, Lili, Professor, Chemistry & Biochemistry (2009); Ph.D., Brown University, 2007; MS, Nanjing Agricultural University, 2002.

Macke, Caroline A., Professor, Social Work (2008); Ph.D., University of Kentucky, 2010; MSW, University of Kentucky, 2003.

Mader-Meersman, Julie A., Professor, Visual Arts (2003); MFA, University of Washington-Seattle Campus, 1996; BFA, Northern Kentucky University, 1993.

Maheshwari, Zeel, Assistant Professor, Engineering Technology (2018), Ph.D., Oklahoma State University, 2017; MS, Oklahoma State University, 2013; BE, Visvesvaraya Technological University, 2011.

Mahle Drabik, Sara M., Associate Professor, Electronic Media and Broadcasting (2008); MA, Northern Kentucky University, 2008; BFA, Ithaca College, 1999.

Mann, Sarah, Lecturer, Business Informatics (2016); Ed.S., University of Kentucky; M.Ed., University of Louisville, 2006; BS, Northern Kentucky University, 2005.

Mannheimer, Michael J.Z., Professor, Law (2004); JD, Columbia University, 1994; BA, Binghamton University 1991..

Marczinski, Cecile A., Regents Professor, Psychology (2006); Ph.D., McMaster University, 2001; BS, University of Western Ontario, 1996.

Marshall, Brianna, Associate Professor, Library Science (2021); MS, Indiana University 2014; BA, University of Wisconsin - LaCrosse 2012.

Martin, Caron G., Associate Professor, Nursing (1997); MSN, University of Kentucky, 1982; BSN, University of Kentucky, 1978.

Mattocks, Alma, Assistant Professor, Kinesiology (2017); MS, Oregon State University, 2007; BS, Linfield College, 2004.

Mazumder, Sharif, Assistant Professor, Finance (2021); Ph.D., Oklahoma State University 2021; MS, University of Wyoming 2016; MBA, University of Dhaka 2010; BBA, University of Dhaka 2008.

McCartney, Philip W., Associate Professor, Mathematics (1978); Ph.D., Claremont Graduate University, 1978; M.Ed., University of Minnesota, 1972; BS, University of Minnesota, 1971.

McClure, Bruce L., Lecturer, Political Science (1996); MA, Xavier University, 1992; JD, Salmon P Chase College of Law, 1980.

McCombs, Brad, Associate Professor, Visual Arts (2007); MFA, Carnegie Mellon University, 2002; BFA, Washington University In St Louis, 1997.

McCord, Timothy, Lecturer, Computer Science (2016); MS, Northern Kentucky University, 2004.

McDonald, Danielle, Professor, Criminal Justice (2008); Ph.D., Indiana University of Pennsylvania, 2006; MS, Virginia Tech, 2001; BA West Virginia University, 1998..

McGee, Daniel, Professor, Mathematics (2013); Ph.D., University of Arizona, 1995; MS, University of Arizona, 1991; BS, Applied Mathematics, Georgia Institute of Technology, 1986.

McGill, Diana L., Professor, Chemistry (1993); Ph.D., Harvard University, 1991; BA, Northern Kentucky University, 1984; BS, Northern Kentucky University, 1984.

McKenzie, Jonathan, Associate Professor, Political Science (2009); Ph.D., Purdue University, 2009; MA, University of Wyoming, 2003; BS, University of Wyoming, 2001.

McLendon, Tara M., Professor, Social Work (2010); Ph.D., University of Kansas, 2010; MSW, University of Kansas, 1993; BSW, University of Kansas, 1992.

McNally Emerine, Jacqueline S., Associate Professor, Public Relations (2006); Ph.D., Kent State University, 2005; MA, IUPUI-Indiana U-Purdue U-Indianapolis, 1999; BA, IUPUI-Indiana U-Purdue U-Indianapolis, 1997.

McNeal, Lewatis, Associate Professor (2017); Ph.D., University of Louisville, 2016; MPH, Western Kentucky University, 2005; BS, University of Arkansas-Pine Bluff, 2003.

Medlicott, Carol A., Associate Professor, Geography (2005); Ph.D., University of California-Los Angeles, 2003; MA, University of California-Los Angeles, 1997; BS, Valparaiso University, 1984.

Mester, Joseph C., Associate Professor, Biological Sciences (2006); Ph.D., University of Tennessee-Knoxville, 1989; BA, University of Rochester, 1983.

Meyers, Debra, Professor, History (2001); Ph.D., University of Rochester, 1997; MA, University of Mount St. Joseph, 2013; BA, Nazareth College of Rochester, 1992.

Mihindukulasooriya, Lorita Nivanthi, Assistant Professor, Geology (2020); Ph.D., Kent State University, 2014; MS, Ohio University, 2009; BS, University of Peradeniya, 2006.

Miller, Alexis J., Associate Professor, Criminal Justice (2008); Ph.D., University of Louisville, 1999; MS, University of Louisville, 1996; BS, University of Louisville, 1993.

Miller, Burke, Associate Professor, History (2005); Ph.D., Miami University Oxford, 2002; MA, Miami University Oxford, 1993; BA, University of North Carolina - Chapel Hill, 1986.

Miller, Carl E., Associate Professor, Statistics (2002); Ph.D., University of South Carolina-Columbia, 2002; MS, University of South Carolina-Columbia, 2000; BS, University of South Carolina-Spartanburg, 1993; BS, University of South Carolina-Spartanburg, 1993.

Miller, Karen, Associate Professor, Criminal Justice (2017); Ph.D., University of Kentucky, 2004; MS, Eastern Kentucky University, 1995; BS, Eastern Kentucky University, 1994.

Misis, Marcos L., Associate Professor, Political Science (2012); Ph.D., University of Southern Mississippi, 2012; MS, University of Houston, 2008.

Mittal, Banwari, Professor, Marketing (1987); Ph.D., University of Pittsburgh, 1982; MBA, Indian Institute of Management, 1971; BE, Biria Institute of Technology & Science, 1969.

Moberg, Philip J., Associate Professor, Psychology (2004); Ph.D., University of Illinois-Urbana, 1996; AM, University of Illinois-Urbana, 1993.

Moffett, Kelly, Professor, English (2010); MFA, West Virginia University, 2004; MA, West Virginia University, 2001.

Moon, Melissa M., Professor, Criminal Justice (2000); Ph.D., University of Cincinnati, 1996; MS, University of Cincinnati, 1992; BS, University of Cincinnati, 1991.

Muente, Kevin J., Professor, Visual Arts (2001); MFA, University of Cincinnati, 1999; BFA, University of Wisconsin-Milwaukee, 1994.

Nacev, Ljubomir, Professor, Law (1987); LL.M., New York University, 1978; JD, The John Marshall Law School, 1976; BA, Johns Hopkins University, 1973.

Nakamura, Makoto, Lecturer, Japanese (2010); MA, Concordia University, 1999; MA, Kansai Gaidai University, 1997; BA, Meisei University, 1989.

Neal, Brandi, Lecturer, Business Informatics (2015); MBI, Northern Kentucky University, 2014.

Neal, Catherine S., Associate Professor, Business Law (2005); JD, University of Cincinnati, 1998; BS, Northern Kentucky University, 1992.

Nelson, Keshia M., Assistant Professor, Nursing (2011); Ph.D., University of Phoenix, 2017; MSN, University of Phoenix, 2008; BSN, University of Phoenix, 2006.

Newell, Gary L., Associate Professor, Computer Science (2001); Ph.D., University of Arizona, 1994; MS, University of Arizona, 1990; BS, Worcester State College, 1986.

Newman, Stephen E., Professor, Mathematics (1972); Ph.D., University of Utah, 1968; MS, University of Utah, 1965; BS, University of Utah, 1963.

Nichols, Bridget M., Professor, Sports Business (2010); Ph.D., University of Tennessee-Knoxville, 2010; MBA, The University of Tampa, 2004; BS, The University of Tampa, 2000.

Nieman, Allison Ash, Assistant Professor, Communications (2021); MFA, Savannah College 2020; BA, Miami University 2014.

Noblitt, Bethany A., Professor, Mathematics (1999); Ph.D., University of Cincinnati, 2006; MA, University of Louisville, 1999; MAT, University of Louisville, 1996; BA, University of Louisville, 1995.

Nolan, Joseph R., Professor, Statistics (2008); Ph.D., Purdue University, 2006; MS, Purdue University, 2002; MA, Eastern Illinois University, 1999; BA, Eastern Illinois University, 1998; BS, Eastern Illinois University, 1998.

Nordheim, Shawn, Associate Professor, Nursing (2010); Ed.D., Northern Kentucky University, 2013; MSN, University of Utah, 1998; BSN, University of South Carolina-Columbia, 1994.

Nutter, Scott L., Professor, Physics (2001); Ph.D., Indiana University, 1991; MS, Indiana University, 1987; BS, University of Georgia, 1985.

O'Callaghan, Tamara F., Professor, English (1997); Ph.D., University of Toronto, 1995; MA, University of Toronto, 1988; BA, University of Toronto, 1986.

O'Connell, Karen, Assistant Professor, Nursing (2017); Ph.D., Uniformed Services University of the Health Sciences, 2012; MSN, University of Texas Health Science Center at San Antonio, 1999; BSN, Northern Kentucky University, 1992.

O'Connor, Kathleen A., Lecturer, Psychology (1990); Ed.D., University of Cincinnati, 1987; MA, Athenaeum of Ohio, 2016; MA, Xavier University, 1981; BS, Northern Kentucky University, 1979.

Groom, Summyji, Assistant Professor, Nursing (2022); DNP, Chadham University 2020; MSN, Walden University 2019; BSN, Jackson State University 2013; ASN, Wallace Community College 2011

Olberding, Julie C., Professor, Public Administration (2004); Ph.D., University of Kentucky, 2000; MPA, University of Kentucky, 1992; BS, Ohio University, 1989.

Onorato, Amber J., Associate Professor, Chemistry & Biochemistry (2013); Ph.D., University of Connecticut, 2008; BA, Southern Connecticut State University, 2003.

Osam, Ebo Kobena A., Assistant Professor (2018); MA, Western Kentucky University, 2014; Ph.D., University of Louisville.

Otey, Matthew Zachary, Assistant Professor of Practice (2018); MS, Marshall University, 2012; BBA, Marshall University, 2005.

Owhoso, Vincent E., Professor, Accounting (2005); Ph.D., University of Florida, 1998; BBA, Eastern Kentucky University, 1990; MBA, Eastern Kentucky University, 1986; BS, Berea College, 1984; BA, Berea College, 1983.

Ozaki, Reiko., Assistant Professor, Social Work (2017); Ph.D., University of Cincinnati, 2017; MSW, Ohio State University, 1998.

Parker, Allison, Assistant Professor, Biological Sciences (2019); Ph.D., University of Illinois at Urbana-Champaign, 2019; MS, University of Illinois at Urbana-Champaign, 2016; BS, University of Richmond, 2010.

Patten, Deborah A., Associate Professor, Respiratory Care (2002); MA, Northern Kentucky University, 2011; BS, University of Cincinnati, 1976.

Patterson, Nile DeGray, Assistant Professor, Sociology (2021); Ph.D., Louisiana State University 2018; MA, Louisiana State University 2013; BA, Millsaps College 2011.

Paul, Soren, Professor, Business Informatics (2019); Ph.D., University of Wisconsin - Milwaukee 1997; ME, Jadavpur University (India) 1981; BE, Jadavpur University (India) 1977.

Pence, Catherine M., Associate Professor, Nursing (2004); MSN, University of Phoenix, 2003; BSN, University of Cincinnati, 1995.

Pence, Terry G., Professor, Philosophy (1980); Ph.D., Purdue University, 1979; MA, Trinity Evangelical Divinity School, 1974; MA, University of Illinois, 1974; BA, Northeastern Illinois University, 1971.

Perrmann-Graham, Jaclyn, Assistant Professor, Business Administration (2017); Ph.D., University of Cincinnati, 2018; MBA, Xavier University, 2011; BA, Miami University, 2009.

Perrone, Nicole, Lecturer, Theatre (2017); MFA, Kent State University, 2009.

Peterson, Mel, Lecturer II, Statistics (2011); MS, University of Iowa, 1982; BS, Western Michigan University, 1980.

Pfendt, Kristine E., Associate Professor, Nursing (2003); MSN, Northern Illinois University, 1984; BS, Northern Illinois University, 1976.

Pilyayeva, Olena, Lecturer II, Management (2007); MBA, Northern Kentucky University, 2007; MS, Kharkiv State Technical Academy of Food Science and Business, 2001.

Pope, Verl T., Professor, Counseling & Human Services (2012); Ed.D., Idaho State University, 1996; MA, Idaho State University, 1993; BS, Idaho State University, 1991.

Powell, Angela, Lecturer, Nursing (2017); MSN, Northern Kentucky University, 2017; BSN, Northern Kentucky University, 2011; BA, Northern Kentucky University, 2009; BS, Northern Kentucky University, 2009.

Prather-Jones, Bianca P., Associate Professor, Teacher Education (2003); Ed.D., University of Cincinnati, 2003; MA, University of South Florida, 1998; BA, University of South Florida, 1996.

Providenti, Michael J., Associate Professor, Library Science (1998); MLS, University of Kentucky, 1998; BA, University of Cincinnati, 1994.

Psyck, Elizabeth, Assistant Professor, Library Science (2021); MS, University of Pittsburgh 2009; BA, Bernard College 2008

Pulos, Alexis, Assistant Professor, Communication (2013); Ph.D., University of New Mexico, 2013; MA, University of New Mexico, 2009; BA, Colorado State University, 2006.

Racke, Amy M., Lecturer II, Biological Sciences (1996); MS, Southeast Missouri State University, 1996; BS, Northern Kentucky University, 1993.

Raghavan, Vijay V., Professor, Business Informatics (1987); Ph.D., Kent State University, 1990.

Raisor Godel, Allison M. R., Senior Lecturer, Communication (2006); MA, Indiana University, 2004; BA, Northern Kentucky University, 2002.

Ramkumar, Chari, Lecturer (2016); Ph.D., Indian Institute of Technology, 1997; M.Tech, Indian Institute of Technology, 1991; MS, Madurai Kamaraj University, 1988; B.Sc., Madurai Kamaraj University, 1986.

Raska, David, Professor, Marketing (2009); Ph.D., Washington State University, 2009; MS, University of Alabama, 2002; MA, Technical University of Liberec, 1999.

Reed, Cynthia, Professor, Education (2014); Ed.D., University of Pittsburgh, 2009.

Reilly, Shauna F., Professor, Political Science (2009); Ph.D., Georgia State University, 2009; MA, Georgia State University, 2003; BA, Queen's University, 2002.

Reynolds, Jonathan T., Professor, History (1999); Ph.D., Boston University, 1995; MA, Boston University, 1991; BA, University of Tennessee-Knoxville, 1988.

Rhinehart, Alessandra, Assistant Professor, Counseling and Human Services (2015); Ph.D., University of Tennessee-Knoxville, 2015; MA, East Tennessee State University, 2010; BS, East Tennessee State University, 2008.

Riffe, Holly A., Professor, Social Work (2001); Ph.D., Ohio State University, 1995; MSW, University of Kentucky, 1988; BS, Northern Kentucky University, 1984.

Robertson, Brian, Lecturer II, Theatre (1999); MFA, University of Cincinnati, 1995; BSW, Ferrum College, 1983.

Robertson, Denice N., Senior Lecturer, Biological Sciences (2001); Ph.D., Old Dominion University, 2001; BS, Purdue University, 1994.

Robinson, Denise L., Professor, Nursing (1984); Ph.D., The University of Texas at Austin, 1991; MSN, University of South Carolina-Columbia, 1977; BSN, University of South Carolina-Columbia, 1976.

Robinson, Erin M., Professor, Nursing (2003); Ed.D., Northern Kentucky University, 2014; MSN, University of Pittsburgh, 2003; BSN, Duquesne University, 1998.

Rosenthal, Lawrence D., Professor, Law (2003); LLM, Georgetown University, 1998; JD, Vanderbilt University, 1993; BA, Union College, 1990.

Rubleske, Joseph, Assistant Professor, Business Informatics (2013); Ph.D., Syracuse University, 2012; MPA, IUPUI-Indiana U-Indianapolis, 1996; BA, Indiana University-Bloomington, 1993.

Runge, Sara, Associate Professor, Teacher Education (1996); Ed.D., University of Cincinnati, 1997; MA, Northern Kentucky University, 1991; BA, Northern Kentucky University, 1989.

Ruscello, Nicole, Assistant Professor, Rehabilitative Services (2022); Ph.D., Kettering College 2015; BS, University of Toledo 2013.

Russ, Robert W., Associate Professor, Accounting and Business Law (2005); Ph.D., Virginia Commonwealth University, 2006; BA, Marietta College, 1983.

Russell, Beatriz, Lecturer, Chemistry & Biochemistry (2020); Ph.D., University of Cincinnati, 2009; MA, Boston University, 2002; BS, University of Miami, 1998.

Russell, Keith F., Professor, Chemistry & Biochemistry (2001); Ph.D., University of Arizona, 1992; BS, Oregon State University, 1985; BS, Oregon State University, 1985.

Ryan, Carol A., Associate Professor, Physical Education (1996); Ph.D., University of Cincinnati, 1988; MA, University of North Carolina, 1979; BA, University of North Carolina, 1978.

Saad, Ihab M., Professor, Construction Management (2011); Ph.D., University of Kentucky, 1996; MS, Cairo University, 1994; BS, Cairo University, 1984.

Sadat-Hossieny, Morteza, Professor, Engineering Technology (1999); Ph.D., Iowa State University, 1989; MS, Murray State University, 1985; BS, Oklahoma State University, 1983.

Sahingoz, Anne Marie, Assistant Professor, Nursing (2021); DNP, Walden University 2016; MSN, Chamberlain University 2013; BSN, Chamberlain University 2012.

Said, Amal, Professor, Accounting (2019); Ph.D., Virginia Commonwealth University, 2003; MS, Old Dominion University, 1997; MS Accounting, Cairo University, 1994; Bachelor of Commerce, Cairo University, 1986

Sakaguchi, Toru, Associate Professor, Business Informatics (1999); Ph.D., University of Memphis, 1999; MBA, Oklahoma City University, 1992; BS, University of Tsukuba, 1984.

Salyer, Robert L., Lecturer II, Accounting (1999); MS, University of Cincinnati, 1984; BS, University of Kentucky, 1980.

Salzman, Ryan, Associate Professor, Political Science (2012); Ph.D., University of North Texas, 2011; BA, Texas Christian University, 2003.

Sanctuary, Megan, Lecturer, Biological Sciences (2017); Ph.D., University of California Davis, 2017; MS, University of Illinois, 2011; BS, Eastern Illinois University, 2009.

Sander, Kurt L., Professor, Music (2003); DMUS, Northwestern University, 1998; MM, University of Cincinnati, 1994; BM, Cleveland State University, 1992.

Sanders, Gabriel J., Professor, Exercise Science (2012); Ph.D., Kent State University, 2012; M.Ed., Ashland University, 2008; BS, Ashland University, 2006.

Sarchet, Bradley, Lecturer, Biological Sciences (2020); Ph.D., University of Wyoming, 1995; MA, University of Wyoming, 1990; BS, Bowling Green State University, 1987.

Schellhas, Hans, Associate Professor, Visual Arts (2007); M.Des., University of Cincinnati, 2007; BA, Northern Kentucky University, 2002; BS, Xavier University, 1996.

Schilling, Mary, Lecturer, Biological Sciences (2019); Ph.D., University of Cincinnati, 1996; MS, Saint Louis University, 1989; BS, McKendree University, 1987.

Schultheis, Patrick J., Professor, Biological Sciences (1999); Ph.D., University of Cincinnati, 1994; MS, University of Dayton, 1986; BS, University of Dayton, 1984.

Schultz, Lois E., Professor, Library Science (1978); MBA, Xavier University, 1983; MLS, University of Kentucky, 1974.

Scola, Michael P., Senior Lecturer, Biological Sciences (2004); DPM, Ohio College of Podiatric Medicine, 1988; BS, Xavier University, 1984.

Shanahan, Eileen, Professor, Education (2021); Ph.D., Ohio State University 2017; M.Ed., Winthrop University 2011; BS, Ohio University 2007.

Sharp, Jennifer, Associate Professor, Counseling & Human Services (2012); Ph.D., Pennsylvania State Univ-Penn State, 2012; MA, Ohio State University, 2011; BA, Denison University, 2002.

Shaw, Ronald A., Associate Professor, Theatre (1989); MFA, Northwestern University, 1987; MA, Bowling Green State University, 1982; BA, Heidelberg College, 1980.

Shelton, Catherine L., Assistant Professor, Chemistry & Biochemistry (2015); Ph.D., University of Cincinnati, 2016; BA, Trinity International University, 2008.

Shelley, Jill A., Lecturer, Criminal Justice (1997); MS, University of Cincinnati, 1990; BS, University of Cincinnati, 1980.

Sherry, Tammie L., Associate Professor, Teacher Education (2004); Ed.D., University of Cincinnati, 2010; M.Ed., Northern Kentucky University, 2000; BA, Northern Kentucky University, 1993.

Shifley, Emily, Associate Professor, Biological Sciences (2014); Ph.D., Ohio State University, 2009; BS, Ohio University, 2003.

Shin, Minchul, Assistant Professor, Engineering Technology (2020); Ph.D., Tufts University, 2012; MS, University of Alabama, 2007; BS, Kyungpook National University, 2005.

Sieve, Bradley J., Lecturer II, Chemistry & Biochemistry (2005); Ph.D., Michigan State University, 2002; BA, Coe College, 1998.

Singleton, David A., Associate Professor, Law (2007); JD, Harvard University, 1991; AB, Duke University, 1987.

Skaggs, James Michael, Lecturer, Communication Studies (2015); MA, Montclair State University, 1996; BA, Jersey State College, 1994.

Slaven, William Charles, Professor of Practice, Business Informatics (2017); MBA, Miami University Oxford, 1974; BS, Miami University Oxford, 1972.

Smith, Donna B., Associate Professor, Library Science (1987); MLS, University of Kentucky, 1993; BS, Northern Kentucky University, 1983.

Smith, Ernest, Professor, English (2009); Ph.D., New York University, 1987; MA, Wright State University, 1980; BA, Wright State University, 1978.

Smith, Jeffrey M., Professor, Psychology (1988); Ph.D., Colorado State University, 1988; MS, Colorado State University, 1986; BA, Bemidji State University, 1983.

Smith, Jennifer S., Professor, Library Science (1983); Ph.D., Ohio State University, 2002; M.Ed., Wright State University, 1991; MLS, Case Western Reserve University, 1981; BM, University of Cincinnati, 1980.

Smith, Lynn W., Associate Professor, Nursing (2010); M.Div., Lexington Theological Seminary, 2003; MSN, University of Cincinnati, 1988; BSN, University of Tennessee-Knoxville, 1977; Ed.D., Northern Kentucky University, 2016.

Smith, Lynne A., Professor, Teacher Education (1988); Ed.D., University of Kentucky, 1988; MS, University of Tennessee-Knoxville, 1979; BS, University of Tennessee-Knoxville, 1973.

Snider, Jillian, Lecturer, Business Administration (2017); MBA, Mount St. Joseph University, 2017; BS, College of Mount Saint Joseph, 2010.

Soliday, Paige Byam, Associate Professor, English (1993); Ph.D., University of Wisconsin-Madison, 1993; MA, University of Wisconsin-Madison, 1986; BA, University of Iowa, 1983.

Songer, Tracy, Associate Professor, Electronic Media and Broadcasting (2016); MA, Northern Kentucky University, 2010; BA, Northern Kentucky University, 1996.

Spataro, Sandra E., Associate Professor, Management (2011); Ph.D., University of California-Berkeley, 2000; MA, Stanford University, 1988; BA, Stanford University, 1988.

Standen, Jeffrey, Professor, Law (2013); JD, University of Virginia, 1986; AB, Georgetown University, 1982.

Stephens Jr., Henry L., Professor, Law (1979); JD, University of Kentucky, 1975; BA, Western Kentucky University, 1972.

Stevens, Damon, Lecturer, Theatre (2012); DMA, University of Cincinnati, 2007; MM, University of Cincinnati, 1996; BM, Arizona State University, 1992.

Stine, Elizabeth, Lecturer, Nursing (2016); MSN, Indiana Wesleyan University, 2016; BS Northern Kentucky University, 1984; DNP, College Of Mount St. Joseph.

Stockman, Julianne, Lecturer (2016); MS, Northern Kentucky University, 2008; BS, Ohio University, 1993.

Strawn, Jamey S., Professor, Theatre (2000); MM, University of Cincinnati, 1996; BM, West Chester University of Pennsylvania, 1994.

Strobel, Christopher L., Professor, Electronic Media and Broadcasting (2002); MA, The American University, 1996; BS, Indiana State University, 1990.

Strome, Erin D., Professor, Biological Sciences (2011); Ph.D., Baylor College of Medicine, 2008; BA, Miami University (Ohio), 2001.

Sun, Gang, Associate Professor, Engineering Technology (2016); Ph.D., Iowa State University, 2010.

Su, Qing, Associate Professor, Economics (2009); Ph.D., University of South Florida, 2006; MA, University of South Florida, 2002; MS, University of International Business and Economics, 1996; BS, Dongbei University of Finance and Economics, 1993.

Sullivan, Laura A., Associate Professor, Library Science (1984); MA, University of Cincinnati, 1986; MLS, Indiana University, 1981; BA, University of Cincinnati, 1980.

Tagher, C. Gannon, Associate Professor, Nursing (2005); Ed.D., Northern Kentucky University, 2014; MSN, University of Kentucky, 2001; BSN, University of Kentucky, 1997.

Tapp, Karen S., Associate Professor, Social Work (1996); JD, Salmon P Chase College of Law, 1985; MSW, University of Tennessee-Knoxville, 1976; BSW, University of Kentucky, 1974.

Tataw, David, Professor, Health Science (2016); Ph.D., University of Southern Maine, 2001; MA, University of Southern California, 1996; MA, University of Southern California, 1996; MA, California State University-Los Angeles, 1992; MA, Other US Colleges, 1990; BA, Other Non US College, 1982.

Taylor, Christopher, Assistant Professor of Practice, Management (2016); MS Northern Kentucky University (2014); BS Cincinnati Christian University (1994).

Taylor, Emily, Lecturer, Computer Science (2017); MS, Northern Kentucky University, 2013; BS, Northern Kentucky University, 2011.

Taylor, Erica, Assistant Professor, Nursing (2022); MSN, Walden University 2019; ASN, Baptist School of Nursing 2014; LPN, Baptist School of Nursing 2006.

Taylor, Jessica A., Professor, Social Work (2012); Ph.D., University of Alabama, 2012; MSW, University of Alabama, 2007; BSW, University of Alabama, 2005.

Tenkotte, Paul, Professor, History (2009); Ph.D., University of Cincinnati, 1989; MA, University of Cincinnati, 1983; BA, Thomas More College, 1982.

Terhune, Katherina, Associate Professor, Social Work (2016); Ph.D., University of Kentucky, 2011; MSW, University of Kentucky, 2007; BA, Otterbein College, 2003.

Teschendorf, Michelle, Clinical Associate Professor, Nursing (2013); BSN, Missouri Western State University, 1996; Ph.D., Saint Louis University.

Thackeray, Mark, Assistant Professor of Practice, Management (2017); MBA Xavier University (1995); BS Georgia Institute of Technology (1988).

Theobald, Robin L.C., Lecturer (2016); MA, University of Louisville, 2013; BA, Thomas More College, 2002.

Thomas, Cynthia, Lecturer, Computer Science (2016); MS, University of Central Florida, 2014; BS, Northern Kentucky University, 2011.

Thompson, E. David, Professor, Biological Sciences (2005); Ph.D., University of Kentucky, 2002; BS, University of Kentucky, 1995.

Thomson, David S., Associate Professor, Electronic Media and Broadcasting (1983); MA, University of Cincinnati, 1971; BM, University of Cincinnati, 1967.

Thornton, Rachel, Lecturer, Geology (2021); MS, University of Cincinnati (2018); BS, Kent State University, 2011.

Todd, Danielle, Assistant Professor, Music (2016); Ph.D., University of Alabama - Tuscaloosa, 2017; MA, University of Alabama - Tuscaloosa, 2005; BSED, University of Alabama - Tuscaloosa, 2002.

Tosolt, Brandelyn, Associate Professor, Teacher Education (2008); Ph.D., Oakland University, 2008; MA, University of Michigan-Ann Arbor, 2003; BA, Michigan State University, 2000.

Truta, Traian M., Professor, Computer Science (2004); Ph.D., Wayne State University, 2004; MS, Babes-Bolyai University, 1999; BS, Babes-Bolyai University, 1998.

Tsetse, Anthony, Associate Professor, Computer Science (2016); DS, Towson University, 2012; MS, Other Non US College, 2005; MS, Other Non US College, 2003; BS, Kwame Nkrumah University Of Science & Te, 2001.

Underwood, Jane L., Assistant Professor, Law Library Services (2012); JD, University of Akron, 1980; MLS, Kent State University, 1980; AB, Ohio University, 1977.

Valandra, Rodney, Lecturer, Counseling & Human Services (2011); MA, Xavier University, 2004; BA, Northern Kentucky University, 2001; Ph.D., University of Kentucky.

Van Loveren Geis, Candice N., Lecturer II, Visual Arts (2006); MA, University of Cincinnati, 2004; BFA, University of Cincinnati, 2002.

Van Pottelsberghe, Brian, Assistant Professor, Law Library (2022); JD Pace University 2000; MA University of Arizona 2004; MBA, Pace University 2000; BS, Spring Hill College 1997.

Vance-Eliany, Sharon A., Associate Professor, History (2006); Ph.D., University of Pennsylvania, 2005; BA, University of California-Berkeley, 1990.

Vaughn, Kalif, Associate Professor, Psychological Science (2016); Ph.D., Kent State, 2014; MA, Kent State, 2012; BA, Purdue, 2008.

Vest, Jason, Professor, Music (2014); DMA, University of Kentucky, 2009; MM, Brigham Young University, 2005; BM, Butler University, 2002.

Vietz, Karen, Associate Professor, Nursing (2019); Ph.D. Rocky Mountain University; MSN, Loma Linda University 1993; BSN, Union College 1988.

Voelker, Judy C., Associate Professor, Anthropology (2004); Ph.D., SUNY Buffalo, 2002; MA, SUNY Buffalo, 1994; MBA, Columbia University-New York, 1977; BA, Barnard College, 1974.

Vogelpohl, Rachele, Assistant Professor, Athletic Training (2011); Ph.D., University of Hawaii-Manoa, 2011; MS, University of Hawaii-Manoa, 2009; BS, Northern Kentucky University, 2006.

Wakefield, Monica L., Assistant Professor, Anthropology (2013); Ph.D., Yale University, 2010; BS, Humboldt State University, 1998.

Walden, James W., Professor, Computer Science (2005); Ph.D., Carnegie Mellon University, 1997; MS, Carnegie Mellon University, 1994; BS, Miami University Oxford, 1992.

Wallace, Robert K., Regents Professor, English (1972); Ph.D., Columbia University-New York, 1972; MA, Columbia University-New York, 1967; BA, Whitman College, 1962.

Walker, Rebecca, Lecturer (2013); MS, Miami University Oxford, 2011; BA, University of Cincinnati, 2008.

Walters, Lindsey A., Professor, Biological Sciences (2010); Ph.D., Michigan State University, 2008; BS, Calvin College, 2003.

Walton, Gary, Associate Professor, English (1989); Ph.D., George Washington University, 1991; M.Phil., George Washington University, 1985; MS, University of South Dakota, 1982; BA, Northern Kentucky University, 1981.

Wang, Hongmei, Professor, Computer Science (2007); Ph.D., Pennsylvania State Univ-Penn State, 2007; MS, Chinese Academy of Science, 1997; BS, Changchun College of Geology, 1994.

Warner, Lynn, Lecturer, Library Informatics (2015); MLS, University of Kentucky, 2011; BA, Bowling Green State University, 2003.

Wasburn-Moses, Jered, Lecturer, Mathematics (2010); MS, Purdue University, 2000; BS, Purdue University, 1998.

Washington, Michael H., Professor, History (1979); Ed.D., University of Cincinnati, 1984; M.Ed., University of Cincinnati, 1974; BS, University of Cincinnati, 1973.

Wasicsko, Michael M., Professor, Educational Leadership (2005); Ph.D., University of Florida, 1977; M.Ed., University of Florida, 1973; BS, University of Florida, 1971.

Waters, Michael S., Associate Professor, Mathematics (2004); Ph.D., Ohio University, 2003; MA, Miami University Oxford, 1996; BA, Thomas More College, 1994.

Watkins, Andrea S., Professor, History (2002); Ph.D., University of Kentucky, 1999; MA, University of Kentucky, 1993; BA, University of Kentucky, 1991.

Webb, Ginger, Lecturer II, Educational Leadership (2013); MA, Northern Kentucky University, 1996; BA, Eastern Kentucky University, 1990; Ed.D., Northern Kentucky University.

Weir (Baranowski), Kimberly A., Professor, Political Science (2003); Ph.D., University of Connecticut, 2003; MA, Villanova University, 1998; BA, Bloomsburg University of Pennsylvania, 1995.

Weisenbach Keller, Eileen D., Professor, Marketing (2006); Ph.D., Kent State University, 2005; MBA, University of Chicago, 1992; BS, Indiana University, 1983.

Welch, Ann, Lecturer, Education (2022); MA, Gallaudet University 2000; BA, Wright State University 1999.

Wells, Michael D., Lecturer, Library Science (2013); MLS, Kent State University, 2010; BA, Capital University, 2007.

Wells, Zachary D., Lecturer, Popular Culture (2016); MA, Northern Kentucky University, 2012; BA, Northern Kentucky University, 2006.

Wermeling, Linda, Associate Professor, Social Work (2004); Ph.D., University of Kentucky, 2006; MSW, University of Kentucky, 1995.

Whitson, Mary K., Associate Professor, Biological Sciences (2003); Ph.D., Duke University, 2001; BS, University of Florida, 1994.

Wideman, Paige, Lecturer II, Visual Arts (2002); MFA, University of Cincinnati, 1999; BFA, Kansas City Art Institute, 1989.

Wiley, Neisha, Assistant Professor, Social Work (2021); Ed.D., Northern Kentucky University 2020; MSW, University of Cincinnati 2009; BSW, University of Cincinnati 2003.

Wilkerson, David, Lecturer, Social Work (2008); MSW, University of Cincinnati, 1995.

Wilkey, Christopher L., Associate Professor, English (2003); Ph.D., Wayne State University, 2003; MA, University of Dayton, 1996; BA, Northern Arizona University, 1993.

Wilkinson, Steven V., Professor, Mathematics (1989); Ph.D., Rice University, 1984; BA, University of Tulsa, 1979.

Williams, Diane M., Senior Lecturer, Mathematics (1992); MS, Case Western Reserve University, 1983; MS, Rensselaer Polytechnic Institute, 1975; BA, Millersville University of Pennsylvania, 1974.

Williamson, Lauren L., Assistant Professor, Biological Sciences (2018); Ph.D., Duke University, 2014; BA, Williams College, 2007.

Wilson, Darrin, Assistant Professor, Public Administration (2018); Ph.D., Florida Atlantic University, 2015; PG. Dipl., University of Essex, 2011; MBA, Suffolk University, 2009; BS, University of Tennessee-Chattanooga, 2007.

Yannarella, Philip A., Associate Professor, Library Science (1977); MLS, University of Michigan-Ann Arbor, 1970; MA, Duquesne University, 1967; BA, Youngstown State University, 1964.

Yates, Justin R., Professor, Psychology (2012); Ph.D., University of Kentucky, 2014; MS, University of Kentucky, 2011; BS, Georgia College & State University, 2008.

Yates, Kimberly, Associate Professor, Teacher Education (2014); Ph.D., Montana State University-Bozeman, 2013; M.Ed., University of Nevada-Las Vegas, 2004; BA, University of Nevada-Las Vegas, 2000.

Yazdanpour, Mahdi, Assistant Professor, Engineering Technology (2020); Ph.D., Oklahoma State University, 2019; MS, Amirkabir University of Technology, 2012; BS, Azad University, 2003.

Yohe, Kristine A., Associate Professor, English (1997); Ph.D., University of North Carolina, 1997; MA, University of North Carolina, 1988; BA, Emory University, 1984.

Yungbluth, Stephen C., Professor, Communication Studies (2004); Ph.D., University of Kentucky, 2003; MA, University of Kentucky, 1996; BA, Xavier University, 1994.

Zacate, Matthew O., Professor, Physics (2004); Ph.D., Oregon State University, 1997; MS, Oregon State University, 1993; BS, Truman State University, 1991.

Zachary, Samuel J., Professor, Theatre (1990); Ph.D., Bowling Green State University, 1984; MA, Bowling Green State University, 1973; BS, Bloomsburg University of Pennsylvania, 1971.

Zai III, Robert L., Associate Professor, Library Science (2006); MLS, University of Kentucky, 2002; BA, Northern Kentucky University, 1999.

Zajac, Lynne, Assistant Professor, Nursing (2015); Ph.D., University of Northern Colorado, 2010.

Zarnowski, Roger E., Professor, Mathematics (2013); Ph.D., Indiana University-Bloomington, 1988; MS Wichita State University, 1983; BS Wichita State University, 1978.

Zimmerman, Jeffrey M., Associate Professor, Organizational Leadership (2012); Ph.D., University of Klagenfurt, 2011; MBA, University of Klagenfurt, 2009; BA, Miami University Oxford, 2004; BS, Miami University Oxford, 2004.

Emeritus Faculty

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

Susan S. Adams, English, 22 years of service

Michael C. C. Adams, History, 25 years of service

Carol B. Allred, Law, 19 years of service

Valeria Amburgey, Education, 17 years of service

Barry Andersen, Art, 35 years of service

Margaret Anderson, Nursing, 18 years of service

Barbara Arrighi, Sociology, 27 years of service

Marjorie E. Artzer, Education, 11 years of service

William J. Attenweiler, Psychology, 19 years of service

Carole Beere, Psychology, 12 years of service

Diana Belland, Music, 36 years of service

Roger Billings, Law, 43 years of service

David Bishop, Teacher Education, 37 years of service

Paul Bishop, Psychological Science, 41 years of service

Judith Blackburn, English, 24 years of service

Leon E. Boothe, History, 21 years of service

Mildred Bork, Nursing, 19 years of service

Stephen Boyd, Communication, 37 years of service

Bart Braden, Mathematics, 29 years of service

Perry R. Bratcher, Library Science, 38 years of service

Robert M. Bratton, Law, 22 years of service

Carol A. Bredemeyer, Law, 44 years of service

Prince Brown, Jr., Sociology and African American Studies, 15 years of service

Rachelle Bruno, Education, 33 years of service

Mary Jeremy Buckman, Nursing, 9 years of service

Margaret Cantrell, Education, 30 years of service

Jerry H. Carpenter, Biological Sciences, 31 years of service

K. Kenneth Carter, Education, 30 years of service

Tom Cate, Economics, 38 years of service

Helen Annette Chavez, Education, 21 years of service

Joy Churchill, Nursing, 21 years of service

James C. Claypool, History, 32 years of service

Gary E. Clayton, Economics, 42 years of service

Donald K. Cobb, Education, 20 years of service

Thomas E. Comte, Management, 13 years of service

Paul Cooper, Construction Management, 27 years of service

Andrea Cornuelle, Allied Health, 35 years of service

Wanda Crawford, English and Writing, 34 years of service

Scot Cunningham, Computer Science, 13 years of service

Daniel J. Curtin, Mathematics, 38 years of service

Kent Curtis, Organizational Leadership, 45 years of service

Yudhister Datta, Accounting, 27 years of service

Tripta Desai, History and Geography, 48 years of service

Sarah H. Dessner, Nursing, 16 years of service

Larry L. Dickson, English, 30 years of service

Frank H. Dietrich II, Statistics, 29 years of service

Patricia A. Dolan, Social Work, 26 years of service

Linda L. Dolive, Political Science, 38 years of service

Sudesh Duggal, Business Informatics, 30 years of service

David Dunevant, Music, 30 years of service

David Elder, Law, 33 years of service

Allen W. Ellis, Library Science, 36 years of service

Anna England, Art, 30 years of service

John Filaseta, Physics, 29 years of service

Steven Finke, Visual Arts, 29 years of service

Nancy Firak, Law, 33 years of service

Gina Foletta, Mathematics Education, 19 years of service

Sandra Forman, Theatre and Dance, 26 years of service

Charles Frank, Computer Science, 43 years of service

J. Ronald Gardella, Education, 24 years of service

Mary Gers, Nursing, 16 years of service

Martin G. Giesbrecht, Economics, 11 years of service

Larry A. Giesmann, Biological Sciences, 37 years of service

George D. Goedel, Psychology, 27 years of service

Edward P. Goggin, Law, 26 years of service

W. Jonathan Gresham, Music, 26 years of service

Diane H. Gronefeld, Radiological Science, 31 years of service

W. Jack Grosse, Law, 21 years of service

Gayle Sheard Grout, Music, 35 years of service

LeRoy Gruner, Sociology, 20 years of service

Christopher Gulinello, Law, 19 years of service

Carolyn Hagner, Music, 29 years of service

Jon Hastings, Biological Sciences, 29 years of service

Charles Hawkins, Physics, 33 years of service

Clinton Hewan, Political Science, Criminal Justice and Organizational Leadership, 25 years of service

W. Vernon Hicks, Jr., Chemistry, 37 years of service

Jan Hillard, Political Science, Criminal Justice and Organizational Leadership, 12 years of service

David Hogan, Psychology, 36 years of service

William L. Holloway, Management, 18 years of service

James F. Hopgood, Anthropology, 30 years of service

MaryCarol Hopkins, Anthropology, 43 years of service

Barbara Houghton, Art, 20 years of service

Martin J. Huelsmann, Law, 34 years of service

Lisa B. Jameson, Visual Arts, 25 years of service

Margo Jang, English, 35 years of service

Elaine Jarchow, Education, 7 years of service

Nancy Jentsch, German, 39 years of service

Jennifer J Jolly-Ryan, Law, 31 years of service

William R. Jones, Law, 19 years of service

Miriam Kannan, Biological Sciences, 38 years of service

Thomas J. Kearns, Mathematics, 32 years of service

Ann Keller, Nursing, 18 years of service

Donald R. Kelm, Art History, 23 years of service

Robert J. Kempton, Chemistry, 24 years of service

James W. Kinne, Industrial Education & Technology, 12 years of service

Lenore J. Kinne, Teacher Education, 16 years of service

Barbara Klaw, French, 26 years of service

Michael Klembara, Mathematics, 35 years of service

Philip Koplow, Music, 27 years of service

Aimee Krug, Mathematics, 36 years of service

Vinay Kumar, Chemistry, 38 years of service

Katherine C. Kurk, French, 33 years of service

Adrianne Lane, Nursing, 6 years of service

Robert Langenderfer, Respiratory Care, 24 years of service

Lynn Langmeyer, Marketing, 21 years of service

Robert Lilly, Regent's Professor in the Department of Sociology, Anthropology and Philosophy, 43 years of service

William M. Lindsay, Management, 32 years of service

Angela Lipsitz, Psychology, 36 years of service

Nan Littleton, Social Work, 31 years of service

Ann Schmidt Luggen, Nursing, 16 years of service

George Manning, Psychological Science, 45 years of service

Nancy Dysart Martin, Music, 30 years of service

Rosetta J. Mauldin, Social Work and Human Services, 17 years of service

Carrie A. McCoy, Nursing, 35 years of service

Cynthia R. McDaniel, Psychology, 30 years of service

Thomas F. McGovern III, Visual Arts, 19 years of service

James E. McKenney, Statistics, 30 years of service

William M. McKim, Jr., English, 30 years of service

Elizabeth A. McMillan-McCartney, Mathematics, 40 years of service

Ray McNeil, Physics, Geology, and Engineering Technology, 33 years of service

Michael R. McPherson, Physics, 30 years of service

Roger C. Meade, Education, 29 years of service

Nicholas Melnick, Education, 26 years of service

P. Andrew Miller, English, 22 years of service

Janet A. Miller, Education, 24 years of service

Peter E. Moore, Mathematics Education, 30 years of service

Frances T. Mosser, Nursing, 26 years of service

Patrick Moynahan, Communication, 27 years of service

Robert Mullen, Communication, 31 years of service

Margaret T. Myers, Marketing, 33 years of service
James H. Niewahner, Chemistry, 40 years of service
Charlotte Neely, Anthropology, 43 years of service
Ralph D. O'Brien, Technology, 24 years of service
Linda Olasov, Education, 24 years of service
William R. Oliver, Chemistry, 31 years of service
L. MacKenzie Osborne, English, 39 years of service
David Payne, History, 33 years of service
Debra Pearce, Biological Sciences, 39 years of service
Charles Pinder, Technology, 10 years of service
Joseph E. Price, English, 24 years of service
Russell F. Proctor II, Communication, 25 years of service
J. Gaut Ragsdale, Communication, 33 years of service
James Ramage, History, 43 years of service
Thomas C. Rambo, Biological Sciences, 34 years of service
John Steve Rankin, Mathematics, 37 years of service
Robert T. Rhode, English, 34 years of service
Jerald H. Richards, Philosophy, 31 years of service
W. Michael Ryan, History, 28 years of service
Lowell Schechter, Law, 33 years of service
John C. Schlipp, Library Science, 15 years of service
Peter Schiff, English, 35 years of service
Phillip H. Schmidt, Mathematics and Statistics, 8 years of service
Fredrick Schneider, Law, 39 years of service
Vincent G. Schulte, Psychology, 27 years of service
Linda J. Sheffield, Mathematics Education, 25 years of service
Chenliang Sheng, English, 24 years of service
David Short, Law, 12 years of service
Raman J. Singh, Geology, 26 years of service
Joe K. Smith, Mathematics, 30 years of service
Robert A. Snyder, Management, 36 years of service
Suzanne Wegener Soled, Education, 7 years of service
Gerard St. Amand, Law, 18 years of service
Mark Stavsky, Law, 37 years of service
Miriam Steinitz-Kannan, Biological Sciences, 38 years of service
Christine B. Stiegler, Construction Management, 28 years of service
William C. Stoll, Psychology, 13 years of service
Penelope Bradley Summers, Journalism, 31 years of service
Ralph A. Tesseneer, Psychology, 19 years of service
Jim Thomas, Psychological Science, 42 years of service
Louis R. Thomas, History, 17 years of service
John C. Thompson, Finance, 17 years of service
Michael L. Turney, Communication, 36 years of service
John Valauri, Law, 39 years of service
Kathleen S. Verderber, Management, 21 years of service
Robert C. Vitz, History, 36 years of service
James C. Votruba, Educational Leadership, 24 years of service
Ray N. Waggoner, Education, 10 years of service
William S. Wagner, Physics, 22 years of service
Stephen Walker, Teacher Education, 28 years of service
Jeffrey A. Ward, Computer Science, 18 years of service
Jerry W. Warner, Biological Sciences, 30 years of service
Gail W. Wells, Computer Science, 42 years of service.
Edwin T. Weiss, Jr., Geography, 30 years of service
Steven M. Weiss, Professor, Communication Studies, 28 years of service
Threasa L. Wesley, Library Science, 39 years of service
Donald R. Welts, Psychology, 21 years of service
John O. Westlund, Music, 32 years of service
Constance Carroll Widmer, Education, 24 years of service
Jeffrey Williams, History, 43 years of service
Marian C. Winner, Library Services, 9 years of service
Philip A. Yannarella, Library Science, 44 years of service
Kristen R. Yount, Sociology, 18 years of service
Caryl Yzenbaard, Law, 41 years of service
Samuel Zachary, Theatre, 27 years of service
Tom Zaniello, English, 37 years of service
Rosella C. Zeiser, Nursing, 27 years of service



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