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# Academic Calendar

The University provides a year round instructional program consisting of fall and spring semesters and a summer term. WKU also offers a winter term, three summer sessions, and bi-term courses during the fall and spring semesters. The academic year at WKU is divided into two semesters consisting of sixteen weeks, a thirteen-week summer term, and a three-week winter term. The opening and closing dates are listed below.

Specific information about winter and summer terms is available through the Division of Extended Learning and Outreach (http://www.wku.edu/delo) (DELO).

## Fall Semester 2015

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<tr>
<td>Classes Begin</td>
<td>Monday, August 24</td>
</tr>
<tr>
<td>Labor Day (University closed)</td>
<td>Monday, September 7</td>
</tr>
<tr>
<td>Fall Break (no classes, offices open)</td>
<td>Thursday-Friday, October 1-2</td>
</tr>
<tr>
<td>Second Bi-Term Begins</td>
<td>Thursday, October 15</td>
</tr>
<tr>
<td>Thanksgiving Holiday (University closed)</td>
<td>Wednesday-Friday, November 25-27</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Monday-Friday December 7-11</td>
</tr>
<tr>
<td>Commencement</td>
<td>Saturday, December 12</td>
</tr>
<tr>
<td>Final Grades Due</td>
<td>Tuesday, December 15 (noon)</td>
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## Winter Term 2016

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<td>Classes Begin</td>
<td>Monday, January 4</td>
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<tr>
<td>MLK Day (University closed)</td>
<td>Monday, January 18</td>
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<tr>
<td>Final Examinations</td>
<td>Friday, January 22</td>
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## Spring Semester 2016

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<tr>
<td>Classes Begin</td>
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<tr>
<td>Spring Break</td>
<td>Monday-Friday, March 7-11</td>
</tr>
<tr>
<td>Second Bi-Term Begins</td>
<td>Monday, March 21</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Monday-Friday May 9-13</td>
</tr>
<tr>
<td>Commencement</td>
<td>Friday-Sunday May 13-14</td>
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<tr>
<td>Final Grades Due</td>
<td>Tuesday, May 17 (noon)</td>
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### May Sessions

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<td>Classes Begin</td>
<td>Monday, May 16</td>
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<tr>
<td>Memorial Day (University closed)</td>
<td>Monday, May 30</td>
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### June I Sessions

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<td>Classes Begin</td>
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### June II Sessions

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<td>Monday, June 13</td>
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### July I Sessions

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<tr>
<td>Independence Day (University closed)</td>
<td>Monday, July 4</td>
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<tr>
<td>Classes Begin</td>
<td>Tuesday, July 5</td>
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### July II Sessions

<table>
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<td>Classes Begin</td>
<td>Monday, July 11</td>
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<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Summer Term Ends</td>
<td>Thursday August 11</td>
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</table>
Welcome to Western Kentucky University (http://www.wku.edu) (WKU), home of the Hilltoppers. Our hilltop campus is a place of beauty and friendliness. It embraces a proud heritage and a bold, ambitious future. WKU is located in Bowling Green, Kentucky, a city with a population of more than 60,000 approximately 110 miles south of Louisville and 65 miles north of Nashville. As a distinctive landmark on a hill overlooking the city, the WKU campus commands an impressive view of the Barren River Valley and is acclaimed as one of the most beautiful campuses in the nation. Visit www.wku.edu/tour/ for a virtual campus tour. In addition to main campus, WKU has locations at South Campus, the Center for Research and Development, and the University Farm. Outside of Bowling Green, there are Regional Campuses in Glasgow, Owensboro, and Elizabethtown-Fort Knox.

History
On March 21, 1906 the Kentucky General Assembly approved legislation to establish two teacher training institutions, or “normal schools,” in the state. A locating commission chose Bowling Green to be the site of one, and the Western Kentucky State Normal School was created. The new state-supported school took over the building and student body of the privately owned Southern Normal School. The owner of the Southern Normal School, Henry Hardin Cherry, had been actively involved in the campaign to establish teacher training schools and became the institution's first president. Classes began on January 22, 1907.

On February 4, 1911 the school moved to its present site on “the Hill,” approximately 125 feet above downtown Bowling Green and formerly the site of the Pleasant J. Potter College. Over the next decade, the curriculum focused on teacher training and certification. In 1922, the state renamed the institution Western Kentucky State Normal School and Teachers College and authorized it to grant four-year degrees. The first such degrees were awarded in 1924. The campus expanded in 1927, when it merged with Ogden College, a private young men's school located on the east side of the Hill. The name was shortened to Western Kentucky State Teachers College in 1930, and the following year the first graduate degree was offered.

In the 1950s and 1960s, both the curriculum and campus underwent major reorganization and expansion. In 1963 the institution merged with the Bowling Green College of Commerce. Along with the graduate school, the Bowling Green College of Commerce became a separate college within the academic structure. In 1965, the Board of Regents approved the formation of three more colleges: the Potter College of Liberal Arts, the College of Education, and the Ogden College of Science and Technology. On June 16, 1966, Western Kentucky State College became Western Kentucky University.

More colleges and reorganization followed throughout the years as WKU continued to expand. The Bowling Green Community College was established in 1986. The College of Health and Human Services was established in 2002, and the Division of Extended Learning and Outreach launched in 2003. An administrative unit since 1994, University College was reorganized in 2009 as an academic unit; it now houses those units and programs formerly part of the Bowling Green Community College, and serves as the administrative home of WKU’s regional campus programs. In 2008, the WKU Board of Regents approved the creation and development of a fully-independent Honors College at WKU. In 2011 the first doctoral degrees were awarded through the College of Education and Behavioral Sciences. In 2011 and 2013 two new practice-oriented doctoral degrees, the Doctor of Nursing Practice and the Doctor of Physical Therapy, were established, and in 2015 the Doctor of Psychology was added.

WKU’s six academic colleges are:
- College of Education and Behavioral Sciences
- College of Health and Human Services
- Gordon Ford College of Business
- Ogden College of Science and Engineering
- Potter College of Arts and Letters
- University College

In addition, the Honors College offers high-achieving undergraduate students the environment of a small, highly selective college within the framework of the larger university.

Vision, Mission, Purpose, and Core Values

Vision
WKU-A leading American university with international reach.

Mission
Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service, and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.

Statement of Purpose
As a leading American university with international reach, WKU is engaged in internationally acclaimed, student-and-learning-centered academic programs. The WKU experience occurs on several unique campus environments and through an overarching spirit which attracts an intellectually exciting and diverse family of the nation’s best students. WKU provides students of all backgrounds with rigorous academic programs in education, the liberal arts and sciences, the health sciences, and business, with emphasis at the baccalaureate and masters levels, complemented by relevant associate and doctoral level programs. The University places a premium on student learning; it is committed to ensuring value in a holistic learning experience through high standards for student achievement and conduct, a strong faculty, technological innovation, personalized attention, broad access, and public accountability for actions and outcomes. Out-of-the-classroom and study abroad experiences enhance learning, promote diversity, and contribute to the success of students.

The University encourages engaged research and public service in support of economic development, quality of life, and improvement of education at all levels. WKU faculty contribute to the identification and solution of key social, economic, scientific, health, and environmental problems. An inspiring and talented faculty promotes a high level of creative activity and diverse scholarship and an entrepreneurial attitude designed to expand knowledge, improve instruction, increase learning, and provide applied solutions toward high-quality service to the state and nation. The University directly supports its constituents in its designated service areas of Kentucky with professional and technical expertise, cultural enrichment, and educational assistance.

Maintaining a campus of distinctive history and character, WKU sustains a student population of increasing quality. It fulfills its responsibility for access through its main and regional campuses, and through extensive distance learning opportunities. WKU recognizes that its mission continues to evolve in response to regional, national, and global changes, and the need for lifelong learning.
Core Values

Shared purposes and beliefs drive the decisions and actions of any organization or institution. The core values that undergird the foundations of WKU are reflected in the University's vision, mission, and purpose statements, and in the goals of the strategic plan. The rich heritage that is WKU’s has been built upon a foundation of shared values that have withstood the test of time and the challenges of many changes. These values are deeply embedded in the words of WKU’s first President, Dr. Henry Hardin Cherry, as he set forth a vision for this University:

- to be a live school and to impart to its students a burning zeal to do and be something;
- to be progressive, to use modern methods and equipment, but reject all worthless educational fads;
- to let the reputation of the school be sustained by real merit;
- to "ring the rising bell in the human soul" by inspiring all students who come in touch with the work of the institution.

This vision is further reflected in Dr. Cherry’s often-quoted reminder that “It's what's above the rim that counts” and in the two University ideals expressed in the University seal: “Life More Life” and the University motto: “The Spirit Makes the Master.”

Building upon these lasting values, the following core values represent a reaffirmation of the shared purposes and beliefs upon which this strategic plan is built:

- Emphasis on cooperation, teamwork, and mutual respect for individual differences in scholarship, diversity, and culture.
- Expectation for all conduct to be characterized by integrity, honesty, and commitment to high moral and ethical values and principles.
- Commitment to assuring quality of programs, competence of graduates, and opportunities for lifelong learning.
- A view of scholarly endeavors that includes teaching, research, and creative activities as mutually supportive.
- Encouragement of meaningful and active partnerships among students, faculty, staff, and constituents to strengthen the learning environment.
- Nurturing of innovative and creative activities of faculty, staff, and students that advance University mission and goals.
- Dedication to the importance of achieving excellence in all programs and for adding value to the degrees and credentials of our students.
- Commitment to providing a collegiate experience that prepares students to be informed, engaged, and dedicated citizens.
- Commitment to contributing to improved quality of life and economic well-being of Kentuckians, especially those in our primary service area, as well as other constituents and stakeholders.
- Commitment to developing empowered, informed, and responsible learners who recognize both the personal and shared responsibility to actively participate in university life by upholding the principles of the University Creed.

Leadership and Governance

President of the University
Dr. Gary A. Ransdell

Board of Regents
Mr. Frederick A. Higdon, Chair, Lebanon
Dr. Melissa B. Dennison, Vice Chair, Glasgow
Ms. Cynthia Harris, Secretary, Louisville
Dr. Phillip W. Bale, Glasgow
Dr. Barbara Burch, Faculty Regent, Bowling Green
Mr. Gillard B. Johnson III, Nicholasville

Mr. J. David Porter, Lexington
Mr. Jay Todd Richey, Student Regent, Glasgow
Mr. John Ridley, Bowling Green
Dr. Tamela W. Smith, Staff Regent, Bowling Green
Mr. Laurence J. Zielke, Louisville

Administrative Council
Dr. Gary A. Ransdell, President
Dr. David D. Lee, Provost & Vice President for Academic Affairs
Mr. Marc Archambault, Vice President for Development & Alumni Relations
Mr. Howard Bailey, Vice President for Student Affairs
Mr. Gordon Johnson, Chief Information Technology Officer
Ms. K. Ann Mead, Senior Vice President for Finance & Administration
Dr. Brian Meredith, Chief Enrollment & Graduation Officer
Dr. Richard C. Miller, Vice Provost & Chief Diversity Officer
Mr. Brian Russell, Chief Facilities Officer
Mr. Todd Stewart, Director of Athletics
Ms. Robin Taylor, Vice President for Public Affairs
Ms. Deborah T. Wilkins, General Counsel

Academic Deans
Dr. Neale Chumbler, College of Health and Human Services
Dr. Sam Evans, College of Education and Behavioral Sciences
Ms. Connie Foster, University Libraries
Dr. Carl Fox, Graduate School
Dr. Dennis George, University College
Dr. Jeffrey Katz, Gordon Ford College of Business
Dr. Lawrence Snyder (Interim), Potter College of Arts & Letters
Dr. Cheryl Stevens, Ogden College of Science and Engineering

College Heights Foundation Board of Directors
Mr. Michael L. Simpson, Chair
The Honorable Tom Emberton, Vice Chair
Dr. Donald Smith, President
General E. Daniel Cherry
Mr. Alex Downing
Dr. Jack G. Glasser
Mr. R. Harvey Johnston, III
Mr. Marc A. Lovell
Dr. Jerry W. Martin
Mr. Joe B. Natcher, Jr.
Dr. Gary A. Ransdell
Ms. Wanda J. Scott
Mr. Freddie Travis
Mrs. Carol Wedge

Faculty

WKU faculty engage in creative activity and diverse scholarship, including basic and applied research that expands knowledge, improves instruction, increases learning, and provides service to the state and the nation. For information regarding faculty expertise (full and part-time); including academic department, professional rank, and highest degree held see: http://www.wku.edu/faculty/

Graduate faculty status is required for teaching WKU graduate and post-baccalaureate coursework. Faculty holding graduate status is noted at the above site, as well as University Distinguished Professors and transitional retirees.
Accreditations and Memberships

Western Kentucky University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (http://www.sacscoc.org) to award associate, baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges or call (404) 679-4500 for questions about the accreditation of Western Kentucky University:

Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097

Accounting: The Association to Advance Collegiate Schools of Business (http://www.aacsb.edu) (AACSB International) (MAcc)

Art: National Association of Schools of Art and Design (http://nasad.arts-accredit.org) (NASAD) Commission on Accreditation (MAE)

Business: The Association to Advance Collegiate Schools of Business (http://www.aacsb.edu) (AACSB International) (MBA)

Counseling: Council for Accreditation of Counseling and Related Educational Programs (http://www.CACREP.org) (CACREP) (MAE)

Education: National Council for Accreditation of Teacher Education (http://www.ncate.org) (NCATE) (Advanced Preparation, ADV), and Kentucky’s Educational Professional Standards Board (http://www.epsb.ky.gov) (EPSB)

Engineering Technology Management: The Association of Technology Management (http://www.atmae.org) (ATMAE) (MS)

Music: National Association of Schools of Music (http://nasm.arts-accredit.org) (NASM) Commission on Accreditation (MM)

Nursing: Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation) (CCNE) (MSN and DNP)

Public Administration: Network of Schools of Public Policy, Affairs, and Administration (http://www.nasppaa.org) (NASPAA) (MPA)

Public Health: Council on Education for Public Health (http://ceph.org) (CEPH) (MPH)


Speech Pathology: Council on Academic Accreditation in Audiology and Speech-Language Pathology (http://www.asha.org/academic/accreditation) (CAA) (MS)

Candidacy for Accreditation

Dietetics: Accreditation Council for Education in Nutrition and Dietetics (http://www.eatrightacend.org/ACEND) (ACEND) (Dietetic Internship)

Physical Therapy (DPT): Effective April 24, 2013, Western Kentucky University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (http://www.capteonline.org/home.aspx) of the American Physical Therapy Association.
American Physical Therapy Association (https://www.apta.org)
1111 North Fairfax Street
Alexandria, VA, 22314
Phone: (703) 706-3245
Email: accreditation@apta.org

Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

WKU is a member of:
American Association of Colleges for Teacher Education (AACTE) (http://aacte.org)
American Association of Collegiate Registrars and Admissions Officers (AACRAO) (http://www.aacrao.org)
American Association of State Colleges and Universities (AASCU) (http://www.aascu.org)
American Library Association (ALA) (http://www.ala.org)
Association of American Colleges and Universities (AAC&U) (http://www.aacu.org)
Association for Continuing Higher Education (ACHE) (http://www.accheinc.org)
Association for Distance Education and Independent Learning (ADEIL) (http://www.adeil.org)
College Board (https://www.collegeboard.org)
College and University Professional Association for Human Resources (CUPA-HR) (http://www.cupahr.org)
Council for Opportunity in Education (COE) (http://www.coenet.us)
Council of Graduate Schools (CGS) (http://www.cgsnet.org)
Institute of International Education (IIE) (http://www.iie.org)
National Alliance for Concurrent Enrollment Partnerships (NACEP) (http://www.nacep.org)
National Association of Fellowship Advisors (NAFA) (http://www.nafadvisors.org)
National Association of International Educators (NAFSA) (http://www.nafsa.org)
National Colleague Honors Council (NCHC) (http://www.nchchonors.org)
National Student Exchange (NSE) (http://www.nse.org)
North American Association of Summer Sessions (NAASS) (http://naass.org)
Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) (http://www.sacs.org)
Southern Regional Education Board (SREB) (http://www.sreb.org)
University Professional & Continuing Education Association (UPCEA) (http://upceea.edu)

University Notices

Family Educational Rights and Privacy Act (FERPA)

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, 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.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for an amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Western Kentucky University 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
   600 Independence Avenue, SW
   Washington, DC 20202-4605

Release of student record information is generally not done at WKU without the expressed, written consent of the student; however, FERPA allows several exceptions described below:

1. 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, e-mail 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 athletic 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 any part of the directory information to remain confidential, an official request form must be completed in the Office of the Registrar within the first five days of each school term.

2. Upon request, WKU may disclose education records without the student’s consent to officials of another school in which a student seeks to enroll, or where the student is already enrolled as long as the disclosure is for purposes related to the student’s enrollment or transfer.

3. Effective January 3, 2012, the U.S. Department of Education’s FERPA regulations expanded the circumstances under which the student’s education records and personally identifiable information (PII) contained in such records (including Social Security Number, grades, or other private information) may be accessed without the student’s consent.
   a. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to the student’s records and PII without the student’s consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution.
   b. Second, Federal and State Authorities may allow access to the student’s education records and PII without the student’s consent to researchers performing certain types of studies, in certain cases even when the university objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive the student’s PII, but the Authorities need not maintain direct control over such entities.
   c. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without the student’s consent PII from the student’s education records, and they may track the student’s participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Questions pertaining to the Family Educational Rights and Privacy Act may be directed to:

University Registrar
238 Potter Hall
(270) 745-5432

Student Right-to-Know Act Annual Disclosure Statement

In compliance with the federal Student Right-to-Know and Campus Security Act of 1990, the University’s graduation rate is to be made available, upon request, to potential and currently enrolled students. The Act requires public disclosure beginning July 1, 1993, of this information by institutions of higher education receiving federal financial assistance.

Western Kentucky University’s graduation rate was calculated using definitions established by the U.S. Department of Education. This rate is based upon the number of beginning freshmen who entered Western Kentucky University as full-time degree-seeking students during the 2007 fall semester and who completed an associate degree or a baccalaureate degree within six years (through August, 2013). For this cohort of beginning students, the graduation rate is 42.43%.

Statement of Compliance

Statement of Compliance

Western Kentucky University (WKU) is committed to equal opportunity in its educational programs and employment. The University is an Equal Employment Opportunity/Affirmative Action employer, and does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, age, religion, veteran status, or marital status.

On request, WKU will provide reasonable accommodations, including auxiliary aids and services, necessary to afford an individual with a disability an equal opportunity to participate in all services, programs, activities, and employment.
The University has published policies and procedures for investigating and/or addressing discrimination or harassment in its educational programs and/or employment. If you believe you have experienced discrimination or harassment in such programs, activities, or employment, policies and procedures are included on the following website: http://www.wku.edu/policies ([WKU Policies]), in addition to the WKU Student Handbook, and Undergraduate and Graduate Catalogs. These publications, including information about University procedures, are available on the University’s website (www.wku.edu), at:

WKU Policies: http://www.wku.edu/policies/
WKU Student Handbook: http://www.wku.edu/handbook/
WKU Undergraduate Catalog: https://www.wku.edu/undergraduatecatalog/
WKU Graduate Catalog: http://catalog.wku.edu

The following person has been designated to serve as the University’s Title IX Coordinator:

Ms. Andrea Anderson
Assistant General Counsel
Craig Administrative Center
1906 College Heights Blvd. #11001
Bowling Green, KY 42101-1001
andrea.anderson@wku.edu
270-745-5398

Information regarding WKU’s Title IX compliance, policies, and procedures may be found on the following websites:

https://www.wku.edu/eoo/titleix/index.php
https://www.wku.edu/judicialaffairs/titlenine.php

In addition, information or assistance may be requested from the following:

Office of Equal Employment Opportunity/Affirmative Action/University ADA Services
Wetherby Administration Building G33
1906 College Heights Blvd. #11009
Bowling Green, KY 42101-11009
(270) 745-5121

Department of Human Resources
Wetherby Administration Building G25
1906 College Heights Blvd.
Bowling Green, KY 42101-11003
(270) 745-5360

Academic Affairs and Office of the Provost
Wetherby Administration Building 239
1906 College Heights Blvd. #11008
Bowling Green, KY 42101-1008
(270) 745-2297

Inquiries about alleged discrimination may also be made directly to:

Office for Civil Rights
U.S. Department of Education
The Wanamaker Building Suite 515
100 Penn Square East
Philadelphia, PA 19107
(215) 656-8548

Kentucky Commission on Human Rights
832 Capital Plaza
500 Mero Street
Frankfort, KY 60601
(800) 292-5566 or (502) 595-4084

Equal Employment Opportunity Commission
Admission and Finance

www.wku.edu/graduate
graduate.school@wku.edu
1906 College Heights Blvd. #11010
Wetherby Administration Building 207
Bowling Green, KY 42101-1010
(270) 745-2446 Phone | (270) 745-6950 Fax

The Graduate School at WKU offers graduate education in more than 90 graduate programs. The University confers the following degrees:

- Master of Accountancy
- Master of Arts
- Master of Arts in Education
- Master of Arts in Teaching
- Master of Business Administration
- Master of Fine Arts
- Master of Health Administration
- Master of Music
- Master of Public Administration
- Master of Public Health
- Master of Science
- Master of Science in Nursing
- Master of Social Work
- Specialist in Education
- Doctor of Education
- Doctor of Nursing Practice
- Doctor of Physical Therapy
- Doctor of Psychology.

WKU also offers Rank I and II teacher education programs, K-12 endorsements, and graduate certificate programs.

Application

Students seeking a graduate degree, graduate certificate, or enrollment as a non-degree student must apply for admission by completing the online graduate application at www.wku.edu/graduate. Under no circumstances will the application fee be refunded. Graduate program application deadlines can be found online and vary by program. Students should contact departments for specific admission requirements and deadlines. Admission or completion of a graduate certificate does not guarantee admission to a graduate degree program. Admission to the Graduate School is based on a recommendation from the graduate program. Final admission decisions are made by the Graduate School. Application to the Graduate School is required before program admission can be considered.

Admission Requirements

1. U.S. baccalaureate or higher, or equivalent international degree, from an accredited institution
2. Baccalaureate degree cumulative GPA (Grade Point Average) of 2.75 or greater

Individual graduate programs may have more stringent and/or additional requirements. Applicants should consult individual graduate program pages in this catalog for specific admission requirements. Contact the program coordinator for applicable deadline information.

Application Process

1. Complete the online graduate application at www.wku.edu/graduate.
2. Submit an official transcript from the educational institution reflecting all undergraduate and/or post-baccalaureate study. Official transcripts will not be accepted from the student. Transcripts from WKU are on file and no submission is necessary.
3. Submit other documents as required by each program.
4. International applicants must submit additional documents to complete their application (See International Student Application Process below).

International Student Application Process

In addition to the application requirements listed above, applicants who are not U.S. citizens must submit to the Graduate School:

1. Completed and signed financial certificate documenting financial support (may also be submitted to the International Student Office);
2. Official course-by-course transcript with English translation of an earned bachelor’s degree with a minimum cumulative GPA of 2.75;
3. Official degree certificate from each college or university from which a degree was received with English translation;
4. Students whose native language is not English must submit ONE of the following:
   a. Test of English as a Foreign Language (TOEFL) taken within the past two years with a minimum score of 79 (Internet-based) or 550 (paper-based);
   b. International English Language Testing System (IELTS) taken within the past two years with a minimum score of 6.5;
   c. Successful completion of the English Language Services Program at Level 112;
   d. Successful completion of English as a Second Language International (ESLI) at WKU;
   e. Successful completion of a pre-master’s program at WKU
5. English proficiency exam scores are not required if English is an official language of the applicant’s country of citizenship or if the applicant received an undergraduate or graduate degree from an accredited college or university in which English was the language of instruction.
6. International students must participate in orientation and health insurance must be purchased upon arrival at the University. For additional information contact the International Student Office at www.wku.edu/iso/ or (270) 745-4857.

Academic Advising

Upon admission to a graduate program, each student is assigned a major advisor from the graduate faculty in the respective department. Students pursuing a thesis, specialist project or dissertation will select a graduate faculty member to chair his or her research project at which time the student’s primary advisor will be updated to reflect the committee chair.

Although student advising at Western Kentucky University is specifically designed to assist students as they progress through degree programs, it is the responsibility of all students to be thoroughly familiar with all rules, regulations, and requirements pertaining to graduate study.

Students who wish to change advisors must request an advisor change by notifying their current advisor, the proposed advisor, and the Graduate School.

Academic Common Market

Kentucky, along with 12 other southern states, participates in the Academic Common Market -- an interstate agreement for sharing non-
duplicate academic programs. A resident of an Academic Common Market state who has gained admission into a qualifying program can enroll and pay Kentucky resident tuition upon certification by their state’s Academic Common Market coordinator. A listing of programs is available at http://home.sreb.org/acm/choosestate.aspx.

Alternate Admission

Applicants who do not meet admission requirements may request alternate admission whereby additional academic or experiential learning is considered by the academic program and Graduate School. Academic departments may have more specific guidelines on alternate admission materials.

Change of Program

Students who wish to change programs must complete a new graduate application. The advisor assigned at the time of admission to the new program will evaluate any prior coursework for applicability to the new program. No more than 12 hours taken prior to admission to a program may be applied to a new program.

Concurrent Enrollment in Multiple Programs

Students who wish to enroll in two or more programs concurrently must apply for admission to each program individually. Doctoral students may not pursue more than one degree program at a time.

Pre-Master’s Program (PMP)

Pre-Master’s Programs (PMP) are designed to help students prepare for graduate level study at Western Kentucky University. These programs include courses in academic writing, research methods and leadership, essential skill sets for graduate level students to be academically successful in the United States education system. In addition to the coursework, students in the PMP program are provided additional support through personalized academic advising, tutoring, new student seminar classes and a host of other services.

Readmission

A graduate application is active for one year. Students who do not enroll three terms after the initial admission term will be required to reapply.

Standardized Examinations

The Graduate School does not require any standardized examination for admission to the University; however, standardized examinations (such as the GRE, GMAT, etc.) may be required for admission to specific degree or certificate programs. Applicants should review the requirements for each graduate program before submitting an application. If required, standardized test scores must be received by the Graduate School as part of the application.

Visiting Students

Students who wish to enroll at WKU as a visiting student must be enrolled in a degree program at another institution. They must complete the admission process at WKU but are not required to submit transcripts. In lieu of transcripts, students must submit a letter from the graduate dean of the degree-granting institution verifying good standing status to the Graduate School at WKU prior to enrollment.

Tuition and Fees

www.wku.edu/bursar
billings.receivables@wku.edu
Potter Hall 208
(270) 745-6381 Phone | (270) 745-6584 Fax

Quoted tuition and fees are based upon the projected Fall 2015 semester rates and are subject to change by the Kentucky Council on Postsecondary Education or Western Kentucky University. Refer to the Tuition and Fees website at www.wku.edu/bursar for current rate information.

<table>
<thead>
<tr>
<th>Program</th>
<th>Per Semester</th>
<th>Cost Per Credit Hour</th>
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</thead>
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<tr>
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<td>Resident</td>
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<td>Non-Resident (Domestic)</td>
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<td>Non-Resident (International)</td>
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<td>Kentucky P-12 Educator (first 3 hours)</td>
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<td>Kentucky P-12 Educator (over 3 hours)</td>
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<td>Graduate Distance Learning Course (Excluding DNP and DPT)</td>
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<td>Doctor of Nursing Practice and Doctor of Physical Therapy</td>
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</tr>
<tr>
<td>Professional MBA</td>
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</tbody>
</table>

1 Graduate tuition and fees are assessed per credit hour based upon the course (i.e. on-campus or distance learning). There is no full-time graduate rate except for Professional MBA students. Doctor of Psychology and Doctor of Education are assessed at the same rate as graduate tuition.

Included within the above rates are a $218 Student Athletic Fee, $62 Student Centers Fee, $70 Dero Downing Student Union renovation fee, and $30 Parking Structure Fee, Creason. The fees are prorated to Professional MBA graduate students on a per hour basis. These fees do not apply to the Distance Learning rates or Professional MBA.

The Distance Learning Course rate is for all part-time students, regardless of residency, enrolling in on-line, web-based courses. Students enrolled exclusively in distance learning courses will be assessed the distance learning per hour rate regardless of the number of hours enrolled. There is no full-time distance learning rate.

Out-of-State Tuition Waiver

Graduate students who are residents of Macon, Robertson, and Sumner counties in Tennessee are eligible to pay in-state tuition by virtue of a reciprocity agreement.

Residency

The determination of residency for admission and tuition assessment is governed by state regulation 13 KAR 2:045 (http://lrc.ky.gov/ kar/013/002/045.htm).

Program Expenses

It is the responsibility of the student to consult with the appropriate department/school about potential expenses required for program completion. Examples of expenses for various programs include, but are not limited to criminal background checks and drug testing, liability
insurance, certifications, training seminars, transportation, specialized equipment rental, licensure exam fees, and so forth.

**Fees**

All tuition, housing fees, course or laboratory fees, meal charges, and other assessments, fees and charges are due and payable in accordance with the statements rendered by the appropriate university office.

Tuition, housing fees, meal plans and other student charges must be paid on the date a student registers or on other dates as specified by the Office of Billings and Receivables. Students who do not make payment of required tuition and fees are not registered students. Payment of fees will not be deferred, unless the student participates in one of the approved payment plans as described in the “Payment Plans” section below.

The University expects the students to be financially responsible and not be delinquent in financial obligations to the University or to any department or division of the University. A student who fails to meet a financial obligation by the due date of the notice from the appropriate university official will be subject to regulations promulgated by the University. If the student does not settle the obligation by the date designated on the notice, the appropriate business office shall notify the Registrar. After the Registrar has been notified that a student is delinquent, the Registrar shall not allow the student to register or to obtain an official transcript until the Registrar has been notified that the obligation has been settled.

The University expects all students to register for classes and pay tuition prior to the first day of class. Class schedules may be canceled for students who fail to pay or make arrangements to pay by the due date on the statement rendered by the University. A late payment charge of $100 may be assessed for failure to pay by the designated due date. Failure to receive a bill does not relieve the student of the obligation to pay tuition and fees by the due date. The University does not mail printed billing statements. All billing is electronic with students receiving notifications through their university-assigned email addresses. As an added service, students can also select a billing email address via TopNet so they can have their account statements sent to an additional email address.

In the event that any tuition, fees and/or expenses are not paid when due, and the University undertakes collection of any unpaid portion, the student shall also be assessed and be responsible for any collection costs and/or fees associated with the collection of the debt including but not limited to: collection agency fees, which may be based on a percentage at a maximum of 33.3% of the debt, reasonable attorney’s fees, court costs and all other charges allowed by law. Delinquent accounts receivable are placed with a collection agency and/or the Kentucky Department of Revenue and collection fees will be added, increasing the amount owed. Accounts will also be reported to the National Credit Bureaus.

**Doctor of Physical Therapy Program Fee**

In addition to the DPT tuition rate, students must pay a program fee of $300 per semester.

**Doctor of Psychology Program Fee**

In addition to the graduate tuition rate, students must pay a program fee of $180 per credit hour.

**Educational Leadership Doctoral Program Fee**

In addition to the graduate tuition rate, students must pay a program fee of $180 per credit hour.

**MSN-DNP Program Fee**

In addition to the DNP tuition rate, students must pay a program fee of $213 per credit hour.

**Course Fees**

Occasionally an additional fee is charged for a specific course. Refer to the Course Fees chart on the Tuition and Fees Website at www.wku.edu/bursar.

**Schedule Change Fee**

A $50 schedule change fee will be assessed per course for student-initiated schedule changes. Effective dates for the fee are printed in each term’s Registration Guide, available online at www.wku.edu/registrar. (http://www.wku.edu/registrar)

**Late Registration Fee**

Students who delay their registration until the first day of class or thereafter will be assessed an additional $50 late registration fee.

**Application for Graduation Fee**

Candidates for graduate degrees and certificates must complete the Application for Graduation available through TopNet and pay the appropriate fee the semester prior to program completion. This fee will cover the cost of cap and gown, diploma, and other necessary expenses. Applications not received by the Registrar’s Office by the due date will result in the omission of the student’s name from the commencement booklet.

Degrees are conferred in December, May, and August. Commencement ceremonies are held in May and December. August graduates may participate in either the preceding May or following December commencement ceremony.

**Transcript Fee**

A $7.00 fee is charged for an official transcript. Official transcripts may be ordered through the Office of the Registrar; additional information is available at www.wku.edu/registrar.

**Payment**

Payments must be made in US dollars drawn on a US bank. WKU will accept cash, check, or money order in the Billings and Receivables Office, Room 208, Potter Hall.

**Checks**

All checks should be made payable to: Western Kentucky University. Mail the bottom portion of your invoice with your check or money order. Please make sure your student identification number is written on the check or money order. Always allow at least seven to ten business days when paying by mail. Please do not mail cash.

The University uses a bank-processing center in Charlotte, North Carolina for faster processing. Mail check payments to:

Western Kentucky University  
P.O. Box 890784  
Charlotte, NC 28289-0784

**Checks**

All checks should be made payable to: Western Kentucky University. Mail the bottom portion of your invoice with your check or money order. Please make sure your student identification number is written on the check or money order. Always allow at least seven to ten business days when paying by mail. Please do not mail cash.

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Western Kentucky University  
P.O. Box 890784  
Charlotte, NC 28289-0784

Payments being sent by overnight/express (such as Fed-Ex, etc.) should be sent directly to:

Billings and Receivables Office  
Western Kentucky University  
1906 College Heights Blvd #11022
Bowling Green, KY 42101-1022

**Credit Cards**

Because of high service and processing costs, the Billings and Receivables Office at WKU does not accept credit cards as a method to pay student account charges such as tuition, fees, room and board. We believe the savings realized by the University can be better utilized for academic endeavors. Credit cards will continue to be accepted at campus locations other than the Billings and Receivables Office.

We have contracted with Tuition Management Systems (TMS) to allow students to pay their bill with a Visa, Master Card, Discover or American Express credit card for a convenience fee of 2.99 percent of the amount of the payment.

To make a credit card payment with a convenience fee online, visit Tuition Management Systems at wku.afford.com (http://wku.afford.com). Scroll down to “Make a One-time Payment”, choose Western Kentucky University, and then click on “Make a One-Time Payment.” Note: You will be prompted to enter your social security number, not your WKU ID. You can make a credit card payment with a convenience fee via telephone by contacting TMS at 800-722-4867. (Note: At the menu, please press 3, then press 3 to be transferred to a payment specialist.)

**Electronic Payments**

Make an electronic payment from your checking or savings account without a convenience fee. Visit Tuition Management Systems at wku.afford.com (http://wku.afford.com), scroll down to “Make a One-time Payment”, choose Western Kentucky University, and then click on “Make a One-Time Payment.” Note: You will be prompted to enter your social security number, not your WKU ID.

**International Wires (peerTransfer)**

Western Kentucky University has partnered with peerTransfer to offer a streamlined and cost effective payment method for our international students. With peerTransfer, international students receive the following benefits:

- excellent foreign exchange rates, allowing payments to be made in a student’s home currency (generally)
- payment tracking through the transfer process via a student dashboard
- email confirmation when payment is received by the school
- fast and secure payments
- assurance that the exact payment amount sent is the same amount received by the university (no hidden bank fees)

**Depository**

Your payment may be placed in the depository located outside of the second floor entrance of Potter Hall. Always include the bottom portion of your invoice statement with your check or money order when using the depository. It is important that your student identification number is written on the check or money order. Please allow two to three business days for depository payments to post to your account. Please do not place cash in the depository.

**Payment Plans**

Western Kentucky University offers interest-free monthly payment plans through our partnership with #1 rated Tuition Management Systems (TMS). Students and their parents have the option of choosing a semester payment plan for the current semester in which the student is enrolled. Payment plans are not available for the winter or summer terms.

For the Fall 2015 semester, we will offer the following interest-free payment plans:

1. 5-pay - Payments due June 1, July 1, August 1, September 1, and October 1.
2. 4-pay - Payments due July 1, August 1, September 1 and October 1.

For the Spring 2016 semester, we will offer the following interest-free payment plans:

1. 5-pay - Payments due November 1, December 1, January 1, February 1, and March 1.
2. 4-pay - Payments due December 1, January 1, February 1 and March 1.

Enrollment Fees for the Payment Plans: A non-refundable application fee of $40 is required for each semester payment plan enrollment. This fee must be included with the completed enrollment form with TMS. The payment plan enrollment includes personal account service, automated account information 24 hours a day, access to your account through their web site, wku.afford.com (http://www.wku.afford.com), and even gives you a chance to win a $5,000 Tuition Management Systems Scholarship. Visit Tuition Management Systems online at wku.afford.com (http://www.wku.afford.com) or call 800-722-4867 for more information on payment options, free education payment counseling and the many ways they can help you afford education. If you need additional assistance or wish to contact the University about these matters, please contact the WKU Billings and Receivables Office at (270) 745-6381.

**Tuition and Fee Refund Policy**

Tuition refunds or reductions in outstanding fee liabilities for students who officially withdraw through the Registrar’s Office or TopNet, or who change their status from full-time to part-time or further reduce their part-time status through drop/add, will be made according to the schedules posted at www.wku.edu/bursar/refund_policy. The refund percentage is applied to the number of credit hours dropped, not the dollar amount of the tuition and fees assessed. The refund policy is subject to change based upon federal regulations or by Western Kentucky University without prior notice.

**WKU Debit Card**

The WKU Debit Card is the only way to select how to receive university refunds. Western Kentucky University has partnered with Higher One, a financial services company that specializes in student refund services. All refunds are disbursed through Higher One. Upon registration, students will be mailed a WKU Debit Card with the MasterCard logo in a bright green envelope. Students will use the card to select their refund preference. Refunds are delivered to students by the option that they choose when selecting their refund preference at WKUDebitCard.com (http://www.WKUDebitCard.com):

1. Same business day deposit to a OneAccount. Money deposited to the account the same business day funds are released by WKU to Higher One.
2. Deposit to another account. Money in two to three business days. (Direct Deposit into an account of your choice.)

The university will not issue refund checks, so students must use the WKU Debit Card to access the Higher One website and choose an option for receiving any refunds. For questions about the WKU Debit Card contact the Card/Collections Office at (270) 745-5551 or wkudebitcard.questions@wku.edu.

**Graduate Assistantships**

www.wku.edu/graduate/aid
graduate.school@wku.edu
The Graduate School
Wetherby Administration Building 207
(270) 745-2446
Programs of graduate study are designed to transform students into knowledgeable practitioners and/or professional scholars. Graduate assistantship appointments do not constitute a contract of employment. Assistantships are awards given to our most outstanding students. The assistantship provides necessary support for graduate students to complete their degree program. Research, teaching, and related activities conducted by graduate assistants are a required and essential part of their degree program. Assistantships are designed to enhance the educational experience of graduate students and increase their competitiveness for doctoral programs and/or careers.

The graduate assistant is first and foremost a graduate student. As a student, the graduate assistant must be a student in good academic standing and be making significant progress toward completion of their graduate degree. The student as a graduate assistant is directed and mentored by a faculty member.

Graduate Assistantship appointments available are:

1. Graduate Research Assistantship (GRA) – A Graduate Research Assistant conducts research/scholarly activities under the guidance and direction of a faculty member. The Graduate Research Assistant develops and applies conceptual and theoretical ideas, practices, or methods to their discipline-based scholarship.
2. Graduate Teaching Assistantship (GTA) – A Graduate Teaching Assistant provides direct support for the teaching mission of the unit. Graduate Teaching Assistants may serve as discussion leaders, graders, leaders of laboratory sections, and may assist in capacities such as preparation of assignments, and other administrative duties necessary for course instruction.
3. Graduate General Assistantship (GGA) – A General Graduate Assistant engages in scholarly activity in a capacity related to their degree program, but not defined as research or teaching.
4. Graduate Assistant Instructor (GAI) – A Graduate Assistant Instructor supports the teaching mission of the unit in a more advanced capacity than a teaching assistant by serving as instructor of record for a lower division course or courses (numbered 100-299).

General Requirements for Assistantship Appointment

Students wishing to apply for an assistantship should contact their academic department. The following general requirements must be met for consideration as a graduate assistant:

1. Graduate Assistants must carry a minimum of six credits during each semester they receive an assistantship unless they are in the final semester of their degree program.
2. Graduate Assistants must be enrolled in a graduate degree program. Non-degree graduate students and graduate students in a certification or certificate program only are not eligible for assistantships or tuition remission.
3. Graduate Assistants must dedicate a minimum of 10 hours per week and a maximum of 20 hours per week during Fall and Spring semesters.
4. The combined load of teaching responsibilities and graduate course enrollment may not exceed 15 hours per semester. Teaching responsibilities may not exceed 6 hours.
5. During the summer term, graduate assistants must be enrolled in at least 1 hour of graduate credit during any summer session.
6. Graduate Assistants are eligible for tuition remission.
7. Graduate Assistant Instructors (GAI) must complete the Best Practices in Mentoring and College Teaching (BPMCT) training program offered through the Center for Faculty Development (CFD), or a similar departmentally-administered program approved by the CFD.
8. Graduate Assistant Instructors (GAI) must receive regular in-service training, which may be completed by participation in seminars offered by the Center for Faculty Development or with departmentally-based mentoring to assist the student in the teaching process.
9. Complete a Graduate Assistantship Agreement form with approval from the faculty member directing the assistantship, the hiring department head, and the academic department head (if different than the hiring department) granting the assistantship.

To receive maximum consideration, and prevent delay of stipend payment and posting of tuition scholarship, the agreement form should be received in the Graduate School by deadline dates posted on the Graduate School website.

Continuation of the Graduate Assistantship

Graduate assistants may be appointed for one academic year or for one semester with the possibility of renewal. Continuation of the assistantship is contingent upon the following:

1. Satisfactory progress toward the degree
2. Maintaining a 3.0 or better cumulative GPA
3. Completing graduate courses at the rate expected for a full-time student
4. Fulfillment of duties as determined in the assistantship appointment
5. An approved new agreement from the department.

The progress of the graduate assistant will be evaluated at the end of each semester to determine his/her eligibility to continue in the position for the term of appointment. Academic department heads and college deans reserve the right to recommend termination of a graduate assistantship appointment if the student is not fulfilling the terms of appointment. The Dean of Graduate School will make the final decision on continuation and termination.

Remuneration of Graduate Assistants

Graduate assistantship stipends are funded from the instructional budget of the University or from grants/contracts. Stipends are considered taxable income. The half-time (20 hours per week) assistantship generates a full stipend and the quarter-time assistantship generates a half stipend. Checks are issued monthly with students normally receiving four checks each semester. Receipt of the initial check is dependent upon when the student signs necessary tax forms in the appropriate college dean’s office. A graduate assistant identification card (ID) card will be issued which entitles the graduate assistant to a 20% discount on most purchases at the University Bookstore, excluding books.

Tuition

Graduate assistants are responsible for their in-state tuition for on campus courses and the Distance Learning Course tuition fees for any online course; however, the out-of-state and international portion of the tuition for non-resident and international students is paid by the University during the period of appointment. In many cases the resident portion of the graduate assistant’s tuition is also paid.

Rights & Responsibilities of Graduate Assistants

Graduate assistants are expected to observe the guiding principles of the University as described in the Faculty Handbook section on ‘Academic Information’, in the WKU Student Handbook, and by the Graduate School. In addition, the following statements of rights and responsibilities apply to graduate assistants:

1. Graduate Assistants are responsible for meeting academic requirements in their respective degree programs.
2. Students are responsible for meeting the assistantship responsibilities as outlined in the Graduate Assistantship Agreement.
3. Graduate assistants must attend orientations conducted by the Graduate School, the academic college, or the department, and must participate in departmental training activities.
4. If problems or conflicts arise in the performance of duties or pursuit of the degree, the graduate assistant should discuss the situation with his/her graduate advisor. If the problem is not resolved at that level, then the problem should be taken through the following levels until a resolution is reached: the department head, the appropriate college dean, and finally to the Dean of the Graduate School.
5. The graduate assistant assumes responsibility to notify the supervisor if the term of appointment cannot be completed. A letter of resignation must be submitted to the department head, the departmental graduate advisor, the college dean, and the Dean of the Graduate School no later than two weeks before his/her leaving the position unless emergency conditions exist. Resignation will forfeit all remaining stipend payments.
6. If an assistant is terminated before the final date of the assistantship, the graduate assistant will be notified by letter from the Dean of the Graduate School no later than two weeks prior to termination.
7. The graduate assistant is invited to submit to the department head suggestions concerning the assistantship experience during the evaluation procedure at the end of each semester.
8. All graduate assistants are expected to demonstrate personal honesty and professional integrity.

Other Funding

Research and Travel Grants
Graduate students are invited to submit proposals to the Graduate School to support their research or travel to present their scholarship at professional/discipline-based meetings. Funds are made available on a competitive basis.

Alumni Grant Program
An alumni grant scholarship is available to any qualified nonresident student whose parent, stepparent, or grandparent holds an associate, baccalaureate, master’s, doctoral, or specialist degree or has completed a certificate program from Western Kentucky University. Residents of Kentucky are not eligible for the Alumni Grant.

International Student Scholarships
The Office of International Student and Scholar Services provides scholarship opportunities for international graduate students. Scholarship recipients are expected to volunteer with the Office of International Student and Scholar Services for 20 hours per semester. All recipients are notified via an official letter from WKU. International Students may also apply for other university scholarships if meeting eligibility requirements.

Western Kentucky University offers tuition scholarships to qualified international graduate students. Scholarship awards are based on merit, need, and institutional priorities. Following acceptance into a graduate program, the scholarship amount will be determined and stated on the I20 issued to the applicant. WKU may adjust the value of the scholarship to reflect changes in tuition.

Minority Assistantship Program
WKU is committed to assisting individuals from underrepresented minority groups in obtaining their higher education goals. The Minority Assistantship Program is designed to help minority students attain graduate degrees by providing tuition support and a stipend through a graduate assistantship. Applications are accepted once annually in the spring for admission in the following fall semester.

Senior Citizen Scholarship
Kentucky residents who are 65 years of age or older, on or before the day the semester begins, are granted Senior Citizen Scholarships for any college class in which they enroll for credit or to audit in accordance with KRS 164.284. A senior citizen (65 years or older) who holds a bachelor’s degree may be admitted to the Graduate School as a non-degree student or may pursue admission to a specific degree program.

Veterans Administration Benefits
Some of the programs offered by Western Kentucky University have been approved by the Kentucky Approving Agency for Veterans Education for persons eligible to receive VA educational benefits. Several categories of educational benefits are available including the Montgomery GI Bill, both Chapter 30 (active duty) and Chapter 1606 (reserve/national guard), Chapter 35 (Dependents Educational Assistance Program), Chapter 32 (Veterans’ Educational Assistance Program) and Chapter 31 (Vocational Rehabilitation). Contact the Veteran’s Coordinator at (270) 745-3732 for assistance.
Enrollment and Matriculation

Graduate Records
www.wku.edu/graduate
graduate.records@wku.edu
Wetherby Administration Building 207
(270) 745-2446

Graduate Records provides student services including: matriculation document processing; degree and enrollment verification; academic standing audits; thesis and dissertation review and publication; JUMP programming; graduate catalog publication; and final degree audits. Graduate Records works closely with individual academic advisors, program coordinators, Graduate Council, and other university personnel to advocate for and support graduate students.

University Registrar
www.wku.edu/registrar
registrar@wku.edu
Potter Hall 216
(270) 745-3351

The Office of the Registrar is the permanent repository for the official academic record of each student and provides a variety of academic services including: registration and grading; official transcripts; biographical information changes; withdrawals; degree certification; enrollment verification; undergraduate catalog publication; application for graduation; and commencement planning.

Registration

Registration services are available through TopNet, WKU's online student information system. Through TopNet, all students use a personal identification number to register, drop/add courses, access class schedules, and view course grades. Registration policies and procedures are published in the Registration Guide (https://www.wku.edu/registrar) each term.

Students who have not been enrolled for three or more consecutive terms (including the summer term) must reapply for admission through the Graduate School (http://www.wku.edu/graduate). Students who were admitted but did not enroll within three terms of admission may contact the Graduate School at graduate.school@wku.edu or (270) 745-2446 to update their admission and proceed to register.

Academic Records and Transcripts

The Office of the Registrar (https://www.wku.edu/registrar) is the permanent repository for the official academic record of each student. Online access to academic records is secured through the use of a WKUid and password and in accordance with the Family Educational Rights and Privacy Act. Electronic academic records are backed up nightly, and all permanent academic records created prior to 1990 are backed up with both microfilm and digital imaging.

Transcripts will be released at the written request of the student and in conformity with university policy and existing state and federal statutes pertaining to the release of student academic records. The official academic record is the property of the University. Consequently, the University reserves the right to withhold the release of a transcript of that record if the student has an obligation to the University. Transcript Request (https://www.wku.edu/registrar/transcript_request.php) is online through the Office of the Registrar.

Course Load

The course load for a full-time graduate student is 9-15 hours with 9 being the minimum and 15 the maximum. Please refer to the Graduate Assistantships section of this catalog for information regarding course load for graduate assistants.

Course Numbering

<table>
<thead>
<tr>
<th>700 and above</th>
<th>Doctoral courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>400G-499G, 500-699</td>
<td>Graduate courses</td>
</tr>
<tr>
<td>000-400</td>
<td>Undergraduate courses</td>
</tr>
</tbody>
</table>

Grading and the Quality Point System

Graduate students must maintain a 3.0 cumulative GPA in all courses taken as a graduate student (including all transfer courses and undergraduate level courses). Students who fail to meet the 3.0 GPA requirements for the graduate program GPA (courses on approved Program of Study) and overall cumulative GPA will not be awarded a degree or certificate. Grades lower than a "C" may not be used in meeting degree or non-degree requirements.

The letters A, B, C, D, F, FN, P and X are used by the University to indicate the student's academic proficiency. These letters have the following significance:

| A | Excellent, four quality points per semester hour |
| B | Good, three quality points per semester hour |
| C | Average, two quality points per semester hour |
| D | Below Average, unsatisfactory, one quality point per semester hour |
| F | Failure, no semester hours earned and no quality points |
| FN | Failure due to non-attendance (no semester hours earned and no quality points) |
| P | Pass, credits awarded towards a degree, but no quality points are assigned. The "P" designated is restricted to specific courses approved for its use. |
Incomplete. A grade of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. A grade of "x" received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an "F" unless removed within twelve (12) weeks of the next full term (summer term excluded). An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A student should work with the instructor who assigned the incomplete on an independent basis to complete the necessary assignments. A grade of incomplete is not used under any circumstances as a substitute for "F" or "W".

The designations of AU, W, NR, ER, and NG are not included in the determination of grade point average and are used in the following cases:

- **AU**: Auditor of a course (See below for additional information)
- **W**: Officially Withdrawd.
- **NR**: No report. Grades for an entire class were not received by the Office of the Registrar in time for processing. The designation "NR" is not to be used as a grade for individual students.
- **ER**: Error in reporting. This designation is used by the Office of the Registrar when a grade is not reported for an individual student.
- **NG**: No grade. A grade is not appropriate to the course. The "NG" designation is restricted to specific courses approved for its use.
- **IP**: In Progress. The IP designation is restricted to specific courses designed to span more than one term. Unless approved otherwise, an IP designation unresolved at the end of one year after its assignment will be converted to an F.

**Course Prerequisite/Corequisite Requirements**

Prerequisites are defined as courses which should be completed prior to enrollment in a specific course or program. Corequisites are defined as courses required to be taken concurrently with another course. For courses denoting prerequisite requirements, the prerequisite course may be taken as a corequisite course if the academic department approves.

**Repeating Courses**

A graduate student is permitted to repeat any course in which a “C” or below was earned. An individual course may only be repeated one time. Courses that are repeatable for credit on different topics may be repeated one time per topic for equivalent credit. Only the second grade will be counted in computing the grade point average. The course and grade received for each attempt will continue to appear on the student’s transcript.

**Recording and Changing Grades**

Grades are recorded by the faculty at the end of each term. No grade may be changed except on a written statement from the instructor certifying that an error has been made, or in the case of an incomplete, that the work was completed within the time limit. All conditions must be removed before the student will be recommended for any certificate or degree.

**Schedule Changes**

After classes begin, registration for a full-time course load and/or changes in schedules may be made only within the first six days of a semester or the first three days of a bi-term. Courses that do not meet at least twice during the first six class days may be added through, but not past, the day of the second class meeting. During a semester, a student may withdraw from a course with a grade of “W” or “F” under the following conditions. It is recommended that faculty members inform students of this “W” period deadline:

- A student is permitted to withdraw from any course with a grade of “W” through the midpoint of the semester;
- After the midpoint of the semester, any student dropping a course receives an automatic “F”. However, when there are extenuating circumstances, and at the discretion of the faculty member and the department head, the student may be permitted to withdraw with a “W” instead of an “F”;
- During a bi-term a student may drop a course with a grade of “W” or “F” under the following conditions:
  - A student is permitted to withdraw from any course with a grade of “W” through the midpoint of the bi-term;
  - After the midpoint of the bi-term, any student dropping a course receives an automatic “F”. However, when there are extenuating circumstances, and at the discretion of the faculty member and the department head, the student may be permitted to withdraw with a “W” instead of an “F”.

Students should refer to the Registration Guide each term for specific dates that affect schedule changes. The institution reserves the privilege at all times of canceling any course for which the enrollment is not sufficient to justify its continuation and to make any other adjustments in the schedule that seem necessary.

**Auditing of Courses**

An auditor is a student who enrolls and participates in a course without expecting to receive academic credit. The same registration procedure is followed and the same fees are charged as for courses taken for credit. An audited course is not applicable to any degree or certificate program. Regular class attendance is expected of an auditor. Corequisite requirements, which may be obtained in writing from the instructor, will vary depending on the nature of the course. Students interested in auditing a course should secure permission from the instructor and discuss course requirements prior to enrolling. Failure to meet course requirements may result in the auditor being withdrawn from the course at the request of the instructor. A successful audit will be recorded on the transcript with the designation of AU. Any change from audit to credit must be done by the last day to add a class. Changes from credit to audit must be done by the last day to drop a class with a grade of "W".
Refunds for withdrawals from audited courses will be prorated on the same basis as refunds for withdrawals from courses taken for credit.

**Program Requirements**

**Program of Study**

All graduate degree and certificate seeking students must submit a planned Program of Study to the Graduate School. The Program of Study serves as a contract between the student and the University and defines the minimum requirements for the degree or certificate. The Program of Study is developed jointly by the graduate advisor and the student. Students in graduate education programs which lead to teacher certification must have their programs of study approved by the Teacher Certification Officer prior to submission to the Graduate School. Final approval rests with the Graduate School.

A maximum of 12 hours of graduate certificate course work, if appropriate, may be duplicated on any other degree program or certificate; however, no more than half of the credits earned toward one certificate may be applied to any other certificate.

**Filing Deadlines**

Master’s and Specialist degree students and graduate certificate seeking students must file the Program of Study within the first semester of graduate study. If a Program of Study is not on file with the Graduate School, a student will not be permitted to enroll in the following semesters. Doctoral degree students must file the Program of Study prior to Admission to Candidacy.

**Research Tool Requirement**

All graduate programs must ensure student engagement in research and/or appropriate professional practice and training experience. This requirement is defined by the individual academic programs and may include but is not limited to such experiences as completion of a research tool course, successful completion a foreign language examination, or professional practice experience.

**Transfer Credits**

The total number of credits students may apply to their degree program from credits earned prior to admission to the program (i.e. graduate courses taken as an undergraduate or non-degree seeking graduate student, transfer courses, previous master’s or certificate courses, etc.) may not exceed 12 hours. Some programs may have more restrictive policies regarding the number of hours that will be accepted in a particular program. To transfer credits, students must submit an official transcript from an accredited graduate institution and the specific courses must:

1. Be designated as graduate credit.
2. Awarded a grade of “B” or better.
3. Be within the six-year time limit for degree completion or ten-year time limit for doctoral degrees.

In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. A majority of credits applied toward certificate requirements must be earned at Western Kentucky University.

**Experiential Learning Credit**

WKU does not provide graduate credit for experiential learning, credit by exam, or professional certificates unless programs (degree and non-degree) specifically seek approval through the Graduate Council and have ensured that such credit is consistent with the WKU mission, that the learning outcomes are at the graduate level, and that the credit is comparable to other WKU graduate courses.

**Amendments to Program of Study**

A Program of Study may be amended through the course of the student’s graduate education program. Any change in the approved Program of Study must be specified on a “Program of Study Change” form, approved by the advisor, and submitted to the Graduate School for final approval. Course changes include the addition or deletion of a course, the substitution of a transfer course, or substitution of another course offered by WKU for a course on the program. The final approval should be obtained prior to enrollment in the course(s) affected by the requested Program of Study change.

**Admission to Candidacy**

(Doctor of Education and Doctor of Psychology Only)

Admission to Candidacy is required for Doctor of Education and Doctor of Psychology students. Students are required to pass a qualifying exam or equivalent assessment prior to Admission to Candidacy. Admission to Candidacy is administered by the respective programs and successful completion is reported to the Graduate School.

**Thesis, Specialist Project, or Dissertation**

Students pursuing the master’s degree (thesis option) or specialist degree must complete at least 6 hours of credit in 599-Thesis Research and Writing or 699-Specialist Project. Students pursuing a doctoral degree requiring a dissertation must have at least 9 hours of credit in 799-Dissertation Research. All thesis, specialist project, and dissertation hours will use a pass/fail grading system. Guidelines and deadlines are on the Graduate School website (http://www.wku.edu/graduate/ students/thesis). It is the student’s responsibility to obtain and comply with these guidelines.

**Thesis, Specialist Project and Dissertation Committees**

Students pursuing graduate programs requiring a thesis, specialist project or dissertation are mentored by a committee of graduate faculty members. The student in conjunction with the committee chairperson identifies graduate faculty members to serve on the committee. Master’s degree committees must include the chairperson/thesis advisor and a minimum of two additional graduate faculty members. Doctoral committees, in addition to the chairperson, must include a minimum of three additional committee members as part of the committee.

In some cases, an individual who is not a part of WKU’s faculty may be asked to serve as an additional member on a thesis, specialist project, or dissertation committee. Prior to this service, such an individual must qualify and be recommended for adjunct membership on WKU’s graduate faculty and be approved by the Dean of the Graduate School. Students may assist in the formation of this committee but final approval of the constituency of this committee lies with the Dean of the Graduate School.

Once the committee is identified, then a completed Committee and Topic Selection form must be submitted for approval to the Dean of the Graduate School.

**Maintaining Matriculation**

If the thesis, specialist, or dissertation project is not completed during the initial period of registration for this credit, the student must maintain matriculation by enrolling in a minimum of (1) credit hour of a 600 (thesis), 700 (project), or 800 (dissertation) course until the thesis or project is submitted and approved by the Graduate School. Further, students must be enrolled in a minimum of one (1) credit hour of maintaining matriculation during the term in which the defense is held. Enrollment...
in matriculation courses does not result in a grade or credit toward any degree or non-degree program.

**Defense**

A defense covering the thesis, specialist project, or dissertation must be completed if required by the degree program. The defense usually consists of a public presentation and an oral examination of the candidate's research focus and background.

The defense is arranged by the committee chair and the student, and is given before the final draft is completed. The defense is an oral examination only. Each member of the committee should be given a minimum of two (2) weeks notification before the defense to read and review the research. Examinations in which any committee member has had insufficient time to prepare should be rescheduled.

Following the approval of defense by the student's committee, the thesis, specialist project, or dissertation is submitted to the Graduate School for final approval and publication. Submission deadlines are at www.wku.edu/graduate/students/thesis/deadlines.php.

**Outcome**

Students will pass the defense if no more than one member casts a dissenting vote. If a student does not pass this culminating assessment, the committee may grant students permission to attempt a second defense which will be administered under conditions stipulated by the committee.

A student who has failed the defense may be re-examined once more by the committee. Failure to pass the second defense will result in dismissal from the program. Students who are dismissed from the program due to a failed defense are ineligible to reapply for the same graduate degree program at any time in the future.

**Comprehensive Examination/Capstone**

All graduate degree programs require that either a written or an oral examination be satisfactorily completed, or that an approved capstone course be successfully completed. The comprehensive exam and thesis or specialist project defense may be combined in those degree programs that require a defense. Examinations for professional licensure or certification may not be used for, or in place of, the comprehensive examination. Students must meet the following guidelines before they are permitted to attempt the comprehensive examination:

- File an approved Program of Study with the Graduate School.
- Complete at least one half of the course work in an approved program minor (if applicable).
- Have no more than nine hours remaining on the approved program.
- Complete additional requirements as specified by faculty in the program department.

The major advisor or thesis/dissertation chair, in consultation with the student, appoints the oral examination committee consisting of at least two graduate faculty members. If the student's program includes a minor, or a significant amount of course work in an area outside the major, one of the committee members must represent that area. It is the student’s responsibility to ensure that all committee members are available when scheduling an examination.

The committee chair and department head are responsible for submitting written notice of the results of the comprehensive examination to the student and the Graduate School. The Graduate School will not accept examination results from students. The comprehensive exam is graded pass/fail determined by a majority committee vote.

**Minimum Registration for Comprehensive Exam**

A student must be registered for a minimum of one (1) credit during the term in which the comprehensive exam is given.

**Outcome**

A student who has failed the comprehensive examination may be re-examined once more by the committee. Failure to pass the second comprehensive examination will result in dismissal from the program. Students who are dismissed from the program due to a failed comprehensive examination are ineligible to reapply for the same graduate degree program at any time in the future.

**Minimum Credit Requirement**

**Master’s Degree**

The minimum semester credit requirement for master's degrees is thirty (30) credits. Individual programs may require more credits. Only those courses listed on a graduate Program of Study are applicable toward meeting graduate degree credit requirements. Six (6) to fifteen (15) thesis credits may be applied to meet the 30 credit minimum required for the degree. However, additional thesis hours may be taken to complete the thesis and will appear on the student’s transcript.

**Specialist in Education Degree**

The minimum semester credit requirement for the Specialist in Education degree is thirty (30) credits beyond the master’s degree or sixty (60) credits for programs that do not require a master’s degree for admission. Individual programs may require more credits. Only those courses listed on a graduate Program of Study are applicable toward meeting the Specialist in Education degree credit requirement. Six (6) to fifteen (15) thesis credits may be applied to meet the 30 credit minimum required for the degree. However, additional thesis hours may be taken to complete the thesis and will appear on the student’s transcript.

**Doctoral Degree**

The minimum semester credit requirement for the doctoral degree is sixty (60) credits post-baccalaureate or thirty (30) credits post-masters in a related field. Individual programs may require more credits. Only those courses listed on a graduate Program of Study are applicable toward meeting graduate degree credit requirements. Twelve (12) to thirty (30) dissertation credits may be applied to the 60 credit minimum required for the post-baccalaureate to doctoral degree. Six (6) to fifteen (15) dissertation credits may be applied to the 30 credit minimum required for the post-masters to doctoral degree. Additional dissertation hours may be taken to complete the dissertation and will appear on the student’s transcript.

**Withdrawal**

For various reasons it is occasionally necessary for a student to withdraw from the University. Prior to the midpoint of the semester, students may use TopNet to withdraw. After the midpoint of the semester, the student should report to the Office of the Registrar to initiate withdrawal procedures. Students leaving the institution without an official withdrawal will receive failing grades in all courses in which they are enrolled and endanger their future status in the institution. Students withdrawing after the midpoint of the semester, a bi-term or comparable period during a summer session must consult with their instructors as to the withdrawal grade. The official date of the withdrawal is the date the withdrawal is processed on TopNet or the written notice is received in the Office of the Registrar. Students wishing to return to WKU at a later date must
submit an application for readmission prior to the deadline for submitting applications.

In special circumstances, as described below, a complete withdrawal from the University after the midpoint of a term will be considered. Withdrawal Request (https://www.wku.edu/registrar/withdrawal.php) forms are available online through the Office of the Registrar.

Administrative Withdrawal

A request for an administrative withdrawal is initiated by the University because of a disciplinary situation or when, in the professional judgment of a health care provider, psychologist and/or university administrator, there is reason to believe a student is a substantial threat to him/herself or interferes with the welfare of other members of the University, the education process, or the orderly operation of the University. The Vice President for Student Affairs or the Associate Vice President for Academic Affairs, or their respective designees, will notify the student of the involuntary withdrawal, and the University Registrar will be directed to withdraw the student from all classes in which the student is currently enrolled and cancel registration that has occurred for any future terms. The Office of the Registrar will notify the student's instructors of the withdrawal, and "W" grades will be recorded for the term in progress. A student who is administratively withdrawn will have a registration hold placed by the Vice President for Student Affairs or the Associate Vice President for Academic Affairs to prevent the student from being readmitted or re-enrolled unless cleared by the appropriate administrator or the respective designee. A student may file a written appeal of an involuntary withdrawal through the office that administered the withdrawal. Tuition refund appeals for administrative withdrawals are handled in a separate procedure, and instructions may be obtained from the Bursar's Office.

Medical Withdrawal

A student may request and be considered for a medical withdrawal from all courses in a term when extraordinary circumstances, such as a serious physical or mental illness or injury, prevent the student from continuing his or her classes after the mid-point of a term, and incompletes or other arrangements with the instructors are not feasible or possible. A medical withdrawal must be substantiated with appropriate documentation from the attending health care provider. Once the rationale for a medical withdrawal has been validated by the Office of the Registrar, the student's instructors will be sent notification of the withdrawal, and "W" grades will be recorded for each course. A student who requests a medical withdrawal, or an individual requesting a withdrawal on behalf of the student who is physically or mentally unable to request the withdrawal, should contact the Office of the Registrar to obtain medical withdrawal procedures. Tuition refund appeals for medical withdrawals are handled in a separate procedure, and instructions may be obtained from the Bursar's Office.

Military Withdrawal

Students who are members of any branch of the United States Armed Services, including the National Guard, who are called to active duty while enrolled at WKU are entitled to the following options:

1. Students may work with each individual instructor to determine if an incomplete grade is appropriate, or
2. If an incomplete grade is not a viable option, the student will be permitted to withdraw either from individual courses or from the entire schedule of classes. A full refund of tuition and fees will be issued for those courses from which the student has withdrawn.

Students who are called to active duty while enrolled should contact the Office of the Registrar to initiate the withdrawal process. An official copy of the military orders must be presented to invoke this special withdrawal and refund process.

Retroactive Withdrawal

A student who leaves the University for extenuating circumstances without an official withdrawal during the term of departure may apply for a retroactive withdrawal. The student must present supporting documentation that demonstrates serious and compelling reasons justifying the withdrawal and extenuating circumstances justifying its retroactive nature; poor academic performance that is not attributed to non-academic extenuating circumstances is not a consideration for retroactive withdrawal. A student may appeal for a retroactive withdrawal within two calendar years following the end of the term for which withdrawal is requested. A student need not be enrolled at WKU at the time the application for retroactive withdrawal is submitted.

An appellate board will review the request for a retroactive withdrawal. The board will consider the following factors, including, but not limited to:

1. Documentation of extenuating circumstances.
2. Written letter of support from an academic administrator, faculty member, advisor or other university professional who is familiar with the student's situation.

If a retroactive withdrawal is approved, the Office of the Registrar will notify the student's instructors and department heads of the request for a retroactive withdrawal, and they will be given 14 calendar days to raise objections if the student's classroom performance was such that a withdrawal (W) would not be appropriate. If objections are raised by the instructor or department head, the Office of the Registrar will be informed of the objection, and the student will not receive a "W" in the class. A tuition refund is not granted for a retroactive withdrawal.

Undergraduate Enrollment

Joint Undergraduate-Master's Degree Programs (JUMP)

JUMP programs provide academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Qualified students who have been admitted to a JUMP program may complete a maximum of 18 graduate hours as an undergraduate student and count a maximum of 12 hours on both the undergraduate and graduate transcript as prescribed by the program. Students will apply to Graduate School upon or before earning more than 18 graduate hours. Each JUMP program has individualized admission criteria. Contact the academic department for JUMP program availability and additional information.

Undergraduate Student Enrollment in Graduate Courses

Undergraduate students at Western Kentucky University may request to enroll in graduate courses (maximum of 12 hours) by obtaining approvals and submitting an “Undergraduate Taking Graduate Courses” form to the Graduate School. Conditions for approval include:

- having declared a major or minor in the subject area or a closely related area for which the graduate course is offered; and
- having earned a minimum cumulative GPA of 3.0 in his/her major.

Students are restricted to a maximum of 15 hours enrollment per term. All graduate coursework will be on the graduate transcript. To move the coursework to the undergraduate transcript students should contact the Registrar’s office.
Policies and Procedures

The Graduate School policies and procedures must be followed and met before a degree is granted. These requirements are described in this catalog and in program documents provided by the academic departments. The University reserves the right to make changes as necessary in course offerings, curricula, academic policies, and other rules and regulations affecting students, to be effective when determined by the University.

The Dean of the Graduate School is charged with the administration of policies regulating and relating to Graduate School. The Dean also certifies that candidates have fulfilled their requirements for advanced degrees.

The Graduate Council is comprised of the Dean of the Graduate School, three faculty members elected from the Graduate Faculty of their college, and a graduate student from each college elected by graduate students from his or her college. The Council reviews and recommends graduate policies including course and program proposals, degree and graduation requirements, and rules and regulations governing faculty-student relations.

The Graduate Faculty consists of faculty members who upon the recommendation of department heads, college deans, and Graduate Council have been approved by the Dean of the Graduate School to instruct, advise, and mentor graduate students.

Privacy Policy

The Graduate School will not disclose information to a third party regardless of association to the student (e.g., spouse, parent, friend, or other family member) without signed, written permission from the student. This is to protect the student’s identification and ensure student information is not misused in any way.

Student Responsibility

The student is responsible for becoming informed of and for fulfilling all degree and certificate related requirements.

Student Complaint Procedure

The student complaint procedure for resolving a complaint concerning a faculty member is outlined below in four steps:

Step 1 Faculty Member. The first step is for the student to discuss the complaint with the faculty member involved. If the faculty member is no longer employed by the University, the student should go directly to the department head who will contact and represent the former faculty member. If the complaint involves a grade, the student must take the complaint to the faculty member within the first two weeks of the first regular semester (fall; spring) following the assignment of the grade. It is hoped that the complaint may be satisfactorily dealt with at this level.

Step 2 Department Level. If the student and the faculty member are unable to resolve the complaint, the student may take the complaint to the faculty member’s department head. Written notification of the complaint must be given to the department head within two weeks after the meeting with the faculty member. It is the responsibility of the department head to arrange for a conference where the student, faculty member and the department head will be present for discussion. Neither the faculty member nor the student will be allowed representation at the conference. The department head shall hear both sides of the complaint and render a decision. The decision shall be sent in writing to the Provost and Vice-President for Academic Affairs, with a copy being sent as a matter of record to the student, faculty member, faculty member’s department head and the faculty member’s college dean. The Office of the Provost and Vice-President for Academic Affairs shall be responsible for enforcing the decision of the college committee. The Office of the Provost and Vice-President for Academic Affairs shall not enforce the decision until two weeks after the decision is made by the college committee. The purpose of the two week delay is to provide either the student or the faculty member an opportunity to submit a formal written notice of appeal to the University Complaint Committee.

Step 3 College Level. Should the student or the faculty member desire to appeal the decision of the College Complaint Committee, a formal written notice of appeal may be submitted to the University Complaint Committee chair, with a copy to the Provost and Vice-President for Academic Affairs, within two weeks of the decision of the College Complaint Committee. The chair of the University Complaint Committee will provide the student and the faculty member involved with a copy of the University Complaint Committee’s Procedural Guidelines. The University Complaint Committee will secure copies of the written proceedings from the department head and the College Complaint Committee. The University Complaint Committee will schedule a conference where the faculty member and the student jointly discuss the issue. Neither the faculty member nor the student will be allowed representation at the conference. The committee’s decision will be sent to the Provost and Vice-President for Academic Affairs, with a copy being sent as a matter of record to the student, faculty member, faculty member’s department head and the faculty member’s college dean. The Office of the Provost and Vice-President for Academic Affairs will see that decisions of the University Complaint Committee are carried out. The University Complaint Committee’s decision is final.

Important Complaint Exceptions

- Student Disability regarding denial of accommodations, report to Student ADA Compliance Officer and follow WKU policy #6.1010
- Discrimination and Harassment concerns, see below reporting process and follow WKU policy #0.2040 and #0.2070
- Discrimination is always reported to the Office of Equal Opportunity Employment (EEO)
- Student-to-student harassment is reported to Office of Judicial Affairs (OJA) or the WKU Title IX Coordinator
- Student-to-faculty/employee harassment is reported to the Office of Equal Opportunity Employment (EEO)
Degree Completion

Time Limitation for Degree Completion

All requirements for master's and specialist degrees and graduate certificates must be completed within six years of initial enrollment in the program. All requirements for doctoral degrees must be completed within ten years of initial enrollment in the doctoral program.

Currency of Courses

Courses applied toward a master's or specialist degree or graduate certificate program must be completed within six years of degree completion. Courses applied toward a doctorate degree must be completed within ten years of degree completion.

Academic Standing

Graduate students must maintain a 3.0 grade point average (GPA) for all courses taken at WKU and those graduate courses transferred to WKU to fulfill graduate program requirements. Students must maintain a minimum grade point average of 3.0 in both the program and the cumulative (overall) GPA to earn a degree or certificate. If a student's overall GPA falls below 3.0, the student will be placed on academic probation. The student will receive notification of the probationary status. Students placed on academic probation are not eligible for graduate assistantship appointments.

The student will have one additional full-time semester or the equivalent (9 semester hours) to remove the academic probation by raising their cumulative GPA to a 3.0 or better. If the GPA remains below a 3.0 after completing the one semester of full-time course work or the equivalent (9 hours), the student may not register for any additional graduate credit at WKU and will be dismissed from the Graduate School.

Individual academic programs may apply more restrictive criteria regarding probation and dismissal. Students may be dismissed from the program for having failed twice the final comprehensive examination for the graduate degree. Dismissal from a program will result in dismissal from the Graduate School.

An academically dismissed student who wishes to be readmitted to his/her program must submit an Appeal of Graduate Policy, and, in consultation with their advisor, an Academic Plan detailing how the required 3.0 GPA can be obtained. The Appeal of Graduate Policy must be submitted to the Graduate School the semester following dismissal and provide evidence for the support of the graduate faculty in the academic program. Each case will be reviewed by the Dean of the Graduate School for consideration of readmission. An academically dismissed student who wishes to be readmitted to Graduate School as a non-degree seeking student or apply to another program must complete a new admission application and an Academic Plan. Readmitted students will remain on probation and must successfully complete the requirements of his/her Academic Plan to attain a 3.0 cumulative GPA in the specified timeframe. Readmitted students who do not attain the requisite 3.0 GPA will be dismissed with no possibility of readmission until a period of three years has elapsed.

Students may also be dismissed from programs for reasons other than failure to maintain a satisfactory grade point average. Expectations regarding student conduct are described in the Western Kentucky University Student Handbook and apply to students in all programs. Additional program-specific policies regarding student conduct and dismissal from a program for non-academic reasons may also apply. Students should contact their advisors for more information regarding expectations for appropriate student conduct.

Appeal of Graduate Regulations

Appeals of graduate policy are considered by the Dean of the Graduate School. Students should obtain approvals and submit an Appeal of Graduate Policy (http://www.wku.edu/graduate/documents) along with any supporting documentation to graduate.records@wku.edu. Students failing to meet admission requirements should consult the catalog statement on Alternate Admission Requirements.

Judicial Affairs

Statement on Student Rights and Responsibilities

General Philosophy and Guidelines

Students are citizens and members of the University academic community. A citizen's rights and liberties under the Constitution must always be applied in light of the special characteristics of the environment in which the rights are to be exercised. Central to the special characteristics of the environment of a state supported university campus is the special authority of University officials designated by the Board of Regents to control, preserve, and manage University property and affairs and to maintain order and discipline. Therefore, the WKU Student Code of Conduct was established to ensure that disruptions to the University community are handled in an educational, fair, and dignified manner. The University expects students, parents, and the greater community to respect its rules and procedures governing the WKU community and will resist any unwarranted attempts to influence University policies and procedures.

The University demands high standards of personal conduct and encourages each student to maintain integrity through self-discipline. The University adopts rules and regulations that are necessary for the orderly, harmonious, and beneficial functioning of the University community. Accordingly, each student must respect the rights of others and should abide by the spirit as well as the letter of regulations of the University and laws of the community, state, and nation.

Any question of interpretation regarding the WKU Student Code of Conduct shall be referred to The Office of Judicial Affairs. The WKU Student Code of Conduct shall be reviewed every two years under the direction of the Director of Judicial Affairs.

Maintenance of Student Records

The Office of Judicial Affairs maintains disciplinary records on students of Western Kentucky University. All student records maintained by the Office of Judicial Affairs are held in compliance with the Family Educational Rights and Privacy Act (FERPA). These records are kept under lock and in confidence in said office with access to these records being available only to the appropriate University officials. Non-Current records, more than five years old, shall be destroyed or expunged. Current disciplinary records which are pending or resulted in a suspension or expulsion shall be retained.

Purpose of the Student Code of Conduct

Western Kentucky University developed a Student Code of Conduct in order to fulfill its mission and promote a positive environment for all members of the University community. As a member of the University community, a student is granted rights and responsibilities, which are defined within the Student Handbook. It is the responsibility of every student to become familiar with the WKU Student Code of Conduct and the rights and responsibilities of students. Ignorance of the WKU Student Code of Conduct is not acceptable justification for violation of any campus policies or procedures.

The regulations within the Student Code of Conduct are intended to govern the student conduct at Western Kentucky University. The
University will take judicial action against a student for an off-campus offense only when the nature of the offense is such that, in the judgment of the Director of Judicial Affairs, the continued presence of the student on campus is likely to interfere with the educational process and the orderly operation of the University. Students who violate the law may incur penalties prescribed by civil and criminal authorities. However, the University reserves the right to review student incidents independent of action by civil and criminal authorities and apply the University judicial process as it serves the educational mission of WKU, a function separate and distinct from civil and criminal proceedings. Below are statements of policy regarding the rights, responsibilities, and code of conduct for Western Kentucky University.

Rights

1. The right as citizens. Students have the right to enjoy the same freedoms as are guaranteed by the Constitution of the United States and the Commonwealth of Kentucky, and to expect an education of the highest quality.

2. The right to speak on University property provided that his/her behavior does not infringe on the rights of others as further defined in the University policy on time, place, and manner of meetings, assemblies, and demonstrations.

3. The right of freedom to hear and participate in dialogue and to examine diverse views and ideas.

4. The right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.

5. The right to engage, either individually or in association with others, in off-campus activities, exercising rights as a citizen. When so engaged, in a context in which the participant is identified as a student, there exists a responsibility to make clear that the student does not represent the University.

6. The right of due process in the judicial procedure in accordance with rules of procedures prescribed in the Student Code of Conduct.

Responsibilities

1. The responsibility of assuming the consequences of one's own actions.

2. The responsibility to insure that no student organization, constitution or other organizational document includes discriminatory clauses pertaining to race, creed, religion, color, sex, national origin, disability, or sexual orientation.

3. The responsibility to respect the rights and property of others, including other students, the faculty and the administration.

4. The responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.

5. The responsibility for knowledge of and observance of established University policies presented in official University publications.

Student Code of Conduct

The Student Code of Conduct educates students about appropriate behavior and fosters a community in which academic success can occur. The following Student Codes of Conduct are the regulations that apply to ALL WKU students, including the satellite campuses:

1. Dishonesty. Dishonesty, such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

2. Drugs. Use, possession, production, manufacture, sale, possession with intent to sell, trafficking or distribution of narcotics, dangerous drugs or controlled substances, as defined in KRS Chapter 218A.

Specific violations related to this code include, but are not limited to marijuana, drug paraphernalia, anabolic steroids, dispensing prescription or prescription drug not prescribed to the student; driving while impaired by any drug, whether it be legal or illegal; and drug related activities used to induce an altered state is strictly prohibited. The manufacture or distribution or attempted manufacture or distribution of narcotics, dangerous drugs, or controlled substances on or off University property is prohibited.

a. Any student with a violation of the Drug Policy while enrolled at the institution may be removed from student housing and / or suspended from the University. Any student who is found to be manufacturing or distributing drugs on or off campus may be suspended or expelled from the University.

3. Alcohol. Western Kentucky University complies with the alcohol regulations of the Commonwealth of Kentucky. Members of the university community recognize that a violation of any federal, state and local laws governing the use and possession of alcoholic beverages, including off-campus is prohibited. Examples may include but are not limited to Driving under the influence (DUI), being assessed as intoxicated in public (AI or PI) and underage possession/consumption.

The University prohibits the possession, furnishing or use of alcoholic beverages (including wine and beer) by students on campus and/or guests of students in residence halls. The University prohibits the use of rapid consumption devices or drinking games including, but not limited to, kegs, bongs, funnels, and beer pong.

As a member of the WKU community, students agree to:

a. Abide by all state laws and university policies governing the use of alcoholic beverages and drugs;

b. Support, in their decisions and behavior, an environment in which individuals can make informed, healthy, and responsible decisions about alcohol and drugs;

c. Discourage the illegal or irresponsible behavior of others; and

d. Assume responsibility for their decisions and behaviors and accept the consequences resulting from those decisions and behaviors.

Any student found in violation of the Alcohol Policy three times in any one-year period may be suspended from the University a minimum of one semester.

4. Sexual Misconduct, defined as actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to, the following:

- Intentional and unwelcome touching, coercing, or an attempt to coerce, and forcing;

- Involvement in any sexual contact when the victim is unable to consent;

- Forcing another individual to touch a person's intimate parts (defined as genital area, groin, inner thigh, buttocks, or breasts);

- Sexual intercourse without consent, including acts commonly referred to as 'rape' (refer to the Discrimination and Harassment Policy (http://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf)).

Lack of consent occurs when the acts are committed either by force or intimidation or by taking advantage of the victim’s mental incapacity or physical helplessness.
5. Weapons. Possession or use of firearms, explosives (including fireworks), dangerous chemicals or other dangerous weapons or the brandishing of any weapon or any other object in a menacing or threatening manner on institutionally owned or controlled property is prohibited.

The owner of a private vehicle is prohibited from possession or storing a weapon in the vehicle while it is operated or parked on University property, including University parking areas, either on campus or at any off-campus facility owned, leased, or operated by the University.


Weapons may be defined as an object, instrument, device, or substance designed to inflict a wound, cause injury or incapacitate. Weapons may include, but are not limited to all firearms, pellet guns, stun guns, paintball guns, air guns, slingshots, martial arts devices, knives and clubs.

The above information is provided solely for your convenience and is not intended to constitute a formal legal understanding or legal advice. If you have any additional questions on storing or transporting deadly weapons in a vehicle while on campus, including whether a particular means of storage or transportation would violate the Student Code of Conduct against weapons on campus pertaining to carrying a concealed deadly weapon, you may wish to consult the University Police Department. Unauthorized weapons will be confiscated and disposed of properly by WKUPD.

6. Identification. Refusal to provide proper identification upon request. Students are expected to carry their valid student identification at all times and to present it upon request by University officials, including but not limited to University Police, faculty, residence life staff, and other staff of the institution. The University may confiscate any ID card that has been misused, duplicated, or altered. Cards may be retained temporarily while their validity is checked. A student may possess only one ID card. Use of the ID card by any person other than the person to whom it was issued or use of the card under false pretenses is a violation of the Code of Conduct.

7. Theft. Theft and/or possession of stolen property. Such property may include, but is not limited to, parking decals, and personal or university property. Theft of property having substantial value may result in serious disciplinary action for a first offense.

8. Hazing. Hazing refers to practices that are a part of initiation into an affiliation with any organization. Hazing is considered a serious violation of The Student Code of Conduct and is prohibited in all forms. This code of conduct is based on fair and equal treatment with consideration and respect for all students and applies to organizations and individuals alike. Any person receiving bodily injury by hazing or mistreatment shall have a right to sue, civilly, the person or persons guilty. Western Kentucky University defines hazing as any action, physical abuse or creation of a situation that recklessly or intentionally endangers the mental or physical health of a participant by any person. A participant is defined as a university student, or any pledge. A person is defined as a university student, member, alumnus, affiliate alumnus, guest of any campus organization, or other individuals.

Physical Abuse:

a. Forced or coerced use or consumption of liquor, drugs, or any other vile substance.

b. Calisthenics (push-ups, sit-ups, jogging, runs, etc.)

c. Paddling

d. Line-ups

Mental Abuse:

Hazing is defined by exacting degrading and disagreeable work, ridicule or abusive and humiliating conduct that tends to bring the reputation of the organization or University into disrepute. Any action that intentionally prevents students from fully participating in the academic process is also considered hazing.

a. Theft of any property
b. Sleep Deprivation
c. Forced Nudity
d. Personal Servitude
e. Forcing a violation of University policies and federal, state, or local laws

9. Harassment. Any physical, behavioral or verbal abuse of a person based upon gender, race, color, ethnic origin, national origin, creed, religion, political belief, sexual orientation, marital status, age, uniform service, veteran status, or physical or mental disability, where:

i. Tolerance of or participation in the offensive conduct explicitly or implicitly becomes a condition of employment or participation in a university course, program or activity;

ii. The conduct is sufficiently severe, pervasive or persistent to interfere with an individual’s work, academic or program participation;

iii. The conduct creates an environment that a reasonable person would consider intimidating, hostile, or offensive.

Such conduct includes, but is not limited to stalking, cyber stalking, cyber bullying/harassment, and retaliation as a result of complaints or alleged misconduct.

10. Unruly Conduct. Disorderly, abusive, or lewd acts that result in physical altercation, fighting and indecent or obscene conduct that cause physical injury or threaten others, or interferes with any individual’s rightful act. This responsibility also applies to events sponsored and supervised by recognized student organizations, on or off campus.

11. Disrupting the Academic and or Judicial Process. Interference or disruptive activity that impedes, impairs, or obstructs teaching, research, administration, judicial process, failing to comply with the sanctions imposed under the Student Conduct Code, or other University missions, processes, functions or other authorized activities including its public service function of other authorized activities on University premises or which inhibits full exercise of rights by others.

12. Class Attendance and Classroom Conduct. Regular classroom attendance is expected of all students. Although role may not be taken grades are based on the performance of assigned work and this may include class participation and attendance. A professor has the authority to determine acceptable classroom conduct for his or her students as long as those decisions do not infringe on the student’s rights. Disruptive classroom behavior may also be considered unruly conduct (see item 10).

13. Technology Use Ethics. Any violation of the Technology Ethics Policy as created by the Department of Information and Technology is considered a violation of the Student Code of Conduct.
14. Shared Responsibility for Violations. Entailing, inciting others, abetting, conspiring, being an accessory, or passively witnessing/participating in any act prohibited by the student conduct code is prohibited.

15. Requests or Orders. Refusal to comply with directions, requests, or orders by University officials or law enforcement or failing to identify oneself when requested to do so. Upon the request of the student questioned, the authorized university official must show identification and state the source of his/her authority. Among those officials who may request a student’s ID card are staff members from: Residence Life, Downing Student Union, WKU Food Services, Faculty and Staff, Book Store as well as any staff member within the Division of Student Affairs.

16. Misuse of Property. Unauthorized entry or use of institutional facilities and property; unauthorized possession or duplication of university keys, parking decals or access cards; tampering with fire equipment; or propping open of exterior residence halls doors or any door to any institutionally owned or controlled property. Students may not use University property for any activity prohibited by Federal, State or local laws.

17. Destruction of Property. Any act of vandalism, malicious, or unwarranted damage or destruction to any institutionally owned or controlled property.

18. Recreational Mobility. Skateboards, skates, and bicycles may be used on sidewalks for safe transportation purposes only. When using sidewalks, remember pedestrians have the right of way. They may not be used inside buildings or within 50 feet of building entrances. Motorized scooters, mopeds, motorcycles, and similarly motorized vehicles are not to be used on sidewalks or in pedestrian traffic areas. Motorcycles, scooters, mopeds, and other motorized vehicles must park in parking lots in designated cycle parking areas. Registration with WKU Parking and Transportation Services department is required for all motorized vehicles. On campus housing residents may only bring one motorized vehicle to campus.

19. Obstruction of Access. Obstruction or disruption, which interferes with the freedom of movement, either pedestrian or vehicular on institutionally owned or controlled property.

20. Traffic and Parking Regulations. Traffic rules and regulations as published by the university, will be administered by Parking and Transportation Services. Students are required to obey these regulations as a condition of their enrollment. Any behavior that is of an unruly or disrespect to their authority will be deemed a violation of the Code of Conduct.

21. Fraud. Knowingly passing a worthless check, money order or fraudulent use of credit cards including attempts to obtain any item of value under false pretenses or falsification of official university documents is prohibited.

22. Forgery. Forgery, alteration or misuse of University documents, records including, but not limited to, electronic records, transactions and/or communications, or identification, including student identification cards.

23. Gambling. Participation in any form of illegal gambling is prohibited.

24. Violation of Laws. The commission of acts which constitute a violation of local, state and federal laws. The University will review any conduct reported by members of the University community, law enforcement personnel, or citizens as being in violation of the law. Any student convicted of a criminal offense is subject to university judicial action.

25. Violation of General Rules and Regulations. Violation of any University policy, guideline, campus rule or regulation of conduct, which adversely affects the student’s suitability as a member of the University community.

 Judicial Actions

The following list describes University sanctions that may be administered as a result of violating the WKU Student Code of Conduct. Sanctions may be imposed only after a judicial conference at which the student has had the opportunity to review alleged violations, review any evidence, and respond.

Sanctions may be used independently or in combination depending on the particular circumstance of the violation. Chronic and/or multiple violations during the course of an individual student's college career may increase the severity of sanctions applied.

1. Warning and/or Reprimand - Official notice to a student that conduct or actions are in violation. The continuation of such conduct or actions may result in further judicial action

2. Creative Discipline - A sanction which may be used in lieu of, or in combination with, sanctions numbered three through six below. Creative discipline will be consistent with the offense committed. In some cases, at the discretion of the judicial conference officer, a student found in violation may attend special educational seminars, classes, or workshops offered in the subject area of the violation or may be sanctioned in another way which is directly related to the violation. In these cases, the student must always submit written proof of completion of the sanction to the judicial officer. The University may also contact parents or legal guardians of students found in violation of policy concerning the possession of alcohol or controlled substances if the student is under 21.

3. Disciplinary Agreement - Behavior contract between the University and the student whereby the student agrees, in writing, to correct inappropriate behaviors.

4. Restricted Use of Facilities - Denial of on campus use of an automobile for a specified period of time, removal from a living group, or other privilege including the use of specific University facilities, consistent with the offense committed. Restricted use of facilities may be accompanied by other sanctions.

5. Restitution - Reimbursement by transfer of property or service to the University or a member of the University community in an amount not in excess of the damage or loss incurred. Reimbursement may be accompanied by other sanctions.

6. Restricted University Participation - Exclusion for a period of time from participating in extra-curricular activities including recognized student organizations and/or representing the University in any manner. Classroom attendance will be unaffected.

7. Disciplinary Probation - A period of observation and review of conduct in which the student demonstrates compliance with the provisions of University regulations.

Any student found in violation of the Student Code of Conduct while on disciplinary probation in the same semester of academic probation may be subject to immediate suspension or dismissal from the university.

8. Deferred Suspension - In some cases, a sanction of suspension may be held in abeyance for a specified period. This means that if a student is found responsible for any violation during that period, he or
she will be subject to the deferred sanction without further review, in addition to the disciplinary action appropriate to the new violation.

9. **Separation** – Dismissal from the University for at least one semester. Students separated from the University are eligible to apply for reinstatement to the University through the Office of Judicial Affairs. Readmission is not guaranteed.

10. **Interim Suspension** – Exclusion for a period of time, prior to a disciplinary judicial conference, from the residence halls or campus (including classes) and all other college activities or privileges of a University student.
   - Interim suspension may be imposed only:
     - To ensure the safety and well-being of a member of the University community or preservation of University property;
     - To ensure the student's own physical or emotional safety and well-being; or
     - If the student poses a definite threat of disruption of or interference with the normal operations of the University.

11. **Suspension** - Exclusion for a period of time, generally from one term to one year. A separation from the university is a time away for a number of academic semesters or until certain conditions are met.

   In certain circumstances, the Director of Judicial Affairs or the Vice President for Student Affairs may impose a University or residence hall suspension. **All students who reach a level of sanction that includes any suspension may not be eligible to reside in the University Housing System.**

12. **Expulsion** - Dismissal from the University for an indefinite period of time. Any student expelled may not, thereafter, be readmitted to the University except upon application to the Board of Regents through the President.

**Sanction Determination**

The Office of Judicial Affairs will make the determination as to whether or not allegations of misconduct involve matters sufficiently serious to raise issues of suspension or expulsion from the university. The following shall be considered:

1. The degree of willfulness or inadvertence;
2. The degree of injury or risk of injury to the accused or to another person, if any;
3. The extent of damage to property, if any;
4. The danger or risk of danger to the University community, if any; and
5. Any other factor or circumstance bearing reasonably upon mitigation or aggravation or the seriousness of the alleged offenses should it be established as a violation.

Any time a student is sanctioned by the University, for inappropriate behavior it is considered serious. Cases involving sanctions of warning, creative discipline, disciplinary agreement, restricted use of facilities, restitution, and disciplinary probation are usually not serious enough to warrant expulsion or suspension. Cases of this nature that involve incidents occurring within a residence hall may be heard by Housing and Residence Life and the Director of Judicial Affairs. With exception, all cases involving student arrests; drug violations resulting in arrest, sexual misconduct, physical assaults and unruly conduct will be heard by the Office of Judicial Affairs. Those cases which involve incidents occurring off-campus; more egregious violations of the Student Code of Conduct will be heard by the Director of Judicial Affairs.

Cases will be heard through informal discussion, conferences, and meetings with the accused student. Any such decision is subject to final review by the Office of Judicial Affairs or The Vice President for Student Affairs. A request for final review by the Vice President for Student Affairs must be made within three business days after initial sanctioning.

**Academic Offenses**

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses; such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombuds Officer at (270) 745-6169.

- **Academic Dishonesty**—Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.
- **Plagiarism**—To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.
- **Cheating**—No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

**Other Type of Academic Dishonesty**—Other types of academic offenses, such as the theft or sale of tests, electronic transmission of test, test sharing, etc. will be reported to the Office of Judicial Affairs for disciplinary sanction.

**Off-Campus Jurisdiction**

While the institution does not desire to act as a policing authority for the activities of the student off University property, and while it cannot serve as a sentencing authority for a student's violation of federal, state or local law, the University may take appropriate action in situations involving misconduct that violates the WKU Student Code of Conduct.

The university has a vested interest in student behavior as it pertains to alcohol use and other drug use which threatens the health, welfare and safety of self and others. The university has deemed off-campus violations of the alcohol and drug code of conduct to be actionable by the university judicial process. When actions or incidents occur outside of the residence halls or off campus, such conduct may call into question the student's continued membership in the educational community either because the student grossly violated elementary standards of behavior required for the maintenance of the educational community or because the student's continued presence would adversely affect the pursuit of educational goals of others.

It is also the position of the Office of Judicial Affairs that among the violations of misconduct considered to be of an especially serious nature are those that represent a threat to the safety and health of members of the University Community. These include involvement with narcotics, dangerous drugs, and/or controlled substances, violence or threat of violence, non-consensual sexual contact, and the possession of firearms or the brandishing of any object in threatening manner. A student found in possession of a firearm or any other weapon or the brandishing of any object in a menacing or threatening manner will be referred to the Director of Judicial Affairs for the sole purpose of determining either suspension or expulsion.

Notwithstanding the above, the President of the University is authorized and has empowered the Vice President for Student Affairs and the
Director of Judicial Affairs to suspend (interim suspension) any student if it is indicated that under the circumstances the accused student's continued presence on campus during the three day interim period awaiting a conference before the University Disciplinary Committee is inimical to the best interests of the University. Any such suspension (interim suspension) shall be for a period of not more than five days. The student shall be furnished written notice of the actions and the reasons therefore. The notice shall also advise the student that the accusation of misconduct shall be referred to the University Disciplinary Committee.

Procedures Followed in Disciplinary Cases

Student Conduct Judicial Conference Flowchart

1. Notification of student code violation
   - Notification by letter, or phone to student regarding code violation; dependent upon severity of violation
   - Staff member to schedule an appointment with student
   - Meet with Director of Judicial Affairs to discuss alleged student code violations
   - Implement University sanction or case dismissal
   - Follow-up letter of sanction or action taken
   - Student to Complete Sanction
   - File record of incident and sanction

In enforcing student conduct regulations, the University follows fair procedures in keeping with democratic practices and due process requirements. Judicial action will not be taken without providing the student with notice of the charges in advance to allow a reasonable period of time to prepare for the judicial conference. Preliminary conferences with the student on any alleged violation or misconduct may occur immediately for the purpose of ascertaining the nature and extent of the problem. Because the focus is on the education of students, student judicial conferences are conducted as informal inquiries and do not follow formalized courtroom procedures. Decisions at such judicial conferences will be based solely upon the information produced therein. Based on the preponderance of the evidence, the level of student responsibility and/or involvement shall be determined by the institution.

In any case where the violation of University policy involves conduct that would constitute a public criminal offense upon prosecution and conviction, the burden will be satisfied by either:

1. The accused student's admission of responsibility to the committee, or
2. Information in the record, if the student denies responsibility that a preponderance of evidence indicates responsibility.

A university committee for student disciplinary matters has been established by action of the Board of Regents of Western Kentucky University in accordance with the Kentucky Revised Statutes which authorize the Board of Regents to invest the faculty/staff or a committee of the faculty/staff with the power to suspend or expel any student for severe violations of the WKU Student Code of Conduct or a gross disregard for the rights of others in the campus community. Therefore, this Committee will consider all cases involving sanctions eight through twelve (suspension, deferred suspension, and expulsion). In every case, the person suspended or expelled may appeal through the President if they meet the conditions for appeal.

The Committee is comprised of thirteen members, six faculty, three staff, and four students, who are appointed by the President of the University. Faculty terms are three years and are staggered so that the term of one third of the membership expires each year.

At least seven members (quorum) of the Committee will be present before any official action is taken, unless otherwise permitted with the accused student's written consent. Any decision will be made by a majority of those Committee members present. The Committee is to be notified of a meeting by the Director of Judicial Affairs or members of his staff immediately upon determination of the necessity for such a meeting.

Committee judicial conferences are conducted in two parts. In the first part, only information that bears on whether or not the student has engaged in specified violations or misconduct may be presented. If the Committee finds no violation or misconduct, the finding is recorded and the proceeding is concluded.

If the finding is that the student has, in fact, engaged in a violation or misconduct, the Committee shall, in the second part of the proceeding, hear and consider any information bearing upon circumstances of extenuation or mitigation. After this part is concluded, the Committee shall determine the appropriate sanction. The Committee will function in accordance with the following procedures:

Preliminary Procedures

1. Director of Judicial Affairs or his/her designee shall have notified the student or students in writing as to the time and place of the judicial conference to be held by the university committee for student disciplinary matters and of the nature of the problem or charge and the information against the student or students.

2. Notification to the student(s) shall be made at least three days before the judicial conference is to be held. The student will meet the Director of Judicial Affairs or his/her designee to discuss the judicial conference process and sign a judicial conference checklist form. In the student’s absence, a written report of the facts of the case and all related documents will be presented and reviewed by the University Disciplinary Committee and a decision will be made as to whether or not a violation of misconduct occurred and an appropriate sanction will be levied at that time.

3. The Director of Judicial Affairs and other persons on the staff shall provide the committee with a written report of the facts of the case.

4. If so desired, the student(s) may be accompanied at the judicial conference by a member of the faculty, staff, fellow student or any third party approved by the University. Written approval must be secured two working days prior to the judicial conference.

5. Persons accompanying the student may advise but not represent and may not address the Committee in any fashion without permission from the Chairperson.

6. Due to the delicate nature of the judicial conference and because of the need to protect confidential records and the alleged victim, these meetings shall be otherwise closed.

Judicial Conference Procedures

1. The Chairperson will begin the meeting by citing reasons for the call. Information bearing on whether or not a violation or misconduct has occurred will be given by the Director of Judicial Affairs or an appointed representative of the Director of Judicial Affairs.
2. The student will be given an opportunity to state the case and to present pertinent information for defense.
3. The Chairperson will call for discussion in a question and answer exchange on whether or not a violation or misconduct has occurred.
4. The Committee will make a decision in an executive session on whether or not a violation or misconduct has occurred.
5. The decision of the Committee will be reported to the student and the student’s representative in a private session. If the decision is that a violation or misconduct has occurred, the Committee will then hear and consider information bearing upon the circumstances of extenuation or mitigation.
6. The Committee will then apply sanctions in closed session. If the Committee finds that a violation or misconduct did not occur, the Committee meeting will conclude without application of sanction.
7. A record of the session proceedings will be retained by the University.

**Conditions for Appeal**

The University understands the need to have a corrective process in place to address circumstances should the Judicial Officer err. One or all of the follow conditions must be met in order for an appeal to be considered. An appeal should be set forth by the accused:

1. To determine whether the original conference was conducted fairly and in accordance with the Office of Judicial Affairs sanction determination and procedures.
2. To determine whether the decision reached regarding the accused student was based on substantial information to determine the preponderance of evidence and/or the level of responsibility. This is not information you chose not to share or obtain prior to the conference.
3. To determine whether any sanctions imposed (suspension, expulsion or denial of housing/network access) were appropriate and not unduly harsh for the violation(s) set forth in the Student Code of Conduct.
4. If you are the complaining student in a sexual harassment and/or sexual misconduct case. For sexual misconduct and/or sexual harassment cases both the complainant and the charged student can file an appeal regardless of the outcome. Both students have the same grounds to appeal and the same time frame in which to submit an appeal.

*An appeal cannot be filed simply because you are unhappy with the decision.*

*If one of the aforementioned conditions is proven, the appeal will be forwarded to the appropriate reviewer.*

A student who files an appeal must do so in writing to the appropriate reviewer:

1. Students who wish to appeal the judicial outcome of the Residence Life Staff must submit a written appeal to the Assistant Director of Residence Life within five business days following the decision.
2. Students who wish to appeal the judicial outcome of the Director of Judicial Affairs must submit a written appeal to the Vice President for Student Affairs within five business days following the decision.
3. Students who wish to appeal the judicial outcome of the University Disciplinary Committee must submit a written appeal to the Vice President for Student Affairs. If the Vice President for Student Affairs upholds the judicial outcome of suspension, expulsion or separation, an appeal may be made to the President of the University. In the event the President considers the outcome to be inconsistent with the ethical principles and standard of conduct of the University community, the President may request that the case be reopened and reheard by the University Disciplinary Committee. If the President upholds the judicial outcome of suspension or expulsion, an appeal may be made to the Board of Regents. The decision of the Board of Regents is final.

*If none of the three conditions for appeal is met, the decision of the original conference will be upheld and the responsible student is expected to comply immediately.*

**Procedures for Appeal through the President to the Board of Regents**

1. Students desiring to appeal a decision of the University Disciplinary Committee for review by the Board of Regents shall do so by filing a written statement of notice of intent to appeal. No appeal will be considered unless such notice is received in the Office of the Vice President for Student Affairs within five days, excluding holidays or weekends, following notification of the Committee’s decision.
2. In certain cases, the student suspended or expelled by the University Disciplinary Committee may be allowed to continue in status pending the results of the appeal. (This is at the discretion of the Director of Judicial Affairs in effort to ensure the best interest of the University.)
3. The student shall include for the consideration of appeal a written statement of the reasons why the student thinks the decision should be modified. The Office of the Vice President for Student Affairs will have 5 days to review the appeal, review the procedures and determine if it meets the standard for appeal.

An appeal of a judicial outcome may be filed only on justifiable grounds including:

a. To determine whether the original conference was conducted fairly and in accordance with the Office of Judicial Affairs sanction determination and procedures.

b. To determine whether the decision reached regarding the respondent student was based on substantial information to determine the preponderance of evidence and/or the level of responsibility. This is not information you chose not to share or obtain prior to the conference.

c. To determine whether any sanctions imposed (suspension, expulsion or denial of housing/network access) were appropriate and not unduly harsh for the violation(s) set forth in the Student Code of Conduct.

d. If you are the complaining student in a sexual harassment and/or sexual misconduct case. For sexual misconduct and/or sexual harassment cases both the complainant and the charged student can file an appeal regardless of the outcome. Both students have the same grounds to appeal and the same time frame in which to submit an appeal.

*An appeal cannot be filed simply because you are unhappy with the decision.*

*If none of the three conditions for appeal is met, the decision of the original conference will be upheld and the responsible student is expected to comply immediately.*

4. If one of the aforementioned conditions is proven, the appeal will be forwarded to the President. The Vice President for Student Affairs will submit a brief written statement of response. The student’s statement shall be submitted within five calendar days from the date on which the student is furnished written notification of the Committee’s decision.
5. Only information contained within the record of the proceedings of the University Disciplinary Committee will be reviewed on appeal by the President and or the Board. No information will be considered that was not furnished to the University Disciplinary Committee. The student may within the ten-day period instead submit any pertinent information, newly discovered or initially withheld for good cause.
to the University Disciplinary Committee with a request for another hearing or reconsideration by the Committee.

6. When an appeal is filed, the entire record of the University Disciplinary Committee's proceedings and its decision, the student's appeal statement, and the Vice President for Student Affairs response shall be forwarded to the Office of the President.

7. The President, at his discretion, may review the record and uphold the judicial outcome. If the President upholds the judicial outcome of suspension or expulsion, an appeal may be made to the Board of Regents for consideration. The President is authorized to modify the decision of the University Disciplinary Committee in any manner found appropriate that serves the welfare of the student and the best interest of the University.

8. If the President review is appealed, the President shall transmit a copy of the record to each member of the Board of Regents for consideration as herein provided.

9. A subcommittee of the Board of Regents will serve as the official body to consider the appeal and render a decision on behalf of the Board of Regents.

10. The Committee may meet at times and places deemed by it to be necessary to provide a timely and expeditious consideration of appeals.

11. The Committee is authorized on behalf of the full Board to review the University Disciplinary Committee's record, the student's written appeal, and the Office of the Vice President for Student Affairs response. The committee shall determine:

   a. Whether the decision was made in accordance with the provisions of and the procedural safeguards specified in the Statement of Student Rights and Responsibilities; or
   b. Whether, in its view of the entire information before it, the decision is erroneous; or
   c. Whether, in its view of the entire case, the welfare of the student or the best interest of the University will be served by applying no sanction or a lesser sanction or providing that the sanction shall commence on a date different from that specified by the University Disciplinary Committee.

The review will be based upon the written record.

Upon concluding its review, the Committee may sustain, reverse, or modify the outcome. The decision of the Disciplinary Appeals Committee shall be filed with the Secretary of the Board, and the Secretary of the Board will furnish a copy of the decision to each member of the Board of Regents. The full Board may, at its sole discretion and upon its own initiative, decide to consider the appeal en banc at its next meeting. Applications from the student for full Board en banc review are not entertained. Appropriate written notice to that effect shall be furnished the student at the time the student receives a copy of the Committee's determination, which shall constitute the final decision.

Policies and Procedures for Dealing with Students Displaying Behavior Due to Emotional Disturbance

Demonstration of Physical Harm - Any student who demonstrates intent to seriously harm himself/herself or otherwise poses a danger causing psychological or physical harm to self or others, should be referred to the Chair of the Campus Partners Team or his/her designee for referral to the Counseling and Testing Center.

The intent of the following policies and procedures is to support an appropriate living and learning environment at Western Kentucky University for faculty, staff, and students. Incidents of disruptive behavior brought on by emotional disturbances will be assessed and treated with care for their effects upon the student displaying the behavior and the total University community.

Western Kentucky University recognizes the fact that emergencies may arise due to what appears to be a student displaying disruptive behavior due to emotional disturbances. Such emergencies may create a threat to the student or others, and must be evaluated by competent medical professionals. When emergencies of this nature occur, they are reported to the Office of the Vice President for Student Affairs and The Office of Judicial Affairs.

Demonstration of psychological or physical harm, or disruptive behavior caused by manifestations of a serious psychological problem include, but are not limited to:

   • instances where a student engages in, or threatens to engage in, inappropriate behavior that poses a danger of causing physical harm to self or others, or inappropriate behavior that demonstrates a student’s inability to care for self, and/or
   • instances of inappropriate behavior that would cause significant property damage, or would directly and substantially impede the lawful activities of others, or that substantially interferes with or impedes the educational experiences of others, or would interfere with the educational process and the orderly operation of the University; and/or
   • instances where a student engages in inappropriate behavior where a contributing factor is failure to follow a prescribed medical or psychological treatment plan; and/or
   • instances of inappropriate behavior that causes a chronic, inordinate use of university resources including, but not limited to, staff time, psychological services, medical services, and/or emergency services, thereby resulting in an undue burden to the University.

When it has been reported or it is determined by the Vice President for Student Affairs or his/her designee that a student has allegedly participated in one or more of these behaviors, the student will be required to present himself or herself within one business day, to the Director of Counseling and Testing or his/her designee.

If the circumstances indicate that an evaluation is in the best interest of the student and the University, the Vice President for Student Affairs or the Director of Judicial Affairs shall coordinate this evaluation with the Director of Counseling Services. Based on the request made by the Vice President for Student Affairs, the student may be admitted to one of the local hospitals for treatment.

The Counseling Director will coordinate with the hospital for future treatment. After consultation with the Counseling Director and the review of past behavior of the student, the Vice President for Student Affairs will determine if withdrawal procedures should be initiated if the student presents a danger to others. The purpose of these procedures would be to remove the student from campus housing and/or from the University for the care of the student and the University.

The student will be notified in writing by the Vice President for Student Affairs or his/her designee to appear for a meeting.

The Office of Judicial Affairs is responsible for the University disciplinary process. This policy does not preclude a student's removal from the University, or any unit, class, or program, for disciplinary reasons in accordance with WKU’s Student Code of Conduct. The Office of Judicial Affairs or the Vice President for Student Affairs and the Counseling and Testing Service and Health Services, with appropriate releases, may consult to determine whether a student accused of violating the University’s Student Code of Conduct should be diverted from the disciplinary process to these procedures. Conversely, these departments, with appropriate releases, may consult to determine whether a student referred for consideration for a medical withdrawal might be more appropriately handled through the student disciplinary process. A student
who is withdrawn from the university, under the provisions of this policy, has the opportunity for one appeal.

Medical Withdrawal should not be imposed when judicial, academic, or other responses are readily available and the student’s situation can be addressed through those avenues. Furthermore, when possible and appropriate, efforts will be made to persuade the student to voluntarily withdraw and to follow a course of treatment needed to resume student status. Forced medical withdrawals are reserved for students who present a danger to others.

A. Behavioral Evaluation Requirements
When a student's behavior is sufficiently disruptive due to emotional disturbances to cause University staff members to question whether or not the student can benefit from the educational programs at WKU, or if the student poses a potential danger to himself/herself or others, the University will require an evaluation. The evaluation will be conducted by the Counseling and Testing Center or an appropriate professional outside the University who shall serve in an advisory capacity to the University. When necessary, the cost of this required evaluation shall be the responsibility of the University. Should a student desire a second evaluation or an evaluation by a professional of his/her choice other than that provided by the University, then the student shall bear the cost of the evaluation.

A student choosing to leave the University prior to receiving the evaluation will be withdrawn from the University under the University policy governing withdrawals. In accordance with the University Student Record Policy, the VPSA or his/her designee, may inform the student's parents, spouse, or some other member of the family regarding concerns of the student's safety or the safety of others.

Should the student choose not to meet for an evaluation, a conference of appropriate staff shall be convened to determine what action should be taken. If a dependent student refuses an evaluation, his/her parents or immediate family may be informed, when appropriate, of the refusal to meet with the appropriate professional. When appropriate and on a "need to know" basis, certain University officials and staff, such as residence hall staff, the student's academic dean, or other University personnel, shall be notified of the concern about the student and the student's refusal to withdraw or to be evaluated by an appropriate person.

In the event that the student complies with the request for evaluation, then one of six actions will follow based upon the results of the evaluation:

1. The student will remain enrolled at the University with no treatment;
2. The student will remain enrolled at the University with treatment and be allowed to remain in on-campus living;
3. The student will remain enrolled at the University with treatment but not be allowed to live in a residence hall or other University owned or controlled property; and/or he or she may be restricted from other areas of campus as appropriate;
4. The student may withdraw from the University voluntarily;
5. Administrative withdrawal; or
6. Medical withdrawal

B. Enrollment Options
1. Remaining Enrolled at the University with no Treatment
   Based upon the results of the evaluation and solely at the discretion of the University, the student may be allowed to remain enrolled at the University with no treatment. Any behavior problems will be corrected by the student immediately. A period of time may be designated during which the student's behavior is under review by the Office of Judicial Affairs.

2. Remaining Enrolled at the University with Treatment and Remaining in On-Campus Living

Based upon the results of the evaluation, the University has the right to require the student to meet certain conditions of treatment. The cost of any treatment (such as counseling/therapy) required of the student shall be the student's/parents’ responsibility.

A Behavioral Agreement or a probation period may be established with the student. Solely at the discretion of the University, a student may have his or her behavior under review for a period of time while undergoing treatment. The University will require that any behavior problem be corrected and/or terminated and/or that corrective medical or therapeutic action be taken.

3. Remaining Enrolled at the University with a Facilities Restriction
   At times, the students who remain enrolled at the University and in treatment may be required to leave University residence hall and/or be restricted from using other University facilities. Requiring a student to leave the environment of a university residence hall and to live at home or in a more appropriate place while seeking treatment and, in some cases, carrying reduced course loads as a commuting student may be appropriate. Furthermore, the behavior of the student may be sufficiently disturbed and disturbing in a residence hall environment to make it essential that the family or others assume responsibility for the student's care; yet, the student's classroom behavior is sufficiently controlled and that he/she can be permitted to continue class work at a reduced load level. The student's behavior will be under review by the Office of Judicial Affairs during this time to insure appropriate conduct.

The intention of this policy is to provide another option for the student so that the student can receive treatment and still maintain an appropriate level of coursework.

If the student agrees to engage in counseling as required and to leave the University residence hall voluntarily, the Director of Housing and Residence Life, or his/her designee, is informed and will implement the withdrawal from the residence hall. If the student is required to engage in counseling and/or to leave the residence hall and is unwilling to do so, the VPSA or his/her designee will implement involuntary withdrawal from the residence hall or the University as provided in the Administrative Withdrawal section.

4. Voluntary Withdrawal from the University for Disruptive Emotional Health Reasons
   A voluntary withdrawal is defined as one in which the recommendation to withdraw a student for disruptive behavior related to emotional disturbance has been made by the Director of Counseling and Testing Center or his/her designee, an off-campus evaluator, and the student concurs with the withdrawal recommendation. The professional staff is concerned with attempting to insure continued therapeutic help for the student outside the University community; therefore, the student's parents, spouse, or some other member of the family may be informed of the withdrawal and the need for arrangements for additional therapeutic care.

   Normally, the VPSA or his/her designee will reach a decision about withdrawal in discussions with the student and the student's family. The decision is then conveyed to the Office of Judicial Affairs to authorize preparation of the University withdrawal form.

5. Administrative Withdrawal
   A request for an administrative withdrawal is initiated by the university because of a disciplinary situation or when, in the professional judgment of a health care provider, psychologist and/or university administrator, there is reason to believe a student is a substantial threat to him/herself or interferes with the welfare of other members of the university, the education process, or the orderly operation of the university.

   The VPSA, Director of Judicial Affairs or the Vice President for Academic Affairs, or their respective designees, will notify the student
of the involuntary withdrawal, and the Registrar will be directed to withdraw the student from all classes in which the student is currently enrolled and cancel registration that has occurred for any future terms. The Office of the Registrar will notify the student's instructors of the withdrawal, and "W" grades will be recorded for the term in progress.

A student who is administratively withdrawn will have a registration hold placed by the Office of Judicial Affairs or the Vice President for Academic Affairs to prevent the student from being readmitted or re-enrolled unless cleared by the appropriate administrator or the respective designee. A student may file a written appeal of an involuntary withdrawal through the office that administered the withdrawal. Tuition refund appeals for administrative withdrawals are handled in a separate procedure, and instructions may be obtained from the Bursar's Office.

6. Medical Withdrawal
A student may request and be considered for a medical withdrawal from all courses in a term when extraordinary circumstances, such as a serious physical or mental illness or injury, prevent the student from continuing his or her classes after the midpoint of a term, and incomplete or other arrangements with the instructors are not feasible or possible.

A medical withdrawal must be substantiated with appropriate documentation from the attending health care provider. Once the rationale for a medical withdrawal has been validated by the Office of the Registrar, the student's instructors will be sent notification of the withdrawal, and "W" grades will be recorded for each course.

A student who requests a medical withdrawal, or an individual requesting a withdrawal on behalf of the student who is physically or mentally unable to request the withdrawal, should contact the Office of the Registrar to obtain medical withdrawal procedures. Tuition refund appeals for medical withdrawals are handled in a separate procedure, and instructions may be obtained from the Bursar's Office.

C. Emergency Removal of a Student from the University
Exceptional situations may occur in which a student is judged to be out of contact with reality and unaware of the consequences of his/her actions, or where the student is potentially harmful to himself/herself or others at that time. Action to remove the student from the university is taken by one of the following: VPSA, the Director of Judicial Affairs, Housing and Residence Life staff, University Counseling and Testing Center staff, or Health Services staff, in cooperation with the student's family if possible. Hospitalization may be required. Involving the student in these actions may not be possible because of the nature and degree of the student's illness. These situations are considered emergencies and one of the following offices will coordinate the efforts of the University: the Vice President for Student Affairs, the Office of Housing and Residence Life, the University Counseling and Testing Center, Health Services, outside medical or psychiatric resources.

The VPSA will be involved in special emergency procedures and is immediately notified of the actions taken. As emergency situations, these cases fall outside the procedures stated above for voluntary withdrawals except that the student will be informed in writing of the rationale for the withdrawal recommendation and of his/her right to present any pertinent information in rebuttal to the withdrawal recommendation for consideration by the aforementioned.

Sexual Misconduct/Harassment: Title IX Compliance

The Office of Judicial Affairs ensures compliance with all Title IX requirements. The following can be expected for all cases/investigations that are designated as a Title IX incident:
Potter College of Arts & Letters

www.wku.edu/pcal
potter.college@wku.edu

Dr. Lawrence Snyder, Interim Dean
Ivan Wilson Fine Arts Center 200
(270) 745-2344

Mission

Potter College of Arts & Letters takes as its primary area of scholarly concern the study of men and women–their past, present, and future, as well as their aesthetic expression, metaphysical concerns, and social interaction. Potter College prepares students to enter a wide range of careers as well as programs of advanced study. More than 200 faculty members provide instruction in some twenty disciplines. Eleven of the twelve departments in Potter College offers graduate degrees in cooperation with the Graduate School.

Department of Art

• Art Education for Teacher Leaders (MAE) (p. 35)
• Art (Minor) (p. 37)

Department of Communication

• Organizational Communication (MA) (p. 39)
• Communicating in Healthcare (Certificate) (p. 38)
• Communicating in Organizations (Certificate) (p. 39)

Department of English

• Creative Writing (MFA) (p. 42)
• English (MA) (p. 44)
• English (Minor) (p. 46)
• Teach English as a Second Language (Endorsement) (p. 46)
• Teaching English to Speakers of Other Languages-TESOL (Certificate) (p. 47)

Department of Folk Studies and Anthropology

• Folk Studies (MA) (p. 48)
• Folk Studies (Minor) (p. 50)
• Historic Preservation (Certificate) (p. 50)

Department of History

• History (MA) (p. 52)

School of Journalism & Broadcasting

• Collaborates to offer a Sport Media Branding concentration in the Recreation and Sport Administration, Master of Science (p. 182)

Department of Modern Languages

• French (Minor) (p. 55)
• German (Minor) (p. 55)
• Spanish (Minor) (p. 55)

Department of Music

• Music (MM) (p. 57)

Department of Philosophy and Religion

• Religious Studies (MA) (p. 61)
• Religious Studies (Certificate) (p. 61)

Department of Political Science

• Public Administration (MPA) (p. 63)
Department of Sociology

- Criminology (MA) (p. 65)
- Sociology (MA) (p. 66)

Department of Theatre and Dance

(undergraduate programs only)
Department of Art

www.wku.edu/art
art@wku.edu
Brent Oglesbee, Department Head
Ivan Wilson Fine Arts Center 443
(270) 745-3944 Phone

Degree(s)

• Art Education for Teacher Leaders (MAE) (p. 35)

Minor(s)

• Art Education for Teacher Leaders (p. 37)

Faculty

Professor
Brent T. Oglesbee, MFA (Art), PA State University Main Campus, 1983
Yvonne Petkus, MFA (Art, Painting), University of Washington, 1996

Associate Professor
Kristina E. Arnold, MFA (Art, Painting), University of Tennessee, Knoxville, 2003
Ingrid A. Cartwright, PhD (Art History), University of Maryland College Park, 2007
Miwon Choe, PhD (Curriculum and Instruction), Indiana University at Bloomington, 2001
Guy D. Jordan, PhD (Art History), University of Maryland College Park, 2007
Michael A. Nichols, MFA (Fine Arts, Painting), Fontbonne College, 2000
Joon G. Sung, MFA (Computer Graphics), Syracuse University Main Campus, 2001

Instructor
David M. Marquez, MFA (Art), University of Iowa, 2003

Art Education for Teacher Leaders, Master of Arts in Education (0443)

Program Coordinator
Miwon Choe, miwon.choe@wku.edu, (270) 745-7052

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

Program Admission

1. WKU Graduate: No qualifying GAP score will be required for graduates of the WKU A.B. in Visual Studies, Art Education concentration program, as long as they have or are eligible for a teaching certificate for Visual Art (Grades P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or a qualifying GAP score and must have or be eligible for a teaching certificate for Visual Art (Grades P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

3. Graduate of an Out-of-State Institution of Higher Education: Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or a qualifying GRE/GAP scores, and must have or be eligible for a teaching certificate for Visual Art (Grades P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher. GAP=(GRE-V+GRE-Q)+(GPAx100).

Kentucky residents whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.
**Program Requirements (30-37 hours)**

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500, students will complete an assessment process that will be used in determining which TCHL core courses they must take. All students must either complete TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and TCHL 558 or pass proficiency evaluations for these courses. TCHL 500, TCHL 530, and TCHL 560 or the content specific action research course (ART 512) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

**Specialization Component (Advisor-approved courses from studio, art history, and art education)**

| Art Core Content: |
| Select 12 hours of the following: |
| ART 520 Ceramic Art |
| ART 540 Drawing |
| ART 550 Printmaking |
| ART 560 Painting |
| ART 570 Sculpture |
| ART 401G Art of the Italian Renaissance |
| ART 405G Art Theory and Criticism |
| ART 496G Studio Art Topic |
| ART 591 Investigation/Art History |

| Art Education: |
| Select 6 hours of the following: |
| ART 511 Independent Investigation/Art Education |
| ART 590 Workshop in Arts and Humanities Education |
| ART 496G Studio Art Topic (Applicable from the art core) |

**Professional Education Core**

| Required: |
| TCHL 500 Foundations of Teacher Leadership |
| TCHL 530 Curriculum Development |
| ART 512 Independent Investigation/Art Education |
| or TCHL 560 Action Research Capstone for Teacher Leaders |
| TCHL 540 Classroom Instruction: Instructional Strategies |
| TCHL 544 Equitable School and Community Partnerships |
| TCHL 548 Classroom Instruction: Managing the Learning Environment |
| TCHL 550 Student Assessment I: Fundamentals of Student Assessment |
| TCHL 554 Student Assessment II: Standardized Testing |
| TCHL 558 Student Assessment III: Classroom Tests and Instruments |

**Education Electives**

Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 must substitute another education course with advisor approval. TCHL 520 is strongly recommended.

**Total Hours**: 30-37

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1. Topic: History of Art Education

2. Overseas program or directed investigation on studio application for art education

3. While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals.

4. All students must either complete or pass proficiency evaluations for these courses.

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**Mid-Point Assessment Requirements**

To ensure that all master's candidates are proficient in Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560 or ART 512 that should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all...
TCHL courses and/or uploaded all Critical Performances, and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Completion Requirements

1. Successfully complete ART 512 or TCHL 560 (Course grade of C or higher).
2. Give acceptable presentation of action research in appropriate venue approved by Action Research capstone course instructor.
3. Achieve a minimum 3.0 GPA overall and in program coursework.

Art, Minor (002)

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

The art minor requires 12 hours of studio and art education courses. Please refer to the School of Teacher Education for information on secondary education requirements.
**Department of Communication**

www.wku.edu/communication
communication@wku.edu
Helen Sterk, Department Head
Ivan Wilson Fine Arts Center 130
(270) 745-3296 Phone

**Degree(s)**

- Organizational Communication (MA) (p. 39)

**Certificate Program(s)**

- Communicating in Healthcare (p. 38)
- Communicating in Organizations (p. 39)

**Faculty**

**Professor**
Cecile W. Garmon, PhD (Educational Leadership), Vanderbilt University, 1984
Helen M. Sterk, PhD (Communication Studies), University of Iowa, 1986

**Associate Professor**
Kumi Ishii, PhD (Communication Studies), Kent State University Main Campus, 2004
Angela M. Jerome, PhD (Communication Studies), University of Kansas Main Campus, 2002
Holly J. Payne, PhD (Communication), University of Kentucky, 2003
Sally J. Ray, PhD, Wayne State University, 1991
Jennifer M. Smith, PhD (Communication), Purdue University Main Campus, 2006
Blair C. Thompson, PhD (Communication Studies, Educational Psychology), University of Nebraska-Lincoln, 2007

**Assistant Professor**
Laura E. Brown, PhD (Communication Studies), University of Texas at Austin, 2015
Jie-Young Kong, PhD (Communication), Arizona State University Main, 2012

**Instructor**
Gary K. Hughes, PhD (Communication), University of Kentucky, 2014

**Communicating in Healthcare, Certificate (0475)**

**Program Coordinator**
Angela M. Jerome, angela.jerome@wku.edu, (270) 745-3296

The Communicating in Healthcare Certificate is designed to provide students with a deep understanding of the role of communication in healthcare contexts. This certificate will explore interpersonal as well as organizational factors affecting healthcare and will assist students in developing communication strategies and skills. Students completing the program not only will understand how to communicate more effectively within their health profession but also will know how better to communicate with patients to maximize compliance and enhance advocacy.

This certificate provides 12 hours of advanced coursework in communication within the healthcare context. Students will take 6 credit hours of required courses related to health communication and health campaigns; 3 credit hours of a restricted elective providing broad coverage of communication within contexts relevant to healthcare such as intercultural, group, interpersonal, and organization communication; and 3 credit hours of a free elective from healthcare administration, public health, or gerontology.

**Admission Requirements**

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Certificate Requirements (12 hours)**

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 523</td>
<td>Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 553</td>
<td>Health Communication Campaigns</td>
<td>3</td>
</tr>
</tbody>
</table>

**Restricted Electives**

Select 3 hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 528</td>
<td>Communication in the Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>COMM 564</td>
<td>Crisis Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
COMM 578  Seminar in Interpersonal Communication
COMM 581  Applied Organizational Communication
COMM 586  Process of Group Communication
COMM 590  Intercultural Communication

**Free Elective**

Select 3 hours of the following: 3

- HCA 540  Health Care Organization and Management
- HCA 541  Strategic Management & Marketing of Health Services
- PH 548  Community Health Organization
- PH 564  Public Health Issues in Women's Health
- PH 587  Health Behavior
- GERO 501  Perspectives in Aging

**Total Hours** 12

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### Communicating in Organizations, Certificate (0471)

**Program Coordinator**
Angela M. Jerome, angela.jerome@wku.edu, (270) 745-3296

The Communicating in Organizations certificate provides students the opportunity to develop an in-depth understanding of how communication functions in organizations. Using foundational and current research in the field, students are exposed to organizational communication theory and processes. Students will take graduate courses that focus on general organizational communication theory, applied organizational communication, communication within specific organizational contexts, and one other course chosen by participants as especially relevant to their own work and interests.

**Admission Requirements**

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Certificate Requirements (12 hours)**

#### Organizational Communication in Context

Select 6 hours of the following: 6

- COMM 528  Communication in the Nonprofit Sector
- COMM 561  Multinational Organizational Communication
- COMM 564  Crisis Communication
- COMM 571  Organizational Communication in the Digital Age
- COMM 581  Applied Organizational Communication
- COMM 586  Process of Group Communication

#### Strategies for Communicating

Select 6 hours of the following: 6

- COMM 523  Health Communication
- COMM 553  Health Communication Campaigns
- COMM 563  Issues Management
- COMM 565  Communication and Conflict
- COMM 566  Corporate & Organizational Advocacy
- COMM 568  Communication and Organizational Identification
- COMM 577  Cultural Terrorism Communication
- COMM 578  Seminar in Interpersonal Communication
- COMM 587  Communication in Intercultural Negotiation & Mediation
- COMM 590  Intercultural Communication

**Total Hours** 12

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### Organizational Communication, Master of Arts (0012)

**Program Coordinator**
Angela M. Jerome, angela.jerome@wku.edu, (270) 745-3296

With a focus on Applied Organizational Communication our mission is to provide graduate students with an engaging, challenging, and rewarding program integrating communication theory, practice, and problem-based research. Our vibrant and active program also includes coursework in interpersonal, health, and intercultural communication which provides students with a well-rounded academic program. Utilizing foundational works and contemporary studies of communication processes, we prepare students to advance in professional and academic endeavors.
The Master of Arts in Organizational Communication prepares students for a variety of careers and pursuits in which advanced communication study is helpful – especially management, personnel relations, training, sales, marketing, and intercultural communication. While many of our graduates find success in diverse organizational settings we also have a strong record of placing students in quality doctoral programs around the country.

**Joint Undergraduate Master's Program (JUMP)**

This degree offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

**Admission Requirements**

*For students who have taken the GRE after August 2011:*

Admission to the program requires a minimum score of 139 on the Verbal and Quantitative section of the GRE. Additionally, students must have a GAP score of at least 550 \[\text{GAP} = (\text{Overall GRE score}) + (\text{Undergraduate GPA} \times 100)\] and a minimum score of 3.5 on the analytical writing section of the GRE.

*For students who have taken the GRE prior to August 2011:*

Admission to the program requires a GAP score of at least 2200 \[\text{GAP} = \text{Overall GRE score} \times \text{Undergraduate GPA}\] and a minimum score of 3.5 on the analytical writing section of the GRE.

Applicants should submit the application, official transcripts, GRE scores, a writing sample from an undergraduate course, and a letter of intent to the Graduate School. The letter of intent should discuss the following:

1. Academic and/or professional experiences.
2. Goals in pursuing graduate studies in communication.
3. Areas of interest in the communication discipline.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Degree Requirements (33 hours)**

All students in the MA program take one foundational course, COMM 547, and two research methods courses, COMM 501 and COMM 502. Additionally, students complete a minimum of twelve hours of electives in the organizational communication area and a minimum of six hours in the human communication area.

Students may choose to write a thesis for six hours of credit. Students selecting the non-thesis capstone option will complete their remaining six hours of coursework from any category and will also complete written comprehensive exams. With academic advisor and Graduate Director or Department Head approval, students may transfer six hours from another university or take up to six hours in another discipline. As a general policy, the Department of Communication does not accept the transfer of research methods courses to fulfill the research methods requirements.

In order for students to matriculate through the program successfully, appropriate sequencing of the required courses is required. Students should complete the required core courses within their first 18 hours of coursework. These courses include COMM 501, COMM 502, and COMM 547.

Students must maintain a grade point average of 3.0 or higher. A grade of "B" or higher must be earned in the required core courses. No grade below a "C" in any elective course will be acceptable toward the degree. The program is a total of 33 hours.

**Required Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 501</td>
<td>Qualitative Methods in Communication Research</td>
<td>3</td>
</tr>
<tr>
<td>COMM 502</td>
<td>Quantitative Methods in Communication Research</td>
<td>3</td>
</tr>
<tr>
<td>COMM 547</td>
<td>Organizational Communication Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Organizational Communication Electives**

Select 12 hours with advisor approval of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 528</td>
<td>Communication in the Nonprofit Sector</td>
</tr>
<tr>
<td>COMM 551</td>
<td>Employee Communication</td>
</tr>
<tr>
<td>COMM 552</td>
<td>Democracy, Power, &amp; Voice in Organizations</td>
</tr>
<tr>
<td>COMM 560</td>
<td>Seminar in Organizational Communication</td>
</tr>
<tr>
<td>COMM 561</td>
<td>Multinational Organizational Communication</td>
</tr>
<tr>
<td>COMM 563</td>
<td>Issues Management</td>
</tr>
<tr>
<td>COMM 564</td>
<td>Crisis Communication</td>
</tr>
<tr>
<td>COMM 566</td>
<td>Corporate &amp; Organizational Advocacy</td>
</tr>
<tr>
<td>COMM 568</td>
<td>Communication and Organizational Identification</td>
</tr>
<tr>
<td>COMM 571</td>
<td>Organizational Communication in the Digital Age</td>
</tr>
<tr>
<td>COMM 581</td>
<td>Applied Organizational Communication</td>
</tr>
<tr>
<td>COMM 586</td>
<td>Process of Group Communication</td>
</tr>
<tr>
<td>COMM 587</td>
<td>Communication in Intercultural Negotiation &amp; Mediation</td>
</tr>
</tbody>
</table>
COMM 595  Independent Study in Communication

**Human Communication Electives**
Select 6 hours with advisor approval of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 503</td>
<td>Foundations of Communication</td>
</tr>
<tr>
<td>COMM 523</td>
<td>Health Communication</td>
</tr>
<tr>
<td>COMM 531</td>
<td>Global Leadership Communication</td>
</tr>
<tr>
<td>COMM 544</td>
<td>Persuasive Communication</td>
</tr>
<tr>
<td>COMM 526</td>
<td>Family Communication</td>
</tr>
<tr>
<td>COMM 565</td>
<td>Communication and Conflict</td>
</tr>
<tr>
<td>COMM 570</td>
<td>Seminar in Human Communication</td>
</tr>
<tr>
<td>COMM 572</td>
<td>Nonverbal Communication</td>
</tr>
<tr>
<td>COMM 577</td>
<td>Cultural Terrorism Communication</td>
</tr>
<tr>
<td>COMM 578</td>
<td>Seminar in Interpersonal Communication</td>
</tr>
<tr>
<td>COMM 595</td>
<td>Independent Study in Communication</td>
</tr>
</tbody>
</table>

**Capstone**
Select one of the following options:  

<table>
<thead>
<tr>
<th>Option</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Option</td>
<td>COMM 599 Thesis Research/Writing</td>
</tr>
<tr>
<td></td>
<td>Complete written comprehensive exams</td>
</tr>
<tr>
<td>Non-Thesis Option</td>
<td>Select an additional 6 hours of Organizational or Human Communication electives</td>
</tr>
<tr>
<td></td>
<td>Complete written comprehensive exams</td>
</tr>
</tbody>
</table>

**Total Hours**  
33

---

1. With academic advisor and graduate director or department head approval, students may transfer six hours from another university or take up to six hours in another discipline.
Department of English

www.wku.edu/english/
english.office@wku.edu
Robert C. Hale, Department Head
Cherry Hall 135
(270) 745-3043 Phone

Degree(s)

• Creative Writing (MFA) (p. 42)
• English (MA) (p. 44)

Minor(s)

• English minor (MAE) (p. 46)

Teacher Certification Program(s)

• Teach English as a Second Language (Endorsement) (p. 46)

Certificate Program(s)

• Teaching English to Speakers of Other Languages-TESOL (Certificate) (p. 47)

Faculty

Professor

Lloyd G. Davies, PhD (Literature), Duke University, 1993
Nikolai Endres, PhD (Comparative Literature), University of North Carolina Chapel Hill, 2000
Robert Hale, PhD (English), Louisiana State University AM College, 1996
Theodore R. Hovet, PhD (English), Duke University, 1995
Thomas C. Hunley, PhD (Creative Writing), Florida State University, 2003
William D. Lenoir, PhD, Auburn University, 1992
Deborah A. Logan, PhD (English), University of North Carolina Chapel Hill, 1997
Mary E. Miller, MA (English), University of Kentucky, 1960
Alexander B. Poole, PhD (English), Oklahoma State University Main Campus, 2003

Associate Professor

David J. Bell, PhD (English and Comparative Literature), University of Cincinnati Main Campus, 2005
Kenneth W. Berry, PhD (English), University of Mississippi, 2000
Jane L. Fife, PhD (English Rhetoric and Composition), University of Louisville, 1992
Sandra S. Hughes, PhD (English), University of Georgia, 2003
Angela L. Jones, PhD (English), University of Kansas Main Campus, 2001
Alison L. Langdon, PhD (English), University of Oregon, 2004
Kelly L. Reames, PhD (English), University of North Carolina Chapel Hill, 2002
Lawrence D. Rigby, PhD (English), University of Missouri-Columbia, 2000
Judith Szerdahelyi, PhD (English, English), University North Carolina Greensboro, 2002
Elizabeth G. Winkler, PhD (Linguistics), Indiana University at Bloomington, 1999

Assistant Professor

Elizabeth A. Alsop, PhD (Comparative Literature), CUNY Grad School University Center, 2012
Shane J. Book, MFA (English), University of Iowa, 2002
Rebecca L. Brown, PhD (English), University of Louisiana at Lafayette, 2007
John C. Ervin, PhD (English Rhetoric and Composition), University of Louisville, 2004
Jerod Hollyfield, PhD (English), Louisiana State University AM College, 2011
Gillian B. Knoll, PhD, University of Maryland College Park, 2012
Christopher S. Lewis, PhD (English), The Ohio State University at Marion, 2012
Peggy D. Otto, PhD (English Rhetoric Composition), University of Louisville, 2009
Jeffrey A. Rice, PhD (English), University of Florida, 2010
Alison M. Youngblood, PhD (Education, Teaching English to Speakers of Other Languages), University of Central Florida, 2014

Creative Writing, Master of Fine Arts (0478)

Program Coordinator
Kenneth W. Berry, wes.berry@wku.edu, (270) 745-5770

The MFA program provides students pursuing vocations in creative writing the opportunity to acquire the background and knowledge required to be leading citizens of what Vachel Lindsay calls the “Republic of Letters.” The program prepares students for lives as writers of novels, short fiction, creative
nonfiction, scripts, and poetry and related pursuits such as teaching, literary editing and publishing. Students will complete a secondary concentration in literature, composition/rhetoric, or teaching English as a second language in order to give them additional options for employment after graduation. The two year residential program of study consists of 45 credit hours of graduate course work, culminating in rigorous comprehensive exams and the completion of a publishable creative thesis in fiction, poetry, scriptwriting, or creative nonfiction.

Program Admission

- Minimum undergraduate GPA of 3.0
- Minimum GRE Analytical Writing score of 4.0 and minimum GRE Verbal score of 153
- Minimum GAP score of 453 \[\text{GAP} = \text{GRE-V} + (\text{undergraduate GPA} \times 100)\]
- Completion of four undergraduate English courses beyond general education requirements with a GPA of at least 3.0; two of the courses should be upper-level English courses. Undergraduate creative writing courses are highly recommended
- Submission of writing sample

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (45 hours)

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 507</td>
<td>Introduction to Creative Writing Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 510</td>
<td>Graduate Rhetoric and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 512</td>
<td>Reading as a Writer</td>
<td>3</td>
</tr>
<tr>
<td>ENG 501</td>
<td>Graduate Writing Workshop</td>
<td>9</td>
</tr>
<tr>
<td>ENG 515</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ENG 599</td>
<td>Thesis Research and Writing</td>
<td>6</td>
</tr>
</tbody>
</table>

Secondary Concentrations

Select a concentration 12

Electives

Select 6 hours 1

Total Hours 45

1 Students may take the six hours of elective courses from any of the concentration courses so long as they have not counted them as part of the core or secondary concentration. In order to earn TESL certification as a secondary concentration, students will need to use one of their free electives towards a TESL course.

Concentrations

Composition & Rhetoric Concentration

Select 12 hours from the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 401G</td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>ENG 402G</td>
<td>Editing and Publishing</td>
</tr>
<tr>
<td>ENG 403G</td>
<td>Writing Memoir and Autobiography</td>
</tr>
<tr>
<td>ENG 404G</td>
<td>History of the English Language</td>
</tr>
<tr>
<td>ENG 407G</td>
<td>Linguistic Analysis</td>
</tr>
<tr>
<td>ENG 408G</td>
<td>Psycholinguistics and Sociolinguistics</td>
</tr>
<tr>
<td>ENG 501</td>
<td>Graduate Writing Workshop</td>
</tr>
<tr>
<td>ENG 502</td>
<td>Graduate Directed Writing</td>
</tr>
<tr>
<td>ENG 598</td>
<td>Advanced Directed Study</td>
</tr>
</tbody>
</table>

Total Hours 12

Literature Concentration

Select 12 hours from the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 489G</td>
<td>English Novel</td>
</tr>
<tr>
<td>ENG 490G</td>
<td>American Novel</td>
</tr>
<tr>
<td>ENG 493G</td>
<td>American Poetry</td>
</tr>
<tr>
<td>ENG 495G</td>
<td>Southern Literature</td>
</tr>
<tr>
<td>ENG 497G</td>
<td>Women's Literature</td>
</tr>
<tr>
<td>ENG 499G</td>
<td>Directed Study/English-Ind</td>
</tr>
<tr>
<td>ENG 504</td>
<td>Studies in American Literature</td>
</tr>
<tr>
<td>ENG 514</td>
<td>Studies in British Literature</td>
</tr>
<tr>
<td>ENG 524</td>
<td>Studies in World Literature</td>
</tr>
</tbody>
</table>

Total Hours 12
ENG 534  Studies in Genre
ENG 586  Seminar in British Writers
ENG 596  Seminar in American Writers
ENG 597  Special Topics in English
ENG 598  Advanced Directed Study

Total Hours  12

TESL Concentration
Select 12 hours from the following:

ENG 407G  Linguistic Analysis
ENG 408G  Psycholinguistics and Sociolinguistics
ENG 471G  TESL Practicum
ENG 565  Integrated Teaching English as a Second Language
ENG 566  Teaching and Testing ESL Grammar
ENG 598  Advanced Directed Study

Total Hours  12

English, Master of Arts (067)

Program Coordinator
Kenneth W. Berry, wes.berry@wku.edu, (270) 745-5770

The master’s program prepares students for teaching in high school or college, for continuing graduate work toward a doctorate in English, or for many other careers that involve strong communication skills. The MA in English can be taken with a concentration in literature, creative writing, rhetoric and composition, teaching, or TESL (Teaching English as a Second Language).

Program Admission

In addition to Graduate School requirements, admission to a concentration in literature or teaching requires 27 hours of undergraduate English with a GPA of 3.0 or better. Admission requirements for the creative writing, rhetoric and composition, and TESL concentrations include a minimum of four undergraduate English courses beyond general education requirements, with a GPA of 3.0 or better. Candidates in the teaching concentration must satisfy admission standards for Teacher Leader. The teaching concentration is officially approved for rank change and teacher certification renewal.

Those students seeking Rank II or Rank I certification for Grades 8-12 must have or be eligible for a secondary school teaching certificate and must include a copy with the application for admission. Kentucky candidates whose certificates have expired may be admitted, but they may enroll for only six hours before the must apply to the Kentucky Education Professional Standards Board for reissued certificates. After completion of six hours, such students must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

A satisfactory writing sample is required for the creative writing concentration. A thesis is mandatory in the creative writing concentration but optional in the others.

All candidates should include a personal statement, with identification of desired concentration, with application materials.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30-33 hours)

All students in the MA program take ENG 520 (which should be taken in the first semester of graduate study), 6 hours of American literature, and 6 hours of British literature, and select a concentration of 12 hours. All concentrations include a research tool requirement, which the student may satisfy by demonstrating reading proficiency in a foreign language or by completing ENG 520. If ENG 520 is designated as the research tool, it may not be included in the 30 credit hours required for the degree, and students must take an additional 3 hours for a total of 33 hours. For the creative writing and rhetoric/composition concentrations, the electives for students counting ENG 520 as the research tool is restricted to courses appropriate to their concentrations.

An examination over the course work, related materials, and thesis (if there is one) must be completed. Rank II/I candidates also present a portfolio at the time of the examination. Early in the graduate program, the student should obtain from the English graduate advisor a copy of the comprehensive exam contract for his or her focus area. These contracts are also viewable on the departmental website.

Required Core for All Concentrations

ENG 520  Introduction to Graduate Studies  3
Select 6 hours of American Literature  6
Select 3 hours of British Literature with a focus on pre-1800 literature  3
Select 3 hours of British Literature with a focus on post-1800 literature  3
### Concentration
Select a concentration  

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
</tr>
</tbody>
</table>

### Concentrations

#### Literature Concentration

<table>
<thead>
<tr>
<th>Select 3 hours of non-literature English electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

- Select 12 hours of literature electives (at least 3 hours British and at least 3 hours American)  
- Select 6 hours of literature electives (3 hours British & 3 hours American) and a thesis  

<table>
<thead>
<tr>
<th>Research tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

Note: The literature courses must include 6 hours of poetry and 6 hours of fiction courses.

#### TESL Concentration

<table>
<thead>
<tr>
<th>ENG 565</th>
<th>Integrated Teaching English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 566</th>
<th>Teaching and Testing ESL Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 407G</th>
<th>Linguistic Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 408G</th>
<th>Psycholinguistics and Sociolinguistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 471G</th>
<th>TESL Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

#### Creative Writing Concentration

<table>
<thead>
<tr>
<th>ENG 501</th>
<th>Graduate Writing Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select 3 hours of creative writing electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select 3 hours of English electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creative Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

Note: Students using ENG 520 as the research tool should choose a writing class for the additional 3 required hours.

#### Rhetoric and Composition Concentration

<table>
<thead>
<tr>
<th>Select one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

- Select 12 hours of rhetoric or composition electives
- Select 6 hours of writing electives and a thesis

#### Research Tool:

Students using ENG 520 as a research tool will need to take an additional course and may choose from the following:

<table>
<thead>
<tr>
<th>ENG 402G</th>
<th>Editing and Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 403G</th>
<th>Writing Memoir and Autobiography</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 404G</th>
<th>History of the English Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 407G</th>
<th>Linguistic Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 408G</th>
<th>Psycholinguistics and Sociolinguistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 501</th>
<th>Graduate Writing Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 502</th>
<th>Graduate Directed Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 598</th>
<th>Advanced Directed Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
</tr>
</tbody>
</table>

#### Teaching Track Concentration

This concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The teaching concentration requires 3 hours of English composition and 12-16 hours of Teacher Leader (TCHL) courses in the School of Teacher Education. While in TCHL 500, students will complete an assessment process that will be used to determine which TCHL core courses they must take.
All students must complete TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and TCHL 558 or satisfactorily complete proficiency evaluations for those courses.

**Teacher Education Core**

**Required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership ¹</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development ¹</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete the following or take proficiency exams:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 540</td>
<td>Classroom Instruction: Instructional Strategies</td>
<td>3-7</td>
</tr>
<tr>
<td>TCHL 544</td>
<td>Equitable School and Community Partnerships</td>
<td></td>
</tr>
<tr>
<td>TCHL 548</td>
<td>Classroom Instruction: Managing the Learning Environment</td>
<td></td>
</tr>
<tr>
<td>TCHL 550</td>
<td>Student Assessment I: Fundamentals of Student Assessment</td>
<td></td>
</tr>
<tr>
<td>TCHL 554</td>
<td>Student Assessment II: Standardized Testing</td>
<td></td>
</tr>
<tr>
<td>TCHL 558</td>
<td>Student Assessment III: Classroom Tests and Instruments</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 12-16

¹ No proficiency exam is offered for TCHL 500, TCHL 530, or TCHL 560; these are required.

**English, Minor (008)**

Courses in English may constitute a minor for the Master of Arts in Education. Students minoring in English take 12 hours in English, including 3 hours of American literature, 3 hours of British literature, 3 hours in composition or English language studies, and 3 hours of electives. Students take a written test in the minor. For more information on secondary education requirements, please refer to the School of Teacher Education.

**Admission Requirements**

To pursue a minor in English, the student must have completed at least 24 hours of undergraduate work in English with a GPA of 3.0 or better in English.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Minor Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 3 hours of American literature</td>
<td>3</td>
</tr>
<tr>
<td>Select 3 hours of British literature</td>
<td>3</td>
</tr>
<tr>
<td>Select 3 hours in composition or English language studies</td>
<td>3</td>
</tr>
<tr>
<td>Select 3 hours of electives</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 12

**Teach English as a Second Language (TESL), Endorsement (132)**

Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the courses below and the ESL Praxis test with a minimum score of 157. An overall GPA of 3.0 and grade of “B” or better must be earned in the required core classes.

**Admission Requirements**

Applicants for the Teaching English as a Second Language endorsement must have or be eligible for a teaching certificate at the elementary level (IECE Birth to Primary or Elementary P-5), middle grades level (Grades 5-9), or secondary level (Grades 8-12, Grades 5-12, or Grades P-12). Students certified or eligible for certification in Special Education P-12 are also eligible for admission to the Teaching English as a Second Language endorsement.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Endorsement Requirements (16-22 hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 407G</td>
<td>Linguistic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 408G</td>
<td>Psycholinguistics and Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 565</td>
<td>Integrated Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 566</td>
<td>Teaching and Testing ESL Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 471G</td>
<td>TESL Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

**Other Requirements**
Teaching English to Speakers of Other Languages (TESOL), Certificate (0416)

Program Coordinator
Alexander B. Poole, alex.poole@wku.edu, (270) 745-5780

The TESOL Graduate Certificate is intended for individuals who are not P-12 teachers and want to teach in language institutes, either domestically or abroad. The Certificate requires a minimum of 16 hours consisting of ENG 407G, ENG 408G, ENG 565, ENG 566, and ENG 471G, which involves field experience in Bowling Green conducted during the final semester. Other requirements include a portfolio of student work and completion of 6 hours of one foreign language if not previously taken. Students must have taken one linguistics class in appropriate area - ENG 104, ENG 302, ENG 304, or an approved equivalent— before taking ENG 407G. Students must maintain a 3.0 GPA in order to receive the Certificate.

Program Admission

- B.A. plus completion of at least one undergraduate linguistics course in appropriate area
- 3.0 undergraduate or graduate GPA, or
- A GAP score of 2200, with minimum of 3.5 on analytical writing portion of GRE
  *GAP=(GRE-V+GRE-Q) +(GPAx100);
- Students who are accepted into the TESL Graduate Endorsement program may apply for the Graduate Certificate upon completion of 12 hrs of required TESL coursework with a 3.75 GPA

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (16-22 hours)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 407G Linguistic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 408G Psycholinguistics and Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 565 Integrated Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 566 Teaching and Testing ESL Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 471G TESL Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 6 hours of one foreign language if not previously taken</td>
<td>0-6</td>
</tr>
</tbody>
</table>

Total Hours: 16-22

1 For final assessment
Department of Folk Studies and Anthropology

www.wku.edu/fsa
folkstudies@wku.edu
Michael Ann Williams, Department Head
Ivan Wilson Fine Arts Center 237
(270) 745-6549 Phone

Degree(s)
- Folk Studies (MA) (p. 48)

Minor(s)
- Folk Studies, minor (MAE) (p. 50)

Certificate Program(s)
- Historic Preservation (Certificate) (p. 50)

Faculty

Professor
Susan E. Brady, PhD (Folklore), Indiana University at Bloomington, 1985
Michael A. Williams, PhD (Folklore Folklife), University of Pennsylvania, 1985

Clinical Assistant Professor
Brent A. Bjorkman, MA (Folk Studies), Western Kentucky University, 1998

Associate Professor
Darlene A. Applegate, PhD (Anthropology), The Ohio State University Main Campus, 1997
Timothy H. Evans, PhD (American Studies, Folklore), Indiana University at Bloomington, 1995
Kathryn A. Hudepohl, PhD (Anthropology), Tulane University, 2002

Assistant Professor
Ann K. Ferrell, PhD (English), The Ohio State University Main Campus, 2009
Kate G. Horigan, PhD (English, Interdisciplinary Specialization in Folklore), The Ohio State University Main Campus, 2013
Jean-Luc Houle, PhD (Anthropology, Archeology), University of Pitts Pittsburgh Camp, 2010
Angie A. Stinnett, PhD, University of Arizona, 2014

Folk Studies, Master of Arts (069)

Program Coordinator
Michael A. Williams, michael.williams@wku.edu, (270) 745-5898

The study of folklore and folklife involves examination and analysis of traditional expressive culture in all its forms including verbal, musical, material, and customary. In every society, agricultural and industrial, rural and urban, folklore is a vital part of life. The discipline has close affinities with literature, anthropology, sociology, history, geography, linguistics, philosophy, ethnomusicology, and psychology.

Program Admission

Adequate undergraduate preparation in any of the above disciplines will be acceptable for admission to graduate study in folk studies. Applicants must have a GPA of 3.0 or higher. All applicants must submit three letters of reference, a statement of intent, and a writing sample to the department. Applicants must submit a minimum GAP score of 600.

\[ \text{GAP} = (\text{GRE-V}+\text{GRE-Q})+(\text{GPA} \times 100) \]

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Plan A (Thesis Option) Program Requirements (36 hours)

This option provides advanced knowledge of the theoretical and methodological aspects of folklore and folklife. Course work will emphasize the history of the discipline, field research techniques, and surveys of various folklore genres. It is designed to prepare students for both academic and public sector professions and for further academic research.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLK 577</td>
<td>Folklore Theory</td>
<td>3</td>
</tr>
<tr>
<td>FLK 578</td>
<td>Folklore Fieldwork</td>
<td>3</td>
</tr>
</tbody>
</table>
**FLK 569**  
Folklore Genres ¹  
Select two of the following genre courses:  
- FLK 561 Folk Arts and Technology  
- FLK 571 Folk Narrative  
- FLK 575 Folk Belief  
- FLK 576 American Traditional Music  
- FLK 580 Folklore Conversation and Communication  
Select one of the following applied courses:  
- FLK 470G Museum Procedures and Preservation Techniques  
- FLK 560 Cultural Conservation  
- FLK 562 Folklore and Education  
- FLK 572 Public Folklore  

**Electives**  
Select 12 hours with approval of advisor  

**Thesis**  
FLK 599 Thesis Research and Writing  

**Exam**  
The student must also pass a comprehensive written examination based on course work and a program reading list.  

**Total Hours** 36  
¹ Must be taken in the first year.

---

**Plan B (Public Folklore Option) Program Requirements (36 hours)**

This option permits individually planned programs (with advisor) stressing those combinations of course related research, "hands on" skills, and writing experiences that will best prepare individuals for their personal and professional goals.

**Required Courses**  
FLK 577 Folklore Theory ¹  
FLK 578 Folklore Fieldwork ¹  
FLK 569 Folklore Genres ¹  
Select two of the following genre courses:  
- FLK 561 Folk Arts and Technology  
- FLK 571 Folk Narrative  
- FLK 575 Folk Belief  
- FLK 576 American Traditional Music  
- FLK 580 Folklore Conversation and Communication  
FLK 562 Folklore and Education  
FLK 572 Public Folklore  
Select one of the following options:  
- **Thesis Track:**  
  FLK 599 Thesis Research and Writing  
  Select 9 hours of electives with advisor's approval  
- **Non-Thesis Track:**  
  FLK 589 Internship  
  or FLK 587 Capstone Course in Public Folklore  
  Select 14 hours of electives with advisor's approval  
Portfolio of professional-level work  

**Exam**  
The student must also pass a comprehensive written examination based on course work and a program reading list.  

**Total Hours** 36  
¹ Must be taken in the first year.
Plan C (Historic Preservation Option) Program Requirements (36 hours)

While firmly grounded in the folk studies curriculum, the historic preservation option introduces students to the multiple facets of historic preservation and cultural conservation theory and practice. Internships with a variety of local, regional, and national institutions will also provide opportunity for practical work experience in historic preservation.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLK 577</td>
<td>Folklore Theory</td>
<td>3</td>
</tr>
<tr>
<td>FLK 578</td>
<td>Folklore Fieldwork</td>
<td>3</td>
</tr>
<tr>
<td>FLK 569</td>
<td>Folklore Genres</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following genre courses: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLK 561</td>
<td>Folk Arts and Technology</td>
</tr>
<tr>
<td>FLK 571</td>
<td>Folk Narrative</td>
</tr>
<tr>
<td>FLK 575</td>
<td>Folk Belief</td>
</tr>
<tr>
<td>FLK 576</td>
<td>American Traditional Music</td>
</tr>
<tr>
<td>FLK 580</td>
<td>Folklore Conversation and Communication</td>
</tr>
</tbody>
</table>

Select two courses from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLK 470G</td>
<td>Museum Procedures and Preservation Techniques</td>
</tr>
<tr>
<td>FLK 464G</td>
<td>Vernacular Architecture</td>
</tr>
<tr>
<td>FLK 560</td>
<td>Cultural Conservation</td>
</tr>
</tbody>
</table>

Select one of the following options: 15

**Thesis Track:**

- FLK 599 Thesis Research and Writing

**Non-Thesis Track:**

- FLK 589 Internship
- or FLK 586 Capstone Course in Historic Preservation

Select 9 hours of electives with advisor's approval

Exam

The student must also pass a comprehensive written examination based on course work and a program reading list.

Total Hours 36

1 Must be taken in the first year.

Folk Studies, Minor (009)

Courses in Folk Studies may constitute a minor for the Master of Arts in Education. This program is designed to enrich teaching content in the public schools in the arts, humanities, and social sciences, and to broaden the teacher's general education background. Consult the School of Teacher Education for further program information.

Program Admission

Adequate undergraduate preparation in any of these disciplines will be acceptable for admission to graduate study in folk studies. The student with a GPA below 3.0 will be asked to submit three letters of recommendation prior to consideration for admission.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLK 577</td>
<td>Folklore Theory</td>
<td>3</td>
</tr>
<tr>
<td>FLK 578</td>
<td>Folklore Fieldwork</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select 6 hours with advisor's approval 6

Total Hours 12

1 One course from a related discipline may be substituted for one folklore elective.

Historic Preservation, Certificate (0423)
Program Coordinator
Michael A. Williams, michael.williams@wku.edu, (270) 745-5898

The graduate certificate in Historic Preservation will provide the student with basic knowledge of and skills in preservation law and planning, architectural history, and cultural conservation. Students will be prepared for professional level work in preservation and cultural resource management.

The 15-hour certificate in historic preservation requires a 12-hour core: FLK 560, FLK 589 (Historic Preservation), and two of the following: FLK 445G, FLK 464G, FLK 470G or GEOG 434G. A 3-hour preservation elective will be chosen with the advisor’s approval. FLK 589 (Historic Preservation) should be taken after the completion of at least six hours of coursework.

Program Admission
Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (15 hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLK 560</td>
<td>Cultural Conservation</td>
<td>3</td>
</tr>
<tr>
<td>FLK 589</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses of the following: 6 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLK 445G</td>
<td>American Architectural History</td>
</tr>
<tr>
<td>FLK 464G</td>
<td>Vernacular Architecture</td>
</tr>
<tr>
<td>FLK 470G</td>
<td>Museum Procedures and Preservation Techniques</td>
</tr>
<tr>
<td>GEOG 434G</td>
<td>Historic Preservation: Principles and Practices</td>
</tr>
</tbody>
</table>

Electives
Select 3 hours with advisor’s approval 3 hours

Total Hours 15
Department of History

www.wku.edu/history
history@wku.edu
Robert Dietle, Department Head
Cherry Hall 200
(270) 745-3842 Phone

Degree(s)
• History (MA) (p. 52)

Faculty

Professor
Carol E. Crowe, PhD (History, 18th Century England), University of Georgia, 1971
John A. Hardin, PhD (History), University of Michigan-Ann Arbor, 1989
Glenn W. Lafantasie, PhD (History), Brown University, 2005
David D. Lee, PhD (History), The Ohio State University Main Campus, 1975
Marjorie E. Plummer, PhD (History), University of Virginia, 1996
Eric S. Reed, PhD (History), Syracuse University Main Campus, 2001
Jack W. Thacker, PhD (History), University of South Carolina - Columbia, 1966

Pedagogical Associate Professor
Jennifer A. Hanley, PhD (History), University of Kentucky, 2009

Associate Professor
Dorothea Browder, PhD (History, Distributed), University of Wisconsin-Madison, 2008
Robert L. Dietle, PhD (History), Yale University, 1991
Chunmei Du, PhD (East Asian Studies), Princeton University, 2009
Marc V. Eagle, PhD (History), Tulane University, 2005
Anthony A. Harkins, PhD (History), University of Wisconsin-Madison, 1999
F. A. Mcmichael, PhD (History), Vanderbilt University, 2002
Patricia H. Minter, PhD (History), University of Virginia, 1994
Juan L. Romero, PhD (History), University of Texas at Austin, 2008

Assistant Professor
Marko Dumancic, PhD (History), University of North Carolina Chapel Hill, 2010
Eric Kondratieff, PhD (Ancient History), University of Pennsylvania, 2003
Jeffrey D. Miner, PhD (History), Stanford University, 2011
Selena R. Sanderfer, PhD (History), Vanderbilt University, 2010
Tamara Van Dyken, PhD (History), University of Notre Dame, 2009

History, Master of Arts (078)

Program Coordinator
Marjorie E. Plummer, beth.plummer@wku.edu, (270) 745-5739

This program is designed to prepare students for the teaching of history on the junior or senior college level and to provide the initial graduate work for those who intend to pursue a doctoral degree.

Program Admission

All applicants must sit for the Graduate Record Examination (GRE) and submit scores to the university as part of their application. There are no exceptions to this requirement even for candidates with graduate degrees. The advanced test in History is not required.

Applicants must meet the following admission standards set forth by the History Department:

• Completion of at least 18 undergraduate credit-hours in history with a grade point average of at least 3.0 in history courses (on a 4.0 scale)
• An overall undergraduate grade point average of at least 3.0 (on a 4.0 scale)
• A GRE Verbal Reasoning section score of at least 500 (if taken before Aug. 2011) or 153 (if taken Aug. 2011 or later)
• Applicants must submit application and all supporting materials by April 15 (fall semester start) or October 15 (spring semester start)

Applicants must also submit:

• A brief (approximately 750 words) personal statement that discusses why they wish to pursue the Master of Arts degree in History;
The History Department will admit students twice a year on a competitive, academic merit-based basis. The History Department may limit the number of students admitted to maintain the quality and size of the MA program's student body.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (30-36 hours)**

A student who has an undergraduate major in history may be permitted to take six to nine hours of graduate work in a related field in courses approved by the Graduate Advisor. A student who presents an undergraduate minor in history must complete the entire program in the field of history.

Both Plan A (thesis) and Plan B (non-thesis) are available. Plan A requires 30 hours. Plan A requires a minimum of 21 hours of elective course work, HIST 535, and the thesis (6 hours). Reading proficiency in a modern foreign language must be demonstrated.

Plan B requires 36 hours. HIST 535 must be included in the program or used as a research tool. The research tool may be met by demonstrating proficiency in a foreign language or completing HIST 535. If HIST 535 is used as the research tool, an additional graduate history course must be taken to replace it within the program to complete the required 36 program credits.

**Plan A - Thesis (30 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 535</td>
<td>Historiography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 599</td>
<td>Thesis Research/Writing</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select 21 hours of electives</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Modern foreign language reading proficiency</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**Plan B - Non-Thesis (36 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 535</td>
<td>Historiography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 33 hours of electives</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Research Tool (^1)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

\(^1\) May be met by demonstrating proficiency in a foreign language or completing HIST 535.

**Comprehensive Exam**

Students should contact the History Graduate Advisor early in their programs for help in compiling a list of books and articles to study in preparation for the comprehensive exam. Students must pass the comprehensive exam (written and oral) over course work, bibliography, and (if Plan A) thesis.
The School of Journalism & Broadcasting, in collaboration with WKU's School of Kinesiology, Recreation and Sport, offers a concentration in Sport Media & Branding. The online Master of Science in Recreation and Sport Administration with a concentration in Sport Media & Branding allows graduate students the opportunity to explore the context and complexities of sport media relations, sport branding, digital media production and distribution, and sport sponsorships. The 33-credit-hour, two-year, completely online graduate program confronts the extraordinary changes occurring in the integrated sport media landscape, and assists students in the pursuit of competitive jobs in the sport public relations, advertising, and marketing industries. For program information refer to the School of Kinesiology, Recreation and Sport (https://www.wku.edu/krs), or contact the Sport Media & Branding concentration coordinator Ken Payne (ken.payne@wku.edu).

Faculty

Professor
Loup M. Langton, PhD (Journalism), University of Texas at Austin, 1995
Cliff P. Shaluta, MA (Speech), Marshall University, 1983

Associate Professor
Vicki S. Bagwell, MA (Communication), Western Kentucky University, 1992
Kenneth D. Payne, MA (Journalism), Marshall University, 1992
Department of Modern Languages
www.wku.edu/modernlanguages/
modern.languages@wku.edu
Laura McGee, Department Head
Ivan Wilson Fine Arts Center 251
(270) 745-2401 Phone

Degrees
• Secondary Education for Initial Certification (MAT) (p. 148)
  (Available for Chinese, French, German, or Spanish)
• Secondary Education for Teacher Leaders (MAE) (p. 150)
  (available for French, German, or Spanish)

Minor(s)
• French (minor) (p. 55)
• German (minor) (p. 55)
• Spanish (minor) (p. 55)

Faculty
Professor
Karin M. Egloff, PhD (French), University of Illinois Urbana-Champaign, 1990
Laura G. Mcgee, PhD (Germanics), University of Washington, 1996
Inmaculada Pertusa, PhD (Spanish), University of Colorado at Boulder, 1996
Melissa A. Stewart, PhD (Hispanic Italian Studies), Johns Hopkins University, 1992

Associate Professor
Sonia E. Lenk, PhD (Hispanic Language and Literature), University of Pitts Pittsburgh Camp, 2007
Nathan L. Love, PhD (French), Indiana University at Bloomington, 1982

Assistant Professor
Ke Peng, PhD (East Asian Studies, East Asian Studies), University of Arizona, 2011

French, Minor (010)

Program Admission
Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements
Those minoring in French, German, or Spanish for the Master of Arts in Education may take a minimum of 12 to a maximum of 15 hours of graduate level courses (an advisor-approved combination of methods and program-specific electives in the discipline). The remaining hours will be taken in professional education. No more than four 400G-level courses can be counted overall among the 30 required hours.

German, Minor (012)

Program Admission
Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements
Those minoring in French, German, or Spanish for the Master of Arts in Education may take a minimum of 12 to a maximum of 15 hours of graduate level courses (an advisor-approved combination of methods and program-specific electives in the discipline). The remaining hours will be taken in professional education. No more than four 400G-level courses can be counted overall among the 30 required hours.

Spanish, Minor (038)

Program Admission
Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.
Program Requirements

Those minoring in French, German, or Spanish for the Master of Arts in Education may take a minimum of 12 to a maximum of 15 hours of graduate level courses (an advisor-approved combination of methods and program-specific electives in the discipline). The remaining hours will be taken in professional education. No more than four 400G-level courses can be counted overall among the 30 required hours.
Department of Music

www.wku.edu/music
music@wku.edu
Scott Harris, Department Head
Ivan Wilson Fine Arts Center 351
(270) 745-3751 Phone

Degree(s)
- Music (MM) (p. 57)

Faculty

Professor
John M. Cipolla, DMA (Music, Music Performance), University North Carolina Greensboro, 2002
Michael J. Kallstrom, DM (Music Composition), Florida State University, 1984
Robert W. Pope, DMA (Music Performance), University of South Carolina - Columbia, 1992
Gary T. Schallert, DA (Music, Conducting), University of Northern Colorado, 2001
Bill R. Scott, DMA (Music Performance), University of South Carolina - Columbia, 1992
Donald R. Speer, PhD (Music Education), Louisiana State University AM College, 1991
Robyn K. Swanson, DME (Music Education), University of Northern Colorado, 1986
Mary E. Wolinski, PhD (Music), Brandeis University, 1988

Associate Professor
Mark S. Berry, DMA (Music Performance, Percussion), University of Michigan-Ann Arbor, 2004
Jeffrey R. Bright, PhD (Music Education), University of Oklahoma Norman, 2005
Scott H. Harris, DMA (Music), University of Oklahoma Norman, 2003
Paul L. Hondorp, DMA (Music Conducting), Michigan State University, 2003
Elizabeth H. Kelly, DMA (Voice), University of Cincinnati Main Campus, 2008

Assistant Professor
Jennifer J. Adam, DMA (Conducting), University of South Carolina - Columbia, 2010
Ching-Yi Lin, DM (Violin), Indiana University at Bloomington, 2010
Zachary A. Lopes, DMA (Piano), University of Cincinnati Main Campus, 2013
Joseph N. Stites, MS (Music Education), University of Illinois Urbana-Champaign, 1978

Music, Master of Music (0453)

Program Coordinator
Robyn K. Swanson, robyn.swanson@wku.edu, (270) 745-5925

The Master of Music graduate program has four areas of concentration: Music Education/Teacher Leader, Conducting/Teacher Leader, Conducting, and Pedagogy. These provide continued development of:

1. individual students which will result in enrichment of their personal lives and will enable them to preserve and extend cultural and diverse heritages; and
2. professional and scholarly competence in organization, interpretation, evaluation, communication, and dissemination of knowledge in the discipline.

The Music Education/Teacher Leader and Conducting/Teacher Leader concentrations would further enable the teacher/practitioner to meet certification renewal requirements and rank changes mandated by the Commonwealth of Kentucky. Graduates in the Pedagogy concentration would meet requirements for national certification through the Music Teachers National Association (MTNA).

Minimum Criteria for Curriculum Development

When a student is approved to enter the Rank II (MM/Conducting TL) program, the individual will be enrolled in TCHL 500 and will meet with the music program advisor to design the program of study. The Master's candidates will use several documents, including the KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30 hours related to Kentucky Teachers Standards and professional goals.

Program Admission

University Admission Requirements
1. Baccalaureate degree in music.
2. Applicants who are alumni of WKU teacher preparation programs seeking the Music Education/Teacher Leader and Conducting/Teacher Leader concentrations must submit a current, valid teaching certificate or Statement of Eligibility for P-12 Music Certification (Integrated, Vocal, or Instrumental).
Department of Music Admission Requirements

1. Prior to entrance: Audition on primary instrument or voice.
2. Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30-36 hours)

Music Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 500</td>
<td>Theory Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MUS 530</td>
<td>Music Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUS 511</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 525</td>
<td>Music and the Human Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration (select below) 18-24

Total Hours 30-36

1. Level 2 content core for the Music Education/Teacher Leader and Conducting/Teacher Leader.
2. TCHL 559 (1 hr) is embedded in MUS 511.
3. MUS 525 (3 hrs) is a music content course, aligns to competencies in TCHL 530 and is considered a Level 1 education course.

Music Education/Teacher Leader Concentration (MUTL)

Music Core 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MUS 509</td>
<td>Music Curriculum in the Elementary and Middle Schools</td>
<td>3</td>
</tr>
<tr>
<td>MUS 514</td>
<td>Secondary Music Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>MUS 625</td>
<td>Graduate Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Hours

Select 6 hours

Total Hours 30

1. Required the first semester of admission to the program.
2. Competencies included in TCHL 530, TCHL 545, and TCHL 555 are embedded in MUS 509 and MUS 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the TCHL 555 course. Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, TCHL 545, and TCHL 555. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, MUS 512, and MUS 514. They would be provided with advanced learning experiences associated with the courses and would be permitted to substitute another course. The music education critical performances are loaded in the unit’s accountability system (E-PASS).
3. Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies, etc. MUS 512 is a required course. Competencies included in TCHL 550, TCHL 554, and TCHL 558 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the courses TCHL 550 and TCHL 554.

Conducting/Teacher Leader Concentration (MUCT)

Music Core 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MUS 509</td>
<td>Music Curriculum in the Elementary and Middle Schools</td>
<td>3</td>
</tr>
<tr>
<td>MUS 514</td>
<td>Secondary Music Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>MUS 625</td>
<td>Graduate Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Conducting/Teacher Leader Requirements

Select 9-12 hours from the following:

9-12
### Conducting Concentration (MUCN)

**Music Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 518</td>
<td>Advanced Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 519</td>
<td>Conducting Seminar</td>
<td>3-6</td>
</tr>
<tr>
<td>MUS 525</td>
<td>Graduate Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Ensemble**

- Applied Lessons in Conducting: 2 hours

**Elective Hours**

Select 6 hours

**Total Hours** 30-33

1. Students will select Choral Emphasis (6 hours) or Instrumental Emphasis (3 hours).
2. Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies, etc. MUS 519 may be taken for a total of 6 hours.

### Pedagogy Concentration (MUPD)

**Music Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 520</td>
<td>Advanced Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MUS 513</td>
<td>Independent Directed Study/Music Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Ensemble**

- Applied Lessons: 2 hours

**Elective Hours**

Select 6 hours

**Total Hours** 30

1. Electives hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc.

### Music Electives (for all concentrations)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 513</td>
<td>Independent Directed Study/Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUS 518</td>
<td>Advanced Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 538</td>
<td>Independent Directed Study/Theory-Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUS 553</td>
<td>Applied Music Principal</td>
<td>2</td>
</tr>
<tr>
<td>MUS 550</td>
<td>Applied Music Secondary</td>
<td>1</td>
</tr>
<tr>
<td>MUS 540</td>
<td>Choral Union</td>
<td>1</td>
</tr>
<tr>
<td>MUS 541</td>
<td>University Choir</td>
<td>1</td>
</tr>
<tr>
<td>MUS 544</td>
<td>University Orchestra</td>
<td>1</td>
</tr>
</tbody>
</table>
MUS 545  Chamber Singers  1
MUS 547  Marching Band  1
MUS 548  Band  1
MUS 549  Chamber Music  1
MUS 571  Jazz Ensemble  1
MUS 574  Opera Theatre  1

Program Exit Requirements

1. Graduate Capstone Project
   Candidates must successfully complete MUS 625 and present research results to the Music Education Committee. The committee will use a 4-point scale with specific criteria to grade the project. A passing score of 3 or higher is needed to pass the exam graduation requirement.

2. Oral Comprehensive Exam
   A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1 (low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.
Department of Philosophy and Religion

www.wku.edu/philosophy-religion
philosophy.religion@wku.edu
Eric Bain-Selbo, Department Head
Cherry Hall 300
(270) 745-3136 Phone

Degree(s)
• Religious Studies (MA) (p. 61)

Certificate Program(s)
• Religious Studies (Certificate) (p. 61)

Faculty

Professor
Eric W. Bain-Selbo, PhD (Religious Ethics), University of Chicago, 1997
Jeffrey Samuels, PhD (Religious Studies), University of Virginia, 2002
Michael J. Seidler, PhD (Philosophy), Saint Louis University, 1981

Associate Professor
Isabel Mukonyora, PhD, University of Oxford, 1999
Lawrence W. Snyder, PhD (Religious Studies), University of North Carolina Chapel Hill, 1992

Assistant Professor
Audrey L. Anton, PhD (Philosophy), The Ohio State University Main Campus, 2011
James W. Barker, PhD (Religion), Vanderbilt University, 2011
Paul A. Fischer, PhD (East Asian Languages and Civilizations), University of Chicago, 2007
Nahed A. Zehr, PhD (Religion), Florida State University, 2011

Religious Studies, Certificate (1711)

Program Coordinator
Eric W. Bain-Selbo, eric.bain-selbo@wku.edu, (270) 745-5744

The Graduate Certificate in Religious Studies is a program designed for individuals seeking personal or professional development through the academic study of religion.

Program Admission
Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Certificate Requirements (15 hours)

Required Courses
RELS 500 Theory and Method in the Study of Religion 4
RELS 601 Graduate Seminar in Religious Studies 4

Elective
Select one RELS elective in consultation with the assigned advisor 3

Total Hours 15

This may be a graduate course in another department or a graduate course transferred from another institution.

Religious Studies, Master of Arts (0446)

Program Coordinator
Eric W. Bain-Selbo, eric.bain-selbo@wku.edu, (270) 745-5744

The MA in Religious Studies is a rigorous program in the academic study of religion. Combining required courses with free electives, students get advanced training in the study of religion while having the freedom to explore research areas of interest. The program provides students with the knowledge base and academic skills necessary to pursue work at the doctoral level.
Joint Undergraduate Master's Program (JUMP)

This degree offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

Program Admission

The applicant must provide all materials required by the Graduate School, complete the online application process, and meet the minimum GAP score (undergraduate grade point average multiplied by GRE score) requirement. Please visit the Graduate School website at www.wku.edu/graduate for more information and to complete the application.

The M.A. in Religious Studies requires the following elements in all applications:

- Personal Statement: this 2-3 page document (typed, double-spaced) should help the Admissions Committee understand how the applicant became interested in religious studies, what areas of religious studies the applicant would like to study, and how the program can help the applicant achieve his or her goals.
- Writing Sample: an undergraduate or graduate paper (minimum eight pages) that reflects the applicant's intellectual and communication skills.
- Two letters of recommendation.

The priority deadline for admissions will be March 15. While applications will be reviewed after the deadline, only those applications submitted by March 15 will be guaranteed full consideration. Applications submitted before the deadline will be reviewed periodically, allowing for early admissions decisions in some cases.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (35 hours)

The M.A. program in Religious Studies requires a minimum of 35 graduate credit hours. No more than 12 hours may be in 400G courses. Students may take up to six hours in graduate courses in other departments. Students must complete a thesis or a culminating project. Students considering further doctoral study in religious studies are encouraged to take the thesis option.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 500</td>
<td>Theory and Method in the Study of Religion</td>
<td>4</td>
</tr>
<tr>
<td>RELS 601</td>
<td>Graduate Seminar in Religious Studies</td>
<td>4</td>
</tr>
<tr>
<td>RELS 601</td>
<td>Graduate Seminar in Religious Studies</td>
<td>4</td>
</tr>
<tr>
<td>RELS 602</td>
<td>Thesis and Project Development Seminar</td>
<td>1</td>
</tr>
<tr>
<td>RELS 603</td>
<td>Thesis and Project Capstone Colloquium</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives

The student's remaining credit hours may be taken in further RELS 601 courses, other RELS graduate courses, RELS 400G courses, independent studies, or graduate courses in other departments (with consent of adviser).

Electives

21

Research Tool

Appropriate language work in the student's area of emphasis is recommended. ¹

Total Hours

35

¹ Graduate level language courses may count for as many as six credits toward completing the degree. Research methods course in other departments may be used to meet this requirement upon approval of the Department Head of Philosophy and Religion. If not completing the research tool requirement in any other way, students must pass a reading examination in either French or German.
Department of Political Science

www.wku.edu/political-science/
Saundra Ardrey, Department Head
Grise Hall 300
(270) 745-4558 Phone

Degree(s)

- Public Administration (MPA) (p. 63)

Faculty

Professor
Scott J. Lasley, PhD (Political Science), University of Iowa, 2000
Edward M. Yager, PhD (Political Science), University of California-Santa Barbara, 1993

Associate Professor
Saundra C. Ardrey, PhD (Political Science), The Ohio State University Main Campus, 1983
Craig T. Cobane, PhD (Political Science), University of Cincinnati Main Campus, 2003
Victoria A. Gordon, DPA (Public Administration), University Illinois at Springfield, 2004
Jeffrey P. Kash, PhD (Political Science), University of Iowa, 2002
Soleiman Kiasatpour, PhD (Political Science), University of California-Riverside, 1998
Joel F. Turner, PhD (Political Science), Florida State University, 2007

Assistant Professor
Daniel P. Boden, PhD (Public Administration/Public Affairs), Virginia Tech, 2013
Jeffrey L. Budziak, PhD (Political Science), The Ohio State University Main Campus, 2011
Shannon K. Vaughan, PhD (Political Science), University of Kentucky, 2004

Public Administration, Master of Public Administration (051)

Program Coordinator
Victoria A. Gordon, victoria.gordon@wku.edu, (270) 745-6192

The MPA program prepares graduate students from diverse backgrounds to be productive leaders and managers in public service by sharing knowledge, encouraging excellence in research and practice, and fostering an environment of professionalism within the communities we serve. We have a long history of providing quality education and practical experience to our students through community partnerships with organizations such as Kentucky’s area development districts, the Legislative Research Commission, and the Center for Local Governments. Graduates go on to serve in a variety of local, state, federal, and nonprofit organizations, and many have successfully pursued doctoral degrees upon graduation from the MPA program.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (39 hours)

The degree requires 39 semester hours of course work including completion of 18 hours of core courses. An internship is required of all students. A final written comprehensive examination must be passed. Thesis is not required.

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 501</td>
<td>Methods of Political Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>PS 538</td>
<td>Ethics and Bureaucracy</td>
<td>3</td>
</tr>
<tr>
<td>PS 540</td>
<td>Seminar in Public Sector Organization</td>
<td>3</td>
</tr>
<tr>
<td>PS 541</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>PS 542</td>
<td>Government Financial Administration</td>
<td>3</td>
</tr>
<tr>
<td>PS 545</td>
<td>Seminar in Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or PS 546</td>
<td>Public Policy Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select 18 hours 1

Internship

Select one course with approval by MPA academic advisor from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 505</td>
<td>Washington Internship and Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PS 597</td>
<td>Professional Seminar in Public Administration</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Total Hours</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>PS 598</td>
<td>Internship in Public Administration</td>
<td>39</td>
</tr>
</tbody>
</table>

1. See MPA Advisor for list of approved electives.
Department of Sociology

www.wku.edu/sociology
sociology@wku.edu
Douglas Smith, Department Head
Grise Hall 101
(270) 745-3759 Phone

Degree(s)
- Sociology (MA) (p. 66)
- Criminology (MA) (p. 65)

Faculty

Professor
John R. Faine, PhD (Sociology), University of Iowa, 1973
Stephen B. Groce, PhD (Sociology), University of Tennessee, Knoxville, 1986
Anne B. Onyekwuluje, PhD (Sociology), University of Nebraska-Lincoln, 1995
Matthew V. Pruitt, PhD (Sociology), North Carolina State University, 1995
Douglas C. Smith, PhD (Sociology), PA State University Main Campus, 1996

Associate Professor
Gerhard K. Daday, PhD (Sociology), University of New Mexico Main Campus, 2004
Holli R. Drummond, PhD (Sociology), University of Georgia, 2004
James W. Kanan, PhD (Sociology), PA State University Main Campus, 1996
Amy C. Krull, PhD (Sociology Anthropology), Purdue University Main Campus, 2000
Donielle M. Lovell, PhD (Rural Sociology), University of Missouri-Columbia, 2009
John M. Musalia, PhD (Sociology), Indiana University at Bloomington, 2000
Carrie Trojan, PhD (Criminal Justice), City University of New York, 2009

Assistant Professor
Nicole D. Breazeale, PhD (Sociology, Distributed), University of Wisconsin-Madison, 2010
Lauren N. Mcclain, PhD (Sociology), Bowling Green State University, 2009

Criminology, Master of Arts (0421)

Program Coordinator
John R. Faine, john.faine@wku.edu, (270) 745-2291

This online program exposes students to the empirical study and evaluation of crime patterns in society using a social scientific perspective. The program’s primary emphasis is the development of strong methodological and quantitative skills necessary to gather and analyze criminological data. In addition to a research and analysis emphasis, course work is directed toward the investigation of the etiology of offending and victimization in violent and property crimes, using a variety of theoretical frameworks structuring the research process. Courses examine the major correlates of crime, delinquency, and deviance, including an analysis of the effects of gender, age, race/ethnicity, and social class in explaining variation in offending and victimization rates at various levels of analysis (e.g. individuals, within neighborhoods, among counties, and across countries). Students are exposed to historical and contemporary macro and micro level theories of offending and victimization, and they are challenged to think about how prior and current research in the field of Criminology can be used to inform social and public policies. Several courses provide students with the opportunity to examine the institutions that have evolved to respond to crime and delinquency in our society. These courses provide insights and perspectives into punishment and correction systems, penology, criminal law, rehabilitation and recidivism. At the end of the program, students must complete a criminological research project in the format of a peer-reviewed journal article and pass an oral examination. Additional information can be found at www.wku.edu/sociology/ma_criminology/index.php.

Program Admission

Admission to the program requires a GAP score of at least 600 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)]. For students who took the GRE prior to August 2011 the minimum GAP score is 2200 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA]. The GRE Analytical Writing minimum is 3.5. Interested students should send applications for admission, GRE scores, and transcripts to the Graduate School.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)
The Criminology MA program requires students to complete 30 credit hours of graduate work. The program only provides a non-thesis option. Students must pass an oral examination after completing all course work in the specified curriculum.

Required Core
Sociology, Master of Arts (105)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCL 513</td>
<td>Quantitative Methods of Social Research</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 514</td>
<td>Advanced Social Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 525</td>
<td>Survey of Criminal Justice Studies</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 532</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 596</td>
<td>Applied Research Project</td>
<td>3</td>
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</tbody>
</table>

**Electives**

Select a minimum of 6 elective hours from the following electives in the Department of Sociology at WKU:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCL 530</td>
<td>Penology</td>
<td></td>
</tr>
<tr>
<td>SOCL 531</td>
<td>Deviant Behavior</td>
<td></td>
</tr>
<tr>
<td>SOCL 533</td>
<td>Criminology and Law</td>
<td></td>
</tr>
<tr>
<td>SOCL 534</td>
<td>Neighborhoods and Crime</td>
<td></td>
</tr>
<tr>
<td>SOCL 535</td>
<td>Family Violence</td>
<td></td>
</tr>
<tr>
<td>SOCL 536</td>
<td>Juvenile Delinquency</td>
<td></td>
</tr>
<tr>
<td>SOCL 537</td>
<td>Comparative Criminology</td>
<td></td>
</tr>
<tr>
<td>SOCL 538</td>
<td>Victimology</td>
<td></td>
</tr>
<tr>
<td>SOCL 546</td>
<td>Gender, Crime, and Justice</td>
<td></td>
</tr>
<tr>
<td>SOCL 547</td>
<td>Life-course Criminology</td>
<td></td>
</tr>
<tr>
<td>SOCL 548</td>
<td>Race, Class, and Crime</td>
<td></td>
</tr>
<tr>
<td>SOCL 572</td>
<td>Environmental Criminology</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select a minimum of 6 elective hours from the following electives in the Department of Sociology at WKU:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCL 530</td>
<td>Penology</td>
<td></td>
</tr>
<tr>
<td>SOCL 531</td>
<td>Deviant Behavior</td>
<td></td>
</tr>
<tr>
<td>SOCL 533</td>
<td>Criminology and Law</td>
<td></td>
</tr>
<tr>
<td>SOCL 534</td>
<td>Neighborhoods and Crime</td>
<td></td>
</tr>
<tr>
<td>SOCL 535</td>
<td>Family Violence</td>
<td></td>
</tr>
<tr>
<td>SOCL 536</td>
<td>Juvenile Delinquency</td>
<td></td>
</tr>
<tr>
<td>SOCL 537</td>
<td>Comparative Criminology</td>
<td></td>
</tr>
<tr>
<td>SOCL 538</td>
<td>Victimology</td>
<td></td>
</tr>
<tr>
<td>SOCL 546</td>
<td>Gender, Crime, and Justice</td>
<td></td>
</tr>
<tr>
<td>SOCL 547</td>
<td>Life-course Criminology</td>
<td></td>
</tr>
<tr>
<td>SOCL 548</td>
<td>Race, Class, and Crime</td>
<td></td>
</tr>
<tr>
<td>SOCL 572</td>
<td>Environmental Criminology</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select a minimum of 6 elective hours from the following electives in the Department of Sociology at WKU:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCL 530</td>
<td>Penology</td>
<td></td>
</tr>
<tr>
<td>SOCL 531</td>
<td>Deviant Behavior</td>
<td></td>
</tr>
<tr>
<td>SOCL 533</td>
<td>Criminology and Law</td>
<td></td>
</tr>
<tr>
<td>SOCL 534</td>
<td>Neighborhoods and Crime</td>
<td></td>
</tr>
<tr>
<td>SOCL 535</td>
<td>Family Violence</td>
<td></td>
</tr>
<tr>
<td>SOCL 536</td>
<td>Juvenile Delinquency</td>
<td></td>
</tr>
<tr>
<td>SOCL 537</td>
<td>Comparative Criminology</td>
<td></td>
</tr>
<tr>
<td>SOCL 538</td>
<td>Victimology</td>
<td></td>
</tr>
<tr>
<td>SOCL 546</td>
<td>Gender, Crime, and Justice</td>
<td></td>
</tr>
<tr>
<td>SOCL 547</td>
<td>Life-course Criminology</td>
<td></td>
</tr>
<tr>
<td>SOCL 548</td>
<td>Race, Class, and Crime</td>
<td></td>
</tr>
<tr>
<td>SOCL 572</td>
<td>Environmental Criminology</td>
<td></td>
</tr>
</tbody>
</table>

Students may complete a maximum of twelve credit hours of graduate course work outside of the Department of Sociology. Students may select courses from this list of approved electives offered by the Department of Correctional and Juvenile Justice Studies and the Department of Criminal Justice at Eastern Kentucky University:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR 823</td>
<td>Topical Seminar in Corrections/Juvenile Justice</td>
<td></td>
</tr>
<tr>
<td>COR 830</td>
<td>Understanding Corrections/Juvenile Justice Institutions</td>
<td></td>
</tr>
<tr>
<td>COR 835</td>
<td>Correctional/Juvenile Justice Leadership &amp; Administration</td>
<td></td>
</tr>
<tr>
<td>COR 840</td>
<td>Trends/Issues in Adult/Institutional/Community Corrections</td>
<td></td>
</tr>
<tr>
<td>COR 850</td>
<td>Corrections and Juvenile Justice Interventions</td>
<td></td>
</tr>
<tr>
<td>COR 856</td>
<td>Law and Ethics in Dealing with Offenders</td>
<td></td>
</tr>
<tr>
<td>CRJ 814</td>
<td>Policing and Society</td>
<td></td>
</tr>
<tr>
<td>CRJ 874</td>
<td>Crime, Criminal Justice and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>CRJ 875</td>
<td>Crime and Public Policy</td>
<td></td>
</tr>
<tr>
<td>CRJ 878</td>
<td>Ideology and Criminal Justice</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**

30

With the approval of the graduate advisor in the Sociology Department, students may complete or transfer twelve graduate credit hours of electives from other departments at Western Kentucky University or from courses completed at other institutions.

**Sociology, Master of Arts (105)**

**Program Coordinator**

Amy C. Krull, amy.krull@wku.edu, (270) 745-6363

This program aims to develop specific skills, especially those related to the quantitative and qualitative research processes, computer analysis, and report/proposal preparation. Completion of the MA in Sociology will prepare graduates for positions in public or private agencies and give thorough preparation for teaching and for advanced study at the doctoral level. The course of study includes training in general sociological theory, social research methods, statistics, and professional writing. Additional academic training is provided in substantive areas as well as through directed study.

**Joint Undergraduate Master's Program (JUMP)**

This degree offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

**Program Admission**

Admission to the program requires a GAP score of at least 600 \[\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) + (\text{Undergraduate GPA} \times 100)\]. For students who took the GRE prior to August 2011 the minimum GAP score is 2200 \[\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) \times \text{Undergraduate GPA}\]. Students desiring to earn assistantships must have a GAP score of at least 2700.\(^1\) Also, a minimum score of 3.5 on the analytical writing section of the GRE is expected for both admission and an assistantship. In addition, preference is given to students who have completed the required courses for a sociology major or minor (Introductory Sociology, Using Statistics in Sociology, Strategies of Social Research, and Sociological Theory) with an average grade of B or better.
Interested students should send application for admission, GRE scores, transcripts, and a letter of intent to the Graduate School. Applicants should discuss the following information in their letters of intent:

1. prior background and life experiences that could contribute to graduate coursework and research in sociology,
2. personal reasons for pursuing graduate studies in sociology at Western Kentucky University,
3. the applicant’s areas of interest in the discipline of sociology,
4. the applicant’s viewpoint on the importance of sociology for the study of the social world, and
5. future plans.

The application deadline for fall semester admissions is June 15 and the deadline for spring semester admissions is November 15th. If a student wishes to be considered for one of the department’s very limited graduate assistantship positions, he/she must submit application materials coupled with a graduate assistantship application and three letters of recommendation before March 15 for fall semester admission and before October 15 for spring semester admission.

This GAP score is based on GRE exams taken prior to August 2011. Contact the graduate advisor Amy Krull (amy.krull@wku.edu) for information regarding GRE exams taken August 1, 2011, or later. See the Standardized Examination Scores section of this catalog for additional information.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (34-40 hours)**

**Thesis Option Degree Requirements (34 hours)**

<table>
<thead>
<tr>
<th>Required Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCL 505</td>
<td>Proseminar in Sociology</td>
</tr>
<tr>
<td>SOCL 510</td>
<td>Qualitative Methods of Social Research</td>
</tr>
<tr>
<td>SOCL 512</td>
<td>Sociological Theory</td>
</tr>
<tr>
<td>SOCL 513</td>
<td>Quantitative Methods of Social Research</td>
</tr>
<tr>
<td>SOCL 514</td>
<td>Advanced Social Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 12 hours with approval of advisor</td>
<td>12</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Thesis</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>SOCL 599</td>
<td>Thesis Research/Writing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Tool</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCL 515</td>
<td>Advanced Data Analysis</td>
</tr>
</tbody>
</table>

**Total Hours**

34

Alternatively, the research tool requirement for this program may be met by passing a foreign language examination that demonstrates reading proficiency in a foreign language.

**Non-Thesis Option Degree Requirements (40 hours)**

<table>
<thead>
<tr>
<th>Required Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCL 505</td>
<td>Proseminar in Sociology</td>
</tr>
<tr>
<td>SOCL 510</td>
<td>Qualitative Methods of Social Research</td>
</tr>
<tr>
<td>SOCL 512</td>
<td>Sociological Theory</td>
</tr>
<tr>
<td>SOCL 513</td>
<td>Quantitative Methods of Social Research</td>
</tr>
<tr>
<td>SOCL 514</td>
<td>Advanced Social Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 24 hours with approval of advisor</td>
<td>24</td>
</tr>
</tbody>
</table>

**Comprehensive Exam**

Students selecting this option must pass a comprehensive examination during their final semester.

<table>
<thead>
<tr>
<th>Research Tool</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCL 515</td>
<td>Advanced Data Analysis</td>
</tr>
</tbody>
</table>

**Total Hours**

40

Alternatively, the research tool requirement for this program may be met by passing a foreign language examination that demonstrates reading proficiency in a foreign language.
Gordon Ford College of Business

www.wku.edu/business
gfcb@wku.edu

Dr. Jeffrey Katz, Dean
Grise Hall 445
(270) 745-6311

History
The Gordon Ford College of Business traces its roots to the Bowling Green Business University, founded in 1884 as the Southern Normal School and Business College. In 1907, the Southern Normal School became Western Kentucky State Normal School, and the Bowling Green Business University began a long history of nationally noted programs. In June 1963, Western Kentucky University assumed the business programs of the Bowling Green Business University, and in 1964 the Bowling Green College of Commerce became a division of the University. The name was changed in 1972 to the Bowling Green College of Business and Public Affairs; and following department realignment in 1979, it became the Bowling Green College of Business Administration. To honor the generosity of Gordon B. Ford, the college was renamed the Gordon Ford College of Business in December of 1998, becoming the second named business school in Kentucky. All business programs offered by the College are accredited by AACSB International -- The Association to Advance Collegiate Schools of Business. WKU is one of only three universities in the Commonwealth of Kentucky to have "dual accreditation" meaning that both its business and accounting programs are AACSB accredited.

Mission
The mission of the Gordon Ford College of Business is to be a leader in providing high-quality and applied business academic programs to enhance the economic well-being of the Commonwealth of Kentucky and beyond. We do so through dedicated student-focused teaching, relevant and high impact research, and value adding outreach activity.

Gordon Ford College of Business programs focus upon:

• functional interdependence and the global environment of business
• values conducive to personal and professional career development
• development of critical-thinking and problem solving skills and knowledge needed for ethical decision-making
• knowledge and application of information systems and current technology
• effective listening, speaking and writing
• lifelong learning and quality improvement

In fulfilling the college and university missions, a highly qualified faculty emphasizes effective teaching and active student learning. Faculty demonstrate competency through continuous intellectual activity in business, applied or instructional research with relevant professional service activities and involvement with business, industry and government organizations. The Gordon Ford College of Business offers a Master of Accountancy, a Master of Arts in Applied Economics, and a Master of Business Administration. All degree programs provide professional education for individuals seeking successful careers and executive leadership positions.

Center for Applied Economics
wkappliedeconomics.org/ (http://www.wkuppliedeconomics.org)
Dr. Catherine Carey, Interim Director
(270) 745-2249

The mission of the Center for Applied Economics (CAE) is to be an outreach of the WKU Department of Economics and Gordon Ford College of Business by serving as an economic information access point for Bowling Green and South Central Kentucky while engaging faculty and graduate students in local area research. Mission objectives are to: collect, condense, and present economic information relevant for Bowling Green and South Central Kentucky; provide a bridge between technical economic research and the community on current, relevant topics; provide experience for graduate students in the application and communication of economic ideas and practices; and provide fee-based economics studies (for example, economic impact studies). The primary means of achieving this outreach is through the CAE website at wkappliedeconomics.org (http://www.wkappliedeconomics.org) where one can find local area research and data, interactive local data charts, and links to the social networking sites Twitter and Facebook for up-to-date announcements from the Center. Also on the website are articles produced by both faculty and graduate students.

Center for Entrepreneurship and Innovation (CEI)
www.wku.edu/cei/
cei@wku.edu
Dawn Bolton, Director and M.N. Ford Professor of Entrepreneurship
(270) 745-4142

The mission of the Center for Entrepreneurship & Innovation at Western Kentucky University is to infuse the entrepreneurial spirit among students, faculty and the community at large and to stimulate new venture development. The CEI serves to assist in the delivery of undergraduate and graduate courses in entrepreneurship, innovative management, new venture management, and small business management. Specifically, the CEI is dedicated to:
• Provide training and consulting services to aspiring entrepreneurs and small business owners.
• Engage faculty from various disciplines across campus to conduct interdisciplinary research in entrepreneurship.
• Facilitate outreach and networking activities by engaging domestic and international entrepreneurs to promote an entrepreneurial culture in the region.
• Provide internship and part-time work opportunities for entrepreneurial students at WKU.
• Link the entrepreneurial community of South Central Kentucky and the region with WKU.
• Provide on- and off-site training and mentoring services to small business owners and their employees. The CEI also serves as a home for the award-winning Enactus Team, a multidisciplinary student-lead organization engaged in promoting free enterprise in the community.

**Center for Financial Success**
Andrew Head, Director  
Grise Hall 325  
(270) 745-4733 Phone

The mission of the Center is to aid the University and regional community by sharing knowledge and expertise on a wide range of financial planning and literacy topics. The Center will aid constituents in becoming informed, financially independent and responsible members of society through the delivery of applied programs using faculty expertise, student involvement and engagement, and community-based professional partnerships. This will be accomplished through three main programs:

1. Financial Counseling Program
2. Community Outreach and Partnership Program
3. Professional Development Program.

**Center for Leadership Excellence**
www.wku.edu/leadershipcenter/  
Cecil Garmon, Director and Knicely Professor  
Tate Page Hall 230  
(270) 745-6673 Phone

As business culture becomes more global, more sophisticated, and more competitive, the need for insightful and innovative leadership strategies is more important than ever. The Center for Leadership Excellence in the Gordon Ford College of Business at WKU is committed to providing a world-class center for leadership development practices and research information.

The Center will move beyond the methods and styles (the what) used by leadership in the past and the present to the reasons behind those successful strategies (the why) and identifies contexts and circumstances in which strategies can be most successful.

**Center for Professional Selling**
www.wku.edu/cps/  
Lukas Forbes, Director  
Grise Hall 412  
(270) 745-2993

Our Sales Program is one of thirteen Fully Certified Sales Programs in the United States as a member of the University Sales Center Alliance (USCA). This certification is conducted by both business (Professional Society for Sales & Marketing Training) and academic (USCA) elements. The WKU Center for Professional Selling is the only certified program in the State of Kentucky in addition to the regional states of Tennessee, Alabama, Mississippi, Missouri, and West Virginia. This Center was formed by WKU in July 2007 with two specific goals:

1. **Education Focus:** Enhance the perception of the sales profession while preparing students for a career in sales. Development of appropriate curriculum to include a Major and Minor in Sales.
2. **Business Focus:** Strengthen the relationship between WKU and Corporations. Develop partnerships with corporations to provide real-world classroom activities in addition to internship or full-time employment opportunities.

**Center for the Study of Capitalism**
wkubbtcenter.com/ (http://www.wkubbtcenter.com)  
Brian Strow, Director and BB&T Professor  
Grise Hall 425  
(270) 745-7082

The purpose of the BB&T Center for the Study of Capitalism is to create a comprehensive program of study on the moral foundations of capitalism. It provides resources and learning opportunities to students and the public regarding capitalism's role in society.
Dean's Office Programs
  • Master of Business Administration (MBA) (p. 73)
  • Business Sustainability (Certificate) (p. 74)

Department of Accounting
  • Master of Accountancy (MAcc) (p. 71)

Department of Economics
  • Applied Economics (MA) (p. 75)

Department of Finance
  • provides courses for the Master of Business Administration (p. 73)

Department of Information Systems
  • provides courses for the Master of Business Administration (p. 73)

Department of Management
  • provides courses for the Master of Business Administration (p. 73)

Department of Marketing
  • provides courses for the Master of Business Administration (p. 73)
Department of Accounting

www.wku.edu/accounting/  
acctdept@wku.edu  
Steve Wells, Chair  
Grise Hall 501  
Phone (270) 745-3895

Degree(s)
• Master of Accountancy (MAcc) (p. 71)

Faculty
Professor
Yining Chen, PhD (Business Administration), University of South Carolina - Columbia, 1993  
Randall L. Kinnersley, PhD (Business Administration), Texas Tech University, 1997  
Nace R. Magner, DBA (Business Administration), Southern Illinois University, 1990  
Steve C. Wells, PhD (Accountancy), University of Mississippi, 1994

Associate Professor
Minwoo Lee, PhD (Business Administration), University of Pittsburgh, 1993  
Harold T. Little, PhD (Business Administration), Southern Illinois University, 1999

Assistant Professor
Allen K. Hunt, PhD (Accounting), Louisiana State University AM College, 2001  
Melloney C. Simerly, PhD (Business, Accounting), Virginia Commonwealth University, 2015  
Stacy R. Wade, PhD (Business Administration), University of Kentucky, 2004

Instructor
Sheri L. Henson, MAC (Accounting), Western Kentucky University, 1998

Executive-In-Residence
Richard A. Callahan, MS (Accounting), University of Kentucky, 1974

Accountancy, Master of Accountancy (0445)

Program Coordinator
Steve C. Wells, steve.wells@wku.edu, (270) 745-3895

The Master of Accountancy is an advanced program of study designed to provide students with an expanded understanding of accounting and business by building on the foundation gained in an undergraduate accounting program. The program provides a graduate-level curriculum to accommodate the growing body of knowledge in accounting and equips accounting students with additional skills and competencies. Graduates are prepared to research various databases related to accounting topics, exercise judgment in making accounting-related decisions, and effectively communicate the results of the research and analysis. Teaching methods vary with a mix of lectures, case studies, special projects, and research activities. In addition to completing the 30 hours of coursework, each student is encouraged to participate in a professional certification review program.

Joint Undergraduate Master's Program (JUMP)
This degree offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

Program Admission
In order to be considered eligible for admission to the Master of Accountancy (MAcc), an applicant should satisfy the following requirements:
• An application to Graduate School.
• Official transcript(s) of all college work attempted indicating the applicant has received an undergraduate degree in accounting from an accredited college or university with a minimum undergraduate GPA of 3.25 (4.0 scale) for the terms in which the student completed the last sixty (60) hours of undergraduate coursework.
• Official Graduate Management Admissions Test (GMAT) score report with a minimum score of 500.
• A grade of a "C" or better in all undergraduate accounting courses.
• International students must provide evidence of their ability to communicate in English in both oral and written form. (For written skills, a minimum of 550 on the paper based TOEFL or a minimum of 79 on the iBT TOEFL).
• International students must submit transcript evaluations on a course level basis prepared by WES or similar organization. (The Kentucky State Board of Accountancy requires course credits to be certified by the Foreign Academics Credentialing Service or another credentialing agency that is a member of the National Association of Credential Evaluation Services, Inc.).
• An applicant with an undergraduate degree in an area other than accounting who meets the other criteria may be considered for the program upon the completion of additional undergraduate and/or graduate foundation coursework.

*These minimum requirements establish eligibility for admission, but do not guarantee acceptance into the program.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (30 hours)**

The program curriculum consists of thirty (30) semester hours of graduate courses with eighteen (18) semester hours of required accounting courses.

<table>
<thead>
<tr>
<th>Required Accounting Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 500  Advanced Financial Accounting and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 510  Advanced Accounting Information Systems Control and Audit</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 520  Special Topics in Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 530  Special Topics in Tax Research and Planning</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 540  Advanced Auditing Standards, Applications and Fraud</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 550  Special Topics in Accounting for Not-For-Profit Organizations and Governments</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Graduate Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 12 hours</td>
<td>12</td>
</tr>
</tbody>
</table>

| Total Hours                                                    | 30|

1 Students admitted to the MAcc program may select graduate courses offered in the Gordon Ford College of Business upon approval by the department chair. Tier I or business foundation courses and BA 515 will not be considered as satisfying any part of the 30-hour requirement. Six (6) hours of the elective graduate courses may be from outside the Gordon Ford College of Business with prior approval of the department chair. Individual programs of study must be approved by the department chair. The selection of elective courses should be directly related to the student's career goals and/or desired skills/competencies.

A student admitted to the MAcc program must maintain a 3.0 GPA (4.0 scale). The department chair, with the consent/approval of the faculty appeals committee, may grant permission for any student who fails to maintain a 3.0 GPA due to extenuating circumstances to continue for one semester on a probationary basis. Any student granted probationary status must attain a cumulative 3.0 GPA by the end of the following semester to remain in the program.

A student who receives a "C" or lower in two required accounting courses will be subject to dismissal from the program. The department chair, with the consent/approval of the faculty appeals committee, may grant a waiver in cases of extenuating circumstances.
Dean's Office Programs

bob.hatfield@wku.edu
Bob Hatfield, Associate Dean for Graduate Programs and Research
Grise Hall 434
Phone (270) 745-6581

Degree(s)
- Business Administration (MBA) (p. 73)

Certificate Program(s)
- Business Sustainability (p. 74)

Business Administration, Master of Business Administration (057)

Program Coordinator
Robert D. Hatfield, bob.hatfield@wku.edu, (270) 745-6581

www.wku.edu/mba/
mba@wku.edu

April Schleig, MBA Admissions Director & Advisor
Grise Hall 434A
(270) 745-5458

The Master of Business Administration (MBA) provides a professional graduate education that prepares graduates for successful business careers and organizational leadership. Students receive a solid education across all of the business disciplines by taking core courses in accounting, economics, finance, information systems, management, and marketing (24 credit hours). Students also broaden and or deepen their education by taking 9 credit hours in approved electives.

The MBA is offered using three distinct methods of delivery. These “options” are: Full-time, Online, and Professional MBA. Students must specify to which option they are applying on their graduate application form.

- The Full-time option is designed for the students who can attend afternoon and evening classes, desire face-to-face interaction, and are not employed full-time. The Full-time MBA is an accelerated, 12-month program which starts each fall.
- The Online MBA is designed for students who may be employed and prefer the flexibility of studying anywhere, anytime and want to proceed at their own pace. The Online option offers courses all online. Some tests are proctored at a site convenient to you. Online students can start any semester and can choose to graduate in as quickly as 18 months or take up to 5 years.
- The Professional MBA (PMBA) is an “executive-style” MBA. The PMBA offers the flexibility of a part-time program, face-to-face interaction, and meets on alternating Saturdays. The PMBA is restricted to students who have at least five years of professional or mid- to upper-level management experience.

Program Admission

Applicant materials are reviewed during the normal admission cycles. Students accepted into the MBA program will receive written notification and additional orientation materials. Students not admitted will be notified in writing and may be encouraged to reapply during the next regular admissions cycle.

The admission process for the MBA program at Western Kentucky University involves the following steps and requirements:

1. Completion of Graduate School admission application, a current resume with two references listed, submission of an official undergraduate degree transcript from each university attended, and an official copy of a GMAT score taken within the last five years.
2. Applicants seeking admission must meet the following criteria: minimum undergraduate overall grade point average of 2.75 on a 4.0 scale, a minimum overall GMAT score of 500, and a written GMAT score of 3.5. Applicants not meeting these standards may be considered on a case-by-case basis if applicant has a GAP score of 1100 or more \[\text{GAP} = \text{GMAT total scaled score} + (\text{Undergraduate GPA} \times 200)\].
3. Professional admission standards may use substantial professional work experience (five years minimum of professional or mid to upper level management experience) to overcome deficiencies in other admission criteria.
4. GMAT Waiver: the GMAT requirement will be waived for students who already possess a doctoral degree (MD, JD, DO, DDS, PharmD, PhD, EdD, etc.) or those who have completed and passed all sections of the CPA exam.
5. Applicants who have limited prior academic background in basic business are required to demonstrate proficiency in six major areas by successfully completing one of the following:
   a. one or more preparatory courses as specified by the MBA Director;
   b. BA 502;
   c. one or more core area proficiency exams (fees required).

These minimum requirements establish eligibility for admission, but do not guarantee acceptance.
Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

### Program Requirements (33 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 510</td>
<td>Advanced Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BA 511</td>
<td>Applied Micro Economic Theory</td>
<td>3</td>
</tr>
<tr>
<td>BA 512</td>
<td>Business Analysis and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BA 513</td>
<td>Information Technology and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>BA 515</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA 517</td>
<td>Advanced Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BA 519</td>
<td>Advanced Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BA 515</td>
<td>Contemporary Issues in Business ¹</td>
<td>3</td>
</tr>
<tr>
<td>BA 519</td>
<td>Strategic Business Concepts and Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select 6 hours ²

**Total Hours**

| Total Hours | 33 |

¹ Can be replaced with an approved 3 hour elective.

² Students may choose 6 semester hours of electives from the various functional areas of business. Electives may also be taken outside the Gordon Ford College of Business with approval of the MBA Director.

**NOTE:** BA courses offered through the Online MBA program may include higher course fees.

### Business Sustainability, Certificate (0474)

**Program Coordinator**

Robert D. Hatfield, bob.hatfield@wku.edu, (270) 745-6581

This certificate provides preparation for business professionals and others seeking a background in sustainability issues as related to business. Businesses are engaged in creating and following a set of best practices and maintaining metrics important to environmental sustainability. Wise use of resources, attention to the value chain, and careful planning of operations is required of businesses interested in maximizing profits and remaining viable over time. The global, national, and local interest in sustainability creates many opportunities for business innovation and entrepreneurship.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

### Program Requirements (12 hours)

**Required Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 545</td>
<td>Survey of Business Sustainability Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives** ¹

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 546</td>
<td>Sustainable Business Operations</td>
<td>3</td>
</tr>
<tr>
<td>BA 547</td>
<td>Sustainability, Innovation, and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BA 548</td>
<td>Sustainability Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**

| Total Hours | 12 |

¹ Students may substitute up to 3 hours from the Global Pathways to Sustainability certificate offered in the Diversity & Community Studies Department upon prior approval of the MBA office.
Department of Economics

www.wku.edu/economics
econ@wku.edu
Catherine Carey, Chair
Grise Hall 431
Phone (270) 745-2249

Degree(s)

- Applied Economics (MA) (p. 75)

Faculty

Professor
Mary C. Carey, PhD (Economics), University of Kentucky, 1992
Brian L. Goff, PhD (Economics), George Mason University, 1986
Hak Y. Kim, PhD (Economics), University of Cincinnati Main Campus, 1982
Thomas C. Nosser, PhD (Economics), University of Alabama, 1986
Brian K. Strow, PhD (Economics), Vanderbilt University, 2000
Michelle W. Trawick, PhD (Economics, Statistics), North Carolina State University, 1996

Associate Professor
David M. Beckworth, PhD (Economics), University of Georgia, 2003
Alexander G. Lebedinsky, PhD (Economics), Georgetown University, 2004
Claudia W. Strow, PhD (Economics), Vanderbilt University, 2002
Dennis P. Wilson, PhD (Economics), University of Kentucky, 1999
David M. Zimmer, PhD (Economics), Indiana University at Bloomington, 2004

Professor
Mary C. Carey, PhD (Economics), University of Kentucky, 1992
Brian L. Goff, PhD (Economics), George Mason University, 1986
Hak Y. Kim, PhD (Economics), University of Cincinnati Main Campus, 1982
Thomas C. Nosser, PhD (Economics), University of Alabama, 1986
Brian K. Strow, PhD (Economics), Vanderbilt University, 2000
Michelle W. Trawick, PhD (Economics, Statistics), North Carolina State University, 1996

Assistant Professor
Timothy G. Hawkins, PhD (Marketing), University of North Texas, 2007
Juan S. Leguizamon, PhD (Economics), West Virginia University, 2011
Susane Leguizamon, PhD (Economics), West Virginia University, 2010
Stephen L. Locke, PhD (Economics), University of Kentucky, 2013

Applied Economics, Master of Arts (0410)

Program Coordinator
Alexander G. Lebedinsky, alex.lebedinsky@wku.edu, (270) 745-3150

The Master of Arts in Applied Economics emphasizes the training of students with backgrounds in economics and other arts and sciences for careers that require strong quantitative skills, technical tools, and communication abilities that can be applied to a broad range of subjects. Toward this end, students may also enroll in courses from related master programs including the Master in Business Administration, the Master in Public Administration, and the Master in Health Administration to enhance their range of knowledge and experience. In addition to course work, the program utilizes practicum, an end-of-program applied project, and non-credit workshops to build specific technical skills and to enhance employability of graduates.

Joint Undergraduate Master's Program (JUMP)

This degree offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

Program Admission

1. Completion of Graduate School admission application, a list of three references, submission of official copy of undergraduate degree transcript, and an official copy of a GRE score taken within the last five years. Applications are considered for fall admission only.
2. Minimum undergraduate GPA of 2.75 (4.0 scale) and minimum GRE Quantitative score of 147 on a 170 point scale (or 570 on an 800 point scale). Alternate graduate admission test scores such as the GMAT or LSAT will be considered on a case by case basis.
3. All applicants from non-English speaking countries are required to meet university TOEFL/IELTS Academic Version minimum standards.
4. All applicants must have completed an introductory microeconomics course (ECON 202 or equivalent), an introductory macroeconomics course (ECON 203 or equivalent), and an introductory statistics course (ECON 206 or equivalent). Students who have not completed an intermediate level course (300 level or higher) in microeconomics, macroeconomics, or statistics are advised to complete online preparatory work in the area of deficiency prior to the fall semester.

Degree Requirements (30 hours)

Required Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 465G</td>
<td>Regression and Econometric Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>ECON 502</td>
<td>Applied Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 503</td>
<td>Applied Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 506</td>
<td>Applied Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECON 594</td>
<td>Forecasting</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select 9-12 hours with advisor approval
dd

**Thesis or Project**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 596</td>
<td>Applied Economics Project</td>
<td>3-6</td>
</tr>
<tr>
<td>or ECON 599</td>
<td>Thesis Research/Writing</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 30

1. Waived if student has taken ECON 465 or equivalent as an undergraduate.
2. Up to 6 hours of approved non-economics courses and up to 12 hours of 400G courses.
Department of Finance

www.wku.edu/finance/
finance@wku.edu
C. Brown, Chair
Grise Hall 334
Phone (270) 745-2018

Faculty

Professor
Christopher L. Brown, PhD (Business Administration), Oklahoma State University Main Campus, 1998
Kam C. Chan, PhD (Finance), University of Alabama, 1990
Indudeep S. Chhachhi, DBA (Business Administration), Southern Illinois University Carbondale, 1990

Associate Professor
Yung L. Lo, PhD (Finance), Florida State University, 2007

NOTE: The graduate faculty mentioned above support the Master of Business Administration (MBA) (p. 73) program. In collaboration with faculty throughout the Gordon Ford College of Business students complete core courses in accounting, economics, finance, information systems, management, and marketing. Students also broaden and or deepen their education by taking approved electives. The faculty provide the expertise to teach graduate level courses, serve as advisors, and support student’s throughout their MBA program.
Department of Information Systems

www.wku.edu/information-systems/

Ray Blankenship, Chair
Grise Hall 200
Phone (270) 745-5408

Faculty

Professor
Ray Blankenship, PhD (Business Administration, Management Information Systems), University of Mississippi, 1994

Associate Professor
Phillip D. Coleman, EdD (Adult, Higher, and Community Education, Information and Communication Sciences), Ball State University, 2007
Evelyn H. Thrasher, PhD (Management), Auburn University, 2006

Assistant Professor
Sean R. Marston, PhD (Business Administration, Information Systems and Operation), University of Florida, 2010
Leyla S. Zhuhadar, PhD (Computer Science and Engineering), University of Louisville, 2009

NOTE: The graduate faculty mentioned above support the Master of Business Administration (MBA) (p. 73) program. In collaboration with faculty throughout the Gordon Ford College of Business students complete core courses in accounting, economics, finance, information systems, management, and marketing. Students also broaden and or deepen their education by taking approved electives. The faculty provide the expertise to teach graduate level courses, serve as advisors, and support student's throughout their MBA program.
Department of Management

www.wku.edu/management/
mgt@wku.edu
Paula Potter, Chair
Grise Hall 202
Phone (270) 745-2913

Faculty

Professor
Robert D. Hatfield, PhD (Business), Indiana University at Bloomington, 1996
Jeffrey P. Katz, PhD, University of Florida, 1995
Paula W. Potter, PhD (Business Administration), University of Kentucky, 1997
M. A. Rahim, PhD (Business Administration), University of Pitts Pittsburgh Camp, 1976
Robert A. Reber, PhD (Psychology), Louisiana State University AM College, 1982

Pedagogical Assistant Professor
Dana M. Cosby, PhD (Educational Leadership and Organizational Development), University of Louisville, 2008

Associate Professor
Dawn L. Bolton, DBA (Business, Marketing), Mississippi State University, 1993
Leanne Coder, PhD (Business), University of Kansas Main Campus, 2007
Michael S. Spiller, PhD (Human Resources Management), University of Alabama, 1999
Brian Sullivan, JD (Law), University of Kentucky, 1972

Assistant Professor
Ismail Civelek, PhD (Operations Management and Manufacturing), Carnegie Mellon University, 2010
Joshua Hernsberger, PhD (Management), University of California-Irvine, 2013
Feng Helen Liang, PhD (Business Administration), University of California-Berkeley, 2006

NOTE: The graduate faculty mentioned above support the Master of Business Administration (MBA) (p. 73) program. In collaboration with faculty throughout the Gordon Ford College of Business students complete core courses in accounting, economics, finance, information systems, management, and marketing. Students also broaden and or deepen their education by taking approved electives. The faculty provide the expertise to teach graduate level courses, serve as advisors, and support student's throughout their MBA program.
Department of Marketing

www.wku.edu/marketing/

R. Shannon, Chair
Grise Hall 431
Phone (270) 745-2249

Faculty

Professor
Craig A. Martin, PhD (Business Administration, Marketing), University of Memphis, 1999

Associate Professor
Lukas Forbes, PhD (Business Administration), University of Kentucky, 2004
James R. Shannon, PhD (Business Administration, Marketing), University of Memphis, 1992
Patricia R. Todd, DBA (Business Administration), Cleveland State University, 2006

NOTE: The graduate faculty mentioned above support the Master of Business Administration (MBA) (p. 73) program. In collaboration with faculty throughout the Gordon Ford College of Business students complete core courses in accounting, economics, finance, information systems, management, and marketing. Students also broaden and or deepen their education by taking approved electives. The faculty provide the expertise to teach graduate level courses, serve as advisors, and support student’s throughout their MBA program.
Mission

The College of Education and Behavioral Sciences is composed of the School of Teacher Education; the Educational Leadership Doctoral Program; the Departments of Counseling and Student Affairs; Educational Administration, Leadership, and Research; Military Science and Leadership; and Psychology. In addition, the College provides services to the community through the Center for Gifted Studies; the World Council for Gifted and Talented Children; Training and Technical Assistance Services; the Center for Environmental Education and Sustainability; the Center for Excellence in Teaching and Learning - Models in Innovation; the Center for Literacy; the Center for Innovation in Math, Science, Engineering, and Technology Educational Excellence; the Renshaw Early Childhood Center; the Kelly Autism Program, housed in the Suzanne Vitale Clinical Education Complex, and the Talley Family Counseling Center, located in Gary Ransdell Hall. The College also houses the Center for the Study of Lifespan Development.

Graduate programs are offered in educational leadership, school counseling, mental health counseling, marriage and family therapy, student affairs, educational administration, elementary education, business and marketing education, gifted studies, middle grades education, secondary education, science and mathematics education, environmental education, interdisciplinary early childhood education, special education, library media education, literacy education, adult education, military science and leadership, general psychology, clinical psychology, and school psychology. The College's programs are designed to prepare graduates for roles as teachers and school leaders, as well as for roles in business, clinical agencies, government, and industry. In conjunction with the ROTC program, the College provides well-educated commissioned officers to serve in the Regular Army, the Army National Guard, and the U.S. Army Reserves.

Master's, education specialist, and doctoral degree programs are described in this catalog, while information about baccalaureate programs are described in the undergraduate catalog. Those interested in any of these programs should contact the head of the appropriate department or the College of Education and Behavioral Sciences Dean's Office. In addition, information about each department and program may be found on the College's website: www.wku.edu/cebs. (http://www.wku.edu/cebs)

Admission to Professional Education

Admission to professional education requires that the student:

1. File an application for admission to professional education.
2. File a statement indicating no convictions or pending charges on a felony or a sexual misconduct misdemeanor.
3. Submit documentation of a completed physical exam, TB test or assessment, and thumbprint Kentucky criminal background check, all dated within one year prior to admission to teacher education.
4. Submit an appropriate photograph for the teacher admission file.
6. Complete teacher admission standardized testing requirement for demonstration of basic skills by satisfying the indicated cut-off score(s) for one of the following:
   a. As of September 1, 2014 the required test is the PRAXIS Core Academic Skills for Educators (CASE) with minimums of 156 in Reading, 162 in Writing, 150 in Math.
   b. Prior to Sept. 1, 2014 the Pre-Professional Skills Test (PPST) with minimums of 174 in Mathematics, 176 in Reading, and 174 in Writing
   c. The Graduate Record Exam (GRE) with a minimum 150 Verbal, 143 Quantitative, and an Analytical Writing score of at least 4.0

Required of graduate students seeking initial certification (in addition to the requirements for all students):

1. Document a minimum overall GPA of at least 2.75 (counting all course work completed at the time of admission to teacher education), or a minimum GPA of at least 3.0 in the last 30 hours including all undergraduate and graduate coursework.
2. Submit a copy of an approved Program of Study for a program leading to initial certification.

Admission Requirements for Graduate Programs Leading to Initial Certification

In order to be admitted to professional education and be recommended for initial certification after program completion, graduate students must be admitted to a program and possess an overall undergraduate GPA of 2.75 or higher, or a cumulative GPA of at least 3.0 in the last 30 hours (graduate and undergraduate coursework). Specific programs may impose higher minimum GPA requirements as well as other requirements for program admission, and candidates for degrees must maintain a minimum 3.0 GPA overall and in the graduate major in order to receive a degree. Contact program advisor for program-specific requirements.

This policy applies to some or all students in the following programs: MAT: Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification; M S: Library Media Education; MAT: Special Education Initial Certification-Learning and Behavior Disorders; EdS: School Psychology; MS: Communication Disorders; and MAT: Middle Grades/Secondary Education - Alternate Route to Teacher Certification.
Alternate Admission

Applicants seeking admission to any degree program, other than the Ed.D., without the qualifying GAP score may apply under one of the following alternatives:

**Alternative 1**
1. Submit a professional portfolio,
2. Submit professional letters of recommendation,
3. Successfully complete three years of classroom teaching,
4. Submit to an interview, and
5. Meet all other university, college, and department requirements.

**Alternative 2**
1. Possess a master’s degree from an accredited institution,
2. Have a GPA of 3.2 or higher on all graduate work,
3. Have NTE scores (Communication Skills 646 and General Knowledge 643) or 50th percentile or higher on the MAT,
4. Have three years of successful teaching experience,
5. Submit directly to the department the following:
   a. Department application
   b. Written personal statement
   c. Three professional recommendations, and
6. Meet all other university, college, and department requirements.

**Alternative 3**
1. Possess a master’s degree from an accredited institution,
2. Have a GPA of 3.4 on all master’s degree course work,
3. Have acceptable GRE scores,
4. Have three years of successful teaching experience, and
5. Participate in an interview by the Educational Administration, Leadership, & Research Admission Committee. Interviews may be held prior to each regular enrollment period and will focus on determining the candidate’s written and oral communication skills as well as potential for success as an educational leader. Questions related to the interview should be directed to the Educational Administration, Leadership, and Research office, (270) 745-4890, and
6. Meet all other university, college, and departmental requirements.

Alternate Route to Teacher/Principal/Superintendent Certification

The College of Education and Behavioral Sciences offers approved Alternate Route to Teacher Certification programs in the following areas:

1. Biology Education (Grades 8-12)
2. Business and Marketing Education (Grades 5-12)
3. Chemistry Education (Grades 8-12)
4. Chinese Education (Grades P-12)
5. Earth and Space Science Education (Grades 8-12)
6. English/Allied Language Arts Education (Grades 8-12)
7. French Education (Grades P-12)
8. German Education (Grades P-12)
9. Mathematics Education (Grades 8-12)
10. Middle Grades Education (with certification in two of the following content areas: Language Arts, Social Studies, Science, Mathematics; or with single subject certification in Science or Mathematics) (Grades 5-9)
11. Music Education (Integrated, Instrumental, Vocal) (Grades P-12)
12. Physics Education (Grades 8-12)
13. Social Studies Education (Grades 8-12)
14. Spanish Education (Grades P-12)
15. Special Education, Learning and Behavior Disorders (Grades P-12)

Further information about the Alternate Route to Teacher Certification (ARTC) programs may be found at www.wku.edu/teacherservices/artc/index.php or by contacting the Office of Teacher Services at (270) 745-4897. Applicants to ARTC programs must meet all standard program admission requirements as well as additional requirements; further details are provided in the departmental sections for Middle Grades Education, Secondary Education, and Special Education. Those admitted to ARTC programs may be eligible for a recommendation for a one-year temporary provisional teaching certificate, renewable for two additional one-year terms.
At the time of admission to an ARTC program, students will be expected to sign a document to signify their understanding of and agreement to abide by the following expectations:

1. The student must maintain a minimum GPA of 3.0. If the semester GPA drops below 3.0, the student may be dropped from the program or, with evidence of extenuating circumstances and at the discretion of the program faculty, the student may be allowed to remain on a probationary status. If the student's GPA falls below 3.0 for a second time, the student will be dropped from the program.

2. The student must be continuously enrolled (Fall, Spring, and Summer terms), completing a minimum of 3 hours per term unless prior approval of the program advisor is obtained. Regardless of hours completed in any given semester, the student must complete all degree requirements within three years from the date of the notice of eligibility to be issued the initial temporary provisional certificate.

3. In addition to satisfactory academic achievement, the student must demonstrate acceptable professional behavior in all school settings.

The college also offers approved Alternate Route to Principal Certification and Alternate Route to Superintendent Certification programs. Further information about these programs may be found in the departmental section for the Department of Educational Administration, Leadership, and Research.

Field Experience Policy

WKU teacher preparation programs are designed to meet the University's standards for baccalaureate degrees, master's degrees, specialist degrees, and certification-only programs, as well as the Kentucky standards for the designated teaching certificate. All professional education programs require completion of a variety of diverse and focused field experiences in appropriate off-campus Primary-Grade 12 school settings as well as student teaching or equivalent experience. The number of required hours of field experiences varies by program; however, a minimum of 200 hours of approved off-campus field experience is required in professional education courses prior to the student teaching experience or equivalent. The candidate is responsible for documenting completed hours, date, and setting. In addition, all programs require one 16-week or two 8-week full-time student teaching placements, or approved equivalent. Every effort is made to provide teacher candidates with field experiences in diverse settings (based on socioeconomic status, race/ethnicity, language, and exceptionalities of students) in order to ensure that they are prepared to help all students learn. Prior to visiting any school, a student must have on file in the Office of Teacher Services a current TB risk assessment, a current physical exam, and a current Kentucky criminal background check. Students are responsible for the expenses incurred in complying with this requirement.

Recommendation for Initial Teacher Certification

To be recommended for initial certification at the baccalaureate level (including post-baccalaureate certification-only programs), an applicant must document:

1. Completion of approved program in each desired certification area(s);
2. Passing score(s) on the PRAXIS II exam(s) or other assessments required for each desired teaching area(s) (see www.ets.org/praxis/ky (http://www.ets.org/praxis/ky) for the most current list of required assessments);
3. Achievement of at least a 2.75 GPA overall, in each certifiable major(s) and minor(s), and in professional education courses (graduate students are required to maintain a 3.0 GPA or above in all graduate coursework);
4. Attainment of at least a "C" in all professional education courses, including EDU 489 and student teaching.

Comprehensive Examination/Culminating Assessment/Capstone Experience

All CEBS master's programs require completion of a culminating assessment, such as a thesis and thesis defense; an action research project and presentation; a teacher work sample; or a comprehensive exam. General information regarding the policy for eligibility and administration of comprehensive exams may be found at www.wku.edu/cebs/programs/graduate. Eligibility requirements include successful completion of EDFN 500 or other research foundations course prior to the student's final semester.

Policy on Expiration of Graduate Courses and Programs Leading to Professional Education Certification

The following policy applies only to graduate certification-only programs, endorsement programs, Planned Fifth-Year (Rank II) programs, and Planned Sixth Year (Rank I) programs:

Course work for programs leading to certification in professional education must be aligned with current standards. Some older courses are not aligned with current standards, and thus it may not be appropriate to count them in a student's program. Generally speaking, courses used to satisfy program requirements in programs leading to professional education certification should be no more than 10 years old at the time that the certification program is written. Decisions about whether older courses may be used will be made on a case-by-case basis by the department head of the student's major. Students may be required to demonstrate proficiency related to current course content if they wish to satisfy program requirements using courses taken more than 10 years prior to when the student's program of studies is written. All requirements for graduate certification-only, endorsement, Planned Fifth-Year, and Planned Sixth-Year programs must be completed within 10 years from the date when the program was written. Students may request an extension, which must be approved by the Dean of the College of Education and Behavioral Sciences on recommendation of the department head.

If the Commonwealth of Kentucky makes changes in certification requirements, students seeking certification may be required to modify their programs of study to meet the new requirements.

Non-Degree Programs

Students who wish to pursue a Planned Fifth-Year/Rank II or Planned Sixth-Year/Rank I program must submit an application to the Graduate School. Upon completion of the non-degree program, individuals must contact the certification officer in the College of Education and Behavioral Sciences.
The certification officer will then certify to Kentucky’s Education Professional Standards Board that rank requirements have been met. Enrollment in a Planned Sixth-Year/Rank I program may not provide eligibility for a federal student loan, and completion of a Planned Fifth/Sixth-Year non-degree program may not be accepted in states other than Kentucky in determining pay status. Additional information about teacher certification may be found at www.wku.edu/teacherservices/teacher_cert/index.php.

Candidates for the Planned Fifth-Year/Rank II, Planned Sixth-Year/Rank I, Advanced Certification, or Endorsement should furnish the WKU Office of Teacher Certification the following documents:

1. A completed Application for Kentucky Teacher Certification or Change in Salary Rank (TC-1),
2. Official transcripts of all graduate and undergraduate course work,
3. Verification by the superintendent or personnel director of full-time classroom teaching experience at the appropriate grade level(s), and
4. Passing PRAXIS II Specialty Area test scores for each area of certification and the Principles of Learning and Teaching test score for appropriate grade range (if applicable).

**Planned Fifth-Year/Rank II Programs**

The School of Teacher Education offers Planned Fifth-Year/Rank II programs in Elementary Education for Teacher Leaders, Middle Grades Education for Teacher Leaders, and Secondary Education for Teacher Leaders for students who do not meet the admission requirements of a degree program or who want greater flexibility with regard to time allowed for completion, transfer limitations, and selection of courses than is permitted in degree programs.

Admission to a Planned Fifth-Year/Rank II program requires completion of a baccalaureate degree and documentation of certification or eligibility for certification consistent with the desired Planned Fifth-Year/Rank II program. According to state regulations, an applicant may be admitted to a program in a professional education specialty for which the applicant's certification was issued, in an academic subject for which the applicant's certification was issued, or in professional education with emphasis in an academic subject for which certification was issued.

Although the Planned Fifth-Year/Rank II program does not result in the master's degree, it does result in Rank II salary classification in Kentucky, renews the teaching certificate, and permits entry into some Planned Sixth-Year/Rank I programs.

**General Guidelines**

*See specific program requirements described in the listings for the School of Teacher Education.*

1. A minimum of 32 semester hours of graduate courses must be completed, with a minimum GPA of 2.5;
2. In order to be recommended for certification and/or rank change after completing a non-degree certification-only program, students must complete at least one-half of the minimum program hours in residence at Western Kentucky University. Exceptions may be permitted in the case of programs for which contractual arrangements have been made with other institutions for the delivery of course work. With the approval of the advisor and the certification officer, the remaining hours may be taken at other institutions, provided that the grades earned are "B" or higher and other transfer regulations are met;
3. A minimum of 12 hours must be in professional education courses, and a minimum of 9 hours must be in cognate areas;
4. Course work taken by correspondence is not accepted; and
5. With prior advisor approval, a maximum of 12 hours of professional development credit may be applied to the program requirement.

**Planned Sixth-Year/Rank I Programs**

The School of Teacher Education offers Planned Sixth-Year/Rank I programs in Elementary Education, Middle Grades Education, Secondary Education, Library Media Education, and Interdisciplinary Early Childhood Education. A Planned Sixth-Year/Rank I program in Communication Disorders is offered in the College of Health and Human Services. The Department of Counseling and Student Affairs offers a Planned Sixth-Year/Rank I program in Guidance, and the Department of Educational Administration, Leadership, and Research offers Planned Sixth-Year/Rank I programs in Principalship, Pupil Personnel Administration, Supervisor of Instruction, and general School Administration. A Planned Sixth-Year/Rank I program in School Administration to prepare special education directors is available in the School of Teacher Education. Admission to a Planned Sixth-Year/Rank I program requires completion of an approved Rank II program, either a master's degree or a planned fifth-year program. Some programs have additional requirements; see specific program sections for further information.

Planned Sixth-Year/Rank I programs lead to the Rank I salary status for certified teachers in Kentucky.

**General Guidelines**

*See specific program requirements described in the listings for the School of Teacher Education, Department of Counseling and Student Affairs, and Department of Educational Administration and Research.*

1. A minimum of either (a) 30 semester hours of approved graduate level credit in addition to the requirements for the Rank II salary classification, or (b) 60 semester hours of approved graduate level credit, including a master’s degree, must be completed;
2. All course work must be planned in consultation with the advisor and must be related to the professional needs of the student;
3. A minimum of 15 semester hours must be completed in courses numbered 500 or higher;
4. A “B” average must be maintained, and no course grade lower than a “C” may be counted;
5. In order to be recommended for certification and/or rank change after completing a non-degree certification-only program, students must complete at least one-half of the minimum program hours in residence at Western Kentucky University. Exceptions may be permitted in the case of programs for which contractual arrangements have been made with other institutions for the delivery of course work. With the approval of the advisor and
the certification officer, the remaining hours may be taken at other institutions, provided that the grades earned are "B" or higher and other transfer regulations are met; and

6. A minimum of 24 hours of the total 60 (62 hours when based on Rank II salary classification) must be in academic work apart from professional education. These hours must be in the candidate's major or minor, area of preparation, or supporting courses from other disciplines as approved by the institution.

Endorsement & Certification-Only Programs Residency Requirement

In order to be recommended for certification and/or rank change after completing a non-degree certification-only program, students must complete at least one-half of the minimum program hours in residence at Western Kentucky University. Exceptions may be permitted in the case of programs for which contractual arrangements have been made with other institutions for the delivery of course work. With the approval of the advisor and the certification officer, the remaining hours may be taken at other institutions, provided that the grades earned are "B" or higher and other transfer regulations are met.

Interdisciplinary Degree Programs

- Educational Leadership (EdD) (p. 88)
- Education and Behavioral Science Studies (MAE) (p. 87)

Department of Counseling and Student Affairs

- Counseling (MAE) (p. 92)
- School Counseling (MAE) (p. 98)
- Student Affairs in Higher Education (MAE) (p. 100)
- Counselor Education (EdS) (p. 94)
- Standard Guidance (RI) (p. 96)
- Individual Intellectual Assessment (Endorsement) (p. 95)
- Extension from Elementary or Secondary Guidance to P-12 (Certification) (p. 95)
- Provisional to Standard P-12 Guidance (Certification) (p. 98)
- Career Services (Certificate) (p. 91)
- International Student Services (Certificate) (p. 95)

Department of Educational Administration, Leadership, and Research

- Adult Education (MAE) (p. 104)
- School Administration (EdS) (p. 110)
- School Administration, Director of Pupil Personnel Services (RI) (p. 108)
- School Administration, Instructional Leader, School Principal, All Grades (RI) (p. 109)
- School Administration, Supervisor of Instruction (RI) (p. 111)
- Supervisor of Instruction (Endorsement) (p. 111)
- Director of Pupil Personnel Services (Endorsement) (p. 107)
- Superintendent (Endorsement) (p. 112)
- Adult Education (Certificate) (p. 103)
- Community College Faculty Preparation (Certificate) (p. 107)

Department of Military Science and Leadership

(undergraduate only)

Department of Psychology

- Applied Psychology (PsyD) (p. 114)
- Psychology (MA) (p. 117)
- School Psychology (EdS) (p. 118)

School of Teacher Education

- Autism Spectrum Disorders (Certificate) (p. 121)
- Director of Special Education (Endorsement) (p. 122)
- Director of Special Education (RI) (p. 122)
- Educational Technology (Certificate) (p. 124)
- Elementary Education for Teacher Leaders (MAE) (p. 124)
- Elementary Education for Teacher Leaders (RII) (p. 125)
• Elementary Education (RI) (p. 126)
• Elementary Education (EdS) (p. 127)
• Elementary Mathematics Specialist, P-5 (Endorsement) (p. 127)
• Environmental Education, P-12 (Endorsement) (p. 128)
• Gifted Education and Talent Development (MAE) (p. 129)
• Gifted and Talented, P-12 (Endorsement) (p. 131)
• Instructional Computer Technology, P-12 (Endorsement) (p. 131)
• Instructional Design (Certificate) (p. 132)
• Instructional Design (MS) (p. 133)
• Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification (MAT) (p. 134)
• Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders (MAE) (p. 135)
• Interdisciplinary Early Childhood Education, Birth to Primary (RI) (p. 136)
• Library Media Education (Certification-Only) (p. 137)
• Library Media Education (MS) (p. 138)
• Library Media Education (RI) (p. 140)
• Literacy Education (MAE) (p. 141)
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• Middle Grades Education for Initial Certification (MAT) (p. 142)
• Middle Grades Education for Teacher Leaders (MAE) (p. 144)
• Middle Grades Education (RI) (p. 145)
• Middle Grades Education for Teacher Leaders (RII) (p. 151)
• Moderate and Severe Disabilities (Certification-Only) (p. 146)
• Secondary Education for Initial Certification (MAT) (p. 148)
• Secondary Education for Teacher Leaders (MAE) (p. 150)
• Secondary Education for Teacher Leaders (RII) (p. 151)
• Secondary Education (minor) (p. 152)
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• Secondary Education (EdS) (p. 153)
• Special Education Initial Certification: Learning and Behavior Disorders (MAT) (p. 154)
• Special Education for Teacher Leaders: Learning and Behavior Disorders (MAE) (p. 155)
• Special Education for Teacher Leaders: Moderate to Severe Disorders (MAE) (p. 157)
• Teaching English as a Second Language (TESL)(Endorsement) (p. 158)

Course work associated with degree programs at Western Kentucky University may be used to meet teacher certification requirements established by the Commonwealth of Kentucky; however, the Commonwealth may institute changes in certification requirements. When the Commonwealth initiates such changes, students seeking teacher certification may be required to modify their programs of study to meet the new certification requirements.
Interdisciplinary Programs

www.wku.edu/cebs
College of Education and Behavioral Sciences Dean's Office
Gary A. Ransdell Hall
Phone (270) 745-4662

Degree(s)

• Educational Leadership Doctoral Program (EdD) (p. 88)
• Education and Behavioral Science Studies (MAE) (p. 87)

Education and Behavioral Science Studies, Master of Arts in Education (042)

Program Coordinator
Janet L. Applin, janet.applin@wku.edu, (270) 745-4014

This is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense) or behavioral sciences (in a general sense) but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education or behavioral sciences for which the university does not presently offer a program. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.

Program Admission

Applicants for admission must:

• Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate or graduate); and

• Submit a scholarly/professional writing sample to be assessed by the admissions committee;

OR

• Attain a GAP score (550 for applicants who took the GRE General Test on or after August 1, 2011; or 2200 for applicants who took the GRE General Test on or after October 1, 2002, but prior to August 1, 2011); *GAP=(GRE-V+GRE-Q) +(GPAx100); earn a GRE verbal score of at least 144 (at least 350 on the GRE-V prior to August 1, 2011); and achieve a GRE Analytical Writing score of at least 3.5. Applicants who took the GRE General Test on or after August 1, 2011 must also earn a GRE quantitative score of at least 139.

AND

• Submit completed departmental application form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals. International students who apply must achieve a minimum score of 550 on the paper-based TOEFL (or at least 79 on the iBT TOEFL). The listening sub-scale score must be at least 53 (18 on the iBT version), and the writing sub-scale score must be at least 60 (23 on the iBT version).

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination. Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals.

Required Core

<table>
<thead>
<tr>
<th>Research Foundations</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500</td>
<td>Research Methods (or advisor approved equivalent)</td>
</tr>
<tr>
<td>Professional Foundations Course</td>
<td>3</td>
</tr>
<tr>
<td>Strategies/Methodologies of Education or Behavioral Sciences Course</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Issues Course</td>
<td>3</td>
</tr>
<tr>
<td>Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 594</td>
<td>Practicum in Education or Behavioral Sciences</td>
</tr>
<tr>
<td>Capstone Course</td>
<td>1</td>
</tr>
<tr>
<td>EDU 595</td>
<td>Directed Study in Education or Behavioral Sciences</td>
</tr>
</tbody>
</table>

Option
Select an option below

Total Hours 30

1. A thesis may be substituted for the Professional Development and Capstone Course requirements. Students who elect the thesis option may enroll in EDU 599 or other thesis course, with approval of the thesis director.

2. Or other practicum or seminar course requiring field-based, practical application approved in advance by advisor.

**Option 1: Education Studies**

Select 3 hours of advisor-approved pedagogy-related, strategies, or methods course

Select 9 hours of content courses

Total Hours 12

1. Courses from non-education fields must be approved by advisor.

**Option 2: Behavioral Science Studies**

Courses selected with advisor approval from Counseling, Psychology, Family and Consumer Sciences, Sociology, Social Work, or other behavioral science areas.

Total Hours 12

1. Students must have prior departmental approval to enroll in the courses.

**Educational Leadership, Doctor of Education (0010)**

**Program Coordinator**

Antony D. Norman, tony.norman@wku.edu, (270) 745-3061

www.wku.edu/cebs/doctorate
doctoral.studies@wku.edu

The Ed.D. in Educational Leadership provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.

The primary purpose of the program is to develop the ability of education and education-related organizational practitioners to obtain and synthesize knowledge for the solution of institutional problems and practices. The program provides value-added opportunities for candidates to develop breadth and depth in understanding leadership, policy, and applied research methodologies. In addition, program experiences contribute to the development of future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application. The dissertation for all areas of emphasis is expected to contribute knowledge and understanding of a critical issue drawn from the candidate's field of practice and be applicable for improving educational organizations.

The Ed.D. in Educational Leadership:

1. encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors;
2. provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices;
3. models interdisciplinary and inter-institutional collaboration through the program's management and accountability structures;
4. provides participants with leadership capacity to bring about changes that enhance student learning; and
5. provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness.

Although this program is administratively housed in the College of Education and Behavioral Sciences Dean's Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university. More information may be found at www.wku.edu/cebs/doctorate.

**Program Design**

Because the EDD program was designed for students who are employed full time, students are considered "full-time" enrolled if they take at least 6 credit hours per semester in the fall, spring, and summer semesters (equalling 18 hours per year).

A typical semester includes enrollment in one cohort class shared by other students entering the program at the same time and an elective related to program specialization. EDD courses typically meet one weekend per month and/or in "hybrid" format in the fall/spring semesters. Summer courses follow similar patterns of weekend and/or hybrid formatting but over a shorter and more compact duration. Students continually enrolling three semesters per year should be able to complete all coursework excluding dissertation hours within three calendar years.

**International Student Enrollment**

As per United States federal regulations pertaining to students with F1 and J1 visa status, international students are restricted to no more than 6 credit hours of web/on-line courses per year and all 6 of these credit hours may not be taken in the same semester.
Students enroll in 6 credits for 3 consecutive semesters a year; Fall, Spring, and Summer. Thus, they would be enrolled in 18 credit hours per year which is equivalent to our Graduate students who are enrolled in other graduate programs. International students are restricted to no more than 6 web/on-line courses per year and these 6 credits may not be taken in one semester (at the same time).

**Program Admission**

Intended candidates for the degree are individuals who have completed at least a master’s degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.

Program admission is based on a holistic evaluation of the candidate's application file, which must include:

1. Transcripts of all undergraduate and graduate course work;
2. Documentation of a master's degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization;
3. Completed application;
4. Current (within 1 year of application deadline) resume or vita;
5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program;
6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant’s potential for success in a doctoral program; and
7. Official GRE scores. Minimum scores of GRE-V = 145, GRE-Q = 145 (or their equivalents on older versions of the GRE), and 4.0 analytical writing are preferred.
8. Submission of a writing sample (requested during the admission review process) if applicants took the GRE without the Analytical Writing portion or if Analytic Writing score falls below preferred minimum.

International students are encouraged to apply and must submit the following additional documents for admission consideration:

1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL; a minimum of 88 on the iBT TOEFL; a minimum of 7.0 on the IELTS; or a degree from an institution with English as the language of instruction.)
2. Evidence of adequate financial resources

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (60 hours)**

The program consists of 60 hours beyond a master's or other graduate degree. The program includes the following core coursework:

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation course</td>
<td>3</td>
</tr>
<tr>
<td>Core leadership courses</td>
<td>9</td>
</tr>
<tr>
<td>Core research and statistics courses</td>
<td>9</td>
</tr>
<tr>
<td>Job embedded internship</td>
<td>6</td>
</tr>
<tr>
<td>Dissertation</td>
<td>9-12</td>
</tr>
<tr>
<td>Coursework related to program specialization</td>
<td>21-24</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements.

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 702</td>
<td>Educational Leadership Doctoral Program Orientation</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 710</td>
<td>Leadership Theories and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 720</td>
<td>Individual and Group Issues in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 730</td>
<td>Leading the Organization</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 712</td>
<td>Research Methods and Design for Educational Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 722</td>
<td>Measurement and Survey Methods for Educational Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 732</td>
<td>Program Evaluation for Educational Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

**Internship Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 798</td>
<td>Educational Leadership Doctoral Program Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

**Dissertation Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 799</td>
<td>Dissertation Research</td>
<td>9-12</td>
</tr>
</tbody>
</table>

**Program Specialization Courses**

Please refer to the catalog for specific course options related to program specialization.
With advisor approval, select courses to support intellectual and professional development related to one of the four program specializations 21-24

| Total Hours | 60 |

1. Taken during the first semester after admission to the program.
2. Students are encouraged to take EDLD 797 to prepare for their dissertation experience.

### Program Specialization Courses (21-24 hours)

#### P-12 Administrative Leadership Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 707</td>
<td>Educational Leadership Policies and Politics</td>
<td>3</td>
</tr>
<tr>
<td>Advisor approved electives</td>
<td></td>
<td>18-21</td>
</tr>
</tbody>
</table>

**Total Hours**: 21-24

#### Teacher Leadership Courses

<table>
<thead>
<tr>
<th>Advisor approved electives</th>
<th></th>
</tr>
</thead>
</table>

**Total Hours**: 21-24

#### Postsecondary Education Leadership

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 675</td>
<td>Higher Education in America</td>
<td>3</td>
</tr>
<tr>
<td>EDFN 685</td>
<td>Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>Advisor approved electives</td>
<td></td>
<td>15-18</td>
</tr>
</tbody>
</table>

**Total Hours**: 21-24

#### Organizational Leadership

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 751</td>
<td>Strategic Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BA 752</td>
<td>Leading Innovation, Creativity and Change</td>
<td>3</td>
</tr>
<tr>
<td>Advisor approved electives</td>
<td></td>
<td>15-18</td>
</tr>
</tbody>
</table>

**Total Hours**: 21-24

### Experiential Credit Recommendation

Students admitted to the Ed.D. in Educational Leadership program may apply to receive graduate credit for successful completion of the National Board Certified Teacher process. Those approved will receive up to six (6) hours of credit for EDU 695. To be eligible to receive credit, students must document that they:

- have been admitted to the Ed.D. program in either the Teacher Leader or P-12 Administrative Leadership specialization; and
- hold current National Board Certification status.

Similarly, Ed.D. students participating in the WKU-Green River Regional Educational Cooperative EdD Partnership may apply to receive up to twelve (12) hours of EDU 695 credit for successfully completing WKU-GRREC co-designed educational leadership experiences/studies. To be eligible to receive credit, students must document that they:

- have been admitted to the Ed.D. program in either the Teacher Leader or P-12 Administrative Leadership concentration.

In both cases, the student must submit an application form to the Ed.D. Leadership Council, which will consider whether to approve the application and then determine the number of EDU 695 hours to credit to the student’s program. The hours may not be substituted for required courses in the program, and no more than 12 credit hours of EDU 695 may be listed on the student’s program.

For NBCT-related applicants, once a recommendation for the awarding of hours for NBCT completion is approved by the EdD Leadership Council, the student must arrange for the American Council on Education (ACE) to send an official transcript documenting the student’s NBCT status to the WKU Graduate School so that the credit may be entered on the student’s transcript. For WKU-GRREC partnership participants, the application approved by the EdD Leadership Council will serve as documentation for credit. No charge will be assessed by WKU for posting these credits.

### Program Completion

To complete the program, students must:

1. pass a qualifying exam that includes questions related to program core and specialization outcomes; and
2. propose, complete, and successfully defend a dissertation.
Department of Counseling and Student Affairs

www.wku.edu/csa/
counseling.sa@wku.edu
Jill Duba Sauerheber, Department Head
Gary A. Ransdell Hall 2011
Phone (270) 745-4799

Degree(s)
- Counseling (MAE) (p. 92)
- School Counseling (MAE) (p. 98)
- Student Affairs in Higher Education (MAE) (p. 100)
- Counselor Education (EdS) (p. 94)

Planned Sixth-Year/Rank I
- Standard Guidance (RI) (p. 96)

Teacher Certification Program(s)
- Individual Intellectual Assessment (Endorsement) (p. 95)
- Extension from Elementary or Secondary Guidance to P-12 (Certification) (p. 95)
- Provisional to Standard P-12 Guidance (Certification) (p. 98)

Certificate Program(s)
- Career Services (Certificate) (p. 91)
- International Student Services (Certificate) (p. 95)

Faculty

Professor
Aaron W. Hughey, EdD (Educational Administration), Northern Illinois University, 1988
Cynthia P. Mason, EdD (Instruction and Administration), University of Kentucky, 1996
Jill Duba Sauerheber, PhD (Counseling Human Development Services), Kent State University Main Campus, 2004
Fred E. Stickle, PhD (Education, Counselor Education), Iowa State University, 1978

Associate Professor
Monica G. Burke, PhD (Education, Educational Administration and Supervision), University of Southern Mississippi, 1997

Assistant Professor
Imelda N. Bratton, PhD (Counselor Education and Counseling), Idaho State University, 2008
Lacretia T. Dye, PhD (Counselor Education), Western Michigan University, 2012
Cheryl P. Wolf, PhD (Mental Health Counseling), University of Florida, 2013

Career Services, Certificate (0468)

Program Coordinator
Aaron W. Hughey, aaron.hughey@wku.edu, (270) 745-4849

The Certificate in Career Services (CCS) is designed to helping professionals with the advanced knowledge and skills needed to better serve students and clients within the context of a volatile and ever changing employment landscape. Graduates of this certificate program will be better prepared to assist students to be more engaged in the educational experience through appropriate academic major and career choice, which may lead to higher retention of current students and successful transition to the workforce. Moreover, the CCS program complements the master's degree programs in a wide variety of helping professions. The 15 hour certificate program includes 9 hours of required core courses and 6 hours of electives. The program requires an internship in career counseling. The program may be completed as a stand-alone program, or students admitted to related master's degree programs may incorporate 12 hours of the certificate program into their program of study (if appropriate). Admission to the CCS program is based on completion of a baccalaureate degree and adequate preparation in this or a related area of study. This certificate program welcomes applicants from all graduate programs at Western Kentucky University and elsewhere. However, students seeking admission to a University graduate degree program must apply to and meet admissions requirements of the program. Please note that admission to, or completion of, the CCS program will not guarantee admission to any graduate degree program.
Program Admission

In addition to Graduate School admission requirements, applicants are required to submit a statement describing their interest in the CCS and their employment goals.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (15 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 593</td>
<td>Career Development in Student Affairs and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 675</td>
<td>Advanced Career Counseling and Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>CNS 595</td>
<td>Testing Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Restricted Electives

Select six hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 556</td>
<td>Developmental Career Counseling</td>
</tr>
<tr>
<td>CNS 572</td>
<td>The College Student Experience</td>
</tr>
<tr>
<td>CNS 574</td>
<td>Student Development in Higher Education</td>
</tr>
<tr>
<td>CNS 577</td>
<td>Counseling Concepts and Applications for Student Affairs Professionals</td>
</tr>
<tr>
<td>CNS 610</td>
<td>Assessment and Accountability in Student Affairs and Higher Education</td>
</tr>
</tbody>
</table>

Total Hours: 15

Counseling, Master of Arts in Education (043)

Program Coordinator

Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, (270) 745-4799

The MAE in Counseling has two concentrations and meets the educational requirements for licensure as a Licensed Professional Clinical Counselor in the Commonwealth of Kentucky and in states with reciprocal licensure agreements. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits both the Clinical Mental Health Counseling and the Marriage, Couple, and Family Counseling concentrations in the Counseling master's degree program.

Program Admission

Review of completed applications begins March 15 each year for admission in the following fall semester. The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and counselors. This approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available.

Application for admission requires three steps:

1. Submit required materials to the Graduate School:
   a. Complete the online graduate application at www.wku.edu/graduate/.
   b. Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
   c. Submit official transcripts of all post-secondary academic work and an official score report of either the GRE or the Miller Analogy Test directly to the Graduate School. Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.
   d. Understand that submitting materials to the Graduate School is required. Submission of materials to the Graduate School does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program.

2. Apply for admission to either the Counseling program's concentration in Clinical Mental Health Counseling or Marriage, Couple, and Family Counseling. The second step in applying for admission is to submit the following materials on or before March 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:
   a. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content:
      i. Discuss what it would mean to you to become a counselor.
      ii. Describe your personal characteristics that prepare you to become an effective counseling professional.
      iii. Discuss how you deal with your emotional reactions to events in your life.
      iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
      v. Briefly discuss how you deal with stressful events.
vi. Explain how your friends and family would describe the way you function in your relationships with them.

vii. Present your career objectives and discuss how a degree in counseling will prepare you to meet these objectives.

b. A completed admission form.
   i. Signature Required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
   ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.

c. Three recommendations that use the Candidate Recommendation Form.
   i. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.
   ii. After you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which they will seal the recommendation.
   iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.

d. An unofficial copy of your transcripts and GRE or Miller Analogy scores.

e. A current vita.

f. Mail your complete application portfolio to:

   Department of Counseling and Student Affairs
   Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling Concentrations
   Western Kentucky University
   Gary A. Ransdell Hall 2011
   1906 College Heights Blvd. #51031
   Bowling Green, KY 42101

The application requires attention to detail, thought, and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:
   a. Discussion of interests in counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
   b. Discussion of academic and professional goals.
   c. Expectations of faculty.
   d. Demonstration of interpersonal skills and insight into personal motivations.
   e. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (60 hours)

<table>
<thead>
<tr>
<th>Counseling Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 552 Testing and Assessment in Counseling</td>
</tr>
<tr>
<td>CNS 554 Group Counseling</td>
</tr>
<tr>
<td>CNS 555 Social and Cultural Diversity in Counseling</td>
</tr>
<tr>
<td>CNS 556 Developmental Career Counseling</td>
</tr>
<tr>
<td>CNS 557 Human and Family Development in Counseling</td>
</tr>
<tr>
<td>CNS 558 Theories of Counseling</td>
</tr>
<tr>
<td>CNS 559 Techniques of Counseling</td>
</tr>
<tr>
<td>CNS 560 Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling</td>
</tr>
<tr>
<td>CNS 567 Mental Health Diagnosis and Treatment in Counseling</td>
</tr>
<tr>
<td>CNS 583 Couples Counseling</td>
</tr>
<tr>
<td>CNS 588 Family Systems Counseling</td>
</tr>
<tr>
<td>CNS 591 Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum</td>
</tr>
<tr>
<td>CNS 596 Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship</td>
</tr>
</tbody>
</table>
Counselor Education, Specialist in Education (112)

CNS 598 Research and Program Evaluation in Counseling 3
CNS 637 Theories of Addictions 3

Concentration
Select a Concentration 12

Total Hours 60

1 To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.

2 Internship must be taken over a period of two semesters.

Clinical Mental Health Counseling Concentration (CMHC)

CNS 568 Counseling Children and Adolescents 3
or CNS 569 Play Therapy 3
CNS 587 Professional Mental Health Counseling Practice 3
CNS 592 Crisis Counseling 3
Clinical Mental Health Counseling elective selected in a consultation with an advisor 3

Total Hours 12

Marriage, Couple, and Family Counseling Concentration (CMCF)

CNS 582 Sex Therapy Techniques in Counseling 3
CNS 586 Parenting Issues 3
CNS 592 Crisis Counseling 3
CNS 606 Family Counseling Techniques 3

Total Hours 12

All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.edu/csa/sc/comp_exam (http://www.wku.edu/csa/sc/comp_exam.php).

Counselor Education, Specialist in Education (112)

Program Coordinator
Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, (270) 745-4799

The Specialist Degree in Education (Ed.S.) with a Counselor Education major is designed to incorporate the core elements of the master's degree in school counseling while expanding the academics emphasis within the student's profession. This degree requires a minimum of 30 semester hours of graduate course work beyond the master's degree. Specialist programs are tailored to meet the academic goals of the individual student. The Ed.S. culminates with the completion of a specialist project, which reflects satisfactory research in an area of particular interest to the student.

Program Admission

An applicant desiring to pursue this program must first meet the admission requirements of the Graduate School, and then must also be admitted to the department. The Ed.S. (Counselor Education Major) requires a 3.5 GPA in the master's program or a 1350 GRE score (if test was taken on or before October 1, 2002) or 850 GRE score and a 4.0 Analytical Writing score (if taken after October 1, 2002). A departmental application, personal statement, and references are required along with a personal interview. A departmental admission committee will review the information and make final recommendations regarding the applicant's eligibility.

Before pursuing a specialist degree, the student must have earned a master's degree in counseling or a related subject area. Eighteen hours of prerequisite courses (or equivalents) must be included in previous graduate course work. If the course work was not a part of the student's master's degree, the following 18 hours must be completed before a student begins the specialist program. It should also be noted that these courses cannot be used toward the specialist program.

Prerequisite Courses

EDFN 500 Research Methods 3
CNS 550 Introduction to Counseling 3
CNS 552 Testing and Assessment in Counseling 3
CNS 554 Group Counseling 3
CNS 558 Theories of Counseling 3
CNS 590 Practicum 1 3

1 To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Western Kentucky University -- 2015-2016 Graduate Catalog
Program Requirements (30 hours)
The student's committee directs the selection of course work, the required specialist project, and a final oral examination.

Research Requirement
EDFN 501 Educational Statistics 3
or PSYS 512 Analysis of Variance

Major Emphasis
Select a minimum of 21 hours counseling courses approved by the student's committee 21

Specialist Project Research and Writing
CNS 699 Specialist Project 6

Total Hours 30

Extension from Elementary or Secondary Guidance to P-12, Certification (159)
Students may pursue this certification as a certification-only program or as part of the Planned Sixth-Year/Rank I in Guidance.

Program Admission
Continuing certification for Elementary or Secondary Guidance is no longer available. Counselors with K-8 or 5-12 certification must first complete requirements to extend their certification to P-12, and then they may seek Standard Guidance certification. To be admitted to pursue extension of the certification to P-12, applicants must document completion of a graduate degree in school counseling and certification as a School Counselor.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (6 hours)
To extend the certification to P-12, students must complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 568</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CNS 660</td>
<td>Organization and Administration of Guidance Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 6

Individual Intellectual Assessment, Concentration IIA, Endorsement (159)
The Individual Intellectual Assessment (IIA) is an endorsement built upon the student's basic certification as a School Counselor. The purpose of this endorsement is to allow counselors to do individual intelligence testing.

Program Admission
Documentation of a master's degree in school counseling and certification as a school counselor in Kentucky.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

Prerequisite
Master of Arts in Education in School Counseling Provisional or Standard Guidance Certification

Required Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 552</td>
<td>Testing and Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 654</td>
<td>Educational and Intellectual Analysis of Children and Adults</td>
<td>3</td>
</tr>
<tr>
<td>CNS 655</td>
<td>Advanced Appraisal of Children</td>
<td>3</td>
</tr>
<tr>
<td>CNS 595</td>
<td>Testing Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12

International Student Services, Certificate (0415)

Program Coordinator
Aaron W. Hughey, aaron.hughey@wku.edu, (270) 745-4849

The Certificate in International Student Services (CISS) program offers preparation to provide international student services as a component of campus internationalization. Students will gain theoretical and applied knowledge regarding student services (international and domestic), expanded cross-cultural awareness and global consciousness, as well as enhanced intercultural communication skills. Recognizing the unique contribution of international students to the learning environment, students who complete the certificate program will be prepared to provide services and programs to meet the needs of international students.
The 15-hour certificate program includes 9 hours of required courses and 6 hours of restricted electives. The program requires a study abroad course and/or an internship abroad depending on student’s international experience (as determined by the advisor upon initial admission to the program). The CISS may be completed as a stand-alone program, or students admitted into the MAE in Student Affairs may incorporate up to 12 hours of the certificate program into their program of study.

Program Admission

Admission to the CISS program is based on completion of a bachelor's degree and adequate preparation in the area of study. This certificate program welcomes applicants from all graduate programs at Western Kentucky University and elsewhere.

Students seeking admission to a University graduate degree program must apply to and meet admissions requirements of the program.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (15 hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 571</td>
<td>Introduction to Student Affairs in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 581</td>
<td>International Students and Services in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 595</td>
<td>Testing Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Restricted Electives

Select six hours of the following with advisor approval at initial advising session upon program admission:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 572</td>
<td>The College Student Experience</td>
<td>3</td>
</tr>
<tr>
<td>CNS 574</td>
<td>Student Development in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 670</td>
<td>Parameters of Law in Student Affairs and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 555</td>
<td>Social and Cultural Diversity in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>GWS 555</td>
<td>Global and Cross-Cultural Perspectives on Women</td>
<td>3</td>
</tr>
<tr>
<td>CNS 579</td>
<td>Seminar in Student Affairs (with a focus on international students/student services)</td>
<td>3</td>
</tr>
<tr>
<td>Other course(s) approved by faculty advisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 15

Standard Guidance, Planned Sixth-Year/Rank I Certification (048)

This program is designed for individuals with a master’s degree in school counseling who have a Kentucky School Counselor Certification. Program requirements are presented in three parts: courses for P-12 Certification, additional courses for Standard Guidance Certification, and additional courses for Rank I status. The P-12, Standard Guidance, and Planned 6th Year Rank I coursework is designed to provide additional preparation and competency for school counseling.

P-12 Certification is a prerequisite for Standard Guidance and Rank I status. Individuals certified at the elementary (Grades K-8) or secondary (Grades 5-12) levels must first complete the 6 semester hours required to obtain P-12 Certification. The combined master’s and Rank I programs for individuals with P-12 Guidance Certification require a minimum of 60 hours. Standard Guidance Certification is earned after one year of experience as a school counselor for those certified as teachers and two years of experience for those not previously certified as teachers. Many individuals complete the course work prior to completing the experience requirements.

Program Admission

To be admitted to the P-12, Standard Guidance, and Rank I Programs, applicants must complete the Graduate School application process. Admission requires applicants to document completion of a master’s degree in school counseling and current certification as a school counselor in Kentucky.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (60 hours)

Specific requirements for P-12, Standard Guidance, and Rank I depend on the applicant’s school counseling master’s degree program and current certification. For the Rank I, the total number of graduate hours earned must be at least 60, including the school counseling master’s degree.

Rank I and Standard Guidance Certification Requirements for Individuals Who Possess Current School Counseling Certification at the Elementary (Grades K-8) or Secondary (Grades 5-12) Level

State regulations require individuals who possess school counseling certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification and Rank I Status. To earn P-12 Certification, individuals must complete the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 568</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CNS 660</td>
<td>Organization and Administration of Guidance Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 6
Standard Guidance Program Requirements For Individuals Holding the P-12 School Counseling Certificate and Who Have Completed a 30 or 36-Hour Program in School Counseling

The following courses (6 hours) are required to achieve Standard Guidance Certification:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 556</td>
<td>Developmental Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 666</td>
<td>Legal and Ethical Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Standard Guidance Program Requirements For Individuals Holding the P-12 School Counseling Certificate and Who Have Completed a 48-Hour Program in School Counseling Consistent with CACREP School Counseling Standards

The following courses (6 hours) are required to qualify for Standard Guidance Certification:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 666</td>
<td>Legal and Ethical Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNS 592</td>
<td>Crisis Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 637</td>
<td>Theories of Addictions</td>
<td></td>
</tr>
<tr>
<td>CNS 569</td>
<td>Play Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Rank I Program Requirements For Individuals With Standard Guidance Certification Who Have Completed a 30 or 36-Hour Program in School Counseling

Six courses (18 hours) are required to achieve eligibility for Rank I status for individuals who have completed requirements for Standard Guidance Certification. These hours must be in addition to those completed in the student’s master’s degree program in school counseling and those completed to qualify for Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.

All individuals must take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 658</td>
<td>Seminar in Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Select five of the following courses not previously completed:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNS 592</td>
<td>Crisis Counseling</td>
<td></td>
</tr>
<tr>
<td>CNS 637</td>
<td>Theories of Addictions</td>
<td></td>
</tr>
<tr>
<td>CNS 569</td>
<td>Play Therapy</td>
<td></td>
</tr>
<tr>
<td>CNS 584</td>
<td>Counseling Violent and Dysfunctional Families</td>
<td></td>
</tr>
<tr>
<td>CNS 586</td>
<td>Parenting Issues</td>
<td></td>
</tr>
<tr>
<td>CNS 562</td>
<td>Counseling Adolescents</td>
<td></td>
</tr>
<tr>
<td>CNS 653</td>
<td>Brief Counseling</td>
<td></td>
</tr>
<tr>
<td>CNS 580</td>
<td>Family Life Studies</td>
<td></td>
</tr>
<tr>
<td>One CNS Elective selected with prior approval of advisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Rank I Program Requirements For Individuals With Standard Guidance Certification Who Have Completed a 48-Hour Program in School Counseling Consistent With CACREP School Counseling Standards

Two of the following courses (6 hours) are required to qualify for Rank I Status for individuals who have completed requirements for Standard Guidance Certification. These hours must be in addition to those completed in the student’s 48 hour master’s degree program and to hours completed for Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 592</td>
<td>Crisis Counseling</td>
<td></td>
</tr>
<tr>
<td>CNS 637</td>
<td>Theories of Addictions</td>
<td></td>
</tr>
<tr>
<td>CNS 569</td>
<td>Play Therapy</td>
<td></td>
</tr>
<tr>
<td>CNS 584</td>
<td>Counseling Violent and Dysfunctional Families</td>
<td></td>
</tr>
<tr>
<td>CNS 586</td>
<td>Parenting Issues</td>
<td></td>
</tr>
<tr>
<td>CNS 562</td>
<td>Counseling Adolescents</td>
<td></td>
</tr>
<tr>
<td>CNS 653</td>
<td>Brief Counseling</td>
<td></td>
</tr>
<tr>
<td>CNS 580</td>
<td>Family Life Studies</td>
<td></td>
</tr>
<tr>
<td>Select one CNS Elective selected with prior approval of advisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>
A certified teacher with a master’s degree in a content area other than school counseling may obtain a Provisional Guidance Certificate P-12 by completing a second master’s degree in School Counseling. Up to 12 hours of acceptable previous graduate work may be applied to this program if completed within the previous 6 years. However, all courses counted in the program must meet current standards. Because some older courses may not meet current standards, it may be necessary to evaluate older courses to determine whether they may be counted in the student’s program.

**Provisional to P-12 Standard Guidance, Concentration KGCP, Certification (159)**

Students may pursue the certifications listed below as certification-only programs or as part of the Planned Sixth-Year/Rank I in Guidance. Those seeking the Planned Sixth-Year/Rank I in Guidance should note that it requires other course work in addition to the courses described.

The Provisional to P-12 Standard Guidance program is designed for individuals with a master’s degree in school counseling who have provisional P-12 Guidance Certification. P-12 Guidance Certification is a prerequisite for Standard Guidance Certification. Individuals certified at the elementary (Grades K-8) or secondary (Grades 5-12) levels must first complete the 6 hours required to obtain P-12 Certification.

Standard Guidance Certification requires both completion of required course work and completion of one year of employment as a school counselor for those certified as teachers or two years of employment for those not previously certified as teachers. Many individuals complete the course work prior to completing the experience requirements.

**Program Admission**

To be admitted to pursue P-12 Standard Guidance Certification program, applicants must complete the Graduate School application process. Admission requires applicants to document completion of a master’s degree in school counseling and current guidance certification in Kentucky.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (6 hours)**

Specific requirements for P-12 and Standard Guidance depend on the applicant’s master’s degree program and current certification.

**Standard Guidance Certification Requirements For Individuals Who Possess Current Guidance Certification at the Elementary (Grades K-8) or Secondary (Grades 5-12) Level**

State regulations require individuals who possess guidance certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification. To earn P-12 Certification, individuals must complete the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 568</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CNS 660</td>
<td>Organization and Administration of Guidance Services</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Standard Guidance Program Requirements For Individuals Who Have Completed a 30 or 36-Hour Program in School Counseling**

The following courses (6 hours) are required to achieve Standard Guidance Certification:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 556</td>
<td>Developmental Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 666</td>
<td>Legal and Ethical Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Standard Guidance Program Requirements For Individuals Holding the P-12 Guidance Certificate and Who Have Completed a 48-Hour Program in School Counseling Consistent with CACREP School Counseling Standards**

The following courses (6 hours) are required to qualify for Standard Guidance Certification:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 666</td>
<td>Legal and Ethical Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>CNS 592</td>
<td>Crisis Counseling</td>
<td></td>
</tr>
<tr>
<td>CNS 637</td>
<td>Theories of Addictions</td>
<td></td>
</tr>
<tr>
<td>CNS 569</td>
<td>Play Therapy</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**School Counseling, Master of Arts in Education (046)**

**Program Coordinator**

Imelda N. Bratton, imelda.bratton@wku.edu, (270) 745-3529
The School Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.

Program Admission

Application deadline is March 15 each year for admission in the following fall semester. (Consult the Department website for the current application deadline). Application reviews use a holistic approach to evaluate applicants’ potential to be successful as students and school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions recommendations based on applicants’ credentials and the interview assessment. The application process is competitive with a limited number of openings available.

Application for admission requires three steps:

1. Submit required materials to the Graduate School:
   a. Complete the online graduate application at www.wku.edu/graduate.
   b. Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
   c. Submit official transcripts of all post-secondary academic work.
   d. All applicants who hold a current valid teaching certificate in any state must submit an official copy of their teaching certificate.
   e. Submit an official report of either the Graduate Record Examination (GRE) (including the analytic writing section) or the Miller Analogy Test directly to the Graduate School. Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.
   f. Understand that submitting materials to the Graduate School is required and that it is the first step in the application process. Submission of materials to the Graduate School does not imply a guarantee of admission to the Department of Counseling and Student Affairs master’s degree program in School Counseling.

2. Apply for admission to the School Counseling Program. The second step in applying for admission is to submit the following materials on or before March 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the materials specified below directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:
   a. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
      i. Discuss what it would mean to you to become a school counselor.
      ii. Describe your personal characteristics that prepare you to become an effective school counselor.
      iii. Discuss how you deal with your emotional reactions to events in your life.
      iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
      v. Briefly discuss how you deal with stressful events.
      vi. Explain how your friends and family would describe the way you function in your relationships with them.
      vii. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives.
      i. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
      ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.
      i. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts, and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.
      ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which she or he will seal the recommendation.
      iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.
   d. An unofficial copy of your transcripts and GRE or Miller Analogy Test scores.
   e. A current vita.
   f. Mail your complete application portfolio to:
      Department of Counseling and Student Affairs
      School Counseling Program
      Western Kentucky University
      Gary A. Ransdell Hall 2011
The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:
   a. Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
   b. Discussion of academic and professional goals.
   c. Expectations of faculty.
   d. Demonstration of interpersonal skills and insight into personal motivations.
   e. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are most highly ranked following the interview assessment. The number of students admitted depends on the number of openings.

After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (48 hours)

The specific requirements for the MAE program in School Counseling are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 550</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 551</td>
<td>Classroom Guidance</td>
<td>3</td>
</tr>
<tr>
<td>CNS 598</td>
<td>Research and Program Evaluation in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 552</td>
<td>Testing and Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 554</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 555</td>
<td>Social and Cultural Diversity in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 556</td>
<td>Developmental Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 557</td>
<td>Human and Family Development in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 558</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 559</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 660</td>
<td>Organization and Administration of Guidance Services</td>
<td>3</td>
</tr>
<tr>
<td>CNS 568</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CNS 658</td>
<td>Seminar in Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 590</td>
<td>Practicum 1</td>
<td>3</td>
</tr>
<tr>
<td>CNS 595</td>
<td>Testing Internship 2</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours 48

1. To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.
2. Internship must be taken over a period of two semesters.

All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.wku.edu/cebs/programs/graduate/comp_exams/index.php.

Student Affairs in Higher Education, Master of Arts in Education (145)

Program Coordinator
Aaron W. Hughey, aaron.hughey@wku.edu, (270) 745-4849

The Master of Arts in Education program in Student Affairs in Higher Education is designed to prepare students to obtain entry and mid-level student affairs professional positions. Through a theory-based and applications-oriented program, students gain skills and competencies necessary to succeed in a variety of student affairs and post-secondary settings. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness. Students are provided opportunities to focus on specific student affairs functions that are consistent with their interests.
Program Admission

Review of completed applications begins March 15 each year for admission in the following fall semester.

The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and student affairs professionals. This approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available.

Application for admission requires three steps:

1. Submit required materials to the Graduate School:
   a. Complete the online graduate application at www.wku.edu/graduate.
   b. Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
   c. Submit official transcripts of all post-secondary academic work and an official score report of either the GRE or the Miller Analogy Test directly to the Graduate School. (Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.)
   d. Understand that submitting materials to the Graduate School is required. Submission of materials to the Graduate School does not imply a guarantee of admission to a Department of Counseling and Student Affairs master’s degree program.

2. Apply for admission to the Student Affairs in Higher Education program. The second step in applying for admission to the Student Affairs in Higher Education program is to submit the following materials on or before March 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:
   a. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
      i. Discuss what it would mean to you to become a Student Affairs professional.
      ii. Describe your personal characteristics that prepare you to become an effective Student Affairs professional.
      iii. Discuss how you deal with your emotional reactions to events in your life.
      iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
      v. Briefly discuss how you deal with stressful events.
      vi. Explain how your friends and family would describe the way you function in your relationships with them.
      vii. Present your career objectives and discuss how a master's degree in Student Affairs in Higher Education will prepare you to meet these objectives.
   b. A completed admission form:
      i. Signature Required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
      ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) Falsification of the information in this statement or any other part of the application is grounds for immediate dismissal from the program.
   c. Three recommendations that use the Candidate Recommendation Form:
      i. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.
      ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which to seal the recommendation.
      iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.
   d. An unofficial copy of your transcripts and GRE or Miller Analogy scores.
   e. A current vita.
   f. Mail your complete application portfolio to:
      Department of Counseling and Student Affairs
      Student Affairs in Higher Education Program
      Western Kentucky University
      Gary A. Ransdell Hall 2011
      1906 College Heights Blvd. #51031
      Bowling Green, KY 42101

   The application requires attention to detail, thought, and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks.
after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:

a. Discussion of interests in the Student Affairs in Higher Education program and the selection of the Western Kentucky University Department of Counseling and Student Affairs.

b. Discussion of academic and professional goals.

c. Expectations of faculty.

d. Demonstration of interpersonal skills and insight into personal motivations.

e. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (48 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 571</td>
<td>Introduction to Student Affairs in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 572</td>
<td>The College Student Experience</td>
<td>3</td>
</tr>
<tr>
<td>CNS 574</td>
<td>Student Development in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 577</td>
<td>Counseling Concepts and Applications for Student Affairs Professionals</td>
<td>3</td>
</tr>
<tr>
<td>CNS 585</td>
<td>Leadership and Administration in Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>CNS 589</td>
<td>Group Dynamics in Student Affairs and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 593</td>
<td>Career Development in Student Affairs and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 594</td>
<td>Research Methods in Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>CNS 603</td>
<td>Critical Issues and Strategies in Student Affairs and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 604</td>
<td>Resource Management in Student Affairs and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 605</td>
<td>Social and Cultural Diversity in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 610</td>
<td>Assessment and Accountability in Student Affairs and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 670</td>
<td>Parameters of Law in Student Affairs and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 590</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CNS 595</td>
<td>Testing Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours 48

1 To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.

2 Internship must be taken over a period of two semesters.

All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.wku.edu/csa/sc/comp_exam.php.
Educational Administration, Leadership, and Research

http://www.wku.edu/ealr
ealr@wku.edu
Marguerita DeSander, Department Head
Gary A. Ransdell Hall 3086
Phone (270) 745-4890

The Department of Educational Administration, Leadership, and Research offers programs designed to prepare school personnel for effective leadership in P-12 schools. The curricula meets professional certification standards in school administration. The department also provides educational foundations courses that give graduate students a greater understanding of their roles and the function of educational institutions in society.

Course work associated with degree programs at Western Kentucky University may be used to meet certification requirements established by the Commonwealth of Kentucky; however, the Commonwealth may institute changes in certification requirements at any time. When the Commonwealth initiates such changes, students seeking certification may be required to modify their courses/experiences to meet the new certification requirements.

Students wishing to pursue one of the non-degree programs must make application to the Graduate School. Upon completion of the program, individuals must contact the Office of Teacher Certification/Services in the College of Education and Behavioral Sciences. That official then certifies to the Kentucky Education Professional Standards Board that rank requirements have been met.

Degree(s)

- Adult Education (MAE) (p. 104)
- School Administration (EdS) (p. 104)

Planned Sixth-Year/Rank I

- School Administration, Director of Pupil Personnel Services (RI) (p. 108)
- School Administration, Instructional Leader, School Principal, All Grades (RI) (p. 109)
- School Administration, Supervisor of Instruction (RI) (p. 111)

Teacher Certification Program(s)

- Supervisor of Instruction (Endorsement) (p. 111)
- Director of Pupil Personnel Services (Endorsement) (p. 107)
- Superintendent (Endorsement) (p. 112)

Certificate Program(s)

- Adult Education (Certificate) (p. 103)
- Community College Faculty Preparation (Certificate) (p. 107)

Faculty

Professor

James I. Berger, PhD (Adult Education), University of Georgia, 2001
Barbara G. Burch, EdD (Curriculum), Indiana University at Bloomington, 1967
Antony D. Norman, PhD (Education- Educational Psychology), University of Virginia, 1990
Gary A. Ransdell, EdD, Indiana University at Bloomington, 1978
Jianliang Wang, EdD (Educational Administration), SUNY at Albany, 1989

Associate Professor

Marguerita K. Desander, PhD (Ed Policy/Plan/Ldsp), College of William and Mary, 2005
Gary W. Houchens, PhD (Educational Leadership Organizational Development), University of Louisville, 2008
Thomas A. Stewart, EdD (Educational Leadership), Western Kentucky University, 2011
Kristin Wilson, PhD (Higher Continuing Education), University of Missouri-Columbia, 2008

Assistant Professor

Kimberlee K. Everson, PhD (Educ Inquiry, Measurement, Evaluation), Brigham Young University, 2012
Jie Zhang, PhD (Educational Psychology), University of Illinois Central Admin, 2009

Scholar-In-Residence

H. R. Capps, EdD, University of Virginia, 1970

Adult Education, Certificate (0450)
The Adult Education certificate program provides a basic understanding of the theories, techniques, and concepts used in the adult education setting. The program provides graduates with a basic understanding of the field of adult education and the ability to carry out basic adult education functions in a variety of settings. Individuals from a variety of workplace and educational settings will find benefits to pursuing the AEC.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ADED 510</td>
<td>Introduction to Adult Education</td>
</tr>
<tr>
<td>ADED 520</td>
<td>Methods for Teaching Adults</td>
</tr>
<tr>
<td>ADED 530</td>
<td>Program Development for Adults</td>
</tr>
<tr>
<td>ADED 611</td>
<td>Adult Development and Learning</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

Adult Education, Master of Arts in Education (047)

Program Coordinator
James I. Berger, jim.berger@wku.edu, (270) 745-3892

The Master of Arts in Education in Adult Education prepares students for professional adult education practice at the graduate level to teach adults in a variety of settings. These settings include community education, adult basic education, adult literacy, corporate training, human resources and organizational development, workplace training, patient education, technical and community colleges, and other adult learning centers. Students select the General concentration, the Community and Technical College Concentration, the Higher Education Concentration, or the Training and Development Concentration.

Program Admission

Admission to all ADED concentrations requires the student to meet ONE of the following:

1. Admission with GRE and GAP score:
   a. Minimum GAP score of 2200 \[\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) \times \text{Undergraduate GPA}\] on the GRE taken before August 2011. Minimum Analytical Writing score of 3.5.
   b. Minimum GAP score of 550 \[\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) + (\text{Undergraduate GPA} \times 100)\] on GRE taken after August 2011, with a minimum GRE-V of 139 and GRE-Q of 139. Minimum Analytical Writing score of 3.5. Applicant is responsible for maintaining contact with the Graduate School, (270) 745-2446.

2. Applicants with an undergraduate degree from an accredited university and an undergraduate GPA of 2.75 or higher submit a portfolio that will be reviewed by the Adult Education Admissions committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website, www.wku.edu/aded.

3. Applicants with a previous master's degree from an accredited university and a graduate grade point average of 3.0 or higher submit a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website, www.wku.edu/aded.

4. Applicants with an undergraduate grade point average below a 2.75 submit qualifying GAP/GRE-AW scores and a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website. Applicants who choose not to take the GRE or whose GAP/GRE-AW scores do not meet stated program minimums may apply for consideration under the College of Education and Behavior Science's alternate admissions policy. Please contact the program coordinator for details.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30-39 hours)

General Concentration (30 hours)

The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, 6 hours of additional adult education courses, a research foundations course, and two 3-hour electives. The student and his or her advisor choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the following two additional courses are required, ADED 590 and ADED 597. Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option are required to take a comprehensive exam. All students are expected to take EDFN 500 within the first twelve hours of their program.

Required Courses

| ADED 510 | Introduction to Adult Education | 3 |
### Western Kentucky University -- 2015-2016 Graduate Catalog

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADED 520</td>
<td>Methods for Teaching Adults</td>
<td>3</td>
</tr>
<tr>
<td>ADED 611</td>
<td>Adult Development and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Additional Higher Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADED 530</td>
<td>Program Development for Adults</td>
<td>3</td>
</tr>
<tr>
<td>ADED 540</td>
<td>Philosophy and History of Adult Education</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

Select six hours of the following or from other courses with prior approval of advisor: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADED 598</td>
<td>Adult Education Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CNS 555</td>
<td>Social and Cultural Diversity in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 556</td>
<td>Developmental Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 557</td>
<td>Human and Family Development in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 572</td>
<td>The College Student Experience</td>
<td>3</td>
</tr>
<tr>
<td>CNS 574</td>
<td>Student Development in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CNS 577</td>
<td>Counseling Concepts and Applications for Student Affairs Professionals</td>
<td>3</td>
</tr>
<tr>
<td>CNS 580</td>
<td>Family Life Studies</td>
<td>3</td>
</tr>
<tr>
<td>CNS 586</td>
<td>Parenting Issues</td>
<td>3</td>
</tr>
<tr>
<td>CNS 667</td>
<td>Counseling Substance Abusers and Their Families</td>
<td>3</td>
</tr>
<tr>
<td>CNS 670</td>
<td>Parameters of Law in Student Affairs and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 516</td>
<td>The Exceptional Child: Perspectives and Issues</td>
<td>3</td>
</tr>
<tr>
<td>SPED 518</td>
<td>Seminar: Contemporary Challenges in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 534</td>
<td>Research in Exceptional Child Education</td>
<td>3</td>
</tr>
<tr>
<td>LTCTY 519</td>
<td>Foundations Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>LTCTY 523</td>
<td>Diagnostic Reading Procedures for Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>LME 535</td>
<td>Survey of Educational Technology Practices</td>
<td>3</td>
</tr>
<tr>
<td>LME 537</td>
<td>Principles of Educational Technology Applications</td>
<td>3</td>
</tr>
<tr>
<td>PSY 510</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 511</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Research Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500</td>
<td>Research Methods (or equivalent as approved by advisor)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following options: 6

**Thesis Option:**
- ADED 599  | Thesis Research and Writing

**Non-Thesis Option:**
- ADED 590  | Practicum in Adult Education
- ADED 597  | Directed Study in Adult Education

#### Total Hours

30

### Community and Technical College Concentration (39 hours)

The 39-hour Community and Technical College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 9 hours in Adult Education, 3 additional hours of higher education courses, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations course, and two capstone experience courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 within the first twelve hours of their program.

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADED 510</td>
<td>Introduction to Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>ADED 520</td>
<td>Methods for Teaching Adults</td>
<td>3</td>
</tr>
<tr>
<td>ADED 611</td>
<td>Adult Development and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Additional Higher Education Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 612</td>
<td>Seminar in Community College Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Discipline Courses

Select 18 hours of content specific courses related to the student's teaching discipline in technical or community colleges 18

#### Research Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500</td>
<td>Research Methods (or equivalent as approved by advisor)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Capstone Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADED 590</td>
<td>Practicum in Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>ADED 597</td>
<td>Directed Study in Adult Education</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Hours

39
Higher Education Concentration (30 hours)
The 30-hour Higher Education concentration is designed for individuals who work in higher education settings, providing training or instructional development to faculty and staff. The program consists of a required core of 9 hours in Adult Education, 3 hours of EDFN 500, 6 hours of capstone experience, and 12 hours of concentration courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 within the first twelve hours of their program.

Required Courses
AGED 510 Introduction to Adult Education 3
AGED 520 Methods for Teaching Adults 3
AGED 611 Adult Development and Learning 3

Additional Adult and Higher Education Courses
Select four courses of the following or other courses as approved by your advisor: 12
AGED 530 Program Development for Adults
EDFN 612 Seminar in Community College Teaching
EDFN 685 Issues in Higher Education
EDFN 675 Higher Education in America
EDFN 724 Leadership in Community and Technical Colleges
EDFN 726 Change Theory and Practice
EDFN 728 Postsecondary Economics and Finance
ID 570 Systematic Instructional Design
ID 583 Training Design and Development
ID 585 Distance Education Opportunities and Challenges

Research Methods Course
EDFN 500 Research Methods (or equivalent as approved by advisor) 3

Select one of the following options: 6
Thesis Option:
AGED 599 Thesis Research and Writing
Non-Thesis Option:
AGED 590 Practicum in Adult Education
AGED 597 Directed Study in Adult Education

Total Hours 30

Training and Development Concentration (30 hours)
The 30-hour Training and Development concentration is designed for individuals who either work or would like to work as a trainer in the workplace. This would include business, military, and community education settings among others. The program consists of a required core of 9 hours in Adult Education, 6 hours in program planning and training methods for adults, 3 hours of EDFN 500, six hours of capstone experience, and six hours of electives. All students are required to take a comprehensive exam. All students are required to take EDFN 500 within the first 12 hours of their program.

Required Courses
AGED 510 Introduction to Adult Education 3
AGED 520 Methods for Teaching Adults 3
AGED 611 Adult Development and Learning 3

Additional Required Courses
AGED 530 Program Development for Adults 3
PSYS 773 Employee Training and Development Issues for Organizational Leaders 3

Electives
Select 6 hours of the following or from other courses as approved by advisor: 6
ID 570 Systematic Instructional Design
ID 577 Management of Instructional Systems
ID 583 Training Design and Development
ID 585 Distance Education Opportunities and Challenges
ID 587 Trends and Issues in Instructional Design
ID 595 Internship in Instructional Design
LME 535 Survey of Educational Technology Practices
LME 537 Principles of Educational Technology Applications
LME 545 Educational Technology Production
LME 547 Integration of Educational Technology
EDFN 501 Educational Statistics
EDFN 601 Applied Statistical Techniques and Research Designs in Education
EDFN 603 Qualitative Research in Education
CNS 555 Social and Cultural Diversity in Counseling
CNS 589 Group Dynamics in Student Affairs and Higher Education
CNS 637 Theories of Addictions
CNS 647 Addictions: Assessment, Diagnosis and Treatment Planning
CNS 667 Counseling Substance Abusers and Their Families

Research Methods Course
EDFN 500 Research Methods (or equivalent as approved by advisor) 3

Select one of the following options: 6
Thesis Option:
ADED 599 Thesis Research and Writing
Non-Thesis Option:
ADED 590 Practicum in Adult Education
ADED 597 Directed Study in Adult Education

Total Hours 30

Community College Faculty Preparation, Certificate (162)

Program Coordinator
James I. Berger, jim.berger@wku.edu, (270) 745-3892

The Community College Faculty Preparation (CCFP) certificate program combines critical components to prepare students to enter community college teaching. These components include: a master's degree in a teaching discipline, a three-hour graduate course in adult teaching/learning psychology, a three-hour seminar on topics relevant for teaching in the community college, and a three-hour teaching experience/internship at a community college. A certificate will be awarded to the students who successfully complete these requirements.

The CCFP program will empower certificate holders to be more competitive for community college faculty positions and to advance more rapidly in fulfilling the new faculty role. Faculty and administrators from several community colleges contributed to the development of the program and continue to be involved in various aspects of the program.

Program Admission

Participation in the CCFP program is optional to all graduate programs in the University. Graduate students may take courses as they approach the end of their master's degree or following completion of the master's degree. Application to the CCFP program is made in the Graduate School.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

Required Courses
ADED 611 Adult Development and Learning 3
EDFN 612 Seminar in Community College Teaching 3
ADED 520 Methods for Teaching Adults 3
Select one of the following: 3
ADED 590 Practicum in Adult Education

Total Hours 12

1 Appropriate course will be determined by CCFP director and departmental faculty.

Director of Pupil Personnel Services, Endorsement (131, KDP1 and KDP2)

The Director of Pupil Personnel (DPP) is one of the two legally mandated positions for a school district. The DPP usually deals with such issues as student attendance, student conduct codes, school calendars, and student services.

Completion of a planned Fifth/Sixth-Year program may not be counted by states other than Kentucky in determining pay status. The Director of Pupil Personnel Services position is unique to Kentucky, and Kentucky's manifestation is not found in other places. Other states seek a counseling or social work type background for student services, not a Director of Pupil Personnel Services with attendance duties as in Kentucky.
Program Admission

The Director of Pupil Personnel (DPP) is one of the two legally mandated positions for a school district. The DPP usually deals with such issues as student attendance, student conduct codes, school calendars, and student services.

Applicants for the Director of Pupil Personnel must meet the following requirements:

- Completion of at least three years full-time appropriate teaching experience;
- Master’s degree from an accredited institution;
- 3.2 GPA or above for all graduate course work;
- Completion of appropriate prerequisite courses; and
- Has completed a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

Level I Director of Pupil Personnel Services Requirements

<table>
<thead>
<tr>
<th>Prerequisite Courses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500</td>
<td>Research Methods 3</td>
</tr>
<tr>
<td>PSY 510 &amp; PSY 511</td>
<td>Advanced Educational Psychology and Psychology of Learning 6</td>
</tr>
<tr>
<td>SPED 516</td>
<td>The Exceptional Child: Perspectives and Issues 3</td>
</tr>
<tr>
<td>EDFN 576</td>
<td>Issues and Trends in Education 3</td>
</tr>
<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>SEC 580</td>
<td>Curriculum</td>
</tr>
<tr>
<td>ELED 503</td>
<td>Organization of Elementary School Curriculum</td>
</tr>
<tr>
<td>MGE 571</td>
<td>Middle Grades Curriculum</td>
</tr>
<tr>
<td>EDAD 683</td>
<td>Leading Teaching and Learning</td>
</tr>
<tr>
<td>CNS 551</td>
<td>Classroom Guidance 3</td>
</tr>
</tbody>
</table>

Required Courses:

- EDFD 583 Accounting for Pupil Personnel 3
- EDAD 585 Fundamentals of School Administration 3
- EDAD 677 Legal Issues for Professional Educators 3

Level II Director of Pupil Personnel Services Requirements

Required courses:

- EDAD 594 Seminar on Leadership: Auxiliary Programs in Education 3
- EDAD 682 School-Community Relations 3

Total Hours 30

School Administration, Director of Pupil Personnel Services, Planned Sixth-Year/ Rank I (121, KDP1 and KDP2)

The Director of Pupil Personnel (DPP) is one of the two legally mandated positions for a school district. The DPP usually deals with such issues as student attendance, student conduct codes, school calendars, and student services.

Program Admission

Applicants for the Director of Pupil Personnel must meet the following requirements:

- Completion of at least three years full-time appropriate teaching experience;
- Master's degree from an accredited institution;
- 3.2 GPA or above for all graduate course work; and
- Completion of appropriate prerequisite courses.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (45 hours)

Level I Director of Pupil Personnel Services Requirements

Prerequisite Courses:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 510 &amp; PSY 511</td>
<td>Advanced Educational Psychology and Psychology of Learning</td>
<td>6</td>
</tr>
<tr>
<td>EDFN 576</td>
<td>Issues and Trends in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 580</td>
<td>Curriculum</td>
</tr>
<tr>
<td>ELED 503</td>
<td>Organization of Elementary School Curriculum</td>
</tr>
<tr>
<td>MGE 571</td>
<td>Middle Grades Curriculum</td>
</tr>
<tr>
<td>EDAD 683</td>
<td>Leading Teaching and Learning</td>
</tr>
<tr>
<td>CNS 551</td>
<td>Classroom Guidance</td>
</tr>
</tbody>
</table>

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 583</td>
<td>Accounting for Pupil Personnel</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 585</td>
<td>Fundamentals of School Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 588</td>
<td>Allocation and Use of Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 649</td>
<td>School System Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 677</td>
<td>Legal Issues for Professional Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 684</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SPED 516</td>
<td>The Exceptional Child: Perspectives and Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

**Level II Director of Pupil Personnel Services Requirements**

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 594</td>
<td>Seminar on Leadership: Auxiliary Programs in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 682</td>
<td>School-Community Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 45

Completion of a planned Fifth/Sixth-Year program may not be counted by states other than Kentucky in determining pay status. The Director of Pupil Personnel Services position is unique to Kentucky, and Kentucky's manifestation is not found in other places. Other states seek a counseling or social work type background for student services, not a Director of Pupil Personnel Services with attendance duties as in Kentucky.

Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification.

**School Administration, Instructional Leader, School Principal, All Grades, Planned Sixth-Year/Rank I (121, KP1 and KP2), School Principal, All Grades, Endorsement (131, KP1 and KP2)**

The Principal Preparation Program is a certification program involving a minimum of 30 hours of studies beyond the master's degree.

**Alternate Route to Principal Certification**

Kentucky Senate Bill #77 made it possible for higher education institutions with approved school administration certification programs to provide alternate route to certification programs upon application and approval by the Education Professional Standards Board (EPSB). Western Kentucky University (WKU) has an EPSB approved Alternate Route to Principal Certification program.

Under the provisions of Senate Bill #77 and state regulations, Western Kentucky University established procedures for the alternate route program as follows:

1. A local district superintendent must nominate a candidate for the Alternate Route to Principal Certification program at WKU. The letter of nomination must specifically state that the superintendent is recommending the candidate to the school council and will be employed for the coming academic year if selected by the school council.
2. Once the letter of nomination and a letter of application from the candidate are received, WKU will admit the candidate to the Alternate Route to Principal Certification program providing the candidate is accepted by the Graduate School.
3. WKU will provide the candidate with a letter stating that the candidate has been admitted to the Alternate Route to Principal Certification program, thus, under the provision of Senate Bill #77 and state regulations, making the candidate eligible to interview and accept a principal position. It should be noted that these candidates have the same eligibility status as any other candidate who has completed a regular certification program and already has the certification endorsement.
4. WKU will also notify the Office of Teacher Certification/Services that the candidate has been admitted to the Alternate Route to Principal Certification program.
5. If the candidate is offered the position, the superintendent must provide verification of employment to WKU and the candidate. WKU will assign the candidate an advisor, who will prepare the student's program. The candidate will submit the verification of employment and a TC-TP to the Office of Teacher Certification/Services. That office will sign and verify the enrollment of the candidate in the Alternate Route to Principal Certification program.
and return the TC-TP to the candidate. The candidate will then forward the TC-TP with the verification of employment as a principal (or assistant principal) and the appropriate fee payment.

6. EPSB will issue the candidate a two-year, Temporary Provisional Certificate for All Grades Principal. The candidate will have two-years to complete all requirements for the principal certification, after which the candidate receives a regular Provisional Certification.

Program Admission

1. A master's degree;
2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160;
3. A GPA of 3.0 or higher on all graduate work;
4. Complete a program admission packet requiring:
   a. Letters of reference
   b. Professional portfolio
   c. Deficiency course assessments
   d. School district agreement of support;
5. Be recommended based on an interview with district practitioners and department faculty.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must have previously completed a master's degree program, which would qualify for Rank II salary classification.

Deficiencies

Students will be required to take the following courses in addition to the required program hours:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 588</td>
<td>Allocation and Use of Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 677</td>
<td>Legal Issues for Professional Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 684</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 9

Level I Required Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 640</td>
<td>Introduction to School Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 641</td>
<td>Building Culture and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 642</td>
<td>Leveraging Community Systems and Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 643</td>
<td>Securing and Developing Staff</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 644</td>
<td>Creating Organizational Structures and Operations</td>
<td>3</td>
</tr>
<tr>
<td>or EDAD 708</td>
<td>Administration of Fiscal Resources in Districts and Systems</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 645</td>
<td>Practicing the Principalship</td>
<td>3</td>
</tr>
</tbody>
</table>

Level II Required Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 694</td>
<td>Seminar in Educational Administration</td>
<td>6</td>
</tr>
</tbody>
</table>

Advisor-approved electives: 6

Total Hours: 30

School Administration, Specialist in Education (098)

Program Coordinator
Marguerita K. Desander, marguerita.desander@wku.edu, (270) 745-6039

The Specialist in Education Degree in School Administration is an advanced professional degree involving a minimum of 36 semester hours of study beyond the master's degree. The degree is designed primarily for those planning to enter the school principalship or other administrative/ supervisory positions.

Program Admission

1. A master's degree from an accredited college or university with a minimum GPA of 3.5 from graduate work at the master's degree level;
2. Minimum scores of 148 Verbal and 148 Quantitative on the GRE and an overall GAP score of 605 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)], a score in the 50th percentile or higher on the MAT, or a 646 Communication and 643 General Knowledge for the NTE;
3. A Graduate School admission application (online) along with a copy of current and valid teaching certificate;
4. Three recommendation letters from graduate faculty and/or professional associates; Educational Ad- ministration, Leadership, & Research application forms for programmatic admission; and
5. A departmental review.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (36 hours)

1. A minimum of thirty-six (36) semester hours of graduate credit in a planned program beyond the master’s degree;
2. A minimum of twelve (12) semester hours must be full-time residence credit;
3. A minimum of nine (9) semester hours of residence credit must be completed before admission to candidacy and a minimum of fifteen (15) semester hours of credit after admission to candidacy; and
4. Candidates may transfer a maximum of six (6) semester hours, approved by the student’s advisory committee, from an institution with an accredited advanced graduate program in educational administration. At least twenty-one (21) semester hours must be in courses numbered 500 or above. Minimum full-time residence requirements may be met through two semesters, or a semester and a summer, or two summers.

Specialist Project

The specialist project is considered to be an integral part of the specialist program.

1. The student must enroll for six (6) hours of credit in EDAD 699.
2. The project shall be planned with reference to the student’s field of specialization and professional goals.
3. The project may take the form of a field project, a creative study, or a more formal research study. Regardless of the form of the project, the study shall culminate in a written scholarly project.
4. This project must be approved by the student’s graduate committee and by the Graduate School.
5. Candidates must follow the guidelines of the Educational Administration, Leadership and Research Department.
6. The project must conform to APA Style and university guidelines.
7. The time limit for the completion of all requirements for the specialist degree is six years from the date of first registration in the Specialist in Education Degree Program.
8. A student cannot be formally admitted to the Specialist in Education Degree program until all admission requirements are met.

School Administration, Supervisor of Instruction, Planned Sixth-Year/Rank I (121, ILV1 and ILV2), Supervisor of Instruction, Endorsement (131, ILV1 and ILV2)

Applicants seeking certification for Supervisor of Instruction should be aware that reciprocity may not be offered by all states.

Program Admission

Applicants for the Planned Sixth-Year/Rank I program and for the certification-only endorsement for Supervisor of Instruction must meet the following requirements:

• Completion of at least three years full-time appropriate teaching experience;
• Master’s degree from an accredited institution;
• 3.2 GPA or above for all graduate course work; and
• Completion of appropriate prerequisite courses.

Prerequisite Courses

EDFN 500 Research Methods 3
PSY 510 Advanced Educational Psychology 6
& PSY 511 and Psychology of Learning
EDFN 576 Issues and Trends in Education 3
Select six hours from the following: 6
SEC 580 Curriculum
MGE 571 Middle Grades Curriculum
EDAD 683 Leading Teaching and Learning
ELED 503 Organization of Elementary School Curriculum

Total Hours 18

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

Level I - Supervisor of Instruction (Concentration Code ILV1) Requirements

Required Courses

EDAD 585 Fundamentals of School Administration 3
EDAD 684 Instructional Leadership 3
Superintendent, Endorsement (131, KST)

The professional certificate for school administration and supervision may be endorsed for the position of school superintendent when the candidate has met the following conditions:

1. Completed two years full-time experience in a school administrative position, and
2. Completed a minimum of sixty (60) semester hours graduate credit above the bachelor's degree in (an) approved certification program(s), including EDAD 639, EDAD 649, EDAD 659, and 6 hours of EDAD 598.

Alternate Route to Superintendent Certification Program

The alternate route program enables the district to consider the best candidates for positions of superintendent or assistant superintendent, including candidates who have not previously completed requirements for the superintendent's certification endorsement or are otherwise not eligible for certification under traditional program guidelines.

Alternate Route Admission

1. A letter from the employing district signed by the superintendent and/or board chairman must be sent to WKU indicating the desire to employ the named candidate as an assistant superintendent or superintendent and requesting the named candidate to be admitted to the Alternative Route to Superintendent Certification program.
2. The candidate must submit an application for admission that includes all requested information pertaining to education and experience.
3. The department admissions committee will review the request and application and determine if the candidate is eligible for admission, and what, if any, additional requirements must be met.
4. If admitted, the candidate is eligible to be interviewed for a position as superintendent or assistant superintendent.
5. If employed, the candidate is eligible for a two-year, Temporary Provisional Certificate endorsement for Superintendent. The candidate must submit a TC-1 to get endorsement.
6. The candidate has two years to complete all remaining program requirements. Upon completion, the candidate is eligible for a standard certificate endorsement.

Program Admission

1. Has completed Level I and II preparation requirements for administrative endorsement as principal or supervisor;
2. Has a 3.2 GPA or above on all graduate work; and
3. Submits recommendations.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements

Complete two years full-time experience in a school administrative position
Complete a minimum of sixty (60) semester hours graduate credit above the bachelor's degree in an approved certification program, including the following required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 639</td>
<td>The Superintendency</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 649</td>
<td>School System Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 659</td>
<td>Strategic Planning in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 598</td>
<td>Field-Based Experience in Educational Admin</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Hours**: 15

1. Candidates should enroll concurrently with the first required course taken and will continue working concurrently with all three required courses. Students only register once for EDAD 598. Students will receive an "IP" grade for EDAD 598 until all requirements are met and the other three required courses are completed. All work should normally be completed within one year but must be completed within a maximum of two years.
Department of Psychology

www.wku.edu/psychology
psychology@wku.edu
Steve Wininger and Pitt Derryberry, Co-Department Heads
Gary A. Ransdell Hall 3012
Phone (270) 745-2695

Degree(s)

• Psychology (PsyD) (p. 114)
• Psychology (MA) (p. 117)
• School Psychology (EdS) (p. 118)

Faculty

Professor
Joseph P. Cangemi, EdD (Higher Education), Indiana University at Bloomington, 1974
Pitt Derryberry, PhD (Educational Psychology), University of Alabama, 2001
Frederick G. Grieve, PhD (Psychology, Clinical Psychology), University of Memphis, 1996
Sally L. Kuhlenschmidt, PhD (Psychology), Purdue University Main Campus, 1986
Carl L. Myers, PhD (Psychology), Iowa State University, 1995
Jacqueline Pope-Tarrence, PhD (Experimental Psychology), University of Louisville, 1991
Ronda C. Talley, PhD (Educational Psychology), Indiana University System, 1979
Steven R. Wininger, PhD (Educational Psychology, Sports Psychology), Florida State University, 1998

Pedagogical Assistant Professor
Krisstal Clayton, PhD (Psychology), New Mexico St University Main Campus, 2009

Associate Professor
Lisa C. Duffin, PhD (Educational Studies, Educational Psychology), Purdue University Main Campus, 2009
Elizabeth L. Jones, PhD (Educational Psychology), University of Georgia, 1989
Anthony R. Paquin, PhD (Psychology), Texas A M University, 1997
Qin Zhao, PhD (Educational Psychology), University of Florida, 2008

Assistant Professor
Samuel Kim, PhD (School Psychology), Georgia State University, 2014
Jenni L. Redifer, PhD (Educational Psychology), University of Florida, 2012

Instructor
James R. Prather, PhD (Experimental Psychology), University of Louisville, 1997

Applied Psychology, Doctor of Psychology (0476)

Program Coordinator
Frederick G. Grieve, rick.grieve@wku.edu, (270) 745-4417

The Doctor of Psychology in Applied Psychology provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.

The Psy.D. in Applied Psychology prepares students to:

• Function as competent practitioner/scholars, skilled in developing, implementing, and evaluating evidence-based practices, particularly for rural and other under-served populations, in their chosen area of concentration;
• Provide ethical, competent, and professional supervision of psychological practice in their communities of practice; and
• Contribute to the practice and scholarship of psychology, consistent with the practitioner/scholar model, with the capacity to review scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.

Program Admission

Admission to the doctoral program requires the applicant to have either a master’s degree in Clinical Psychology or related field or a specialist-level degree in School Psychology. Applicants with graduate degrees from closely related fields may be considered for the program, but, if accepted, may need to take additional courses to complete the foundational coursework. Program admission is based on a comprehensive evaluation of a candidate’s application file and an interview. The application file must include:
1. GRE scores (or equivalent) evidencing minimum scores of 145 Verbal, 145 Quantitative, and 4.0 Analytic Writing. In lieu of the GRE scores, applicants can submit a portfolio that includes evidence of at least five years successful practice in the field and evidence of managerial/supervision experience or superlative practice.

2. Graduate transcript(s) evidencing a minimum graduate grade point average (GPA) of 3.50 and undergraduate transcripts verifying undergraduate degree(s).

3. Three letters of recommendation from professionals in a position to evaluate the applicant’s potential for success in a doctoral program.

4. Personal statement describing professional interests, expectations from the doctoral program, and career goals.

5. Resume or curriculum vita.

6. Psychology Department application form

7. Graduate School application form

International students are encouraged to apply and must meet two additional requirements. They must submit evidence of the ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS Academic Version). Evidence of adequate financial resources is also required.

In addition to the application materials, interviews will be held with all viable candidates based on review of the application file. The purpose of the interview is to ascertain the applicant’s fit with the program’s goals and objectives and with their intended career paths (APA, 2013). In addition, the interview serves to inform potential students of the Doctor of Applied Psychology program’s mission, goals, curriculum and expectations for students.

Applicants with graduate degrees from closely related fields and international students will be considered for the program, but, if accepted, may need to take additional courses to complete the foundational coursework. Foundation coursework in clinical and school psychology programs provides the basis for understanding human behavior and consists of courses in the areas of social psychology, physiological psychology, developmental psychology, cognition/learning, and diversity/multicultural awareness. Applicants with degrees in clinical or school psychology will also have their transcripts reviewed for these foundation coursework due to variability in training across programs and universities. Because some students may lack coursework in the foundational areas of psychology, assessment of applicants’ previous graduate coursework will be important to help them be successful in the program and to be eligible for licensure upon graduation. Students will be informed of any deficiencies upon program entry when they will sign a curriculum contract identifying deficiencies in the foundational areas of psychology that will need to be completed. Consistent with university policy, any identified deficiencies will need to be remediated prior to admission to candidacy and any courses taken as remediation for deficiencies may not be counted in the 48 hours required for the Psy.D. degree.

All applicants must also submit an affidavit affirming that they have not been convicted or charged with a felony crime or an ethical violation. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant’s expense. Individuals evidencing a history of felony conviction are not eligible for licensure in Kentucky as a psychologist. Further, training programs have an ethical obligation to disclose the inability to obtain licensure at program entry. Thus, a history of felony conviction will preclude applicants from being accepted into the Doctor of Applied Psychology program.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (48 hours)**

The program consists of 48 hours beyond a master’s or other graduate degree. The program includes 27 hours of core coursework and a choice of two specializations, Clinical Psychology and School Psychology, consisting of an additional 21 hours each. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements. To complete the program, students must pass a qualifying exam that includes questions related to program core and specialization program outcomes, and propose, complete, and successfully defend a dissertation.

**Core Courses**

**Statistics/Research Methods**

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 712</td>
<td>Research Methods and Design for Educational Leaders</td>
</tr>
<tr>
<td>EDLD 722</td>
<td>Measurement and Survey Methods for Educational Leaders</td>
</tr>
<tr>
<td>PSYS 510</td>
<td>Advanced Research Methods in Psychology</td>
</tr>
<tr>
<td>PSY 505</td>
<td>Statistical Software for Behavioral Scientists</td>
</tr>
<tr>
<td>PSYS 512</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>PSYS 513</td>
<td>Correlation and Regression Analysis</td>
</tr>
<tr>
<td>PSYS 518</td>
<td>Statistics and Psychometric Theory</td>
</tr>
<tr>
<td>SWRK 540</td>
<td>Foundations of Social Work Research Methods</td>
</tr>
<tr>
<td>SWRK 640</td>
<td>Applied Social Work Research</td>
</tr>
</tbody>
</table>

**History and Systems**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 701</td>
<td>History and Systems of Applied Psychology</td>
</tr>
</tbody>
</table>

**Psychopharmacology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 751</td>
<td>Clinical Psychopharmacology</td>
</tr>
</tbody>
</table>

**Family Systems**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 588</td>
<td>Family Systems Counseling</td>
</tr>
</tbody>
</table>
or PSY 741  

**Basic Supervision**  
PSY 777  
Foundations of Supervision  
3

**Dissertation**  
PSY 799  
Dissertation in Psychology  
6

**Internship**  
PSY 895  
Pre-Doctoral Internship  
6

**Concentration**  
Select a concentration  
21

**Total Hours**  
48

---

**Clinical Concentration**

**Psychotherapy**
Select two of the following:  
6
- CNS 554  
Group Counseling
- CNS 558  
Theories of Counseling
- CNS 559  
Techniques of Counseling
- CNS 561  
Counseling Children
- CNS 562  
Counseling Adolescents
- CNS 569  
Play Therapy
- CNS 582  
Sex Therapy Techniques in Counseling
- CNS 583  
Couples Counseling
- CNS 584  
Counseling Violent and Dysfunctional Families
- CNS 653  
Brief Counseling
- PSY 641  
Theories of Psychotherapy
or PSYS 641  
Theories of Psychotherapy
- PSY 642  
Clinical Interviewing and Psychotherapy
- PSY 662  
Practicum in Psychology
- SWRK 620  
Advanced Psycho-Social Approaches for Rural Practice
- SWRK 675  
Expressive Therapies in Social Work Practice

**Assessment**
Select one of the following:  
3
- CNS 552  
Testing and Assessment in Counseling
- CNS 567  
Mental Health Diagnosis and Treatment in Counseling
- CNS 654  
Educational and Intellectual Analysis of Children and Adults
- PSY 560  
Assessment of Individual Intellectual Functioning; Theories and Issues
- PSY 561  
Advanced Assessment in Educational Settings
- PSY 562  
Practicum in Psychological Assessment
- PSY 643  
Academic Assessment and Intervention
- PSY 647  
Addictions: Assessment, Diagnosis, and Treatment Planning
- PSY 766  
Assessment of Personality and Socio-Emotional Functioning
- SWRK 623  
Social Work Clinical Assessment and Intervention

**Developmental Psychology**
Select one of the following:  
3
- ADED 611  
Adult Development and Learning
- CNS 557  
Human and Family Development in Counseling
- PSYS 521  
Advanced Child Developmental Psychology

**Applied Clinical Practice**  
PSY 801  
The Profession of Clinical Psychology  
3

**Advanced Supervision**  
PSY 877  
Advanced Clinical Supervision  
3

**Practicum**  
PSY 791  
Advanced Psychology Practice  
3

**Total Hours**  
21
School Psychology Concentration

Seminar in School Psychology

PSY 785 Doctoral Seminar in School Psychology 3

Psychology Interventions

PSY 792 Advanced Practicum in School Interventions 3

Psychopathology

PSY 640 Psychopathology 3
or PSYS 640 Psychopathology

Diversity

PSY 520 Individual Differences and Human Diversity 3

Specialization

Select one of the specialization options 9

Total Hours 21

Specialization Options

Therapies and Interventions with Children

CNS 569 Play Therapy 3

Select two electives with advisor permission: 6

CNS 611 1
CNS 612 1
CNS 613 1

Total Hours 9

1 Pending curricular approval.

Autism Spectrum Disorders

PSY 766 Assessment of Autism Spectrum Disorder 3
SPED 610 Characteristics of Autism Spectrum Disorders 3
SPED 618 Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorders 3

Total Hours 9

Educational Leadership

Select three of the following, or equivalent, courses: 9

EDAD 620 Seminar in Administration of Special Education
EDAD 630 Special Education Law and Finance
EDAD 640 Introduction to School Leadership
EDAD 659 Strategic Planning in Education
EDAD 677 Legal Issues for Professional Educators
EDAD 684 Instructional Leadership

Total Hours 9

Psychology, Master of Arts (092)

Program Coordinator
Sally L. Kuhlenschmidt, sally.kuhlenschmidt@wku.edu, (270) 745-2114

This program prepares students to pursue careers in clinical psychology and/or to enter a doctoral program.

Program Admission

Applicants should have: 18 hours in Psychology classes, including one class (3 credit hours) in either Abnormal Psychology or Personality Psychology and one class (3 credit hours) in either statistics or research methods; minimum scores of 146 Verbal and 141 Quantitative on the Graduate Record Examination (GRE) General Test (or equivalent score); and a minimum GPA of 2.75 with 3.0 in psychology courses (no specific GAP score is required). Applicants should submit three letters of recommendation, transcripts, a psychology department application form, a personal statement describing professional interests and career goals, and the Graduate School application form. An interview may be required. Applicants must also submit an affidavit affirming that they have never been convicted or charged with a felony crime. Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.
Program Requirements (48 hours)

The clinical psychology concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The degree offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepare students to pursue further education at the doctoral level. Clinical psychology graduates have the credentials necessary to pursue licensure in the state of Kentucky. Practicum and internship (9 hours) are required. A thesis is required. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant’s expense. Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence (PSY 560, PSY 640, PSY 641, and PSY 660), or practicum and internship (PSY 562, PSY 592, and PSY 662). Practicum/internship sites may have additional requirements before allowing students to complete placements; these might include, but are not limited to, vaccinations, additional background checks, and health screenings.

Methods and Statistics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 510</td>
<td>Advanced Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or EDFN 500</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>PSYS 518</td>
<td>Statistics and Psychometric Theory</td>
<td>3</td>
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<td>or EDFN 501</td>
<td>Educational Statistics</td>
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Science of Behavior

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<tr>
<td>PSY 511</td>
<td>Psychology of Learning</td>
<td>3</td>
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<tr>
<td>or PSYS 533</td>
<td>Advanced Topics in Cognition</td>
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</tr>
<tr>
<td>PSY 552</td>
<td>Advanced Social Psychology</td>
<td>3</td>
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<tr>
<td>PSY 567</td>
<td>Advanced Physiological Psychology</td>
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Scientific Writing

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<tr>
<td>PSY 599</td>
<td>Thesis Research</td>
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Ethics

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<tr>
<td>PSY 541</td>
<td>Professional Issues and Ethics in Psychology</td>
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Practicum and Internship

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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>PSY 662</td>
<td>Practicum in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 562</td>
<td>Practicum in Psychological Assessment</td>
<td>3</td>
</tr>
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<td>PSY 592</td>
<td>Psychology Internship</td>
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Clinical Courses

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 560</td>
<td>Assessment of Individual Intellectual Functioning:Theories and Issues</td>
<td>3</td>
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<tr>
<td>PSY 640</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 641</td>
<td>Theories of Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 660</td>
<td>Assessment of Personality and Socio-Emotional Functioning</td>
<td>3</td>
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<tr>
<td>PSY 520</td>
<td>Individual Differences and Human Diversity</td>
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</table>

Total Hours 48

School Psychology, Specialist in Education (147)

Program Coordinator
Carl L. Myers, carl.myers@wku.edu, (270) 745-4410

School psychologists are members of teams that strive to enhance students’ ability to learn in public school systems. The program uses knowledge and skills from the fields of psychology and education to provide specialized preparation to engage in a variety of roles related to special education services, data collection and analysis, consultation, crisis preparedness and response, mental health services, and academic and behavioral interventions. The program emphasizes the application of knowledge through supervised experiences in the psychology department’s clinic and through practicum and internship placements in the public schools. After the required coursework, a 1200-hour (minimum) internship must be completed.

Program Admission

Applicants should have at least 12 semester hours of coursework in Psychology; a minimum score of 142 or equivalent on both the Verbal and Quantitative scales on the Graduate Record Examination General Test; a minimum GRE writing score of 3.5; and a minimum undergraduate GPA of 3.0 (no specific GAP score is required). Applicants should send three letters of recommendation, a psychology department application form and the graduate application form to the Graduate School. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant’s expense.

1 All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS Teacher Admissions web page. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.
# Program Requirements (67 hours)

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 510</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
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<tr>
<td>PSY 511</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 514</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 519</td>
<td>Psychological Perspectives on Classroom Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 521</td>
<td>Advanced Child Developmental Psychology</td>
<td>3</td>
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<tr>
<td>or FACS 577</td>
<td>Child Development Theory and Research</td>
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<tr>
<td>PSY 540</td>
<td>Behavior Problems of Childhood and Adolescence</td>
<td>3</td>
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<tr>
<td>PSY 541</td>
<td>Professional Issues and Ethics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 545</td>
<td>Clinical Child Psychology: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY 560</td>
<td>Assessment of Individual Intellectual Functioning: Theories and Issues</td>
<td>3</td>
</tr>
<tr>
<td>PSY 561</td>
<td>Advanced Assessment in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>PSY 562</td>
<td>Practicum in Psychological Assessment</td>
<td>6</td>
</tr>
<tr>
<td>PSYS 512</td>
<td>Analysis of Variance</td>
<td>3</td>
</tr>
<tr>
<td>or EDFN 501</td>
<td>Educational Statistics</td>
<td></td>
</tr>
<tr>
<td>PSY 625</td>
<td>Seminar in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 592</td>
<td>Psychology Internship</td>
<td>6</td>
</tr>
<tr>
<td>PSY 641</td>
<td>Theories of Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 643</td>
<td>Academic Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>PSY 645</td>
<td>Consultation in Educational and Mental Health Settings: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY 662</td>
<td>Practicum in Psychology</td>
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<tr>
<td>PSY 699</td>
<td>Specialist Project</td>
<td>6</td>
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</table>

**Total Hours** 67
School of Teacher Education

www.wku.edu/ste/
ste.gradprograms@wku.edu
Sylvia Dietrich, Director of the School of Teacher Education and Associate Dean
Gary A. Ransdell Hall 1092
Phone (270) 745-5414

Degree(s)

- Elementary Education (EdS) (p. 127)
- Elementary Education for Teacher Leaders (MAE) (p. 124)
- Gifted Education and Talent Development (MAE) (p. 129)
- Instructional Design (MS) (p. 133)
- Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders (MAE) (p. 135)
- Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification (MAT) (p. 134)
- Library Media Education (MS) (p. 138)
- Literacy Education (MAE) (p. 141)
- Middle Grades Education for Initial Certification (MAT) (p. 142)
- Middle Grades Education for Teacher Leaders (MAE) (p. 144)
- Special Education Initial Certification: Learning and Behavior Disorders (MAT) (p. 154)
- Special Education for Teacher Leaders: Learning and Behavior Disorders (MAE) (p. 155)
- Special Education for Teacher Leaders: Moderate to Severe Disorders (MAE) (p. 157)
- Secondary Education (EdS) (p. 153)
- Secondary Education for Initial Certification (MAT) (p. 148)
- Secondary Education for Teacher Leaders (MAE) (p. 150)

Minor(s)

- Secondary Education (minor) (p. 152)

Planned Fifth-Year/Rank II

- Elementary Education for Teacher Leaders (RII) (p. 125)
- Middle Grades Education for Teacher Leaders (RII) (p. 151)
- Secondary Education for Teacher Leaders (RII) (p. 151)

Planned Sixth-Year/Rank I

- Director of Special Education (RI) (p. 122)
- Elementary Education (RI) (p. 126)
- Interdisciplinary Early Childhood Education, Birth to Primary (RI) (p. 136)
- Library Media Education (RI) (p. 140)
- Middle Grades Education (RI) (p. 145)
- Secondary Education (RI) (p. 153)

Teacher Certification Program(s)

- Director of Special Education (Endorsement) (p. 122)
- Elementary Mathematics Specialist, P-5 (Endorsement) (p. 127)
- Environmental Education, P-12 (Endorsement) (p. 128)
- Gifted and Talented Education, P-12 (Endorsement) (p. 131)
- Instructional Computer Technology, P-12 (Endorsement) (p. 131)
- Library Media Education (Certification-Only) (p. 137)
- Moderate and Severe Disabilities (Certification-Only) (p. 146)
- Teach English as a Second Language (TESL) (Endorsement) (p. 158)

Certificate Program(s)

- Autism Spectrum Disorders (Certificate) (p. 121)
- Educational Technology (Certificate) (p. 124)
- Instructional Design (Certificate) (p. 132)
- Literacy in Post-Secondary Settings (Certificate) (p. 142)
Faculty

Professor
Nedra S. Atwell, EdD (School Administration), Vanderbilt University, 1995
Charles S. Evans, PhD (Curriculum Instruction), University of Missouri-Columbia, 1980
Stephanie K. Gandy, EdD (Curriculum and Instruction), Louisiana Tech University, 2002
Cynthia R. Houston, PhD (Education (Curriculum and Instruction)), Southern Illinois University, 1996
Pamela M. Jukes, EdD (Instruction and Administration), University of Kentucky, 1997
Margaret G. Maxwell, PhD (Curriculum and Instruction), University of North Carolina Chapel Hill, 1991
Pamela J. Petty, EdD (Education, Elementary Education), University of Tennessee, Knoxville, 2002
Judy S. Pierce, EdD (Education), West Virginia University, 1981
Julia L. Roberts, EdD, Oklahoma State University Main Campus, 1970

Associate Professor
Janet L. Applin, PhD (Special Education), Vanderbilt University, 2005
Martha M. Day, EdD (Administration Supervision), Tennessee State University, 1998
Sylvia L. Dietrich, PhD (Education), University of Tennessee, Knoxville, 2000
Barbara A. Fiehn, EdD (Leadership), St Marys University of Minnesota, 2000
Jeanine M. Huss, PhD (Environmental Science), Oklahoma State University Main Campus, 2007
Lucile F. Maples, EdD (Teacher Education, Reading Education), University of Tennessee, Knoxville, 2004
Michael L. Mcdonald, PhD (Practical Arts and Voc-Tech Education, Business Office Education), University of Missouri-Columbia, 1997
John A. Moore, EdD (Instruction and Administration), University of Kentucky, 1995
Lisa D. Murley, PhD (Educational Administration), University of Louisville, 2005
Rebecca R. Stobaugh, PhD (Educational Administration), University of Louisville, 2003
Janet L. Tassell, PhD (Curriculum Instruction), Indiana University at Bloomington, 2002

Assistant Professor
Wanda G. Chandler, EdD (Special Education), University of Kentucky, 2012
Jennifer D. Cribs, PhD (Curriculum and Instruction), Clemson University, 2012
Margaret Gichuru, EdD (Educational Leadership, Higher Ed Administration), Idaho State University, 2010
Xiaoxia Huang, PhD (Instructional Systems), Florida State University, 2007
Nancy F. Hulan, PhD (Curriculum and Instruction), University of Louisville, 2010
Susan Keeseey, PhD (Physical Activity and Education Services), The Ohio State University Main Campus, 2012
Elizabeth G. Kirby, EdD (Learning and Instruction), University of San Francisco, 2008
Jema D. Knotts, PhD (Education, Special Education), Southern Illinois University Carbondale, 1997
Julia A. Mittelberg, PhD (Curriculum and Instruction), Kansas State University, 2014
Christina R. Noel, PhD (Special Education), Vanderbilt University, 2013
Andrea Paganeli, PhD (Instructional Leadership), University of Alabama, 2010
Melissa J. Pendleton, PhD (Curriculum and Instruction), North Carolina State University, 2015
Kandy C. Smith, PhD (Education, Teacher Education), University of Tennessee, Knoxville, 2014

Professional-In-Residence
Lynn A. Hines, EdD (Educational Leadership), Western Kentucky University, 2013

Autism Spectrum Disorders, Certificate (0441)

Program Coordinator
Christina R. Noel, christina.noel@wku.edu, (270) 745-4255

This 15-hour program prepares students to provide academic, social, behavioral, communication, sensory, and community services and information to individuals diagnosed with ASD and their families. Individuals who complete the program will be knowledgeable about the various disorders included in the spectrum of autism, characteristics, educational strategies, collaboration efforts, communication, and technology skills to be implemented with individuals with ASD.

Enrollment in this program is restricted to post-master's students who have completed a degree in any of the following graduate programs: Education, Literacy, Psychology, Communication Sciences and Disorders, Social Work, Marriage and Family Therapy, Mental Health Counseling, Nursing, Public Health or students currently enrolled in any of these graduate programs. It may also be appropriate for other post-master's individuals seeking to learn more about individuals who have been diagnosed with ASD.

The program consists of 15 hours of required courses: SPED 610 (prerequisite for all other courses), SPED 612, SPED 615, SPED 618, and SPED 619. SPED 612 requires completion of a 3-hour practicum (comprising at least 120 hours) at an approved site in the field of autism. To enroll in the practicum the student must have completed SPED 610, and the internship site and supervisor must be approved by the program coordinator.

The graduate Autism Spectrum Disorders certificate provides essential information regarding individuals diagnosed with ASD. Students examine research-based practices that have been identified for individuals with ASD as well as learn how to implement these strategies in the classroom and community. Practicum hours will be required.
Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (15 hours)

Required Courses
- SPED 610 Characteristics of Autism Spectrum Disorders 3
- SPED 612 Collaboration with Schools and Agencies for Individuals with Autism Spectrum Disorders 3
- SPED 615 Instructional Strategies and Design for Students with Autism Spectrum Disorders 3
- SPED 618 Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorders 3
- SPED 619 Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders 3

Total Hours 15

Director of Special Education, Endorsement (132)

Program Admission

1. Submit an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist.
2. Submit documentation of earned master's degree from an accredited institution.
3. Submit a current vita/resume and letter of application indicating goals, and a statement verifying that he/she has completed at least 3 years of full-time appropriate teaching experience with exceptional children or as a school psychologist.
4. Submit documentation of three years full-time appropriate teaching experience with exceptional children or as a school psychologist.
5. Submit documentation of a 3.2 GPA or above on all graduate work.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (15-21 hours)

Prerequisite Courses
- Graduate level research methods course completed within the past 10 years 3
- Introductory special education course completed within the past 10 years 3
- Select 6 hours from the following: 6
  - SEC 580 Curriculum
  - ELED 503 Organization of Elementary School Curriculum
  - MGE 571 Middle Grades Curriculum
  - EDAD 683 Leading Teaching and Learning (or advisor approve curriculum course)

Total Hours 12

Level I Director of Special Education

Required Courses:
- EDAD 585 Fundamentals of School Administration 3
- EDAD 677 Legal Issues for Professional Educators 3
- SPED/EDAD 620 Seminar in the Administration of Special Education 3
- SPED/EDAD 625 Practicum in the Administration of Special Education 3
- SPED/EDAD 630 Special Education Law and Finance 3

Level II Director of Special Education

Required Courses:
- EDAD 598 Field-Based Experience in Educational Administration 3
- EDAD 686 Principles of Supervision 3

Total Hours 15-21

Students must be admitted to the program and have a program of study on file with teacher certification to be eligible for a recommendation of certification.

Director of Special Education, Non-Degree Planned Sixth-Year/Rank I (0426)

Program Admission

1. Submit an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist.
2. Submit documentation of a master's degree from an accredited institution.
3. Submit current vita/resume and letter of application indicating goals, and a statement verifying that he/she has completed at least 3 years of full-time appropriate teaching experience with exceptional children or as a school psychologist.

4. Submit documentation of three years full-time appropriate teaching experience with exceptional children or as a school psychologist.

5. Submit documentation of a 3.2 GPA or above on all graduate course work.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (30-36 hours)**

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Graduate level Research Methods course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>completed within the past 10 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introductory Special Education course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>completed within the past 10 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 6 hours of Graduate Level Curriculum Course from the following:</td>
<td>6</td>
</tr>
<tr>
<td>SEC 580</td>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td>ELED 503</td>
<td>Organization of Elementary School Curriculum</td>
<td></td>
</tr>
<tr>
<td>MGE 571</td>
<td>Middle Grades Curriculum</td>
<td></td>
</tr>
<tr>
<td>EDAD 683</td>
<td>Leading Teaching and Learning (or an advisor-approved curriculum course)</td>
<td></td>
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</table>

**Level I**

**Required Courses:**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
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<tr>
<td>EDAD 585</td>
<td>Fundamentals of School Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 677</td>
<td>Legal Issues for Professional Educators</td>
<td>3</td>
</tr>
<tr>
<td>SPED/EDAD 620</td>
<td>Seminar in the Administration of Special Education</td>
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<tr>
<td>SPED/EDAD 625</td>
<td>Practicum in the Administration of Special Education</td>
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<tr>
<td>SPED/EDAD 630</td>
<td>Special Education Law and Finance</td>
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</table>

Select one SPED Curriculum Course of the following: | 3 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 533</td>
<td>Seminar: Curriculum for Learning and Behavior Disorders</td>
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<tr>
<td>SPED 535</td>
<td>Curriculum for Individuals with Moderate and Severe Disabilities</td>
<td></td>
</tr>
<tr>
<td>SPED 615</td>
<td>Instructional Strategies and Design for Students with Autism Spectrum Disorders</td>
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Select one General Education curriculum course at elementary level of the following: | 1 |

<table>
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<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 503</td>
<td>Organization of Elementary School Curriculum</td>
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</tbody>
</table>

Select one General Education curriculum course at secondary level of the following: | 1 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 580</td>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td>MGE 571</td>
<td>Middle Grades Curriculum</td>
<td></td>
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</tbody>
</table>

Select one Community/Culture/Diversity course of the following: | 1 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDAD 682</td>
<td>School-Community Relations</td>
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<tr>
<td>SPED 532</td>
<td>Families, Professionals and Exceptionalities</td>
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</table>

Select one Behavior/Applied Behavior Analysis course of the following: | 1 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 518</td>
<td>Seminar: Contemporary Challenges in Special Education</td>
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<tr>
<td>SPED 618</td>
<td>Social Skills Instruction &amp; Behavioral Programming for Students with Autism Spectrum Disorders</td>
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</tr>
<tr>
<td>PSY 519</td>
<td>Psychological Perspectives on Classroom Behavior</td>
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<tr>
<td>PSY 540</td>
<td>Behavior Problems of Childhood and Adolescence</td>
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</table>

**Level II**

**Required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EDAD 598</td>
<td>Field-Based Experience in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 686</td>
<td>Principles of Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 30-36

1 Students may not use a course used as a prerequisite.

Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours the student must complete the required professional courses as outlined in a planned program designed to provide the student with
appropriate administrative competencies and courses required for certification. Students must be admitted to the program and have a program of study on file with teacher certification to be eligible for a recommendation of certification. Students must be admitted to the program and have a program of study on file with teacher certification to be eligible for a recommendation of certification.

Educational Technology, Certificate (167)

Program Coordinator
Margaret G. Maxwell, marge.maxwell@wku.edu, (270) 745-2435

The Educational Technology Certificate is not a teaching endorsement and does not require teacher certification for admission. The Educational Technology Certificate is acknowledged on the student's graduate transcript.

Students may pursue the certificate program only or concurrently as part of a master's degree program. Teachers may also obtain the Educational Technology Certificate with the Instructional Computer Technology Endorsement P-12.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LME 535 Survey of Educational Technology Practices</td>
<td>3</td>
</tr>
<tr>
<td>LME 537 Principles of Educational Technology Applications</td>
<td>3</td>
</tr>
<tr>
<td>Select 6 hours with advisor approval of the following:</td>
<td>6</td>
</tr>
<tr>
<td>LME 545 Educational Technology Production</td>
<td></td>
</tr>
<tr>
<td>LME 547 Integration of Educational Technology</td>
<td></td>
</tr>
<tr>
<td>LME 550 Emerging Technology in Education</td>
<td></td>
</tr>
<tr>
<td>LME 737 Educational Technology Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 12

Elementary Education for Teacher Leaders, Master of Arts in Education (0433)

Program Coordinator
Lisa D. Murley, lisa.murley@wku.edu, (270) 745-8822

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

Program Admission

Criteria vary, depending on the student's undergraduate institution and GPA:

- Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility\textsuperscript{1} for Elementary (Grades P-5).
- Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application.
- Applicants with undergraduate degrees from all other higher education accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score \((\text{GRE-V} + \text{GRE-Q}) + (\text{GPA} \times 100)\) of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score \((\text{GRE x undergraduate GPA})\) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate for elementary education. A copy of the teaching certificate or statement of eligibility must be submitted with the application.
- Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)
Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (31-37 hours)**

During the first course in the program, TCHL 500, students will complete an assessment process that will be used in determining which TCHL core courses they must take. Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

**Professional Education Component**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 545</td>
<td>Classroom Instruction Strategies</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 555</td>
<td>School and Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 559</td>
<td>Action Research Design for Teacher Leaders</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mid-Point Assessment Requirements**

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

**Specialization Component**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor-approved elementary education content course</td>
<td>3</td>
</tr>
<tr>
<td>Advisor-approved content-specific course</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9-15</td>
</tr>
</tbody>
</table>

**Total Hours** 30-37

While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. All students must complete these courses or pass proficiency evaluations for these courses.

Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.

**Program Completion Requirements**

- Successfully complete TCHL 560 (Course grade of C or higher).
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

**Elementary Education for Teacher Leaders, Non-Degree Planned Fifth-Year/Rank II (0430)**

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.
Program Admission

Applicants to the Non-Degree Planned Fifth-Year/Rank II Elementary Education program must have or be eligible for a teaching certificate for elementary education. Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (33-39 hours)

During the first course in the program, TCHL 500, students will complete an assessment process that will be used in determining which TCHL core courses they must take. Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

**Professional Education Component**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 545</td>
<td>Classroom Instruction Strategies</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 555</td>
<td>School and Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 559</td>
<td>Action Research Design for Teacher Leaders</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mid-Point Assessment Requirements**

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

**Specialization Component**

Select 3 hours of an advisor-approved elementary education content course. 3
Select 3 hours of an advisor-approved content-specific course. 3

**Electives**

Select 10-17 hours 3

**Total Hours** 33-39

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1 While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

2 All students must complete these courses or pass proficiency evaluations for these courses.

3 Advisor approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals (e.g., TCHL 520, 3 hours). In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.

Program Completion Requirements

- Successfully complete TCHL 560 (Course grade of C or higher).
- Present research results in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

Elementary Education, Non-Degree Planned Sixth-Year Rank I (084)

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

This program requires 30 semester hours in addition to the requirements for a Planned Fifth-Year program, or 60 semester hours including a master's degree.

Required Professional Education Component
EDU 601 Seminar: Advanced Professional Development Plan 1
ELED 603 Advanced Seminar Elementary Curriculum 3
EDU 604 Management Learning Environment 3
SPED 516 The Exceptional Child: Perspectives and Issues 3
EDU 698 Seminar: Advanced Portfolio Project 2

Related Professional Courses
Select 6-9 hours of advisor-approved courses. 6-9

Related Specialization Courses
Select 12 hours of advisor-approved courses. 12

Total Hours 30

1 An approved elective may be substituted if an introductory Exceptional Education course is on the student's transcript.

Elementary Education, Specialist in Education (118)

Program Coordinator
Lisa D. Murley, lisa.murley@wku.edu, (270) 745-8822

This post master's program provides opportunity for the advanced graduate student to improve the foundations and competencies for teaching. The program may also be structured to meet Rank I salary requirements under Kentucky's minimum foundation program of education. The following emphases or specializations are available to the elementary education major: literacy, general curriculum and instruction, English as a second language, gifted education, and Instructional Computer Technology. The Ed.S. in Elementary Education requires 30 hours beyond a master's degree.

Program Admission
In addition to meeting the admission requirements of the Graduate School, applicants must meet the following departmental requirements:

1. Three years of teaching experience at the appropriate level. Up to two years of experience may be waived in favor of equivalent experience; and
2. Four letters of recommendation: Two from graduate faculty members and two from professional associates in administrative and/or supervisory roles.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

Professional Education Component
EDU 601 Seminar: Advanced Professional Development Plan 1
ELED 603 Advanced Seminar Elementary Curriculum 3
EDU 604 Management Learning Environment 3
EDU 698 Seminar: Advanced Portfolio Project 2

Related Professional Education Courses
SPED 516 The Exceptional Child: Perspectives and Issues 3
ELED 699 Specialist Project 6
Select 3-6 hours of advisor approved, professional education graduate-level courses. 3-6

Related Non-Professional Education Courses
Select 12 hours of advisor approved graduate level, subject-related course work. 12

Total Hours 30

1 An approved elective may be substituted if an Exceptional Education course is on the student's transcript.

There is a limit of 6 of hours of workshop and independent study credit that can be used on a Specialist Degree program. Only three of those 6 hours can be one credit hour courses. A total of 24 hours non-professional education courses are required for MAE and the Specialist Degree combined.

Elementary Mathematics Specialist, P-5, Concentration KEM, Endorsement (132)

The Elementary Mathematics Specialist P-5 Endorsement is designed to give professionals both a deep and practical knowledge of the content and pedagogy of elementary mathematics and skills for working with other professionals to develop their mathematical knowledge for teaching in P-5 settings.
Program Admission

Applicants for the endorsement for Elementary Mathematics Specialist must have or be eligible for a teaching certificate for Elementary Education, Grades P-5. Applicants who wish to count the endorsement hours toward a master's degree or other graduate program must meet the eligibility requirements of that program.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (15 hours)

Students may include the endorsement course work within the Specialization component of the MAE and Planned 5th year programs in Elementary Education-Teacher Leader. In addition, students in the Planned 6th-year/Rank I program in Elementary Education may also elect to incorporate this endorsement within their programs. The endorsement can be incorporated in the Ed.S. in Elementary Education as well. This graduate endorsement program requires 15 hours that may be incorporated into the Elementary Education MAE program or other graduate programs for elementary teachers.

Required Professional Education Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 571</td>
<td>Leadership, Math and Technology Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 572</td>
<td>Math and Technology Methods for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ELED 573</td>
<td>Math and Technology Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics Content Requirements

Select two courses with advisor approval from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 411G</td>
<td>Problem Solving for Elementary and Middle School Teachers</td>
<td>1</td>
</tr>
<tr>
<td>MATH 507</td>
<td>Mathematics Concepts for Elementary Teachers</td>
<td>2</td>
</tr>
<tr>
<td>MATH 508</td>
<td>Number Concepts for Elementary and Middle Grades Teachers</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours 15

1 Required unless MATH 411 was taken as an undergraduate.
2 Required for students who completed MATH 411 as undergraduates.

Environmental Education P-12, Concentration KEV, Endorsement (132)

Based on the National Standards of the North American Association for Environmental Education, this graduate endorsement program provides students with a knowledge of the fundamental characteristics and goals of the field of environmental education, knowledge of environmental processes and systems, and knowledge and skills of appropriate instructional strategies and assessment techniques associated with the delivery of high quality environmental education programs. This graduate endorsement program will enhance the abilities of teachers in integrating environmental education into their teaching, as well as into the curriculum of their school and school district. It is comprised of 12 graduate hours that can be incorporated into Rank I and Rank II programs. It involves two required courses and a variety of electives.

Program Admission

Applicants for the Environmental Education endorsement must have or be eligible for a teaching certificate at the elementary level (IECE Birth to Primary or Elementary P-5), middle grades level (Grades 5-9), or secondary level (Grades 8-12, Grades 5-12, or Grades P-12). Students certified or eligible for certification in Special Education P-12 are also eligible for admission to the Environmental Education endorsement.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVE 520</td>
<td>Introduction to Environmental Education</td>
<td>3</td>
</tr>
<tr>
<td>ENVE 580</td>
<td>Instructional Strategies in Environmental Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select 6 hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVE 585</td>
<td>Special Topics in Environmental Education</td>
<td>1</td>
</tr>
<tr>
<td>EDU 570</td>
<td>Educational Assessment for P-12 Learners</td>
<td></td>
</tr>
<tr>
<td>GEOS 507</td>
<td>Geography for Teachers</td>
<td></td>
</tr>
<tr>
<td>RSA 532</td>
<td>Environmental Education Resources</td>
<td></td>
</tr>
<tr>
<td>REC 434G</td>
<td>Environmental Interpretation</td>
<td></td>
</tr>
<tr>
<td>GEOL 511</td>
<td>The Dynamic Earth</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 12

1 Other courses may be chosen by the advisor and the environmental education endorsement coordinator.
A master’s degree focused in gifted and talented education adds to the graduate-level coursework in gifted education at WKU. Since 1983, a 12 credit-hour gifted endorsement has been available at WKU, with all required courses offered every year. Courses are taught by graduate faculty with specialties in gifted and talented education. The nationally and internationally recognized professors have authored multiple textbooks and have been honored by leading organizations in the field. The new MAE in Gifted Education and Talent Development has two pathways — one leading to certification and the other with a research focus.

Educators pursuing the Advanced Certification for Teacher Leader concentration may be completing the graduate program to continue in a teaching position or to become a curriculum coordinator. Counselors, principals, librarians, and other specialized teachers will enhance their knowledge and skills in a concentration that leads to Rank II certification and the gifted education endorsement.

The Advanced Research Focus will prepare students for a variety of careers in higher education, government policy work, or other organizations and could lead to a Rank I or specialist degree.

The MAE in Gifted Education and Talent Development is offered primarily online. Exceptions include the practicum and requests for face-to-face instruction for cohort groups.

Program graduates will possess the following competencies. They will:

• demonstrate understanding of the foundations of the field of gifted education, including theories, models, research, laws and policies, and diverse points of view on issues.
• demonstrate respect for children as unique individuals, including the characteristics of children with gifts and talents and concomitant needs.
• demonstrate understanding of the effects that gifts and talents can have on learning in school as well as throughout a lifetime.
• demonstrate a repertoire of evidence-based curriculum and instructional strategies to differentiate instruction for children and young people with gifts and talents.
• be able to actively create learning environments that foster cultural understanding, active engagement in learning, and positive social interactions for individuals with gifts and talents.
• demonstrate understanding of the role of language and communication in talent development and conditions that facilitate and hinder such development.
• be able to plan and implement curriculum and instruction that addresses the needs (often created by the strengths) of learners with gifts and talents.
• be able to plan and use assessment to identify and place children with gifts and talents, tailor instruction to address their needs, and assess learning progress.
• demonstrate professional and ethical standards as they guide growth in individuals with gifts and talents and encourage lifelong learning.
• be able to collaborate with families, other educators, and related service providers to ensure learning and well-being of children and young people with gifts and talents.

Program Admission

Criteria vary, depending on the student’s undergraduate institution and GPA as well as the concentration the student is pursuing.

The following criteria apply for students seeking admission to the Advanced Certification for Teacher Leaders concentration:

A copy of the applicant’s teaching certificate or statement of eligibility must be submitted with the application for admission to the Advanced Certification for Teacher Leaders concentration.

WKU Graduate Admission

Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Graduate of a Kentucky Higher Education Institute other than WKU

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Graduate of an Out-of-State Institution of Higher Education

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP scores (as defined below by year taken), and must have or be eligible
for a teaching certificate for IECE Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before which they must apply to the Kentucky Education Professional Standards Board for a re-issued certificate. After completion of six hours, a student admitted with an expired certificate must submit a copy of the reissued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

The following criteria apply for candidates seeking admission to the Advanced Research Focus concentration:

Applicants must meet the following:

Submit a qualifying GAP score of 550 or higher \([\text{GAP} = (\text{GRE-V score} + \text{GRE-Q}) + \text{Undergraduate GPA} \times 100]\) and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher. Admission to the program requires a minimum score of 139 on the Verbal and Quantitative sections of the GRE.

Students who took the GRE between 2002 and August 2011 must submit a qualifying GAP score of 2200 or higher \([\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) \times \text{Undergraduate GPA}]\) and a GRE Analytical Writing score of 3.5 or higher, and document an undergraduate GPA of 3.0 or higher. Students who took the GRE prior to 2002 must submit a qualifying GAP score of 3500 or higher \([\text{GAP} = (\text{GRE-V} + \text{GRE-Q} + \text{GRE-A}) \times \text{Undergraduate GPA}]\), and document an undergraduate GPA of 3.0 or higher.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30-37 hours)

Advanced Certification for Teacher Leader Concentration

The program for the MAE in Gifted Education and Talent Development, Advanced Certification for Teacher Leaders concentration has four instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental and content areas. The second component, Specialization, directs the candidates into gifted education as the selected area of specialization. The third component is the practicum, and electives make up the fourth component. Students may be required to complete additional elective hours to achieve the program minimum of 30 hours.

**Advanced Certification Core Gifted Education Component**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTE 536</td>
<td>Nature and Needs of Gifted, Creative, and Talented Students</td>
<td>3</td>
</tr>
<tr>
<td>GTE 537</td>
<td>Curriculum, Strategies, and Materials for Gifted Students</td>
<td>3</td>
</tr>
<tr>
<td>GTE 539</td>
<td>Assessment and Identification of Gifted and Talented Children</td>
<td>3</td>
</tr>
<tr>
<td>GTE 540</td>
<td>Developing Creativity and Leadership in Gifted Youth</td>
<td>3</td>
</tr>
<tr>
<td>PSY 432G</td>
<td>Psychology of the Gifted and Creative</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Education Component**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 540</td>
<td>Classroom Instruction: Instructional Strategies</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 544</td>
<td>Equitable School and Community Partnerships</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 548</td>
<td>Classroom Instruction: Managing the Learning Environment</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 550</td>
<td>Student Assessment I: Fundamentals of Student Assessment</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 554</td>
<td>Student Assessment II: Standardized Testing</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 558</td>
<td>Student Assessment III: Classroom Tests and Instruments</td>
<td>2</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTE 538</td>
<td>Practicum for Teachers of Gifted Students</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select 0-6 hours with advisor approval

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
</tr>
</tbody>
</table>

**Total Hours**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-37</td>
</tr>
</tbody>
</table>

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1 While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student’s program of study will include some of the TCHL courses, plus courses in gifted and talented education.

2 All students must either complete TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and TCHL 558, or pass proficiency evaluations for these courses. TCHL 500 and TCHL 560 and the program core courses are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

3 Advisor-approved courses selected from disciplines in which student is certified or related courses relevant to the student’s professional needs and goals.
Mid-Point Assessment Requirements
To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed by candidates for the Advanced Certification for Teacher Leaders concentration, even if a candidate’s program of studies does not include the courses. All candidates will upload all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional coursework may be required based on the assessment results.

Program Completion Requirements
Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by their advisor. Candidates must have at least a 3.0 GPA overall and in program coursework.

Advanced Research Focus Concentration
The program for the Advanced Research Focus concentration requires the Core Gifted Education courses (15 hours) and the specialization (15 hours) in Advanced Gifted Education, Research Methods, and Thesis. Students may complete additional elective hours in a discipline in which student is certified or related courses relevant to the student’s professional needs and goals.

Core Gifted Education Component
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTE 536</td>
<td>Nature and Needs of Gifted, Creative, and Talented Students</td>
<td>3</td>
</tr>
<tr>
<td>GTE 537</td>
<td>Curriculum, Strategies, and Materials for Gifted Students</td>
<td>3</td>
</tr>
<tr>
<td>GTE 539</td>
<td>Assessment and Identification of Gifted and Talented Children</td>
<td>3</td>
</tr>
<tr>
<td>GTE 540</td>
<td>Developing Creativity and Leadership in Gifted Youth</td>
<td>3</td>
</tr>
<tr>
<td>PSY 432G</td>
<td>Psychology of the Gifted and Creative</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced Gifted Education, Research Methods, and Thesis
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>GTE 636</td>
<td>Issues in Gifted Education and Talent Development</td>
<td>3</td>
</tr>
<tr>
<td>GTE 637</td>
<td>Seminar in Gifted Education and Talent Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 599</td>
<td>Thesis Research and Writing</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives
Select 0-3 hours with advisor approval

Total Hours
30-33

Program Completion Requirements
Candidates must successfully defend a thesis and have at least a 3.0 GPA overall and in program coursework.

Gifted and Talented Education P-12, Concentration KE37, Endorsement (132)
The endorsement for Gifted and Talented Education requires four courses: GTE 536, GTE 537, PSY 432G, and GTE 538. All of these except GTE 538 are offered online. Students may pursue the GTE endorsement as a stand-alone endorsement program or as part of a master’s, Planned Fifth-Year/Rank II, or Planned Sixth Year/Rank I program.

Program Admission
Applicants for the Gifted and Talented Education endorsement must have or be eligible for a teaching certificate at the elementary level (IECE Birth to Primary or Elementary P-5), middle grades level (Grades 5-9), or secondary level (Grades 8-12, Grades 5-12, or Grades P-12). Students certified or eligible for certification in Special Education P-12 are also eligible for admission to the Gifted and Talented Education endorsement.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

Required Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTE 536</td>
<td>Nature and Needs of Gifted, Creative, and Talented Students</td>
<td>3</td>
</tr>
<tr>
<td>GTE 537</td>
<td>Curriculum, Strategies, and Materials for Gifted Students</td>
<td>3</td>
</tr>
<tr>
<td>PSY 432G</td>
<td>Psychology of the Gifted and Creative</td>
<td>3</td>
</tr>
<tr>
<td>GTE 538</td>
<td>Practicum for Teachers of Gifted Students</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours
12

Instructional Computer Technology P-12, Concentration KCT, Endorsement (132)
The Instructional Computer Technology Endorsement P-12 for teachers may be pursued as part of the Educational Technology Concentration in the Master of Science in LME program; as part of the Master of Science in LME, School Media Librarian P-12 Certification Concentration; as an
emphasis within another master's degree program in elementary, middle, or secondary education; as an emphasis in a planned fifth-year (Rank II) or planned sixth-year (Rank I) program; or as a certification-only program. It may also be obtained concurrently with the graduate Educational Technology Certificate.

Program Admission

Applicants for the Instructional Computer Technology endorsement must have or be eligible for a teaching certificate at the elementary level (IECE Birth to Primary or Elementary P-5), middle grades level (Grades 5-9), or secondary level (Grades 8-12, Grades 5-12, or Grades P-12). Students certified or eligible for certification in Special Education P-12 or Library Media Education P-12 are also eligible for admission to the Instructional Computer Technology endorsement.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LME 535</td>
<td>Survey of Educational Technology Practices</td>
<td>3</td>
</tr>
<tr>
<td>LME 537</td>
<td>Principles of Educational Technology Applications</td>
<td>3</td>
</tr>
<tr>
<td>Select 6 hours with advisor approval from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LME 545</td>
<td>Educational Technology Production</td>
<td></td>
</tr>
<tr>
<td>LME 547</td>
<td>Integration of Educational Technology</td>
<td></td>
</tr>
<tr>
<td>LME 550</td>
<td>Emerging Technology in Education</td>
<td></td>
</tr>
<tr>
<td>LME 737</td>
<td>Educational Technology Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 12

Instructional Design, Certificate (0418)

Program Coordinator
Xiaoxia Huang, xiaoxia.huang@wku.edu

The Certificate in Instructional Design provides preparation in the principles and strategies of instructional design to enhance the competence of practitioners in designing effective and efficient instruction and training for students and employees in schools, government agencies, and private businesses.

The curriculum for the Certificate in Instructional Design includes 6 hours of required courses and 6 hours of restricted electives, for a total of 12 hours.

The curriculum for all Instructional Design courses is modularized (except ID 560 and ID 570). A student must demonstrate proficiency in each module. All courses will be offered for 3 hours credit (except for Special Topics and Practicum).

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 560</td>
<td>Instructional Design Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ID 570</td>
<td>Systematic Instructional Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select two courses from the following: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 575</td>
<td>Special Topics in Instructional Design</td>
</tr>
<tr>
<td>ID 590</td>
<td>Practicum in Instructional Design</td>
</tr>
<tr>
<td>ID 572</td>
<td>Improvement Analysis in the Workplace</td>
</tr>
<tr>
<td>ID 577</td>
<td>Management of Instructional Systems</td>
</tr>
<tr>
<td>ID 583</td>
<td>Training Design and Development</td>
</tr>
<tr>
<td>ID 585</td>
<td>Distance Education Opportunities and Challenges</td>
</tr>
<tr>
<td>ID 587</td>
<td>Trends and Issues in Instructional Design</td>
</tr>
<tr>
<td>ID 588</td>
<td>Multimedia Design</td>
</tr>
</tbody>
</table>

Other related course with advisor's approval

Total Hours 12

1 No more than 3 hours between ID 575 and ID 590.
Instructional Design, Master of Science (0428)

Program Coordinator
Xiaoxia Huang, xiaoxia.huang@wku.edu

Instructional design is the systematic analysis of learning and performance needs, and the development of effective strategies, processes, systems, and products to address those needs. The purpose of instructional design is to improve learning and performance for people of all ages in a variety of settings, including educational environments, work places, community settings, schools, and homes. Professionals in the field of instructional design apply systematic instructional design methodologies and a variety of instructional strategies to accomplish established goals.

The Master of Science in Instructional Design prepares practitioners to assume leadership roles in public or private organizations. Program graduates are equipped to design and develop instructional elements such as instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, professional development curricula for teachers, multimedia instructional units, training packs for trainers, instructional materials for vocational/technical courses, lesson and unit plans for classroom use, and educational curricula.

Program graduates will possess the following competencies:

- Ability to analyze a variety of instructional performance issues in business, government, education, and home settings
- Ability to design and develop instructional solutions, including appropriate combinations of traditional/instructor-led strategies, constructivist techniques, technology systems, and performance support systems
- Ability to ethically and effectively manage instructional design projects, including project management/tracking and scheduling, budgeting, and client consultation skills
- Ability to design appropriate assessment plans for instructional solutions
- Ability to evaluate the efficiency and effectiveness of instructional solutions

Students who graduate with a master's degree in instructional design are equipped for employment as instructional designers and trainers in businesses, corporations, school and university settings, government agencies, and military services. Instructional design graduates may also be employed as managers of technology-based systems and designers of technology products in settings that include corporations, universities, community colleges, medical centers, libraries, and school districts.

The curriculum for all Instructional Design courses is modularized (except for ID 560 and ID 570). A student must demonstrate proficiency in each module. All courses will be offered for 3 hours credit (except for Special Topics and Practicum).

Program Admission

Applicants to the MS in ID program must qualify for admission through one of the following three admission options.

1. Admission based on previously completed master’s degree requires the following: Admission may be recommended for applicants who hold a master’s degree or higher from a regionally accredited institution and who earn an overall graduate GPA of 3.0 or higher.

2. Admission based on scores for the GRE or GMAT requires one of the following:
   a. Admission with GRE:
      i. Scores prior to August 2011 - The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.
      ii. Scores after August 2011 - The minimum GAP score (undergraduate GPA x 100) + (GRE Verbal+ Quantitative score) of 550, with a minimum verbal and quantitative score of 139 each. An analytical writing score of 3.5 or higher is also required.
   b. Admission with GMAT: The required GAP score based on the GMAT score is 1050 (GAP= Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.

3. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:
   a. Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 3.0 or at least a 3.2 GPA on their last 60 hours of appropriate undergraduate credit for the degree.
   b. The following materials must be submitted as part of an admission portfolio with the application form for admission to Graduate School and the MS in Instructional Design degree program:
      i. A letter of application that provides a rationale for admission without a GRE or GMAT score.
      ii. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.
      iii. A current vita.
   iv. At least two letters of recommendation:
      A. One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master of Science program in instructional design.
      B. One letter of reference from an employer or supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team.
   v. At least a 3-page paper that indicates the applicant's analytical writing ability.

The admission decision by program faculty under this alternative will be based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design.
In making a decision to recommend admission, the faculty may consider factors such as the nature of the previous degree, the quality of coursework, the age of the previous graduate degree, standardized test scores, and other factors as deemed appropriate.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

The program includes one 3-hour research course, 15 hours of required courses, and 12 hours of advisor-approved professional emphasis courses for a program total of 30 hours.

Research Foundations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500</td>
<td>Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 560</td>
<td>Instructional Design Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ID 570</td>
<td>Systematic Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 587</td>
<td>Trends and Issues in Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 590</td>
<td>Practicum in Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 595</td>
<td>Internship in Instructional Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Emphasis

Select 12 hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 575</td>
<td>Special Topics in Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 590</td>
<td>Practicum in Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 572</td>
<td>Improvement Analysis in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ID 577</td>
<td>Management of Instructional Systems</td>
<td>3</td>
</tr>
<tr>
<td>ID 583</td>
<td>Training Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>ID 588</td>
<td>Multimedia Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 585</td>
<td>Distance Education Opportunities and Challenges</td>
<td>3</td>
</tr>
</tbody>
</table>

With advisor approval students may take up to 6 hours of Adult Education, Educational Technology, or other appropriate courses

Total Hours 30

1 The capstone course requires the development and application of an authentic and professional quality product for their approved workplace setting. A professional portfolio is compiled and submitted in the capstone course in multimedia format (CD, DVD, or web based) focused on projects and activities from across the program.

2 The student and ID faculty advisor will collaborate to select courses in the best interest of the student's career goals. Students must take 6-12 hours of Instructional Design courses from the professional emphasis list above. If the 12 hours are completed in Instructional Design courses, no more than 6 hours between ID 575 and ID 590 courses may be taken. However, if a student elects to take 6 hours of advisor-approved adult education courses, educational technology courses, or transfer courses, then neither ID 575 nor ID 590 may be completed as part of the professional emphasis and the student must complete two other ID professional emphasis courses listed above.

Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification, Master of Arts in Teaching (0460)

Program Coordinator
Margaret Gichuru, margaret.gichuru@wku.edu

The program is designed to prepare early childhood educators to work with children with and without disabilities, ages birth through kindergarten and their families. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.

The MAT program in IECE, Birth to Primary, Initial Certification is for individuals who are not certified in any area of education or whose certification is not in IECE. The performance-based program of study requires 34 semester hours of course work and various field experiences. The culminating experience of the program is an internship. Upon completion of the program and achieving a passing score on the required PRAXIS II exam, students are eligible to be recommended for the Statement of Eligibility to teach children age's birth through kindergarten.

Program Admission

To be considered for admission, applicants must be:

- Document completion of a bachelor's degree from an accredited institution.
- Have completed SPED 330 or SPED 516 or an equivalent introductory special education course prior to entering the MAT program or complete SPED 516 as a program deficiency.
• Present a letter of application including a professional goals statement.
• Provide three letters of reference. At least one reference letter must be from a university faculty member who can speak to the applicant’s ability to be successful in a graduate program.
• Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).
• Submit documentation to satisfy partial criteria for admission to professional education including: references; physical including TB test; signed code of ethics; criminal background check; and passing standardized test scores.
• Applicants must also have had SPED 330 or SPED 516 or an equivalent course prior to entering the master's program or complete one of them as a program deficiency.

Application Deadline Notes
For priority consideration applicants should submit application materials to the Graduate School by the following dates:

• Summer Admission: March 1;
• Fall Admission: May 1;
• Spring Admission: November 1

Applicants submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (34 hours)

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACS 577</td>
<td>Child Development Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>or advisor approved elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 486G</td>
<td>Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>or advisor approved elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IECE 520</td>
<td>Organizing Programs for Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 645</td>
<td>Consultation in Educational and Mental Health Settings: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDFN 500</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>or TCHL 520</td>
<td>Principles of Action Research for Teacher Leaders</td>
<td></td>
</tr>
<tr>
<td>SLP 517</td>
<td>Normal Language Development</td>
<td>3</td>
</tr>
<tr>
<td>SPED 523</td>
<td>Curriculum/Methods in Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>IECE 521</td>
<td>Assessment in Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>IECE 522</td>
<td>Family-Focused Services</td>
<td>3</td>
</tr>
<tr>
<td>IECE 523</td>
<td>Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>IECE 524</td>
<td>Internship in Early Childhood Special Education ¹</td>
<td>3</td>
</tr>
<tr>
<td>IECE 526</td>
<td>Special Topics in Interdisciplinary Early Childhood Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Hours: 34

¹ Students currently teaching in an IECE setting may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching must complete an internship experience that is equivalent to state requirements for student teaching in IECE.

Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders, Master of Arts in Education (0461)

Program Coordinator
Margaret Gichuru, margaret.gichuru@wku.edu

The program is designed to prepare early childhood educators to provide leadership in working with children with and without disabilities, age’s birth through kindergarten and their families. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools and other settings with early childhood programs. IECE program graduates are qualified to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families. In addition, graduates may serve in leadership roles, such as preschool consultant, professional development provider, child evaluation specialist, etc.
Program Admission

To be considered for admission, applicants must be:

- WKU Graduate: Applicants who are alumni of WKU teacher preparation programs must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility* with the application.

- Graduate of a Kentucky Higher Education Institution Other Than WKU: Applicants who completed their initial certification program at another Kentucky institution must have earned at least a 2.75 GPA* for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.

- Graduate of an Out-of-State Institution of Higher Education: Applicants who completed their initial certification program at an out of state institution must have earned at least a 2.75 GPA for all previous coursework (undergraduate and graduate) and must hold or be eligible for a teaching certificate for Interdisciplinary Early Childhood Education. Applicants must submit a copy of the teaching certificate or Statement of Eligibility** with the application.

Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score ([GRE-V + GRE-Q] added to (GPA X 100)) of 561 or higher. The 561 score must include a GRE Verbal Reasoning score of 143 or higher, a GRE Quantitative Reasoning score of 143 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE score multiplied by the undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate for interdisciplinary early childhood education. A copy of the teaching certificate must be submitted with the application.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (36 hours)

This degree program is designed for individuals who have prior teaching certification in IECE. The 36-hour program of study consists of 15 semester hours of professional education coursework, 12 semester hours of required specialization courses, and 9 semester hours of specialization electives approved by the advisor.

**Professional Education Component Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership**</td>
<td>3</td>
</tr>
<tr>
<td>IECE 530</td>
<td>Advanced IECE Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
<td>3</td>
</tr>
<tr>
<td>IECE 520</td>
<td>Organizing Programs for Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>IECE 550</td>
<td>Advanced Early Childhood Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialization Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 520</td>
<td>Principles of Action Research for Teacher Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

- FACs 577 Child Development Theory and Research
- Advisor approved elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 486G</td>
<td>Language Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>
- Advisor approved elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>IECE 423G</td>
<td>Interdisciplinary Services for Young Children with Low Incidence Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Advisor approved electives 9

| Total Hours | 36 |

*While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 36 hours related to Kentucky IECE Teacher Standards and professional goals.

Interdisciplinary Early Childhood Education, Non-Degree Planned Sixth-Year/Rank I (156)

This program is designed to prepare educators to work with children both with and without special needs, age’s birth through kindergarten and their families. Program graduates are eligible to apply for certification in interdisciplinary early childhood education (IECE), birth to primary (B to P). This certification qualifies individuals to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.
Program Admission

In addition to meeting Graduate School and College of Education and Behavioral Sciences admissions requirements, applicants must complete the IECE application process through the School of Teacher Education. This application process includes documentation of early childhood related professional experiences and training, a professional written goals statement, and three letters of reference. Applicants must be officially admitted to the IECE program before beginning the program sequence. Students must also have had SPED 330 or SPED 516 or equivalent prior to entering the Rank I program or complete one of them as a program deficiency.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (33 hours)

The performance-based program of study requires 33 hours of course work and 240 clock hours of field experiences. Approximately one-half of the field experience hours are completed as a part of ongoing course work. The culminating experience of the program is a summer internship.

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 330</td>
<td>INTRO EXCEP EDUC DIV IN LRNG</td>
<td>3</td>
</tr>
<tr>
<td>SPED 516</td>
<td>The Exceptional Child: Perspectives and Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 517</td>
<td>Normal Language Development</td>
<td>3</td>
</tr>
<tr>
<td>CD 486G</td>
<td>Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>IECE 521</td>
<td>Assessment in Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>IECE 522</td>
<td>Family-Focused Services</td>
<td>3</td>
</tr>
<tr>
<td>IECE 524</td>
<td>Internship in Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>IECE 523</td>
<td>Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 523</td>
<td>Curriculum/Methods in Early Childhood Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Content Area Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IECE 520</td>
<td>Organizing Programs for Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>FACS 577</td>
<td>Child Development Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 436G</td>
<td>Services to Children</td>
<td>3</td>
</tr>
<tr>
<td>PSY 645</td>
<td>Consultation in Educational and Mental Health Settings: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

Library Media Education, Certification-Only (0470)

The Library Media Education, Certification-Only program is designed to give professionals both a deep and practical knowledge of school libraries in P-12 settings. Candidates are expected to become competent in theory, research, and application of best practices related to school libraries and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

This graduate certification program requires a minimum of 28 hours of coursework in Library Media Education. Students seeking initial certification may be required to take additional courses to satisfy state of Kentucky licensure requirements or to address deficiencies related to prior coursework in education. All courses in the program contain critical performance indicators (CPIs) that must be successfully completed before the final course grade will be recorded. Each course’s CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Successful completion of a practicum is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a “C.”

Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on the required Praxis II examination for school librarians for Kentucky.

Program Admission

- ALA accredited Master's degree in Library Science, or
- Master's degree and current teaching certificate in any area

Requirements for Initial Certification in Library Media Education

A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the Certification Only in LME Program, admission to Professional Education at WKU, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at http://www.wku.edu/ste. Students are expected to apply for admission to professional education within the first semester of admission to the LME program.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (28-33 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LME 501</td>
<td>Program Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>LME 502</td>
<td>Collection Management</td>
<td>3</td>
</tr>
<tr>
<td>LME 506</td>
<td>Classification and Cataloging</td>
<td>3</td>
</tr>
<tr>
<td>LME 508</td>
<td>Information Sources and Services</td>
<td>3</td>
</tr>
<tr>
<td>LME 512</td>
<td>Issues in Library Media Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Library Media Education, Master of Science (083)

Program Coordinator
Margaret G. Maxwell, marge.maxwell@wku.edu, (270) 745-2435

The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.

The Master of Science degree is a 30-hour program with a research tool requirement. A fifteen-hour core of courses, a program concentration, plus a research tool are required. Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels.

Program Admission
Admission to the program does not require prior teacher certification, and students may complete the program without seeking any teacher certification. Students who seek initial or advanced teacher certification must follow the requirements for one of the program concentrations.

Admission requirements:

• Submission of graduate application to the Graduate School
• Submission of official transcripts of all college work
• Submission of copy of teaching certificate for students seeking advanced certification or Rank change
• Applicants must have an earned master's degree or at least a 3.0 GPA in their last 60 hours of coursework. Applicants must submit the following materials along with the graduate application:
  • A letter of application which should include information about the applicant's academic and career background, professional goals and interests, and other information relevant to the applicant's potential for success in the program
  • A current resume or vitae
  • Two letters of recommendation from professional colleagues or college/university faculty members who can provide information about the applicant's potential for success in the MS in LME program
  • Minimum 3-page original writing sample that demonstrates the applicant's analytical writing ability.

The admission decision by program faculty is based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of library media education.

Additional Admission Requirements for Students Seeking Initial Certification

• Students who do not have teacher certification and are seeking initial certification in LME must meet the qualifying score on the GRE or PPST as required by Professional Education for admission to the LME program.
• Students are also expected to apply for admission to Professional Education within the first semester of admission to the LME program and complete all Professional Education admission requirements. Information regarding the requirements for admission to Professional Education may be found at www.wku.edu/teacherservices/.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30-33 hours)

The Master of Science in Library Media Education requires a minimum of 30 hours, including the required core and program concentration, plus a research tool.

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LME 501</td>
<td>Program Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>LME 512</td>
<td>Issues in Library Media Education</td>
<td>3</td>
</tr>
<tr>
<td>LME 535</td>
<td>Survey of Educational Technology Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Transfer credit is not accepted for LME 537.

Students seeking initial certification may be required to take additional courses to satisfy state of Kentucky licensure requirements or to address deficiencies related to prior coursework in education.
LME 537 Principles of Educational Technology Applications 2 3

Capstone Course (select one of the following): 6
LME 590 Practicum 3
LME 592 Internship in Library Media Education 4

Research Tool
Select one of the following: 5
LME 519 Special Topics in Educational Technology
EDFN 500 Research Methods
SPED 534 Research in Exceptional Child Education
Advisor-approved equivalent

Professional Specialization 7 12
Elective 3
Total Hours 30-33

1 Prerequisites for LME 537
2 Transfer credit is not accepted for LME 537 because it requires development and implementation of an instructional design project that is a foundational component of the practicum.
3 For students with prior KY teaching certification or students who are not seeking teacher certification
4 For students without prior Kentucky teaching certification
5 The research tool requirement is met by successful completion (grade A or B)
6 The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum or internship courses.
7 The remaining courses beyond the required core and research tool are selected with the approval of the graduate advisor based on an applicant’s prior experience, previous academic work, and career goals.

Concentrations
For students who have an earned teaching certificate, the concentrations in the MS in LME degree may fulfill the requirements for a change in Kentucky teacher rank (Rank II or Rank I) and the following Kentucky state certifications in library media and/or educational technology:

- Library Media Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank.
- Educational Technology P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank.

Concentration in Library Media (LMLM)
The Library Media (LMLM) concentration prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.

The Library Media (LMLM) Concentration requires a minimum of 30 semester hours of core courses, professional specialization courses, and completion of a research tool requirement. In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following:

Library Media Specialist Professional Specialization 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LME 502</td>
<td>Collection Management</td>
</tr>
<tr>
<td>LME 506</td>
<td>Classification and Cataloging</td>
</tr>
<tr>
<td>LME 508</td>
<td>Information Sources and Services</td>
</tr>
<tr>
<td>LME 518</td>
<td>Advanced Children’s Literature</td>
</tr>
<tr>
<td>or LME 527</td>
<td>Thematic Approach to Young Adult Literature</td>
</tr>
</tbody>
</table>

Total Hours 12

1 Appropriate LME courses or courses outside of LME may be selected with advisor approval. Students seeking initial certification in Library Media Education must take LME 589 as their 3 hour elective to satisfy requirements set by the Kentucky Educational Professional Standards Board. Students must be admitted to professional education at WKU prior to enrolling in this course.

Certification Examination
While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessments-Library Media Specialist for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

Western Kentucky University -- 2015-2016 Graduate Catalog
Requirements for Initial Certification with the Master of Science in Library Media Education

A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the MS in LME Program, admission to Professional Education at WKU, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at www.wku.edu/site. Students are expected to apply for admission to professional education within the first semester of admission to the LME program.

Concentration in Educational Technology (LMET)

The Educational Technology Concentration (LMET) prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers serving as educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking teacher certification may obtain the Educational Technology Certificate, which is listed on the university transcript. A separate application is required for this certificate.

Students in the Educational Technology Concentration (LMET) must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours, program specialization courses, plus a research tool.

Educational Technology Professional Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LME 545</td>
<td>Educational Technology Production</td>
<td>3</td>
</tr>
<tr>
<td>LME 547</td>
<td>Integration of Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>LME 550</td>
<td>Emerging Technology in Education</td>
<td>3</td>
</tr>
<tr>
<td>LME 737</td>
<td>Educational Technology Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

1 Appropriate course in LME or other related field may be selected with the approval of the student's advisor.

Library Media Education, Non-Degree Planned Sixth-Year/Rank I (0429)

The Planned Sixth-Year (Rank I) in Library Media Education is designed to enhance and enrich the skills and knowledge of the certified library media or educational technology specialist.

Program Admission

The Planned Sixth-Year (Rank I) in Library Media Education is open to applicants who meet the following admission requirements:

- An application for admission to graduate study.
- Copies of transcripts for all college work.
- Evidence of Kentucky Rank II status with Kentucky Media Librarian (KML) certification or Kentucky Rank II/5th Year with an Instructional Computer Technology Endorsement. (Because Rank II status is required and the program is not a degree, no GRE/GAP score is required.)

Applicants with a Fifth-Year (Rank II) in a field other than library media or educational technology must complete the Master of Science degree in LME for initial certification as a Kentucky media librarian at the Sixth-Year (Rank 1) level.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

The Kentucky Rank I classification for certified school personnel requires the completion of a minimum of either

1. 30 semester hours of unduplicated and approved credit beyond the requirements for the Rank II classification (Planned Fifth-Year-5th Year) or
2. 60 semester hours of approved and unduplicated graduate level credit including a master's degree. Students may be expected to meet additional admission requirements for additional certifications and/or endorsements, and university certificate programs appropriate to a specialization.

The Planned Sixth-Year (Rank I) program in LME requires 30 semester hours of unduplicated course work in addition to the requirements for a Planned Fifth Year (Rank II), or 60 unduplicated semester hours including a master's degree that includes 12 hours in the Professional Education Component and 18 hours in the Specialization Component.

Professional Education Component

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 516</td>
<td>The Exceptional Child: Perspectives and Issues</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 518</td>
<td>Literacy Learning and Technology</td>
<td>3</td>
</tr>
<tr>
<td>LME 519</td>
<td>Special Topics in Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>LME 550</td>
<td>Emerging Technology in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization Component
Select 18 hours

Total Hours

Courses in the specialization must be approved by the designated graduate advisor based on an applicant's prior experience, previous academic work, and career goals. Content areas for the specialization may include but are not limited to library media education, educational technology, instructional design, literacy, teacher leadership, adult education, information systems, electronic communication, writing, etc. Additional endorsements, academic certificates and teacher certifications may include but are not limited to instructional computer technology, school media librarian, gifted-talented education, ESL, reading and writing, environmental education, etc.

Literacy Education, Master of Arts in Education (044)

Program Coordinator
Nancy F. Hulan, nancy.hulan@wku.edu, (270) 745-4324

The Master of Arts in Education - Literacy Education is tailored to upgrade literacy instruction at all grade levels and is open to teachers in regular classrooms, special education classrooms, special reading classes, basic adult education classes, and community college reading instructors. Thesis and non-thesis options are available to students. Students in the non-thesis option complete a comprehensive literacy project.

Program Admission

Admission to the Literacy Education program requires:

- GRE scores (converted with undergraduate GPA to a GAP score):
  - Scores after October 1, 2002 but prior to August 2011: required GAP score based on the GRE is $2300 \[\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) \times \text{Undergraduate GPA}\]. Applicants must also achieve an Analytical Writing score of 3.5 or higher. Students who took the GRE prior to October 1, 2002 must have a GAP score of 3500 or higher.
  - Scores August 2011 and after: minimum GAP score of 578 or higher \[\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) + (\text{Undergraduate GPA} \times 100)\], with a minimum verbal and quantitative score of 139 each. Applicants must also achieve an Analytical Writing score of 3.5 or higher.
  - Applicants with a GAP score lower than required for admission and with at least a 3.5 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area.

- Submit a current teaching certificate or Statement of Eligibility valid for classroom teaching for IECE, Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12 when applying to the MAE: Literacy Education program.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (36 hours)

Required Professional Education Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTCY 518</td>
<td>Literacy Learning and Technology</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 519</td>
<td>Foundations Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 520</td>
<td>Clinical Diagnosis of Reading Variability</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 521</td>
<td>Reading Intervention</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 524</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 527</td>
<td>Literacy Learning and Cultural Differences</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 528</td>
<td>Literacy Research Methods and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization Component

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTCY 523</td>
<td>Diagnostic Reading Procedures for Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 624</td>
<td>Seminar in Literacy Issues and Trends</td>
<td></td>
</tr>
<tr>
<td>LTCY 695</td>
<td>Internship in Literacy Supervision</td>
<td></td>
</tr>
</tbody>
</table>

Select one restricted elective from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 510</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 511</td>
<td>Psychology of Learning</td>
<td></td>
</tr>
<tr>
<td>PSY 519</td>
<td>Psychological Perspectives on Classroom Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY 540</td>
<td>Behavior Problems of Childhood and Adolescence</td>
<td></td>
</tr>
<tr>
<td>ELED 503</td>
<td>Organization of Elementary School Curriculum</td>
<td></td>
</tr>
<tr>
<td>MGE 571</td>
<td>Middle Grades Curriculum</td>
<td></td>
</tr>
<tr>
<td>SPED 516</td>
<td>The Exceptional Child: Perspectives and Issues</td>
<td></td>
</tr>
<tr>
<td>SEC 580</td>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td>ENG 597</td>
<td>Special Topics in English</td>
<td></td>
</tr>
</tbody>
</table>
LME 518 Advanced Children’s Literature
LME 527 Thematic Approach to Young Adult Literature
SPED 523 Curriculum/Methods in Early Childhood Special Education

Research Foundations
EDFN 500 Research Methods 3

Thesis/Non-Thesis Option
Select one of the following options: 6

Thesis:
LTCY 599 Thesis Research and Writing
Non-Thesis Option:
LTCY 522 Investigations in Reading
LTCY 624 Seminar in Literacy Issues and Trends

Total Hours 36

Hours above 30 may count toward Rank I. To be recommended for the Reading P-12 Endorsement, one must submit a qualifying score on the PRAXIS II exam for Reading P-12. For current PRAXIS II information and exam codes, please consult the Kentucky page of the Educational Testing Service (ETS) website, www.ets.org/praxis/ky/requirements (http://www.ets.org/praxis/ky/requirements).

Literacy in Post-Secondary Settings, Certificate (0462)

Program Coordinator
Pamela J. Petty, pamela.petty@wku.edu, (270) 745-2809

The Literacy in Post-Secondary Settings Certificate provides graduate students with essential skills and instructional strategies to provide support for literacy learners and aligns with the Senate Bill 1 (2009) mandate for P-20 alignment of the Kentucky Core Academic Standards for English/Language Arts. This 18 credit-hour certificate is appropriate for, but not limited to, instructors at community colleges, technical schools, and adult education institutions. Courses within the Literacy in Post-Secondary Settings Certificate are not appropriate for certified teachers and do not count toward the MAE-Literacy Education degree program.

Program Admission
Persons applying to the Literacy in Post-Secondary Settings Certificate must be admitted to the Graduate School, and submit an application, two letters of recommendation, and statement of professional goals. For applicants from non-English speaking countries a minimum TOEFL paper score of 550, or a score of 79 on the internet based test, is required.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (18 hours)

Required Courses
LTCY 500 Fundamentals of Reading and Related Language Arts 3
LTCY 501 Reading and Writing for Learning 3
LTCY 502 Differentiating Literacy Instruction 3
LTCY 503 Assessment and Evaluation of Reading and Writing 3
LTCY 504 Strategy-Based Reading and Writing Intervention 3
LTCY 505 Job-Embedded Literacy Methods 3

Total Hours 18

Middle Grades Education (Grades 5-9) for Initial Certification, Master of Arts in Teaching (0458)

Program Coordinator
John A. Moore, john.moore@wku.edu, (270) 745-5415

The MAT in Middle Grades Education for Initial Certification leads to initial certification in Middle Grades Education (grades 5-9) for qualified individuals with bachelor’s degrees and content majors (or equivalent for those who qualify for temporary provisional certification in approved areas). Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.

There are three concentrations in this program:

1. Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics, and Science (EARC)
2. Standard Concentration for English/Language Arts, Social Studies, Mathematics, and Science (ESTN)
3. Residency Concentration for Science and Mathematics (ERSM) (e.g. GSKyTeach)

Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.

Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course’s CPIs become a part of the student’s portfolio that is reviewed periodically throughout the program.

Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.

Upon successful completion of the MAT in Middle Grades Education for Initial Certification and satisfaction of all other certification requirements, student who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course for these students must be a full semester or equivalent in length. Students in the residency (e.g. GSKyTeach) concentration must meet all expectations associated with that residency program.

Program Admission
Applicants must meet one of the following, depending upon the chosen concentration.

**Standard Concentration and the Alternate Route to Certification Concentration**
- Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution.
- Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought. (If deficiencies are cited the applicant may be required to take additional undergraduate courses.)
- Submit a letter of application including professional goals
- Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).
- Submit a passing score on the appropriate PRAXIS II test in major area.
- Submit state minimum passing scores for GRE or PPST for admission to the professional education unit.
- Submit a successful criminal background check.
- Submit the following documentation prior to acceptance to Graduate School: 3 references, physical (including TB test), and a signed code of ethics.

**Residency Concentration for Science and Mathematics Educators**
- A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.
- A minimum undergraduate GPA of 2.75.
- Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit.
- A successful criminal background check.
- A passing score on the PRAXIS II test in the major area. (This score must be submitted within the first semester of enrollment in the teacher residency program.)
- Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30-36 hours)
**Standard Concentration and Alternate Route to Certification Concentration for English/Language Arts, Social Studies, Mathematics, and Science (Middle Grades 5-9) (36 hours)**

<table>
<thead>
<tr>
<th>Professional Education Component</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 589 Advanced Internship for the MAT</td>
<td>6</td>
</tr>
<tr>
<td>EDU 520 Planning for Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Psychology Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 510 Advanced Educational Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program-Specific Curriculum Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program-specific content methods course approved by the advisor</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies/Literacy Component</th>
</tr>
</thead>
</table>

Western Kentucky University -- 2015-2016 Graduate Catalog
LTCY 510  Methods of Teaching Literacy to Adolescents 3

Exceptional Education and Diversity Component
EDU 522  Foundations of Differentiated Instruction 3

Research and Assessment Component
EDU 570  Educational Assessment for P-12 Learners 3
TCHL 520  Principles of Action Research for Teacher Leaders 3
or EDFN 500  Research Methods

Educational Technology Component
LME 535  Survey of Educational Technology Practices 3

Electives
Advisor approved content electives from the student’s teaching discipline. The course selections must be approved by the candidate’s advisors in consultation with a representative from the candidate’s teaching discipline. 6

Total Hours 36

1 Must be taken in the first 6 hours

Residency Concentration for Science and Mathematics Education (e.g. GSKyTeach) (30 hours)

Professional Education Component
SMED 590  Teaching Internship 8
SMED 501  Designing Instructional Sequences in Secondary Math and Science 3

Educational Psychology Component
SMED 510  Advanced Topics in Knowing and Learning in Mathematics and Science 3

Program-Specific Curriculum Component
SMED 589  Science and Mathematics Education Internship Seminar 3

Strategies/Literacy Component
SMED 530  Literacy Support for Diverse Learners in Mathematics and Science 3

Exceptional Education and Diversity Component
SMED 520  Management for Positive Learning Environments 3

Research and Assessment Component
SMED 560  Developing Professional Learning Communities for Instructional Improvement 3
SMED 620  Collaborative Research to Improve Mathematics and Science Teaching 3
SMED 630  Action Research Seminar 1

Total Hours 30

Middle Grades Education for Teacher Leaders, Master of Arts in Education (0434)

Program Coordinator
John A. Moore, john.moore@wku.edu, (270) 745-5415

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

Program Admission

Criteria vary, depending on the student’s undergraduate institution and GPA:

* Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility\(^1\) for Middle Grades (Grades 5-9).
* Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for middle grades education. A copy of the certificate must be submitted with the application.
* Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score \([\text{GRE-V} + \text{GRE-Q}] + (\text{GPA} \times 100)\) of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 2016, the scaled score must be at least 139 on the Verbal Reasoning and Quantitative Reasoning sections, and at least 3.5 on the Analytical Writing section.
1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.

- Applicants to the MAE program in Middle Grades must hold or be eligible to hold a teaching certificate at the middle grades level OR have a valid middle grades program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

1 Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30-37 hours)

During the first course in the program, TCHL 500, students will complete an assessment process that will be used in determining which TCHL core courses they must take. Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals. An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.

Professional Education Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership ¹</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 545</td>
<td>Classroom Instruction Strategies ²</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 555</td>
<td>School and Classroom Assessment ²</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 559</td>
<td>Action Research Design for Teacher Leaders</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

Mid-Point Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Advisor-approved content-specific course</td>
<td>6</td>
</tr>
<tr>
<td>Electives ³</td>
<td>8-15</td>
</tr>
</tbody>
</table>

Total Hours 30-37

1 While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

2 All students must complete these courses or pass proficiency evaluations for these courses.

3 With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.

Completion Requirements

- Successfully complete TCHL 560 (Course grade of C or higher).
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

Middle Grades Education, Non-Degree Planned Sixth-Year/Rank I (158)

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.
Program Requirements (30 hours)

This program requires 30 semester hours in addition to the requirements for a Planned Fifth-Year program, or 60 semester hours including a master's degree.

Professional Education Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 601</td>
<td>Seminar: Advanced Professional Development Plan</td>
<td>1</td>
</tr>
<tr>
<td>ELED 603</td>
<td>Advanced Seminar Elementary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDU 604</td>
<td>Management Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 516</td>
<td>The Exceptional Child: Perspectives and Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDU 698</td>
<td>Seminar: Advanced Portfolio Project</td>
<td>2</td>
</tr>
</tbody>
</table>

Related Professional Courses

Select 6-9 hours of advisor-approved courses

Related Specialization Courses

Select 12 hours of advisor-approved courses

Total Hours 30

1. Students should enroll in EDU 601 within the first 7 hours of course work in the Non-Degree Planned Rank I or Specialist Degree.
2. An approved elective may be substituted if an introductory Exceptional Education course is on the student's transcript.
3. Students should enroll in EDU 698 after completing at least 24 hours of course work in the Non-Degree Planned Rank I or Specialist Degree.

Moderate and Severe Disabilities, Certification-Only (0477)

A certification program designed to give special education professionals both a deep and practical knowledge of the content and pedagogy to teach students with Moderate and Severe Disabilities (MSD) in P-12 settings. Within the MSD certification program in Special Education, candidates are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Moderate and Severe Disabilities and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

This graduate certification program requires 15 hours. All courses in the certification carry critical performance indicators (CPIs) that must be successfully completed before the final course grade will be recorded. Each course’s CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Successful completion of a practicum with MSD population in a public school is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a “C.” Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on the required Praxis II MSD examination for Kentucky. Students must pass all required Praxis II examinations before they may enroll in the capstone course, SPED 595.

Program Admission

Applicants for the MSD Certification Program must hold a current Exceptional Education: Learning and Behavior Disabilities (LBD) teaching certificate with three years teaching in the field OR a Masters in LBD or related field and a current teaching certificate. Applicants who wish to count the certification hours toward a master’s degree or other graduate program must meet the eligibility requirements of that program.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll in no more than six hours before they apply to the EPSB for reissue of a Kentucky certificate. After the completion of six hours, a student admitted with an expired certificate must submit a copy of the reissued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of a current certificate.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (15 hours)

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 517</td>
<td>Transition Services and Programs for Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 535</td>
<td>Curriculum for Individuals with Moderate and Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 595</td>
<td>Advanced Preparation Capstone for Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select 6 hours with advisor approval:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 534</td>
<td>Research in Exceptional Child Education</td>
</tr>
<tr>
<td>SPED 618</td>
<td>Social Skills Instruction &amp; Behavioral Programming for Students with Autism Spectrum Disorders</td>
</tr>
<tr>
<td>SPED 619</td>
<td>Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders</td>
</tr>
<tr>
<td>EDU 522</td>
<td>Foundations of Differentiated Instruction</td>
</tr>
</tbody>
</table>
### Middle Grades for Teacher Leaders, Non-Degree Planned Fifth-Year/Rank II (0431)

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.

### Program Admission

Applicants must have or be eligible for a teaching certificate for Middle Grades (Grades 5-9).

1. Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

### Program Requirements (33-39 hours)

During the first course in the program, TCHL 500, students will complete an assessment process that will be used in determining which TCHL core courses they must take. Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

#### Professional Education Component

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
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<td>TCHL 530</td>
<td>Curriculum Development</td>
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<td>TCHL 545</td>
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</table>

#### Mid-Point Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

#### Specialization Component

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 6 hours of advisor-approved content-specific courses</td>
<td>6</td>
</tr>
<tr>
<td>Select 3 hours of an advisor-approved education course</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>8-14</td>
</tr>
</tbody>
</table>

**Total Hours** 33-39

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1. While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

2. All students must complete these courses or pass proficiency evaluations for these courses.
Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration

Applicants must meet one of the following, depending upon the chosen concentration.

Program Admission

- Successfully complete TCHL 560 (Course grade of C or higher).
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

Secondary Education (Grades P-12; 5-12; 8-12) for Initial Certification, Master of Arts in Teaching (0495)

Program Coordinator
Rebecca R. Stobaugh, rebecca.stobaugh@wku.edu, (270) 745-4497

The MAT in Secondary Education for Initial Certification leads to initial certification in Secondary Education (grades P-12; 5-12; 8-12, depending on certification area) for qualified individuals with bachelor’s degrees and content majors (or equivalent for those who qualify for temporary provisional certification in approved areas). Course work and experiences in the program provide students who have a deep knowledge of their respective disciplines, but no background in professional education, with the pedagogical knowledge and skills to become highly qualified educators in their fields. Upon completion of the program, graduates will be professional educators who possess the dispositions and skills to apply state-of-the-art, evidence-based, best teaching practices to increase student achievement.

There are three concentrations in this program:

1. Alternate Route to Certification Concentration for Art, Biology, Chemistry, Chinese, Business and Marketing Education, Chinese, Earth and Space Science, English/Language Arts, French, German, Mathematics, Music, Physics, Social Studies, and Spanish.
3. Residency Concentration for Science and Mathematics (Secondary 8-12)(e.g. GSkyTeach)

Note that Concentrations 1 and 2 appear identical; however, the differences between these concentrations are characterized by students with and without a temporary provisional teaching certificate and those who must meet the equivalent of the state required student teaching requirements along with the specific content area in which students are seeking certification.

Students in all three concentrations are expected to become competent in theory, research, and application of best teaching practices in their respective fields and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Disposition Rating Form. All professional education courses in the program require satisfactory completion of critical performance indicators (CPIs); these must be submitted as directed before the final course grade is recorded. Each course’s CPIs become a part of the student’s portfolio that is reviewed periodically throughout the program.

Students who seek admission to the Alternate Route to Teacher Certification must meet additional requirements in order to qualify for temporary provisional certification, and they must complete all requirements for certification within three years of the time of employment by a school district. A recommendation for professional certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on all required examinations for the desired area of certification. Additional information about the Alternate Route to Teacher Certification concentrations may be found on the website for the Office of Teacher Services.

Upon successful completion of the MAT in Secondary Education for Initial Certification and satisfaction of all other certification requirements, student who do not participate in the Alternate Route to Certification concentrations but participate in the Standard Concentration will qualify for a Statement of Eligibility for Certification. The Internship course for these students must be a full semester or equivalent in length. Students in the residency (e.g. GSkyTeach) concentration must meet all expectations associated with that residency program.

Program Admission

Applicants must meet one of the following, depending upon the chosen concentration.

Admission Requirements for the Standard Concentration and the Alternate Route to Certification Concentration

- Document completion of a baccalaureate degree with a major, or equivalent, in an approved certification area and from an accredited institution.
- Be recommended for admission following a transcript review by an MAT advisor associated with the certification area sought. (If deficiencies are cited the applicant may be required to take additional undergraduate courses.)
- Submit a letter of application including professional goals
- Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).
- Submit a passing score on the appropriate PRAXIS II test in major area.

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With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).
• Submit state minimum passing scores for GRE or PPST for admission to the professional education unit.
• Submit a successful criminal background check.
• Submit the following documentation prior to acceptance to Graduate School: 3 references, physical (including TB test), and a signed code of ethics.

Admission Requirements for the Residency Concentration for Science and Mathematics Educators

• A baccalaureate degree with a major in physics, chemistry, or mathematics with a 2.5 GPA in the major area of concentration.
• A minimum undergraduate GPA of 2.75.
• Satisfaction of state minimum requirements for GRE or PPST qualifying scores for admission to the professional education unit.
• A successful criminal background check.
• A passing score on the PRAXIS II test in the major area. (This score must be submitted within the first semester of enrollment in the teacher residency program.)
• Documentation to demonstrate that applicant meets all expectations for employment with the partnership school districts.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30-36 Hours)

Alternate Route to Certification Concentration (36 hours)
(for Agriculture, Art, Biology, Chemistry, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physics, Social Studies, and Spanish)

Standard Concentration (36 hours)
(for Art, Biology, Business and Marketing Education, Chemistry, Chinese, Earth and Space Science, English/Language Arts, French, German, Mathematics, Music, Physical Education, Physics, Social Studies, and Spanish)

Professional Education Component

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 589</td>
<td>Advanced Internship for the MAT</td>
<td>6</td>
</tr>
<tr>
<td>EDU 520</td>
<td>Planning for Instruction</td>
<td>3</td>
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Educational Psychology Component

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 510</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
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</tbody>
</table>

Program-Specific Curriculum Component

Select 3 hours of program-specific content methods course approved by the advisor.

Strategies/Literacy Component

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>LTCY 510</td>
<td>Methods of Teaching Literacy to Adolescents</td>
<td>3</td>
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</table>

Exceptional Education and Diversity Component

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 522</td>
<td>Foundations of Differentiated Instruction</td>
<td>3</td>
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</table>

Research and Assessment Component

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDU 570</td>
<td>Educational Assessment for P-12 Learners</td>
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</tr>
<tr>
<td>TCHL 520</td>
<td>Principles of Action Research for Teacher Leaders</td>
<td>3</td>
</tr>
<tr>
<td>or EDFN 500</td>
<td>Research Methods</td>
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</table>

Educational Technology Component

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>LME 535</td>
<td>Survey of Educational Technology Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
</tr>
</tbody>
</table>

1 Must be taken in the first 6 hours.
2 Advisor approved content electives from the student's teaching discipline. The course selections must be approved by the candidate's advisors in consultation with a representative from the candidate's teaching discipline.

Residency Concentration (30 hours)
(for Science and Mathematics Education [e.g. GSKyTeach])

Professional Education Component

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMED 590</td>
<td>Teaching Internship</td>
<td>8</td>
</tr>
<tr>
<td>SMED 501</td>
<td>Designing Instructional Sequences in Secondary Math and Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Educational Psychology Component

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMED 510</td>
<td>Advanced Topics in Knowing and Learning in Mathematics and Science</td>
<td>3</td>
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</tbody>
</table>

Program-Specific Curriculum Component

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMED 589</td>
<td>Science and Mathematics Education Internship Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>
Secondary Education for Teacher Leaders, Master of Arts in Education (0435)

Program Coordinator
Rebecca R. Stobaugh, rebecca.stobaugh@wku.edu, (270) 745-4497

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

Program Admission
Criteria vary, depending on the student’s undergraduate institution and GPA:

• Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility for Secondary (Grades 8-12, 5-12, or P-12).
• Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application.
• Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score \( [(GRE-V + GRE-Q) + (GPA \times 100)] \) of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score \( (GRE \times undergraduate GPA) \) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.
• Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

1 Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Program Requirements (30-37 hours)
During the first course in the program, TCHL 500, students will complete an assessment process that will be used in determining which TCHL core courses they must take. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Professional Education Core
TCHL 500  Foundations of Teacher Leadership \(^1\)  3
TCHL 530  Curriculum Development  3

\(^1\) Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.
TCHL 545  Classroom Instruction Strategies 2 3
TCHL 555  School and Classroom Assessment 2 3
TCHL 559  Action Research Design for Teacher Leaders 1
TCHL 560  Action Research Capstone for Teacher Leaders 3

Mid-Point Assessment
To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component
Select 6 hours advisor-approved content-focused courses. 6
Electives 3 9-15
Total Hours 30-37

1 While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.
2 All students must complete these courses or pass proficiency evaluations for these courses. Students who successfully complete the proficiency examinations for TCHL 545 and TCHL 555 may substitute another education course with advisor approval.
3 With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.

Completion Requirements
• Successfully complete TCHL 560 (Course grade of C or higher).
• Give acceptable presentation of action research in an approved venue.
• Achieve a minimum 3.0 GPA overall and in program course work.

Secondary Education for Teacher Leaders, Non-Degree Planned Fifth-Year/Rank II (0432)
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. The program is divided into two instructional components.

The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

Program Admission
Applicants must have or be eligible for a teaching certificate 1 for Secondary Education (Grades 8-12, 5-12, or P-12).

1 Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (33-39 hours)
During the first course in the program, TCHL 500, students will complete an assessment process that will be used in determining which TCHL core courses they must take. Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.
## Secondary Education, Minor (035)

For the minor in Secondary Education students must complete a total of at least 12 hours in education coursework. Contact advisor in major area for program information.

### Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

### Program Requirements (18 hours)

#### Professional Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 545</td>
<td>Classroom Instruction Strategies          ^2</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 555</td>
<td>School and Classroom Assessment   ^2</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 559</td>
<td>Action Research Design for Teacher Leaders</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Education Electives

Select 2-8 hours ^2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
</table>

### Mid-Point Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

### Program Completion Requirements

- Successfully complete TCHL 560 (Course grade of C or higher).
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 2.5 GPA in course work.
All students must complete these courses or pass proficiency evaluations for these courses.

Students who successfully complete the proficiency examinations for TCHL 545 and TCHL 555 may substitute another education course with advisor approval.

Program Completion Requirements

- Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

Secondary Education, Non-Degree Planned Sixth-Year/Rank I (124)

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

This program requires 30 semester hours in addition to the requirements for a Planned Fifth-Year program, or 60 semester hours including a master's degree.

Required Professional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 604</td>
<td>Management Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 501</td>
<td>Seminar: Designing Professional Development Plan</td>
<td>2</td>
</tr>
<tr>
<td>EDU 596</td>
<td>Seminar: Portfolio Development and Professional Educator Growth Plan</td>
<td>1-2</td>
</tr>
</tbody>
</table>

Related Professional Courses (Chosen with advisor)

Select one of the following options:

- **Option A (Secondary Education Major):**
  - Select 13 hours including SPED 516

- **Option B (Secondary Education Minor):**
  - Select 7 hours including SPED 516

Related Specialization Courses (Chosen with advisor)

Select one of the following options:

- **Option A (Secondary Education Major):**
  - Select 12 hours

- **Option B (Secondary Education Minor):**
  - Select 18 hours

Total Hours 30

1. Students should enroll in this course within the first 7 hours of the program.
2. Students should enroll in EDU 698 if EDU 596 appears on the transcript. Students should enroll in this course upon completion of at least 24 hours.
3. An approved elective may be substituted if an introductory Exceptional Education course is on the student's transcript.

Secondary Education, Specialist in Education (119)

Program Coordinator
Rebecca R. Stobaugh, rebecca.stobaugh@wku.edu, (270) 745-4497

This post master's degree provides opportunity for the advanced graduate student to improve the foundations and competencies for teaching. The program may also be structured to meet Rank I salary requirements under Kentucky's minimum foundation program of education. The following emphases or specializations are available to the secondary education major: literacy, general curriculum and instruction, and gifted education. The Ed.S. in Secondary Education requires 30 hours beyond a master's degree.

Program Admission

In addition to meeting the admission requirements of the Graduate School, applicants must meet the admission requirements for the School of Teacher Education and, if applicable, the department in which specialization courses are offered.

School of Teacher Education Requirements

- Three years of teaching experience at the appropriate level. Up to two years of experience may be waived in favor of equivalent experience; and
- Four letters of recommendation: two from graduate faculty members and two from professional associates in administrative and/or supervisory roles.
• Student must hold initial or advanced certification in an area consistent with the focus of study.
• Students must have an overall 3.0 average in specialized field coursework.
• Student must submit with their application a Statement of Purpose essay of approximately 750 words. The essay should discuss the applicant's personal, professional, and/or academic preparation for advanced graduate study, and how the Ed.S. degree with a specific concentration will fit into the applicant's future professional development.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

This program requires 30 hours beyond a master’s degree.

Professional Education Component

EDU 604 Management Learning Environment 3

Research Methods or Statistics

Select one of the following:

EDFN 501 Educational Statistics 3

Subject-related research methods or statistics course pertinent to the area of specialization.

Related Professional Education Courses

Select 6-9 hours of advisor approved professional education courses. 6-9

Related Specialization Courses

Select 9-12 hours of advisor approved, subject-related courses pertinent to the area of specialization. 9-12

Specialist Project

Select one of the following options: 6

Option A:

EDU 699 Specialist Project (6 hours)

Option B:

EDU 699 Specialist Project (3 hours)

and one discipline-specific 699 course (3 hours)

Total Hours 30

Special Education Initial Certification: Learning and Behavior Disorders, Master of Arts in Teaching (0456)

Program Coordinator

Elizabeth G. Kirby, gail.kirby@wku.edu, (270) 745-3746

The Special Education Initial Certification in Learning and Behavior Disorders program, which will lead to a Master of Arts in Teaching, is for individuals who are seeking initial certification in LBD and may or may not be currently employed as a teacher of students with Learning and Behavior disorders. This option is for those individuals with no prior teacher certification in any area. This 36-hour program consists of coursework in induction to the profession of special education, the diagnosis and assessment of learning and behavioral disabilities, prescriptive teaching, managing behavioral disorders and positive behavior supports, research in special education, and special education law. If a student is currently employed or has verification of employment from a school district, the student may be eligible for a Temporary Provisional Teaching Certificate (TC-TP). If the student does not secure employment as the teacher of record in an LBD setting during the program, the student will be required to complete the equivalent of the state required student teaching experience in an unpaid position in an accredited Public School within WKU’s service area. Graduates completing the equivalent of a student teaching experience will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD.

Students must submit passing scores on the Praxis II and be fully admitted to the professional education unit (teacher admissions) PRIOR to enrolling in SPED 590. Students must meet all state requirements for student teaching and initial certification. SPED 590 should be taken as the final course of the program. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course’s CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Note: To be eligible to be recommended for teacher certification, students must document that they have received passing score(s) on the required Praxis II examination(s).

Program Admission

To be considered for admission, applicants must:

• Document completion of a bachelor’s degree with a major, or equivalent, in an approved subject area and from an accredited institution.
• Present a letter of application (including professional goals). Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).
• Submit the state required passing score on the Pre-Professional Skills Test (PPST).

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• Submit documentation to satisfy partial criteria for admission to professional education, including references, physical including TB test, signed commitment to uphold the code of ethics, and criminal background check.
• Students who have not had an introductory-level special education course within the past ten years must complete SPED 516 The Exceptional Child Perspectives and Issues, as a deficiency prior to enrollment in any of the MAT courses for Special Education.

Application Deadline Notes
Along with all Graduate School studies admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education Initial Certification: Learning and Behavior Disorders MAT program, students should submit application materials to the Graduate School by the following dates:
• Summer Admission: March 1
• Fall Admission: May 1
• Spring Admission: November 1

Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (36 hours)

<table>
<thead>
<tr>
<th>Introduction to Professional Education</th>
<th>SPED 515</th>
<th>Education of Exceptional Children</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Technology</td>
<td>LME 535</td>
<td>Survey of Educational Technology Practices</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>PSY 510</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Diversity &amp; Classroom Management</td>
<td>SPED 518</td>
<td>Seminar: Contemporary Challenges in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Assessment</td>
<td>SPED 530</td>
<td>Advanced Assessment Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Literacy Component</td>
<td>LTCY 519</td>
<td>Foundations Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Research Skills</td>
<td>SPED 534</td>
<td>Research in Exceptional Child Education</td>
<td>3</td>
</tr>
<tr>
<td>Content Methods Course</td>
<td>SPED 533</td>
<td>Seminar: Curriculum for Learning and Behavior Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Program Specific Electives</td>
<td>SPED 531</td>
<td>Advanced Prescriptive Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPED 630</td>
<td>Special Education Law and Finance</td>
<td>3</td>
</tr>
<tr>
<td>Internship</td>
<td>SPED 590</td>
<td>Advanced Internship in Exceptional Education ¹</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours 36

¹ Students currently teaching in a classroom serving students with Learning and Behavior Disorders may use their current teaching position to meet this requirement with advisor approval. Students not currently teaching must complete an internship experience that is equivalent to state requirements for student teaching in a classroom serving students with Learning and Behavior Disorders.

Special Education for Teacher Leaders: Learning and Behavior Disorders, Master of Arts in Education (0457)

Program Coordinator
Elizabeth G. Kirby, gail.kirby@wku.edu, (270) 745-3746

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The MAE in Special Education: Learning and Behavior Disorders for Teacher Leaders is for those seeking advanced preparation or additional teacher certification. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

Students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will
be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for certification as a teacher for Exceptional Children (Grades P-12), Learning and Behavior Disorders, students must document that they have received passing score(s) on the required Praxis II examination(s).

Program Admission

The Exceptional Education program area offers courses and experiences for the advanced preparation of teachers holding Learning and Behavioral Disorders certification or another certifiable area.

1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate in LBD or another certifiable area, and must submit a copy of the certificate or statement of eligibility with their applications.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA for all previous coursework (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.

Application Deadline Notes

Along with all Graduate School admission deadlines (see current graduate catalog), for priority consideration for admission to the Special Education for Teacher Leaders: Learning and Behavior Disorders program students should submit application materials to the Graduate School by the following dates:

- Summer Admission: March 1
- Fall Admission: May 1
- Spring Admission: November 1

Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (31-37 hours)

**Teacher Leader Professional Education Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 545</td>
<td>Classroom Instruction Strategies&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 555</td>
<td>School and Classroom Assessment&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 559</td>
<td>Action Research Design for Teacher Leaders</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialization Component**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 518</td>
<td>Seminar: Contemporary Challenges in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 530</td>
<td>Advanced Assessment Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SPED 531</td>
<td>Advanced Prescriptive Teaching</td>
<td>3</td>
</tr>
<tr>
<td>SPED 532</td>
<td>Families, Professionals and Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 533</td>
<td>Seminar: Curriculum for Learning and Behavior Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 630</td>
<td>Special Education Law and Finance</td>
<td>3</td>
</tr>
<tr>
<td>SPED 595</td>
<td>Advanced Preparation Capstone for Special Education&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mid-Point Assessment Requirements**
Program Admission

The Exceptional Education program area offers courses and experiences for the advanced preparation of Exceptional Education teachers in Moderate and Severe Disabilities and for those seeking additional certification in Moderate and Severe Disabilities who already hold LBD certification. A teaching certificate in Exceptional Education MSD or Exceptional Education LDB must be submitted or statement of eligibility with their applications.

Admission criteria vary depending on the student's undergraduate institution and GPA:

1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate and must submit a copy of the certificate or statement of eligibility with their applications.

2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate and must submit a copy of the certificate or statement of eligibility with their applications.

3. Applicants who completed their initial certification program at an accredited out-of-state institution with at least a 2.75 GPA for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate and must submit a copy of the certificate or statement of eligibility with their applications.

1. Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

2. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate. GAP score = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (31-37 hours)

The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth consistent with the goals of each candidate and related to serving students with Moderate and Severe Disabilities. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.
Professional Education Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership ¹</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 545</td>
<td>Classroom Instruction Strategies ²</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 555</td>
<td>School and Classroom Assessment ²</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 559</td>
<td>Action Research Design for Teacher Leaders</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

Mid-Point Assessment Requirements

To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even in a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

Core Specialization Component

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 530</td>
<td>Advanced Assessment Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SPED 630</td>
<td>Special Education Law and Finance</td>
<td>3</td>
</tr>
<tr>
<td>SPED 595</td>
<td>Advanced Preparation Capstone for Special Education³</td>
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Advanced Certification Pathway

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 595</td>
<td>Assistance Technological and Communication Interventions for Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Those holding MSD Certification choose:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 612</td>
<td>Collaboration with Schools and Agencies for Individuals with Autism Spectrum Disorders</td>
<td></td>
</tr>
<tr>
<td>SPED 615</td>
<td>Instructional Strategies and Design for Students with Autism Spectrum Disorders</td>
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<tr>
<td>SPED 618</td>
<td>Social Skills Instruction &amp; Behavioral Programming for Students with Autism Spectrum Disorders</td>
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<tr>
<td>Those holding LDB Certification choose:</td>
<td></td>
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<tr>
<td>SPED 535</td>
<td>Curriculum for Individuals with Moderate and Severe Disabilities</td>
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<tr>
<td>SPED 518</td>
<td>Seminar: Contemporary Challenges in Special Education</td>
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<tr>
<td>SPED 532</td>
<td>Families, Professionals and Exceptionalities</td>
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</table>

Total Hours 31-37

¹ TCHL 500 is a required course and is a prerequisite to all other courses. While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

² All students must either complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses. TCHL 500, TCHL 530, TCHL 559 and TCHL 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

³ Students must submit a passing score on the Praxis II prior to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement if they are teaching in the subject area and grade level for which they are seeking certification. Students not currently teaching in a setting serving students with Moderate and Severe Disabilities must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification.

Completion Requirements

- Students must successfully complete TCHL 560 (course grade of C or higher) and present research results in an approved venue.
- Students must achieve a minimum 3.0 cumulative GPA overall and in program coursework.

Teach English as a Second Language (TESL), Endorsement (132)

Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language. This endorsement is offered through the Department of English.

Program Admission

Admissions requirements and program details can be found in the English Department (http://www.wku.edu/english) section of this catalog.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.
College of Health and Human Services

www.wku.edu/chhs
chhs@wku.edu

Dr. Neale Chumbler, Dean
Academic Complex 208
(270) 745-2425

Vision

To be recognized nationally as a college that offers exemplary programs in Health and Human Services.

Mission

The College provides diverse educational opportunities leading to excellence in Health and Human Services for a global community.

Established by the Board of Regents in August 2002, the College of Health and Human Services (CHHS) brings together the health and human services programs under one administration unit. One of our strengths is the breadth and depth of the diverse disciplines within the College. The College consists of seven academic units that represent an array of disciplines, and offers degrees at the associate, baccalaureate, masters, and doctoral degree levels. Academic units include Allied Health; Communication Sciences and Disorders; Family and Consumer Sciences; Nursing; Kinesiology, Recreation, and Sport; Public Health; and Social Work. The College oversees the CHHS Academic Center for Excellence, the Institute for Rural Health, and the South Central Kentucky Area Health Education Center. The College is also one of the participating institutions for the doctoral program in Rehabilitation Sciences offered through the University of Kentucky. The focus of CHHS is to provide the highest possible quality of education to prepare our students to become leaders in careers related to health and human services. Faculty are highly qualified in their respective disciplines and utilize innovative teaching strategies along with state of the art instructional technology, including ITV, web-enhanced and web-based instruction.

The disciplines in the college have their roots in outreach to the community. Disciplines in CHHS prepare students for their professions by engaging them in activities within the community that apply the theories and concepts discussed in the classroom for a more comprehensive understanding of the issues, while providing a valuable service to the communities in which we reside. To fulfill degree requirements for most programs, students are required to complete clinical experiences, field work, or internships through one of the many affiliation agreements at a myriad of health and human services facilities, agencies and organizations. Two nationally recognized mobile health and wellness units provide opportunities for students to apply skills learned in the classroom in the provision of prevention services to residents in our region.

Due to the nature of these experiences, students are required to meet various departmental academic requirements and federal and/or state mandates. Departments may require the successful completion of specific courses or maintaining a certain GPA in order to be placed in clinical or internship experiences. Some students may be required to undergo criminal background checks and drug testing and to provide proof of health insurance, liability insurance, and/or immunization records prior to participating in any required experiences at selected on or off-campus facilities/agencies. Additionally, there may be certifications, training seminars, or other requirements specified by the facility/agency or program that a student must meet in order to be eligible for field or practical experiences at a facility. It is the responsibility of the student to ensure that all institutional and/or facility requirements are met as a condition of participating in the on or off-campus experiences; students may be responsible in part or in full for any costs incurred to meet such requirements. Students are also responsible for transportation to and from off-campus experiences. In some CHHS programs, the students are responsible for rental fees for clinical instruments and supplies, purchasing uniforms, equipment, and possible course and program fees above the regular tuition. At the completion of the program, students may also be responsible for fees related to national, regional, and/or state licensing exams.

CHHS is dedicated to improving the quality of life in the community through education, service, collaboration, leadership, and scholarship. This is accomplished in the various centers and programs in the college that provide for a vibrant and relevant university experience.

CHHS Student Resources

Academic Center for Excellence (ACE)

www.wku.edu/ace
ace-in-chhs@wku.edu
Academic Complex 410
(270) 745-2338

The Academic Center for Excellence (ACE) is the student success center for the College of Health and Human Service. ACE provides a comprehensive array of programs and services to support academic success among the CHHS students. The Center provides academic advising, assistance with degree program completion and career exploration/planning for undergraduate programs. It also houses a computer lab with software programs available specifically for our majors.

Institute for Rural Health (IRH)

www.wku.edu/irh
Academic Complex 201
(270) 745-6948
The purpose of Western Kentucky University’s Institute for Rural Health is to identify rural health and human service needs and facilitate collaborative arrangements engaging WKU students and faculty with community agencies in addressing these needs. The Institute works closely with the departments within the College of Health and Human Services. Resources include the WKU Mobile Health and Wellness Unit and the Mobile Dental Health Unit. Services include immunizations, health education and wellness interventions, health/oral screenings, dental services and a school based dental sealant program. The institute plays a major role in assisting CHHS in maintaining the focus of student engagement and community service, while promoting collaborative research.

The mission of the IRH is to steward a high quality of life for rural populations and underserved areas: by engaging students and faculty in service learning and research; by providing clinical services; and by serving as a global resource for improving health in rural communities. Students and faculty within the College of Health and Human Services provide the services which include oral exams, dental cleanings, dental sealants, fluoride varnishes, preventive health screenings, immunizations, and health education/promotion. The target area to provide these services is the ten-county Barren River District Development area.

South Central Kentucky Area Health Education Center (AHEC)
www.wku.edu/scahec/
Academic Complex 405
(270) 745-3325
Connecting Students to Careers - Professionals to Communities - Communities to Better Health

The mission of the Kentucky AHEC is to promote healthy communities through innovative partnerships. This is accomplished by providing the following:

- educational support services to health professions, students, and health care providers;
- community health education; and
- programs that encourage health professions as a career choice.

The South Central AHEC is affiliated with the University of Louisville, School of Medicine in cooperation with WKU's College of Health and Human Services. AHEC programs of particular interest to WKU students include the following:

- Opportunities to enhance their cross-cultural communication skills with two unique populations - an Old Order Mennonite community and a large Hispanic community;
- Interprofessional Test Prep - is a 12-week preparation program for students planning to take the Medical College Admission Test (MCAT), Dental Admission Test (DAT), Optometry Admission Test (OAT) or the Pharmacy College Admission Test (PCAT). This program is offered every spring for WKU students;
- Mock Interviews and personal statement reviews are offered to any student applying for admission to a professional school in which an interview is required, such as, schools of medicine, dentistry, physical therapy, pharmacy, etc.;
- Student internships are available through the South Central AHEC;
- Bridging the Gap Medical Interpreter Training Program is a 40 hour curriculum offered several times a year and prepares students to provide medical interpreting services.
- WKU-AHEC Student Rural Health Association (SRHA) – this student organization provides students with an opportunity to develop leadership skills, team building skills, research interests, and interdisciplinary student projects. Since rural health encompasses many areas this student organization is open to all students, both clinical and non-clinical, who have an interest in rural health.

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Department of Communication Sciences and Disorders
- Speech-Language Pathology (MS) (p. 166)
- Communication Disorders (RI) (p. 165)

Department of Family and Consumer Sciences
- Dietetic Practice (Certificate) (p. 168)
- Consumer and Family Sciences (Minor for MAE) (p. 168)

Department of Public Health
- Environmental and Occupational Health Science (MS) (p. 171)
- Master of Health Administration (MHA) (p. 172)
- Master of Public Health (MPH) (p. 174)
- Advanced Worksite Health Promotion (Certificate) (p. 170)
- Environmental Health and Safety (Certificate) (p. 171)
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**School of Kinesiology, Recreation and Sport**

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• Recreation and Sport Administration (MS) (p. 182)
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• Intercollegiate Athletic Administration (Certificate) (p. 179)
• Nonprofit Administration (Certificate) (p. 181)
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**School of Nursing**

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• Master of Science in Nursing (MSN) (p. 190)
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**Department of Social Work**

• Master of Social Work (MSW) (p. 195)
Department of Allied Health

www.wku.edu/alliedhealth
allied.health@wku.edu
Harvey Wallmann, Interim Department Head
Academic Complex 236G
Phone (270) 745-2427

Degree(s)
• Physical Therapy (DPT) (p. 162)

Faculty

Professor
Harvey Wallmann, DSC (Physical Therapy), Loma Linda University, 2000

Associate Professor
Donald L. Hoover, PhD (Education), University of Kansas Main Campus, 2002
Kurt R. Neelly, PhD (Education), University of Kansas Medical Center, 2002
Elizabeth S. Norris, PhD (Health Sciences), Seton Hall University, 2003
Sonia N. Young, EdD (Educational Leadership), University of the Cumberlands, 2013

Assistant Professor
Karen E. Furgal, DPT (Physical Therapy), SUNY at Stony Brook, 2008
William R. Vanwy, DPT (Entry Level Physical Therapy), University of Indianapolis, 2006

Physical Therapy, Doctor of Physical Therapy (0013)

Program Coordinator
Harvey Wallmann, harvey.wallmann@wku.edu, (270) 745-4070

The DPT Program is designed to prepare students to plan and administer treatment to help patients regain diminished physical function lost secondary to injury or disease, to promote soft tissue healing, and to relieve pain. Determining the degree of impairment allows physical therapists to help patients return to full function by using various physical agents to decrease pain and by using therapeutic exercises to increase strength, endurance, and coordination.

The purpose of the DPT Program is to provide students pursuing a career in physical therapy the opportunity to acquire the knowledge and skills required for the safe practice of physical therapy. Students are prepared as generalists, but also have some opportunity to investigate specialized aspects of physical therapy through numerous clinical exposures. The program of study consists of 118 credit hours of graduate course work and consists of intense academic and clinical work spread over 3 years. These hours are divided between classroom, clinical, and research activities.

The DPT Program is an entry-level professional degree program designed to provide individuals with baccalaureate degrees and the appropriate prerequisite courses the knowledge and skills to develop clinical and research expertise in the field of physical therapy. Upon receiving the DPT degree, students will be eligible to sit for the licensure examination in physical therapy.

The Mission of the WKU Doctor of Physical Therapy program is to serve the healthcare and preventative needs of the Commonwealth of Kentucky, including rural and under-served areas, by developing culturally competent, caring, autonomous physical therapists who will engage in evidence based practice, critical thinking, professional behavior, life-long learning, and community/professional service.

In addition to formal lecture and laboratory courses, students are required to successfully complete clinical experiences usually conducted at external agencies/facilities. Due to the nature of these experiences and to stipulations established by agencies/facilities, specific requirements for students may exist to be eligible to participate in the clinical experiences. These requirements may include, but are not limited to, undergoing criminal background checks, drug testing, and TB skin tests; providing proof of health insurance, professional liability insurance, and/or immunization records or blood titers verifying proof of immunizations. These items may need to be updated annually. Additionally, there may be certifications, training seminars, or other requirements specified by the facility/agency that a student must meet in order to be eligible for clinical experiences at a facility. It is the responsibility of the student to ensure that all institutional and/or facility requirements are met as a condition of participating in any on or off-campus experiences; students may be responsible in part or in full for any costs incurred to meet such requirements. Student questions regarding the agreements with external agencies may be directed to the Academic Coordinator of Clinical Education of the DPT Program. Students are also responsible for transportation to and from off-campus experiences.

For more information visit www.wku.edu/physicaltherapy/index.php or call the DPT Program office, (270) 745-4071. For admissions information, contact Dr. Kurt Neelly (kurt.neelly@wku.edu), (270) 745-4062.

Program Admission

Admission to the program will be competitive and is limited to 30 students per class. Complete applications that are received by the application due date will be reviewed by the Admissions Committee to determine which applicants will be offered an interview. Following the completion of all interviews, the
Admissions Committee will determine which applicants will be offered entry into the program. Due to the competitiveness for entry into the program and the limited spaces available, applicants that meet the minimum requirements are not ensured admission into the program.

The following are requirements for admission into the Doctor of Physical Therapy (DPT) Program:

1. Baccalaureate Degree: Prospective candidates must earn a baccalaureate degree from an accredited college or university prior to matriculation.

2. Official Transcripts from all College, University, and professional coursework.

3. Prerequisite Courses: Prospective candidates must complete the following prerequisite courses:
   - Biology/Anatomy: Twelve (12) hours of laboratory and lecture-based biology (an anatomy course with laboratory or an anatomy/physiology course with lab is required). At WKU, these courses are as follows: BIOL 120/BIOL 121, BIOL 122/BIOL 123, BIOL 131, BIOL 231
   - Chemistry: Two semesters of laboratory and lecture-based inorganic (general) chemistry (for science majors). At WKU, these courses are as follows: CHEM 120/CHEM 121, CHEM 222/CHEM 223
   - Physics: Two semesters of laboratory and lecture-based physics (for science majors). At WKU, these courses are as follows: PHYS 231/PHYS 232 and PHYS 332/PHYS 233 (or PHYS 201 and PHYS 202)
   - Six (6) hours social/behavioral sciences (psychology, sociology, anthropology, philosophy, ethics, etc.)
   - One semester statistics or research methods
   - No grade lower than a C is acceptable in the above prerequisite courses.

4. Grade Point Average (GPA): A minimum undergraduate GPA of 2.75 on a 4.0 scale, for both cumulative and prerequisite courses.

5. Graduate Record Exam (GRE): Typically, a composite score of 300 or higher (1000 or higher on the older version of the exam) on the verbal and quantitative sections of the GRE is preferred. A score of 4 out of 6 is recommended on the Analytical Writing Section of the GRE.

6. Doctor of Physical Therapy Program supplemental application materials:
   - DPT Program Supplemental Application
   - Two Letters of Recommendation
   - Written Personal Statement
   - Apply online using the Physical Therapist Centralized Application Service (PTCAS). Please refer to the program website for further information

7. Technical Standards: Students must enter the Program with a minimum level of ability in specific areas termed "technical standards." For successful admission into the Program, students must be able to meet minimum technical standards with or without reasonable accommodation as part of the Core Performance Standards as stated in the DPT Program Student Manual and Program Policies and Procedures.

8. An interview may be required.

9. Applicants are required to complete the WKU graduate school application. Please refer to the program website for clarification regarding the application process.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (118 hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPT 700</td>
<td>Orientation to Physical Therapy</td>
<td>1</td>
</tr>
<tr>
<td>DPT 702</td>
<td>Cultural and Rural Issues</td>
<td>1</td>
</tr>
<tr>
<td>DPT 705</td>
<td>Topics in Physical Therapy</td>
<td>1</td>
</tr>
<tr>
<td>DPT 711</td>
<td>Principles of Physical Assessment I</td>
<td>1</td>
</tr>
<tr>
<td>DPT 712</td>
<td>Principles of Physical Assessment II</td>
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<tr>
<td>DPT 713</td>
<td>Principles of Physical Assessment III</td>
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<tr>
<td>DPT 714</td>
<td>Fundamentals of Therapeutic Exercise</td>
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<tr>
<td>DPT 715</td>
<td>Patient Care Techniques</td>
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<td>DPT 720</td>
<td>Gross Human Anatomy I</td>
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<td>DPT 721</td>
<td>Gross Human Anatomy I Lab</td>
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<td>DPT 722</td>
<td>Gross Human Anatomy II</td>
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<td>DPT 723</td>
<td>Gross Human Anatomy II Lab</td>
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<td>DPT 724</td>
<td>Pathophysiology</td>
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<td>DPT 726</td>
<td>Orthopaedic Foundations</td>
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<td>DPT 727</td>
<td>Health Promotion and Wellness in Physical Therapy</td>
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<td>DPT 728</td>
<td>Clinical Exercise Physiology</td>
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<td>DPT 729</td>
<td>Pharmacology in Physical Therapy</td>
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<td>DPT 736</td>
<td>Neuroanatomy</td>
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<td>DPT 737</td>
<td>Neurophysiology</td>
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<td>DPT 738</td>
<td>Motor Control</td>
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<td>DPT 740</td>
<td>Physical Modalities</td>
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<td>DPT 742</td>
<td>Diagnostic Testing and Imaging</td>
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<td>DPT 745</td>
<td>Wound Care</td>
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<td>DPT 746</td>
<td>Orthopaedic Assessment</td>
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<td>DPT 747</td>
<td>Women's Health in Physical Therapy</td>
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<td>DPT 748</td>
<td>Prosthetics and Orthotics</td>
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<td>DPT 751</td>
<td>Supervised Clinical Education I</td>
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<td>DPT 760</td>
<td>Professional Issues</td>
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<td>DPT 762</td>
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<td>DPT 770</td>
<td>Orthopaedic Rehabilitation</td>
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<td>DPT 771</td>
<td>Neurological Rehabilitation</td>
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<td>DPT 772</td>
<td>Cardiopulmonary Rehabilitation</td>
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<td>DPT 774</td>
<td>Spine Assessment and Intervention</td>
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<td>DPT 775</td>
<td>Differential Diagnosis</td>
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<td>DPT 779</td>
<td>Physical Therapy Across the Lifespan</td>
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<td>Research in Physical Therapy I</td>
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<td>DPT 782</td>
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<td>DPT 783</td>
<td>Research in Physical Therapy III</td>
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<td>DPT 784</td>
<td>Research in Physical Therapy IV</td>
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<td>DPT 785</td>
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<tr>
<td>DPT 790</td>
<td>Physical Therapy Seminar</td>
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**Total Hours**: 118
Department of Communication Sciences and Disorders

www.wku.edu/communicationdisorders
communicationdisorders@wku.edu
Jean Neils-Strunjas, Department Head
Academic Complex 104
Phone (270) 745-4541

Degree(s)

- Speech-Language Pathology (MS) (p. 166)

Planned Sixth-Year/Rank I

- Communication Disorders (RI) (p. 165)

Faculty

Professor
Jean Neils-Strunjas, PhD (Communication Sciences), Case Western Reserve University, 1984

Clinical Assistant Professor
Jeffrey A. Barefoot, AUD (Audiology), A T Still University of Health Scien, 2013
Leisa S. Hutchison, MSED (Special Education, Speech and Communication Disorders), University of Kentucky, 1986
Leigh Anne Roden, EdD (Educational Leadership, P-12 Leadership), Western Kentucky University, 2011

Clinical Associate Professor
Mary L. Moore, EdD (Educational Leadership, Postsecondary Leadership), Western Kentucky University, 2013

Associate Professor
Lauren E. Bland, PhD (Communication Disorders), University of Cincinnati Main Campus, 1995
Barbara R. Brindle, PhD (Education, Speech Pathology and Audiology), University of Virginia, 1994
Richard A. Dressler, PhD (Audiology Speech Pathology), University of Memphis, 2001

Assistant Professor
Ashley C. Fox, PhD (Educational Leadership and Organizational Development), University of Louisville, 2010
Kimberly J. Green, EdD (Educational Leadership, Postsecondary Leadership), Western Kentucky University, 2015
Jo L. Shackelford, EdD (Educational Leadership, Postsecondary Leadership), Western Kentucky University, 2012

Instructor
Janice C. Smith, PhD (Rehabilitation Sciences), University of Kentucky, 2015

Communication Disorders, Planned Sixth-Year/Rank I Certification (164)

The Rank I is a planned program of study for school based speech-language pathologists in Kentucky. Applicants to the Rank I program must hold or be eligible to hold the Rank II Kentucky Teacher certification in Speech-Language Pathology. The courses may serve as continuing education units for ASHA certification or state licensure.

All Rank I applicants must have a master's degree or be in the last semester of study for the master's degree. It indicates 60 approved hours of graduate study (including the Master's degree). For example, a student whose master's program was 48 hours, would need an additional 12 planned hours to earn the Rank I. Students must consult with the Rank I advisor before beginning course work.

If 9 or fewer hours are needed, all should be taken in the Communication and Sciences Disorders Department. If 12 or more are needed, the majority should be taken within the Communication Sciences and Disorders Department.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (60 hours including those earned for Master’s degree)

<table>
<thead>
<tr>
<th>Hours earned for Master's degree plus elective course(s)</th>
<th>57</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 589 Special Topics in Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td>60</td>
</tr>
</tbody>
</table>
If 9 or fewer hours are needed, all should be taken in the Communication Sciences and Disorders Department. If 12 or more are needed, the majority should be taken within the Communication Sciences and Disorders Department.

Students can take any graduate course in Speech-Language Pathology that does not appear on the student's graduate transcript.

If choosing to take courses outside the Communication Sciences and Disorders Department, students can select from appropriate courses offered by the College of Education and Behavioral Sciences after consulting with the Rank I advisor, to obtain a total of 60 hours at the graduate level.

**Speech-Language Pathology, Master of Science (0466)**

**Program Coordinator**
Richard A. Dressler, richard.dressler@wku.edu, (270) 745-6280

This program is designed to prepare professional speech pathologists to meet the needs of the communicatively handicapped in hospitals, clinics, nursing facilities, and schools. It is also designed to meet the academic and clinical requirements of the American Speech Language and Hearing Association, leading to national certification and state licensure. The program is accredited by the Council of Academic Accreditation in Audiology and Speech Language Pathology.

**Program Admission**

Applicants to the master's degree program in Speech-Language Pathology must meet the following minimum requirements:

• GRE Verbal score of 143. Students testing before August 1, 2011 need a GRE Verbal score of 350
• GRE Writing score of 3.5
• Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.)

Applicants must also submit along with an application to the Graduate School:

• Written essay - The essay must be no more than 1 page typed, using a 12-point Times New Roman font, and double spaced. The applicant’s name and the date on which the essay was written should be noted at the top. Visit www.wku.edu/communicationdisorders for designated topic when applying.
• 3 references listed with the reference’s name, relationship to the applicant, address, phone number, and email address. Letters of recommendation should NOT be sent.
• Official GRE score report. Exam must be completed within the past 5 years.
• Official transcripts from all colleges attended.
• Departmental Application must be completed and submitted to the Department of Communication Sciences and Disorders

Applications to the Speech-Language Pathology graduate program will be ranked based on scores in the following areas:

• Verbal score of the GRE
• Writing score of the GRE
• Average GPA for the last 60 credit hours of college coursework
• Written essay

Accreditation standards require that the clinical education component of the curriculum provide students with access to a client/patient base that is sufficient to achieve stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups. Therefore, this department reserves the right to limit enrollment in geographical areas where there are known issues in obtaining sufficient and appropriate clinical sites for students. Check www.wku.edu/communicationdisorders for further information before applying to the program.

Any academic deficiencies required to meet certification requirements of the American Speech-Language-Hearing Association must be completed.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (60 hours)**

Sixty semester hours are required for both the thesis and non-thesis option. The research tool requirement (3 hours) may be met by successful completion of SLP 500 Research Methodology in Communication Disorders (or equivalent). Additionally, the student must complete at least 400 clock hours of clinical experience by graduation.

Summative evaluations are required by WKU Graduate School and our accrediting agency. This department uses the PRAXIS exam as part of its summative evaluation. Students must take and pass the PRAXIS exam in Speech-Language Pathology. The passing score is 162 effective September 1, 2014 and meets the ASHA requirement for certification. For students beginning the graduate program August 2009 or after, the PRAXIS exam can only be taken during the last 4 months of the graduate program.

In order to protect client populations, students will be required to undergo criminal background checks and provide proof of a recent physical examination, professional liability insurance, and negative TB test prior to beginning any clinical experiences, and these must be updated annually. Some clinical externship placements may require students to undergo drug testing and submit proof of health insurance, CPR training, and other immunizations prior to beginning off campus experiences. Additionally, there may be certifications, training seminars, or other requirements specified by
an institution that a student must meet in order to be eligible for training at an educational or health care institution. It is the responsibility of the student to ensure that all University and/or institutional requirements are met as a condition of participating in clinical experiences. It is the responsibility of the student to ensure that all institutional and/or facility requirements are met as a condition of participating in the on and off-campus experiences; students may be responsible in part or in full for any costs incurred to meet such requirements. Students are also responsible for transportation to and from off-campus experiences.

**Required Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 500</td>
<td>Research Methodology in Communication Sciences and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 501</td>
<td>Early Intervention in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>SLP 502</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 504</td>
<td>Seminar in Language Disorders of Childhood</td>
<td>3</td>
</tr>
<tr>
<td>SLP 506</td>
<td>Dysfluency</td>
<td>3</td>
</tr>
<tr>
<td>SLP 507</td>
<td>Aphasia</td>
<td>3</td>
</tr>
<tr>
<td>SLP 508</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 509</td>
<td>Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>SLP 511</td>
<td>Neurology Speech Language</td>
<td>3</td>
</tr>
<tr>
<td>SLP 512</td>
<td>Seminar in Phonology</td>
<td>3</td>
</tr>
<tr>
<td>SLP 513</td>
<td>Cognitive Linguistic Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 514</td>
<td>Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>SLP 515</td>
<td>Rehabilitation Audiology</td>
<td>3</td>
</tr>
<tr>
<td>SLP 517</td>
<td>Seminar in Professional Issues</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 590</td>
<td>Clinical Internship (repeated for 2 hours)</td>
<td>2</td>
</tr>
<tr>
<td>SLP 590 &amp; SLP 588</td>
<td>Clinical Internship and Clinical Methods in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>SLP 591</td>
<td>Clinical Externship</td>
<td>6</td>
</tr>
</tbody>
</table>

**Electives**

Select 12 hours of electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 518</td>
<td>Must be taken as an elective if the undergraduate equivalent has not been completed.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**

60
Department of Family and Consumer Sciences

www.wku.edu/facs
facs@wku.edu
Travis Wilson, Interim Department Head
Academic Complex 303
Phone (270) 745-4352

Minor(s)
• Consumer and Family Sciences (Minor) (p. 168)

Certificate Program(s)
• Dietetic Practice (Certificate) (p. 168)

Faculty

Professor
Sylvia S. Gaiko, PhD, Oklahoma State University Main Campus, 1991
Danita M. Kelley, PhD (Nutritional Science), University of Kentucky, 1994

Associate Professor
Karen G. Mason, PhD (Nutritional Science), University of Kentucky, 2002
Doris A. Sikora, PhD (Human Ecology), University of Tennessee, Knoxville, 1997
Travis K. Wilson, MARCH (Architecture), University of Oklahoma Norman, 1998

Assistant Professor
Dora Babb, PhD (Human Environmental Sciences, Human Development and Family Science), Oklahoma State University Main Campus, 2010
Margaret E. Cook-Newell, PhD (Nutritional Sciences), University of Kentucky, 2003
Heather M. Payne-Emerson, PhD (Nutritional Science), University of Kentucky, 2010
Jonghee Shim, PhD (Human Development Family Studies), University North Carolina Greensboro, 2007

Instructor
Jane H. Simmons, MS, Western Kentucky University, 1977

Consumer and Family Sciences, Minor (018)

Courses in Family and Consumer Sciences may constitute a minor in the Master of Arts in Education in Secondary Education or an area of emphasis in the Master of Arts in Education and Behavioral Science Studies.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

A minimum of 12 hours in consumer and family sciences is required for the minor. For information regarding secondary education degrees, contact the School of Teacher Education.

Dietetic Practice, Certificate (0451)

Program Coordinator
Jane H. Simmons, jane.simmons@wku.edu, (270) 745-5224

This graduate certificate program provides the knowledge and practice requirements established by the Accreditation Council for Education in Nutrition and Dietetics to be eligible to take the Registered Dietitian (R.D.) examination. Only students accepted into the WKU Dietetic Internship will be eligible for admittance to the Graduate Certificate in Dietetic Practice.

Program Admission

Acceptance into the Dietetic Internship is competitive and is managed through a national matching process. The Dietetic Internship Program/Graduate Certificate requires the completion of 12 graduate credit hours and a minimum of 1200 hours of supervised practice in a variety of practice settings, including hospitals, long-term care/skilled nursing facilities, community nutrition programs, and other health/community organizations.

Applicants must meet the following requirements for entrance into the Dietetic Internship/Graduate Certificate:

• Completed a Baccalaureate degree.
• Earned an overall GPA of 3.0 on a 4.0 scale.
• Scored a minimum on the Graduate Record Examination of 142 on Quantitative and 144 on Verbal. A minimum of 800 (greater than 900 is preferred) on the GRE if exam was taken before August 1, 2011. All scores must be within 5 years of the time of application.
• Completed a Didactic Program in Dietetics (DPD) prior to the start date of the internship.
• Submitted a signed Declaration of Intent to Complete Degree or Verification Statement. Once accepted into the program, all interns must submit signed Verification Statements prior to the start date.
• Submitted online application through the national centralized application system. More information regarding the application process is available at www.wku.edu/facs/dieteticinternship/index.php.
• Submitted an application for admission to WKU Graduate School with appropriate fee (after being accepted into the Dietetic Internship).

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMD 581 Professional Preparation for a Dietetic Internship</td>
<td>1</td>
</tr>
<tr>
<td>HMD 583 Foodservice Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>HMD 584 Community Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HMD 586 Medical Nutrition Therapy in Practice</td>
<td>3</td>
</tr>
<tr>
<td>HMD 587 Seminar in Concepts and Methods of Dietetic Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours 12
Department of Public Health

www.wku.edu/publichealth
public.health@wku.edu
Gary English, Department Head
Academic Complex 133
Phone (270) 745-4797

Degree(s)
- Environmental and Occupational Health Science (MS) (p. 171)
- Master of Public Health (MPH) (p. 174)
- Master of Health Administration (MHA) (p. 172)

Minor(s)
- Health Education, Minor (MAE) (p. 173)

Certificate Program(s)
- Advanced Worksite Health Promotion (Certificate) (p. 170)
- Environmental Health and Safety (Certificate) (p. 171)

Faculty

Professor
Dana B. Bradley, PhD (History), Carnegie Mellon University, 1994
Neale R. Chumbler, PhD (Sociology), Case Western Reserve University, 1994
Dennis K. George, PhD (Environment Sci Engr), University of North Carolina Chapel Hill, 1994
Thomas J. Nicholson, PhD (Education), Southern Illinois University, 1983

Associate Professor
Gary M. English, PhD (Health PE Recreation), University of New Mexico Main Campus, 1988
Marilyn M. Gardner, PhD (Health Ed Promotion), University of Alabama, 1999
Vijay Golla, PhD (Occupational Environmental Health (Industrial Hygiene)), University of Iowa, 2007
Emmanuel Iyiegbuniwe, PhD (Public Health), University of Illinois at Chicago, 1997
Grace K. Larrey, PhD (Health Education), University of Toledo, 2006
William N. Mkanta, PhD (Health Services Research), University of Florida, 2005
Darlene L. Shearer, DPH (Public Health, Maternal Child Health), University of Alabama at Birmingham, 1999
Ritchie D. Taylor, PhD (Environmental Science), University of North Texas, 2002
Cecilia M. Watkins, PhD (Human Ecology, Community Health), University of Tennessee, Knoxville, 2000

Assistant Professor
Gregory E. Ellis-Griffith, PhD (Administration/Health Services), University of Alabama at Birmingham, 2010
Frank W. Fan, PhD (Administration/Health Services), University of Alabama at Birmingham, 2006
Colin Farrell, PhD (Medical Sociology), University of Alabama at Birmingham, 2010
Jooyeon Hwang, PhD (Environmental Health), University of Minnesota-Twin Cities, 2013
Gretchen M. Macy, EdD (Kinesiology and Health Promotion), University of Kentucky, 2012

Instructor
Melanie D. Eaton, MBA (Business Administration), Western Kentucky University, 2003
Steven W. Maddox, MS (Health), Western Kentucky University, 1992

Advanced Worksite Health Promotion, Certificate (0465)

Program Coordinator
Cecilia M. Watkins, cecilia.watkins@wku.edu, (270) 745-4796

The graduate certificate program in Advanced Worksite Health Promotion will provide training for students and professionals who have an interest in developing worksite health promotion programs in the workplace. This certificate program will provide a comprehensive skill base for assessment, planning, implementation and evaluation of health promotion programs in a worksite environment, effective communication techniques and a basic understanding of workplace hazards.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.
Program Requirements (15 hours)

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 502</td>
<td>Health Promotion in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>PH 575</td>
<td>Health Education &amp; Promotion Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>PH 587</td>
<td>Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PH 576</td>
<td>Education and Communication Techniques in Public Health Education</td>
<td>3</td>
</tr>
<tr>
<td>PH 530</td>
<td>Independent Investigations in Community Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

Environmental Health and Safety, Certificate (0427)

Program Coordinator
Emmanuel Iyiegbuniwe, emmanuel.iyiegbuniwe@wku.edu, (270) 745-5088

The certificate program in Environmental Health and Safety is designed to provide advanced professional training for careers focused on the protection of human and ecosystem health from hazards in the built and natural environments. Designed for working professionals and students desiring opportunities with industry, consulting firms, government agencies, and other environmental health science professions, online courses will provide students with diverse in-place learning opportunities.

Program Admission

Students applying to the program must have a baccalaureate degree in a related field or a baccalaureate degree and related experience in environmental health science, and approval by the program director. Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (15 hours)

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHS 572</td>
<td>Environmental and Occupational Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH 577</td>
<td>Environmental Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>PH 584</td>
<td>Principles of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 530</td>
<td>Independent Investigations in Community Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective

Select 3 hours of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 571</td>
<td>Air Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>EHS 580</td>
<td>Solid and Hazardous Wastes</td>
<td>3</td>
</tr>
<tr>
<td>PH 560</td>
<td>Environmental Management and Risk Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PH 595</td>
<td>Public Health Management of Disasters</td>
<td>3</td>
</tr>
<tr>
<td>PH 510</td>
<td>Watershed Management and Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

Other elective courses may be chosen with advisor approval.

Environmental and Occupational Health Science, Master of Science (0473)

Program Coordinator
Vijay Golla, vijay.golla@wku.edu, (270) 745-2448

The graduate program in Environmental and Occupational Health Science is designed to provide graduate education for careers focused on the protection of human health and prevention of health hazards in occupational and natural environments. A key component of the program is to understand how exposure to environmental and occupational hazards occurs, and discovering ways to reduce and control the risk of exposure. This interdisciplinary field focuses on environmental hazards to human health, assessment of exposures, mechanisms of environmental response, control of risks associated with environmental hazards, and improving occupational health. Program requirements will provide students a foundation of advanced studies that will increase their skills and knowledge for protecting human health and the environment. This program is designed for working professionals and students desiring opportunities with industry, consulting firms, government agencies, and other environmental and occupational health science professions.

Program Admission

In addition to Graduate Studies requirements, admission requires the equivalent of an undergraduate major in environmental health science, including supporting courses in science and mathematics. Exceptions may be made for students with undergraduate degrees in other disciplines. However, additional courses may be required. Admission may be granted to applicants that fulfill one of the following conditions: GAP score of 550 and minimums of 139 for the GRE Verbal Score and 139 for the GRE Quantitative Score, a cumulative GPA from a U.S. accredited university of at least a 3.2 on a
4.0 scale, or a cumulative GPA of greater than 3.0 on a 4.0 scale in the Environmental Health and Safety graduate certificate program. International students must attain a minimum of 550 on the written TOEFL, a minimum of 213 on the computerized TOEFL, a minimum of 79 on the Internet TOEFL, or a minimum of 6.5 on the IELTS.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (36 hours)**

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 501</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PH 520</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 577</td>
<td>Environmental Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>PH 582</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH 584</td>
<td>Principles of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>EHS 572</td>
<td>Environmental and Occupational Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select 12 hours from the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 510</td>
<td>Watershed Management and Science</td>
<td></td>
</tr>
<tr>
<td>PH 560</td>
<td>Environmental Management and Risk Assessment</td>
<td></td>
</tr>
<tr>
<td>PH 571</td>
<td>Air Quality Management</td>
<td></td>
</tr>
<tr>
<td>PH 595</td>
<td>Public Health Management of Disasters</td>
<td></td>
</tr>
<tr>
<td>PH 502</td>
<td>Health Promotion in the Workplace</td>
<td></td>
</tr>
<tr>
<td>PH 575</td>
<td>Health Education &amp; Promotion Program Planning</td>
<td></td>
</tr>
<tr>
<td>PH 576</td>
<td>Education and Communication Techniques in Public Health Education</td>
<td></td>
</tr>
<tr>
<td>PH 587</td>
<td>Health Behavior</td>
<td></td>
</tr>
</tbody>
</table>

**Culminating Experience**

1. Courses may be selected from the list above or from other disciplines, given that the course is pertinent to the program of study. The graduate advisor must approve all elective courses.

2. Students who select PH 599 complete a thesis according to the requirements of WKU Graduate School. A committee of at least three (3) faculty members will direct each thesis. Students will be required to develop a proposal, defend the proposal, complete thesis research, write the thesis document, and then present the thesis to faculty and students. Additionally, each student will orally defend their thesis before their graduate committee.

   Students who select PH 546 complete an internship experience of 400 hours. As part of this option, each student must develop a portfolio that details the internship experience. Each portfolio will follow a rubric of required elements. The graduate advisor, in conjunction with the EOHS internship coordinator, must approve the internship. Internships will require that the student keeps a daily log of activities, compiles weekly summaries, and documents the major objectives associated with the internship. The portfolio will include all internship documentation and the final presentation for the internship. Students completing the internship are required to make an oral defense of their portfolio to their graduate committee and present their work to faculty and students. Each portfolio must follow a rubric of required elements.

**Health Administration, Master of Health Administration (153)**

**Program Coordinator**

William N. Mkanta, william.mkanta@wku.edu, (270) 745-5260

The Master of Health Administration (MHA) degree program prepares graduates for administrative and managerial positions in different types of health care facilities and agencies including: acute care, long-term care, group medical practices, managed care organizations, public health agencies, clinics, and health related organizations such as pharmaceutical firms, medical equipment firms, and consulting firms. There are two options MHA options for candidates who meet the admission requirements: the traditional or residential MHA program and the online Executive MHA program. Both programs consist of 42 semester hours but with different admission requirements as shown below.

**Program Admission**

Students from various undergraduate backgrounds, who meet the university graduate admissions requirements, including a 2200 GAP score (the product of GRE and overall undergraduate GPA) or the equivalent required for general admission to Graduate School, may be admitted to the program. Applicants must score at least 450 on each of the two GRE sections (verbal + quantitative) in order to be considered for admission unless conditional admission is given, and must score a 3.5 or better on the Analytical Writing section. International students must also submit a letter of intent regarding the MHA Program degree and attain the minimum acceptable TOEFL or IELTS Academic Version test scores as stipulated by the Graduate School. For
the Executive Master of Health Care Administration Program option, health care executives, physicians and other health care professionals with at least five years of work experience who otherwise meet university admission criteria in the application for the MHA program are not required to take the GRE. Evidence of outstanding performance in health services would be required and interviews shall be conducted on a case-by-case basis in the admission decision for health care professionals with less than five years of work experience.

Degree Requirements (42 hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 520</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 582</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH 583</td>
<td>Public Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>PH 587</td>
<td>Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HCA 540</td>
<td>Health Care Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>HCA 541</td>
<td>Strategic Management &amp; Marketing of Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HCA 542</td>
<td>Health Care Human Resources Administration</td>
<td>3</td>
</tr>
<tr>
<td>HCA 543</td>
<td>Health Care Quality and Accountability</td>
<td>3</td>
</tr>
<tr>
<td>HCA 545</td>
<td>Managerial Finance for Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HCA 551</td>
<td>Health Care Jurisprudence</td>
<td>3</td>
</tr>
<tr>
<td>HCA 586</td>
<td>Health Economics &amp; Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select 3 hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 555</td>
<td>Healthcare Preparedness and Leadership</td>
</tr>
<tr>
<td>HCA 556</td>
<td>Ambulatory Care/Rural Health</td>
</tr>
<tr>
<td>HCA 572</td>
<td>Special Topics in Health Services</td>
</tr>
<tr>
<td>PH 584</td>
<td>Principles of Environmental Health</td>
</tr>
<tr>
<td>HCA 544</td>
<td>Healthcare Systems Design and Behavior</td>
</tr>
<tr>
<td>HCA 564</td>
<td>Health Systems Informatics</td>
</tr>
<tr>
<td>HCA 574</td>
<td>Decision Making in Health Care</td>
</tr>
<tr>
<td>Other</td>
<td>courses may be selected with permission of advisor</td>
</tr>
</tbody>
</table>

Option

Select one of the following options: 6

Internship Option:
- HCA 546 Graduate Internship

Thesis Option:
- PH 599 Thesis Research/Writing

Executive Option:
- Two 3-hour courses in a concentration area

Total Hours 42

Health Education, Minor (014)

The program leading to the Master of Arts in Education with a minor in health is designed to prepare graduates for positions as health educators in junior and senior high schools, coordinators of school health programs, administrators and supervisors of school health programs, and family resource and youth service center directors. The applicant must hold a valid teaching certificate and have the minimum of an undergraduate minor in health. Applicants who hold a valid teaching certificate but have not completed a recognized minor in health may be conditionally admitted if they have completed a minimum of 12 semester hours of undergraduate course work in health and/or related courses.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 567</td>
<td>Admin Compr School Health Program</td>
<td>3</td>
</tr>
<tr>
<td>PH 587</td>
<td>Health Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6-9 additional hours of health courses 6-9

Total Hours 12-15

1 Must be chosen with approval of the student's graduate minor advisor
Public Health, Master of Public Health (152)

Program Coordinator
Grace K. Larney, grace.larney@wku.edu, (270) 745-3941

The Master of Public Health (MPH) is designed to meet the needs of a wide range of health professionals desiring a graduate education in public health. The MPH degree program is accredited by the Council on Education for Public Health (CEPH). The MPH program offers three concentrations: Environmental Health, Generalist, and Health Education.

Program Admission

1. Completion of a baccalaureate degree from an accredited institution or its equivalent
2. A minimum GAP score of 593 \( [\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) + (\text{Undergraduate GPA} \times 100)] \). Students who took the GRE between 2002 and August 2011 must submit a minimum GAP score of 2200 \( [\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) \times \text{Undergraduate GPA}] \). Students who took the GRE prior to 2002 must submit a minimum GAP score of 3500 \( [\text{GAP} = (\text{GRE-V} + \text{GRE-Q} + \text{GRE-A}) \times \text{Undergraduate GPA}] \).
3. A recommended GPA of 3.0 on a 4.0 scale
4. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 550 on the written TOEFL; or minimum of 79 on the Internet-based TOEFL (iBT)
5. All applicants are encouraged to take the GRE. However, full admission will be granted to applicants who fulfill one of the following conditions:
   a. GRE minimums of 145 for the verbal score, 148 for the quantitative score and 3.5 for the analytical writing score;
   b. or cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university
   c. admission into a US Medical School (option for MPH Generalist Concentration only)
6. Submission of:
   a. a written statement of purpose
   b. a resume
   c. 2 letters of academic reference

Admission Requirements for International Students Who Enroll through a Pre-Master’s Program

1. Completion of a baccalaureate degree from an accredited institution or its equivalent
2. A recommended GPA of 3.0 on a 4.0 scale
3. English language assessments waived provided candidate earns a “B” or higher in each of the graduate (500 level) courses taken in a pre-master’s program
4. GRE waived provided candidate earns a “B” or higher in each of the graduate (500 level) courses taken in the pre-master’s program
5. Submission of:
   a. a written statement of purpose
   b. a resume
   c. 2 letters of academic reference

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (42 hours)

Environmental Health Concentration (PHEH)

The goal of the environmental health option of the MPH program is to prepare graduates who can function as professional environmental health specialist in a variety of public and private settings. A student completing the environmental health option in the MPH program will be able to:

- Understand basic concepts of ecology and the role of humans in altering the ecosystem
- Assess a community to determine the presence of adverse environmental conditions and their potential impact on human health
- Monitor the community’s environment to assure that the environmental quality is conducive to good health
- Develop and implement strategies to remediate unhealthy environmental conditions
- Understand the role of and work with the public and private sectors in controlling adverse environmental conditions
- Manage resources and personnel to effectively carry out an environmental health program
- Identify, interpret, and implement environmental health laws, regulations, and policies
- Function effectively as a member of the public health team

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 520</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 580</td>
<td>Introduction to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 582</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH 583</td>
<td>Public Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>PH 584</td>
<td>Principles of Environmental Health</td>
<td>3</td>
</tr>
</tbody>
</table>
PH 587 | Health Behavior | 3
PH 546 | Graduate Internship | 3
PH 591 | Health Program Evaluation | 3

### Concentration Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 510</td>
<td>Watershed Management and Science</td>
<td>3</td>
</tr>
<tr>
<td>PH 571</td>
<td>Air Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>PH 577</td>
<td>Environmental Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>EHS 580</td>
<td>Solid and Hazardous Wastes</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following options: 6

| Option A:     | Thesis Research/Writing               |       |
| Option B:     | Public Health Capstone                |       |

One approved elective

**Total Hours** 42

---

1 Unless doing a thesis option, student must select one elective course with a PH, ENV, EHS, or HCA prefix. If a course with a different prefix is desired, it must be with the expressed and written permission of the advisor.

### Health Education Concentration (PHED)

The public health education specialization prepares public health education professionals to effectively plan, implement, and evaluate health education and promotion programs, and carry out the related professional functions. Graduates will be able to:

- Assess individual and community needs for health education
- Plan effective health education programs
- Implement health education programs
- Evaluate the effectiveness of health education programs
- Coordinate provisions of health education programs
- Act as a resource persons in health education
- Communicate health and health education needs, concerns, and resources
- Solve problems in ways sensitive to cultural differences

### Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 520</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 580</td>
<td>Introduction to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 582</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH 583</td>
<td>Public Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>PH 584</td>
<td>Principles of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 587</td>
<td>Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PH 546</td>
<td>Graduate Internship</td>
<td>3</td>
</tr>
<tr>
<td>PH 591</td>
<td>Health Program Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

### Concentration Course Work

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 548</td>
<td>Community Health Organization</td>
<td>3</td>
</tr>
<tr>
<td>PH 575</td>
<td>Health Education &amp; Promotion Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>PH 576</td>
<td>Education and Communication Techniques in Public Health Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following options: 9

| Option A:     | Thesis Research/Writing               |       |

Select an approved elective

| Option B:     | Public Health Capstone                |       |

Select two approved electives

**Total Hours** 42

---

1 Unless doing a thesis option, student must select two graduate level elective courses with a PH, ENV, EHS, or HCA prefix. If a course with a different prefix is desired, it must be with the expressed and written permission of the advisor.
Environmental Health and Health Education Electives

Select elective hours as required for the Environmental Health and Health Education Concentrations from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 467G</td>
<td>Drug Abuse Education</td>
</tr>
<tr>
<td>PH 501</td>
<td>Research Methods</td>
</tr>
<tr>
<td>PH 502</td>
<td>Health Promotion in the Workplace</td>
</tr>
<tr>
<td>PH 530</td>
<td>Independent Investigations in Community Health</td>
</tr>
<tr>
<td>PH 564</td>
<td>Public Health Issues in Women's Health</td>
</tr>
<tr>
<td>PH 585</td>
<td>International Health</td>
</tr>
<tr>
<td>PH 591</td>
<td>Health Program Evaluation</td>
</tr>
<tr>
<td>PH 595</td>
<td>Public Health Management of Disasters</td>
</tr>
<tr>
<td>PH 620</td>
<td>Advanced Biostatistics</td>
</tr>
<tr>
<td>PH 630</td>
<td>Advanced Epidemiology</td>
</tr>
<tr>
<td>EHS 572</td>
<td>Environmental and Occupational Epidemiology</td>
</tr>
</tbody>
</table>

Advisor may approve other electives not listed.

Generalist Concentration

The generalist concentration will provide a broad-based foundation to address the health and well-being of populations and communities. This concentration would also provide students with the opportunity to integrate public health practice into other academic or career paths that they have already chosen. Graduates will be able to:

- Describe behavioral, social and cultural factors that contribute to the health and well-being of individuals, communities, and populations
- Communicate public health information and issues effectively to health professionals and the public through diverse communication channels
- Critically review and apply evidence-based evaluation of published medical and public health literature
- Apply principles of ethical conduct to public health practice
- Integrate the broad base of public health knowledge and skills acquired from coursework, practicum and other learning activities into a culminating experience (special studies project or capstone)
- Apply skills and knowledge in public health setting(s) through planned and supervised experience(s) related to professional career objectives
- Develop the capacity for lifelong learning in public health
- Act as an advocate for the public's health at local, national, and international levels

Required Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 520</td>
<td>Biostatistics for Public Health</td>
</tr>
<tr>
<td>PH 580</td>
<td>Introduction to Public Health</td>
</tr>
<tr>
<td>PH 582</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>PH 583</td>
<td>Public Health Administration</td>
</tr>
<tr>
<td>PH 584</td>
<td>Principles of Environmental Health</td>
</tr>
<tr>
<td>PH 587</td>
<td>Health Behavior</td>
</tr>
<tr>
<td>PH 546</td>
<td>Graduate Internship</td>
</tr>
<tr>
<td>PH 591</td>
<td>Health Program Evaluation</td>
</tr>
</tbody>
</table>

Concentration Course Work

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 588</td>
<td>Public Health Capstone</td>
</tr>
</tbody>
</table>

Select 9 hours from the following: ¹

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 548</td>
<td>Community Health Organization</td>
</tr>
<tr>
<td>PH 575</td>
<td>Health Education &amp; Promotion Program Planning</td>
</tr>
<tr>
<td>PH 576</td>
<td>Education and Communication Techniques in Public Health Education</td>
</tr>
<tr>
<td>PH 577</td>
<td>Environmental Toxicology</td>
</tr>
<tr>
<td>PH 595</td>
<td>Public Health Management of Disasters</td>
</tr>
<tr>
<td>EHS 572</td>
<td>Environmental and Occupational Epidemiology</td>
</tr>
<tr>
<td>HCA 541</td>
<td>Strategic Management &amp; Marketing of Health Services</td>
</tr>
<tr>
<td>HCA 545</td>
<td>Managerial Finance for Health Services</td>
</tr>
<tr>
<td>HCA 586</td>
<td>Health Economics &amp; Policy</td>
</tr>
</tbody>
</table>

Electives ¹

Select 6 hours from the following or from other course not selected from the 9 hours above:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 467G</td>
<td>Drug Abuse Education</td>
</tr>
<tr>
<td>PH 501</td>
<td>Research Methods</td>
</tr>
<tr>
<td>PH 502</td>
<td>Health Promotion in the Workplace</td>
</tr>
<tr>
<td>PH 530</td>
<td>Independent Investigations in Community Health</td>
</tr>
</tbody>
</table>

¹ Select 9 hours from the following and 6 hours from the following or from other course not selected from the 9 hours above.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 564</td>
<td>Public Health Issues in Women's Health</td>
</tr>
<tr>
<td>PH 585</td>
<td>International Health</td>
</tr>
</tbody>
</table>

Total Hours 42

1. Advisor may approve other courses not listed.
School of Kinesiology, Recreation and Sport

www.wku.edu/krs
krs@wku.edu
Scott Lyons, Director
Smith Stadium East 1004
Phone (270) 745-3349

Degree(s)

• Kinesiology (MS) (p. 179)
• Recreation and Sport Administration (MS) (p. 182)

Minor(s)

• Physical Education (Minor) (p. 182)

Certificate Program(s)

• Facility and Event Management (Certificate) (p. 178)
• Intercollegiate Athletic Administration (Certificate) (p. 179)
• Nonprofit Administration (Certificate) (p. 181)

Faculty

Professor
Fred W. Gibson, PhD (Educational Leadership Organizational Development), University of Louisville, 2004
Richard C. Miller, DPE (Physical Education), Springfield College, 1976
Raymond A. Poff, PhD (Leisure Behavior), Indiana University at Bloomington, 2001
Steven L. Spencer, EdD (Education), University of Arkansas Main Campus, 1990

Associate Professor
Scott W. Arnett, PhD (Exercise Science), University of Georgia, 2007
Bruce A. Larson, EdD (Kinesiology and Health Promotion), University of Kentucky, 1998
Thomas S. Lyons, PhD (Human Performance), University of Alabama, 2003
Elizabeth C. Pyle, EdD (Curriculum and Instruction), Illinois State University, 2009
Ronald D. Ramsing, PhD (Parks, Recreation, and Tourism), University of Utah, 2005
Mark A. Schafer, PhD (Health and Physical Activity, Exercise Physio Clin Res Trac), University of Pitts Pittsburgh Camp, 2007
Tammie L. Stenger-Ramsey, EdD (Applied Educational Studies), Oklahoma State University Main Campus, 2001

Assistant Professor
Kenneth J. Crandall, PhD (Exercise and Sport Science), University of Utah, 2004
Francis T. Esslinger, PhD (Kinesiology), University of Arkansas Main Campus, 2011
Keri A. Esslinger, PhD (Kinesiology), University of Arkansas Main Campus, 2010
Gina S. Evans, PhD (Human Performance), Middle Tennessee State University, 2007
Tricia A. Jordan, PhD (Educational Leadership Organizational Development), University of Louisville, 2009
Jill M. Maples, PhD (Bioenergetics and Exercise Sci), East Carolina University, 2013
Evelyn M. Oregon, PhD (Kinesiology), Michigan State University, 2013
James D. Smith, PhD (Educational Leadership Organizational Development), University of Louisville, 2008
Thomas B. Stinnett, PhD (Educational Leadership and Organizational Development), University of Louisville, 2013
Paula A. Upright, PhD (Educational Leadership Organizational Development), University of Louisville, 2009

Instructor
Rachel A. Tinius, MS (Physical Education, Exercise Science), Western Kentucky University, 2011

Visiting Assistant Professor
Lauren G. McCoy, JD (Law), Marquette University, 2009

Facility and Event Management, Certificate (0455)

Program Coordinator
Fred W. Gibson, fred.gibson@wku.edu, (270) 745-6021

This graduate certificate is focused on the practical skills needed for employment in the rapidly growing field of Facility and Event Management.
Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSA 534</td>
<td>Facility Management</td>
<td>3</td>
</tr>
<tr>
<td>RSA 536</td>
<td>Event Management</td>
<td>3</td>
</tr>
<tr>
<td>RSA 538</td>
<td>Facility and Event Security Management</td>
<td>3</td>
</tr>
<tr>
<td>RSA 590</td>
<td>Practicum in Recreation and Sport</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Intercollegiate Athletic Administration, Certificate (0481)

Program Coordinator
Evelyn M. Oregon, evelyn.oregon@wku.edu, (270) 745-2080

This graduate certificate is focused on essential skills and knowledge needed for employment in the dynamic field of intercollegiate athletic administration.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSA 538</td>
<td>Facility and Event Security Management</td>
<td>3</td>
</tr>
<tr>
<td>RSA 554</td>
<td>Student-Athlete Development</td>
<td>3</td>
</tr>
<tr>
<td>RSA 556</td>
<td>Governance in Intercollegiate Athletics</td>
<td>3</td>
</tr>
<tr>
<td>RSA 558</td>
<td>Compliance in Intercollegiate Athletics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Kinesiology, Master of Science (0454)

Program Coordinator
Mark A. Schafer, mark.schafer@wku.edu, (270) 745-5857

The M.S. in Kinesiology program has three concentrations: Physical Education Teacher Leader, Exercise Physiology, and Fitness Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards. The Exercise Physiology and Fitness Management concentrations do not lead to rank change for Kentucky teachers.

Joint Undergraduate Master's Program (JUMP)

This degree offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

Program Admission

Exercise Physiology and Fitness Management Concentrations

1. Bachelor's Degree from an accredited college or university with at least a 2.75 overall GPA
2. Current Resume
3. Statement of Professional Intent
   The Statement of Professional Intent should provide a sample of the applicant's writing style and ability. It should be 2-3 pages, double-spaced, and is expected to be well organized, clearly written, and error free. It should include an introduction, responses to the three questions below, and a conclusion:
   a. Why do you want to pursue this degree?
   b. What related qualifications and/or experiences do you bring to the program?
   c. What are your career goals after completing the program?

Students with an undergraduate GPA lower than 3.0 are required to submit 2 letters of recommendation from professors in their major and/or their academic advisor.

Resumes, statements, and letters of recommendation (if below a 3.0 GPA) should be emailed to graduate.school@wku.edu and should include the full name of the applicant along with their WKU Student ID (if known).
The GRE will no longer be required for the Kinesiology Graduate program (Exercise Physiology or Fitness Management).

**Teacher Leader Concentration**

Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission.

1. WKU Graduate: Automatic admission with a current teaching certificate in Physical Education or a statement of eligibility.
2. Graduate of a Kentucky Higher Education Institute other than WKU: A 2.75 GPA or higher or a GAP\(^1\) score of 550. A current teaching certificate in Physical Education or a statement of eligibility.
3. Graduate of an Out-of-State Institution of Higher Education: A 2.75 GPA or higher or a GAP\(^1\) score of 550. A current teaching certificate in Physical Education or a statement of eligibility.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the reissued certificate before being allowed to register for any additional course.

\[ \text{GAP} = (\text{GRE-V} + \text{GRE-Q}) + (\text{undergraduate GPA} \times 100) \]

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (31-33 hours)**

**Exercise Physiology and Fitness Management Concentration Core (33 hours)**

**Required Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 501</td>
<td>Research Methods in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 503</td>
<td>Advanced Motor Learning and Control</td>
<td>3</td>
</tr>
<tr>
<td>KIN 504</td>
<td>Advanced Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 515</td>
<td>Advanced Measurement and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Restricted Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 505</td>
<td>Foundations of Curriculum Construction</td>
<td>3</td>
</tr>
<tr>
<td>or KIN 518</td>
<td>Advanced Statistics in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 520</td>
<td>Teaching Strategies in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>or KIN 522</td>
<td>Advanced Exercise Testing and Prescription</td>
<td></td>
</tr>
</tbody>
</table>

**Concentration**

Select a concentration

Total Hours 33

**Concentrations**

**Exercise Physiology Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 514</td>
<td>Lab Methods in Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 523</td>
<td>Seminar in Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 524</td>
<td>Applied Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>KIN 598</td>
<td>Capstone Research Experience in Exercise Physiology</td>
<td>6</td>
</tr>
<tr>
<td>or KIN 599</td>
<td>Thesis Research/Writing</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 15

**Fitness Management Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSA 515</td>
<td>Recreation and Sport Facility Development</td>
<td>3</td>
</tr>
<tr>
<td>RSA 517</td>
<td>Legal Issues in Recreation and Sport</td>
<td>3</td>
</tr>
<tr>
<td>RSA 519</td>
<td>Fiscal Practices in Recreation and Sport</td>
<td>3</td>
</tr>
<tr>
<td>KIN 525</td>
<td>Fitness Management</td>
<td>3</td>
</tr>
<tr>
<td>KIN 596</td>
<td>Practicum in Exercise Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

**Physical Education Teacher Leader Concentration Requirements (31 hours)**

The Physical Education Teacher Leader concentration requires 10-16 credit hours of Professional Education Core, including 3 credit hours of Action Research; and 15 credit hours of Physical Education Specialization courses.

The Teacher Education Concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas to discuss and work on real world challenges and promising practices they encounter in schools.
The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various grade levels, content, and community areas. The second component is the specialization that allows the candidate to expand content, pedagogy, and/or leadership skills. The Physical Education Teacher Leader concentration consists of KIN 503, KIN 505, KIN 508, KIN 520, and RSA 534. This specialization allows for professional growth concurrent with the goals of the candidate. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the degree.

During the first course in the program, TCHL 500, students will complete an assessment process that will be used in determining which TCHL core courses they must take in the professional education core. All students must complete TCHL 500, TCHL 530, TCHL 545, TCHL 555, TCHL 559, and TCHL 560 or pass proficiency evaluations for TCHL 545 and TCHL 555.

**Level I) Professional Education Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 545</td>
<td>Classroom Instruction Strategies</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 555</td>
<td>School and Classroom Assessment 1</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 559</td>
<td>Action Research Design for Teacher Leaders</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mid-Point Assessment Requirements**

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate's program of study does not include the courses. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.

**Level II) Specialization Component**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 503</td>
<td>Advanced Motor Learning and Control</td>
<td>3</td>
</tr>
<tr>
<td>KIN 505</td>
<td>Foundations of Curriculum Construction</td>
<td>3</td>
</tr>
<tr>
<td>KIN 508</td>
<td>Adaptive Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 520</td>
<td>Teaching Strategies in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>RSA 534</td>
<td>Facility Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 31

1. If the proficiency exams for TCHL 545 and TCHL 555 are passed, 6 hours of advisor approved electives will be needed to replace those courses.

**Completion Requirements**

1. TCHL 560 - Action Research for Teacher Leaders
2. Present research results in a venue approved by the advisor.
3. Achieve a minimum 3.0 GPA in overall coursework.

**Nonprofit Administration, Certificate (0463)**

**Program Coordinator**
Raymond A. Poff, raymond.poff@wku.edu, (270) 745-2498

The graduate certificate in Nonprofit Administration prepares students for careers in, and service to, the nonprofit sector. Guided by national curricular guidelines, the focused program addresses current issues and skills relevant to the nonprofit sector.

**Program Admission**

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSA 560</td>
<td>Issues in Nonprofit Administration</td>
<td>3</td>
</tr>
<tr>
<td>RSA 565</td>
<td>Nonprofit Grant Writing and Fundraising</td>
<td>3</td>
</tr>
<tr>
<td>RSA 570</td>
<td>Fiscal Administration in the Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>RSA 585</td>
<td>Nonprofit Practicum 1</td>
<td>3</td>
</tr>
</tbody>
</table>

1. At the discretion of the graduate certificate program coordinator, a course substitution may be available by advisement for RSA 585.
Physical Education, Minor (023)

Courses in Physical Education may constitute a minor in the Master of Arts in Education. Consult the School of Teacher Education for further program information.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements

Minor Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 504</td>
<td>Advanced Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 505</td>
<td>Foundations of Curriculum Construction</td>
<td>3</td>
</tr>
<tr>
<td>KIN 508</td>
<td>Adaptive Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 520</td>
<td>Teaching Strategies in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>12</td>
</tr>
</tbody>
</table>

1 Students who have taken an adaptive physical education course in their undergraduate program may substitute an elective course for KIN 508.

Recreation and Sport Administration, Master of Science (095)

Program Coordinator

Fred W. Gibson, fred.gibson@wku.edu, (270) 745-6021

This program is designed to prepare professional Recreation and Sport Administration practitioners for a wide range of occupations. The program offers six concentrations:

1. General
2. Interscholastic Athletic Administration and Coaching
3. Facility and Event Management
4. Sport Media and Branding
5. Athletic Training
6. Intercollegiate Athletic Administration

The General concentration provides opportunity for study in a specialized area of recreation and sport as students select three elective courses in their area of interest. The Interscholastic Athletic Administration and Coaching concentration provides an opportunity for persons interested in Athletic Administration to gain knowledge, research and experience in this dynamic area. The Facility and Event Management concentration allows for professional development in the rapidly growing discipline of facility and event management. The Sport Media and Branding concentration is designed for students interested in sport media relations, sport branding, digital media production and distribution, and sport sponsorships. The Athletic Training concentration provides the certified and certification-eligible athletic training student an opportunity to further develop knowledge and skills related to this vibrant field. The program is appropriate for athletic trainers in all employment settings. The Intercollegiate Athletic Administration concentration is designed for individuals looking to enter the field or professionalize their experience in intercollegiate athletics.

Program Admission

Applicants to the Recreation and Sport Administration graduate program must submit the following:

- A bachelor's degree from an accredited college or university
- An official transcript from the college or university granting the baccalaureate degree
- A cumulative baccalaureate grade point average (GPA) of at least 2.5 on a 4.0 scale OR
  - A GPA of at least 2.75 on a 4.0 scale in the last 60 hours completed OR
  - A GPA of at least 3.0 in the major content area on a 4.0 scale
- A Statement of Professional Intent which adheres to the following guidelines. Statement should provide a sample of the applicant’s writing style and ability. It should be 2-3 double-spaced pages in length and is expected to be well organized, clearly written, and error free. It should include an introduction, responses to the three questions listed below, and a conclusion:
  - Why do you want to pursue this degree?
  - What related qualifications and/or experiences do you bring to the program?
  - What are your career goals after completing the program?
• National Athletic Training Association (NATA) Certified Athletic Trainer (ATC) or certification- eligible for the Athletic Training concentration only

Conditional Admission Requirements
The KRS Graduate Committee may conditionally admit individuals not meeting the above criteria with the additional submission of the following for review:

• A resume including career objective, professional experience, and relevant coursework completed

If accepted conditionally, students must complete the following to be moved from conditional admission to full admission status:

• Must maintain at least a 3.0 overall GPA in the first 12 credit hours
• Must not receive a grade below B in the first 12 credit hours

Students meeting these requirements in the first 12 hours will be fully admitted. Students who do not meet these requirements in the first 12 hours will be dismissed from the program.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (33 hours)

Core Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSA 501</td>
<td>Research Methods in Recreation and Sport</td>
<td>3</td>
</tr>
<tr>
<td>RSA 513</td>
<td>Recreation and Sport Administration</td>
<td>3</td>
</tr>
<tr>
<td>RSA 515</td>
<td>Recreation and Sport Facility Development</td>
<td>3</td>
</tr>
<tr>
<td>RSA 517</td>
<td>Legal Issues in Recreation and Sport</td>
<td>3</td>
</tr>
<tr>
<td>RSA 519</td>
<td>Fiscal Practices in Recreation and Sport</td>
<td>3</td>
</tr>
<tr>
<td>RSA 521</td>
<td>Public Relations in Recreation and Sport</td>
<td>3</td>
</tr>
<tr>
<td>RSA 523</td>
<td>Theoretical Foundations of Recreation and Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration
Select a concentration 12

Total Hours 33

Concentrations

General Concentration (RECG)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSA 590</td>
<td>Practicum in Recreation and Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 9 hours of electives 9

Total Hours 12

Facility and Event Management Concentration (REFM)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSA 590</td>
<td>Practicum in Recreation and Sport</td>
<td>3</td>
</tr>
<tr>
<td>RSA 534</td>
<td>Facility Management</td>
<td>3</td>
</tr>
<tr>
<td>RSA 536</td>
<td>Event Management</td>
<td>3</td>
</tr>
<tr>
<td>RSA 538</td>
<td>Facility and Event Security Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12

Interscholastic Athletic Administration & Coaching Concentration (REIA)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSA 538</td>
<td>Facility and Event Security Management</td>
<td>3</td>
</tr>
<tr>
<td>RSA 542</td>
<td>Investigation of Current Interscholastic Athletics Issues</td>
<td>3</td>
</tr>
<tr>
<td>RSA 543</td>
<td>Sports Medicine Administration for Interscholastic Athletics</td>
<td>3</td>
</tr>
<tr>
<td>RSA 544</td>
<td>Practicum in Interscholastic Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12

Sport Media and Branding Concentration (RESN)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD 536</td>
<td>Sport Branding: A New Game</td>
<td>3</td>
</tr>
<tr>
<td>AD 537</td>
<td>Sport Sponsorships: New Revenue Strategies</td>
<td>3</td>
</tr>
<tr>
<td>PR 543</td>
<td>Strategic Public Relations Writing for Sport</td>
<td>3</td>
</tr>
<tr>
<td>PR 547</td>
<td>Issues in Sport Media Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12
Athletic Training Concentration (REAT)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 528</td>
<td>Dynamics of Injury Management</td>
<td>3</td>
</tr>
<tr>
<td>RSA 546</td>
<td>Leadership and Ethics in Sports Health Care</td>
<td>3</td>
</tr>
<tr>
<td>KIN 503</td>
<td>Advanced Motor Learning and Control</td>
<td>3</td>
</tr>
<tr>
<td>KIN 524</td>
<td>Applied Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Intercollegiate Athletic Administration Concentration (REAA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSA 538</td>
<td>Facility and Event Security Management</td>
<td>3</td>
</tr>
<tr>
<td>RSA 554</td>
<td>Student-Athlete Development</td>
<td>3</td>
</tr>
<tr>
<td>RSA 556</td>
<td>Governance in Intercollegiate Athletics</td>
<td>3</td>
</tr>
<tr>
<td>RSA 558</td>
<td>Compliance in Intercollegiate Athletics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
School of Nursing

www.wku.edu/nursing
nursing@wku.edu
Mary Bennett, Director
Health Sciences Complex 2200
Phone (270) 745-3391

Degree(s)

• Doctor of Nursing Practice (DNP) (p. 188)
• Master of Science in Nursing (MSN) (p. 190)

Certificate Program(s)

• Emergency Nurse Practitioner (Certificate) (p. 185)
• Family Nurse Practitioner (Certificate) (p. 186)
• Nurse Administrator (Post-MSN Certificate) (p. 187)
• Nursing Education (Post-MSN Certificate) (p. 187)
• Psychiatric Mental Health Nurse Practitioner (Certificate) (p. 193)

Faculty

Professor
Cathy H. Abell, PhD (Educational Leadership Organizational Development), University of Louisville, 2009
Mary P. Bennett, DNS (Doctoral Nursing, Medical Nursing), Rush University, 1997
Beverly E. Siegrist, EdD (Educational Administration), University of Louisville, 2000

Clinical Assistant Professor
Andrea F. Brooks, MSN (Nursing, Family Nurse Practitioner), Western Kentucky University, 2010

Associate Professor
Beverley E. Holland, PhD (Rehabilitation), Southern Illinois University Carbondale, 1989
Maria E. Main, DNP (Nursing Practice), University of Kentucky, 2010
Lizbeth P. Sturgeon, PhD (Nursing), University of Kentucky, 2012
Dawn G. Wright, PhD (Nursing Science), Vanderbilt University, 2008

Assistant Professor
Maire M. Blankenship, MSN, Western Kentucky University, 2010
Lorraine Borrmann, PhD (Educational Leadership Organizational Development), University of Louisville, 2011
Tonya M. Bragg-Underwood, DNP (Nursing Practice, MSN to DNP), Western Kentucky University, 2014
Mary L. Bramstetter, DNP (Nursing Practice, Post Master Science in Nursing), University of Kentucky, 2011
Lynette S. Smith, PhD (Nursing), Medical University of South Carolina, 2012

Instructor
Veletta L. Ogas, MS (Family Nurse Practitioner), California State Un-Fullerton, 2007

Emergency Nurse Practitioner, Certificate (0480)

Program Coordinator
Maria E. Main, eve.main@wku.edu, (270) 745-3489

This certificate is intended for family, adult, and pediatric nurse practitioners currently practicing in emergency departments, critical access hospitals, and urgent care settings. It provides nursing professionals the opportunity to develop skills and competencies identified by the National Organization of Nurse Practitioner Faculty (NONPF) as essential in these practice settings. The curriculum is built upon the NONFP competencies and the American Nurses Credentialing Commission (ANCC) requirements for advanced specialty certification.

Program Admission
1. Current resume
2. Goal statement
3. Three references on form provided
4. Completion of MSN program with a specialty in Family Nurse, Pediatric, or Adult Nurse Practitioner
5. Provide proof of national certification in specialty
6. Hold unencumbered APRN license in Kentucky or state of residence
7. One year of experience as NP

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)
The pharmacology course requirement may be transferred from an accredited nursing program if successfully completed within the past 6 years and provided documentation of update through continuing education.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 515</td>
<td>Advanced Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 650</td>
<td>Emergency/Urgent Care I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 651</td>
<td>Emergency/Urgent Care Clinical I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 652</td>
<td>Emergency/Urgent Care II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 653</td>
<td>Emergency/Urgent Care Clinical II</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours: 12

Family Nurse Practitioner, Certificate (0449)

Program Coordinator
Beverly E. Siegrist, beverly.siegrist@wku.edu, (270) 745-3490

This certificate is for students who have completed a master's degree in nursing and desire to pursue a non-degree course of study that leads to eligibility to take a national Family Nurse Practitioner certification examination.

Program Admission

Admission to the Post MSN Certificate is competitive and limited to available space, clinical sites, and clinical preceptors. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant’s professional work experience, statement of professional and personal goals, and professional references. An interview may be requested following a review of admission materials but does not assure acceptance into the program.

Minimum Admission Standards
1. Earned MSN degree from nationally accredited nursing program
2. Hold unencumbered or have applied for RN licensure in Kentucky or compact state
3. Submission of official transcripts that document a cumulative MSN GPA of at least 3.0 on 4.0 scale
4. One year of full-time clinical experience as a registered nurse in a setting supporting primary care practice such as acute care, long term care, home health, etc.

Additional Required Application Materials
5. A written goal statement (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing your personal and professional career goals; your academic strengths and weaknesses; planned location of clinical practicum experiences and potential clinical preceptors; and role change anticipated following completion of certification
6. Three professional references (on form provided) to include current nurse manager or nurse administrator and nurse faculty if a recent (<3 yrs.) MSN graduate.
7. Professional resume

All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by the Graduate School does not assure acceptance into the certificate program. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (17 hours)

Students may transfer up to 12 hours of the courses listed below.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 508</td>
<td>Advanced Issues in Professional Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509</td>
<td>Practice Management for Advanced Practice Nurses</td>
<td>1</td>
</tr>
<tr>
<td>NURS 546</td>
<td>Primary Care of the Infant, Child, and Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>NURS 547</td>
<td>Primary Care of the Infant, Child and Adolescent Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 548</td>
<td>Primary Care of the Adult</td>
<td>3</td>
</tr>
</tbody>
</table>
The Nurse Administrator Certificate is designed for MSN prepared nurses currently practicing in nursing management or interested in a future career change to this specialty. The curriculum is designed to enhance nursing administration and leadership skills in a variety of health care settings. MSN students in other nursing specialties may enroll in this certificate. All of the required courses comprise the nurse administrator specialty core curriculum. Specific support courses in the categories listed are selected by the student and approved by the nursing advisor.

Program Admission

Admission to the Post MSN Certificate is competitive and limited to available space, clinical sites, and clinical preceptors. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant’s professional work experience, statement of professional and personal goals, and professional references. An interview may be requested following a review of admission materials but does not assure acceptance into the program.

Minimum Admission Standards

1. Earned MSN degree from nationally accredited nursing program
2. Hold unencumbered or have applied for RN licensure in Kentucky or compact state
3. Submission of official transcripts that document a cumulative MSN GPA of at least 3.0 on 4.0 scale
4. One year of full-time clinical experience as a registered nurse in a setting supporting primary care practice such as acute care, long term care, home health, etc.

Additional Required Application Materials

5. A written goal statement (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing your personal and professional career goals; your academic strengths and weaknesses; planned location of clinical practicum experiences and potential clinical preceptors; and role change anticipated following completion of certification
6. Three professional references (on form provided) to include current nurse manager or nurse administrator and nurse faculty if a recent (<3 yrs.) MSN graduate.
7. Professional resume

All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by the Graduate School does not assure acceptance into the certificate program. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (19 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 508</td>
<td>Advanced Issues in Professional Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NURS 528</td>
<td>Leadership and Management in Nursing Administration</td>
<td>3</td>
</tr>
<tr>
<td>NURS 530</td>
<td>Nursing Administration Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Select a Business Management/Finance Support Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select an Organizational Theory/Health Care System Support Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select a Human Resource Management Support Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select a Health Care Ethics/Law Support Course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 19
Program Admission

Admission to the Post MSN Certificate is competitive and limited to available space, clinical sites, and clinical preceptors. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant’s professional work experience, statement of professional and personal goals, and professional references. An interview may be requested following a review of admission materials but does not assure acceptance into the program.

Minimum admission standards:

1. Earned MSN degree from nationally accredited nursing program
2. Hold unencumbered or have applied for RN licensure in Kentucky or compact state
3. Submission of official transcripts that document a cumulative MSN GPA of at least 3.0 on 4.0 scale
4. One year of full-time clinical experience as a registered nurse in a setting supporting primary care practice such as acute care, long term care, home health, etc.

Additional Required Application Materials:

1. A written goal statement (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing your personal and professional career goals; your academic strengths and weaknesses; planned location of clinical practicum experiences and potential clinical preceptors; and role change anticipated following completion of certification
2. Three professional references (on form provided) to include current nurse manager or nurse administrator and nurse faculty if a recent (<3 yrs.) MSN graduate.
3. Professional resume

All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by the Graduate School does not assure acceptance into the certificate program. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 508</td>
<td>Advanced Issues in Professional Nursing</td>
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</tr>
<tr>
<td>NURS 517</td>
<td>Advanced Applied Pharmacology</td>
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</tr>
<tr>
<td>NURS 518</td>
<td>Clinical Teaching in Nursing</td>
<td>3</td>
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<tr>
<td>NURS 520</td>
<td>Teaching in Schools of Nursing</td>
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</tr>
<tr>
<td>NURS 522</td>
<td>Teaching in Schools of Nursing Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours 12

Nursing, Doctor of Nursing Practice (0011)

Program Coordinator
Maria E. Main, eve.main@wku.edu, (270) 745-3489

The WKU Doctorate of Nursing Practice (DNP) program is a practice focused degree preparing advanced practice nurses to assume leadership roles in healthcare. The curriculum, based on a scientific foundation for advanced practice, is designed to emphasize evidence-based practice, leadership, health policy development, and organizational analysis and change. The Post-MSN and the BSN to DNP options are available. Students completing the BSN-DNP option have a Family Nurse Practitioner (FNP) specialization and are eligible to sit for national board certification as an FNP. Both options complete a practice immersion experience and culminating DNP Project.

Program Admission

1. BSN or MSN from a CCNE (Commission on Collegiate Nursing Education) or Accreditation Commission for Education in Nursing (ACEN, formerly NLNAC/National League for Nursing Accrediting Commission) accredited nursing program
2. GPA - 3.25 cumulative in BSN or MSN
3. Undergraduate degree from an international university outside the U.S. or English is second language submit appropriate TOFEL scores (policy established by the Graduate School)
4. Three professional references
5. Written goal statement
6. Resume highlighting past education, relevant clinical experience, scholarly endeavors and professional service (BSN to DNP students must document one year of full time experience as a registered nurse)
7. Professional license
   a. MSN - current and unencumbered RN and APN license (if applicable) in the state residence in which clinical experiences will be completed.

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b. BSN - current and unencumbered RN license in Kentucky or compact state

The following requirements only apply to the MSN to DNP option:

8. Completed verification of post-baccalaureate practice hours form. (Applicants who cannot demonstrate a minimum of 500 clinical clock hours in graduate program will be expected to complete clinical course work beyond the proposed curriculum.)

9. Graduate level statistics course within past 5 years

Following review of the admission materials by the Graduate Committee, applicants may be invited to interview with graduate faculty. Admissions are competitive. Documentation that an applicant meets the minimum admission requirements does not ensure admission to the program. It is expected that applicants have moderate technology skills and access to a personal computer and high speed DSL or broadband internet service.

The WKU DNP program is a practice focused degree preparing advanced practice nurses to assume leadership roles in healthcare. The curriculum is based upon a strong scientific foundation for practice and is designed to emphasize evidence-based practice, leadership, health policy development, organizational analysis, and change. A Post-MSN option for nurse practitioners or nurse administrators and a BSN to DNP option for students seeking a family nurse practitioner (FNP) degree is available. WKU FNP students are eligible to sit for national certification as family nurse practitioners (FNP). All students complete a practice immersion experience and culminating DNP Project with a patient population or in a healthcare system that demonstrates application of advanced clinical and evidence-based practice. It will serve as a foundation for future scholarly practice.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

BSN to DNP Program Requirements (76 hours)

The BSN to DNP is a 76 hour credit program with both full and part time options.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 500</td>
<td>Advanced Physiological and Pathophysiological Concepts</td>
<td>4</td>
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<tr>
<td>NURS 503</td>
<td>Advanced Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>NURS 504</td>
<td>Theoretical Foundations of Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 505</td>
<td>Advanced Health Assessment Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NURS 508</td>
<td>Advanced Issues in Professional Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509</td>
<td>Practice Management for Advanced Practice Nurses</td>
<td>1</td>
</tr>
<tr>
<td>NURS 510</td>
<td>Graduate Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515</td>
<td>Advanced Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 546</td>
<td>Primary Care of the Infant, Child, and Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>NURS 547</td>
<td>Primary Care of the Infant, Child and Adolescent Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 548</td>
<td>Primary Care of the Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 549</td>
<td>Primary Care of the Adult Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 554</td>
<td>Primary Care Internship</td>
<td>5</td>
</tr>
<tr>
<td>NURS 601</td>
<td>Orientation to Doctor of Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 605</td>
<td>Leadership in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 620</td>
<td>Biostatistics for Healthcare Professionals</td>
<td>3</td>
</tr>
<tr>
<td>NURS 630</td>
<td>Advanced Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 700</td>
<td>Healthcare Leadership and Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 701</td>
<td>Leadership in Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 712</td>
<td>Evidenced-Based Practice</td>
<td>3</td>
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<tr>
<td>NURS 714</td>
<td>Economic and Financial Influences in Healthcare Systems</td>
<td>3</td>
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<tr>
<td>NURS 740</td>
<td>Technology in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NURS 750</td>
<td>Program Development and Evaluation in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NURS 755</td>
<td>Quality Improvement in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NURS 765</td>
<td>Institutional Review Board Process in Nursing</td>
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</tr>
<tr>
<td>NURS 780</td>
<td>Clinical Practicum</td>
<td>6</td>
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</tbody>
</table>

Total Hours: 76

MSN to DNP Program Requirements (36 hours)

The Post-Master's DNP program is a 36 credit hour program with both full and part-time options.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 601</td>
<td>Orientation to Doctor of Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 620</td>
<td>Biostatistics for Healthcare Professionals</td>
<td>3</td>
</tr>
<tr>
<td>NURS 630</td>
<td>Advanced Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 700</td>
<td>Healthcare Leadership and Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 701</td>
<td>Leadership in Health Policy</td>
<td>3</td>
</tr>
</tbody>
</table>
Nursing, Master of Science in Nursing (149)

Program Coordinator
Beverly E. Siegrist, beverly.siegrist@wku.edu, (270) 745-3490

The MSN builds on the first professional degree, the baccalaureate of science in nursing. The purpose of the program is to develop expertise in advanced nursing practice that demands increased accountability, proficiency, and leadership.

Program Admission

This program is for experienced associate-degree prepared RN's with a baccalaureate in a related degree who are seeking entrance into either the Nurse Educator or Nurse Administrator concentrations.

**AD to MSN Program**

Applicants for the AD to MSN program must meet the following requirements:

1. Applicants must hold an associate degree in nursing from an ACEN (formerly NLNAC) accredited program and a baccalaureate degree in a related field from an accredited college or university with an undergraduate GPA of 3.0 on a 4.0 scale. Examples of related health care fields include the following: Health Care Administration, Public Health, Psychology, Gerontology, Speech Language Pathology, Social Work.

2. Hold unencumbered RN licensure at the time of application, and must be licensed in the state where clinical experiences will be completed.

3. Applicants will be required to complete the GRE in the following instance:
   a. Less than a 3.0 cumulative GPA

4. One year of full-time nursing experience is required prior to enrolling in graduate level courses.

5. Submission of:
   a. A written goal statement responding to questions listed on the MSN web page;
   b. 3 professional references on form provided to include the following
      i One reference from a nurse manager or nurse administrator, and
      ii One reference from a nursing faculty from the student's associate degree nursing program if it is three years or less from graduation date.
   c. Professional resume

6. All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by the Graduate School does not assure acceptance into the MSN program. Admission is competitive.

7. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating admission materials.

*The Graduate Faculty may schedule a personal interview after all required forms have been received.

**AD to MSN Progression Requirements**

1. MSN students must adhere to progression requirements found in the WKU Graduate School of Nursing Handbook and WKU Graduate Catalog.

2. MSN students must earn a 3.0 (B) in each specialty course before progressing to the next course according to the recommended curriculum sequence.

3. Students entering the AD to MSN track, for either the Nurse Educator or Nurse Administrator concentration, must first complete NURS 408 Professional Issues and NURS 430, earning a grade of B (3.0) in each course, before enrolling in graduate level MSN courses. A graduate level statistics is an exception and may be completed with NURS 408 and NURS 430.

**BSN to MSN Program**

Admission to the MSN program is competitive and limited to available space. Following initial review, if applicant meets minimum admission standards, consideration is given to the applicant’s professional work experience, statement of professional and personal goals, and professional references. An interview may be requested following a review of admission materials but does not assure acceptance into the program.

Minimum admission requirements:

1. Earned BSN degree from nationally accredited nursing program

2. Hold unencumbered RN licensure at the time of application, and must be licensed in the state where clinical experiences will be completed.
3. Cumulative GPA of at least 3.0 on 4.0 scale
4. Applicants with a cumulative GPA between 2.75-2.99 in the BSN degree, will be considered for admission provided they have at least a 3.0 GPA in the last 60 hours of the BSN degree; and have a satisfactory review of additional required admission materials (goal statement, resume, references); plus a positive interview. Admission if approved will be on a probationary status requiring that the student earn a minimum grade of B in each course in the first 12 hours of the program.
5. Psychiatric NP applicants must document at least one year of RN experience in a psychiatric mental health nursing before the start of clinical course in the program. Post-MSN FNP Certificate applicants must document a minimum of one year of RN experience prior to acceptance.

Additional Required Application Materials:

6. A written goal statement (500-700 words in length, 12 pt. font, in Microsoft Word or RTF) describing your personal and professional career goals; your academic strengths and weaknesses; life modifications you will make to help you be successful in the program; and, your understanding of online or independent learning.
7. Three professional references (on form provided) to include nurse manager or nurse administrator and nursing faculty if a recent (<3 yrs.) BSN graduate.
8. Professional resume
9. All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by the Graduate School does not assure acceptance into the MSN program. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate School application, and submitting all required program materials.

*The Graduate Faculty may schedule a personal interview after all required forms have been received.

BSN to MSN Progression Requirements

1. MSN students must adhere to progression requirements found in the WKU Graduate Catalog.
2. Additionally MSN students must earn a 3.0 (B) in each specialty course before progressing to the next course according to the recommended curriculum sequence.

Special Admission Requirement for Psychiatric Mental Health Nurse Practitioner Concentration (MSNS)

Document at least one (1) year of experience working with people with psychiatric-mental health conditions.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements

Family Nurse Practitioner Concentration (42-48 hours)

This concentration prepares the graduate to sit for certification as an Advanced Registered Nurse Practitioner, more specifically, primary care or family nurse practitioner.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 500</td>
<td>Advanced Physiological and Pathophysiological Concepts</td>
<td>4</td>
</tr>
<tr>
<td>NURS 501</td>
<td>Nursing, Politics and Health Policy</td>
<td>2</td>
</tr>
<tr>
<td>NURS 503</td>
<td>Advanced Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>NURS 504</td>
<td>Theoretical Foundations of Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 505</td>
<td>Advanced Health Assessment Clinical</td>
<td>1</td>
</tr>
<tr>
<td>NURS 506</td>
<td>Transition to Advanced Nursing Practice</td>
<td>1</td>
</tr>
<tr>
<td>NURS 508</td>
<td>Advanced Issues in Professional Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NURS 509</td>
<td>Practice Management for Advanced Practice Nurses</td>
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</tr>
<tr>
<td>NURS 510</td>
<td>Graduate Nursing Research</td>
<td>3</td>
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<tr>
<td>NURS 512</td>
<td>Research Applications</td>
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<tr>
<td>NURS 515</td>
<td>Advanced Pharmacology</td>
<td>4</td>
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<td>NURS 546</td>
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<tr>
<td>NURS 547</td>
<td>Primary Care of the Infant, Child and Adolescent Clinical</td>
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<tr>
<td>NURS 548</td>
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<tr>
<td>NURS 549</td>
<td>Primary Care of the Adult Clinical</td>
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<tr>
<td>NURS 554</td>
<td>Primary Care Internship</td>
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<tr>
<td>Optional thesis</td>
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</tbody>
</table>

Total Hours: 42-48
Nurse Educator Concentration (40-47 hours)
This option prepares the registered nurse for the roles of nursing faculty in university or community college settings. One year of practice as a registered nurse is required prior to completing any clinical courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 501</td>
<td>Nursing, Politics and Health Policy</td>
<td>2</td>
</tr>
<tr>
<td>NURS 503</td>
<td>Advanced Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>NURS 504</td>
<td>Theoretical Foundations of Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 505</td>
<td>Advanced Health Assessment Clinical</td>
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<td>NURS 510</td>
<td>Graduate Nursing Research</td>
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<tr>
<td>NURS 512</td>
<td>Research Applications</td>
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</tr>
<tr>
<td>NURS 513</td>
<td>Advanced Pharmacology for Nurse Educators</td>
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<tr>
<td>NURS 519</td>
<td>Advanced Pathophysiology for Nurse Educators</td>
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</tr>
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<td>NURS 522</td>
<td>Teaching in Schools of Nursing Internship</td>
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</tr>
<tr>
<td>NURS 531</td>
<td>Clinical Teaching in Nursing Education</td>
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</tr>
<tr>
<td>NURS 532</td>
<td>Teaching in Nursing: Roles and Professional Issues</td>
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<tr>
<td>NURS 560</td>
<td>Curriculum Development in Nursing Education</td>
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<td>NURS 561</td>
<td>Distance Education &amp; Technology in Nursing</td>
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<td>NURS 563</td>
<td>Teaching in Healthcare Organizations</td>
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<td>NURS 564</td>
<td>Teaching in Healthcare Organizations Practicum (optional)</td>
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<td>NURS 565</td>
<td>Teaching Strategies in Nursing Education</td>
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<tr>
<td>NURS 605</td>
<td>Leadership in Nursing Practice</td>
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<td>NURS 606</td>
<td>Advanced Clinical Practice</td>
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<td>NURS 662</td>
<td>Assessment and Evaluation in Nursing Education</td>
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<tr>
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<td><strong>Total Hours</strong></td>
<td><strong>40-47</strong></td>
</tr>
</tbody>
</table>

1 Students entering the AD to MSN Nurse Educator Option must first complete NURS 408 and NURS 430.

Nurse Administrator Concentration (33 hours)
This concentration prepares graduates for advanced practice as a nurse administrator or nurse manager in various health care settings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 501</td>
<td>Nursing, Politics and Health Policy</td>
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<tr>
<td>NURS 504</td>
<td>Theoretical Foundations of Professional Nursing</td>
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<td>NURS 506</td>
<td>Transition to Advanced Nursing Practice</td>
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<td>NURS 508</td>
<td>Advanced Issues in Professional Nursing</td>
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<tr>
<td>NURS 510</td>
<td>Graduate Nursing Research</td>
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<td>NURS 512</td>
<td>Research Applications</td>
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<td>NURS 528</td>
<td>Leadership and Management in Nursing Administration</td>
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<tr>
<td>NURS 530</td>
<td>Nursing Administration Practicum</td>
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<td>Select a Graduate Statistics course</td>
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<td>Select one Business Management/Finance course of the following:</td>
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<tr>
<td></td>
<td>BA 501</td>
<td>Survey of Economic Theory</td>
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<tr>
<td></td>
<td>ECON 501</td>
<td>Survey of Economic Theory</td>
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<td></td>
<td>BA 505</td>
<td>Survey of Accounting Principles</td>
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<td>HCA 545</td>
<td>Managerial Finance for Health Services</td>
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<td></td>
<td>HCA 401G</td>
<td>Fundamentals of Health Care Financial Management</td>
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<tr>
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<td>Select one Organizational Theory/Healthcare Systems course of the following:</td>
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<td></td>
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<td>Advanced Organizational Behavior</td>
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<td>HCA 540</td>
<td>Health Care Organization and Management</td>
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<tr>
<td></td>
<td>HCA 544</td>
<td>Healthcare Systems Design and Behavior</td>
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<tr>
<td></td>
<td>HCA 574</td>
<td>Decision Making in Health Care</td>
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<tr>
<td></td>
<td>LEAD 500</td>
<td>Effective Leadership Studies</td>
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<tr>
<td></td>
<td>Select one Human Resource Management/Communication course of the following:</td>
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<tr>
<td></td>
<td>HCA 542</td>
<td>Health Care Human Resources Administration</td>
</tr>
<tr>
<td></td>
<td>PS 520</td>
<td>Elements of Public Administration</td>
</tr>
</tbody>
</table>

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COMM 528  Communication in the Nonprofit Sector
COMM 551  Employee Communication
COMM 564  Crisis Communication
COMM 581  Applied Organizational Communication
COMM 461G  Organizational Communication

Select one Health Care Ethics/Law course of the following: 3
HCA 551  Health Care Jurisprudence
HCA 543  Health Care Quality and Accountability
PH 447G  Human Values/Health Sciences
LEAD 525  Leadership Ethics

Total Hours 33

1  Students entering the AD to MSN Nurse Administrator Option must first complete NURS 408 and NURS 430.
2  It is recommended that students complete three to four of the support courses prior to enrolling in NURS 528.
3  Support Courses selected in the categories above are with advisor approval. Suggested courses are included in each category, but are not all inclusive.

Psychiatric Mental Health Nurse Practitioner Concentration (43 hours)

The Psychiatric Mental Health Nurse Practitioner is prepared at the graduate level to diagnose, prescribe and treat psychiatric illnesses and mental health conditions across the lifespan. This concentration prepares the graduate to sit for certification as a Psychiatric Mental Health Nurse Practitioner (across the lifespan). See special admission criteria on the program admission section.

NURS 500  Advanced Physiological and Pathophysiological Concepts 4
NURS 501  Nursing, Politics and Health Policy 2
NURS 503  Advanced Health Assessment 2
NURS 504  Theoretical Foundations of Professional Nursing 3
NURS 505  Advanced Health Assessment Clinical 1
NURS 506  Transition to Advanced Nursing Practice 1
NURS 507  Advanced Psychiatric Nurse Practitioner Assessment and Clinical Interviewing Techniques 1
NURS 508  Advanced Issues in Professional Nursing 1
NURS 510  Graduate Nursing Research 3
NURS 511  Advanced Psychiatric Nurse Practitioner III 1
NURS 512  Research Applications 2
NURS 515  Advanced Pharmacology 4
NURS 523  Adv Psychiatric Nurse Practitioner I: Diag/Mgmt Psych Disorders in Adults and Elderly 3
NURS 524  Advanced Psychiatric Nurse Practitioner I: Clinical 2
NURS 525  Adv Psychiatric Nurse Practitioner II: Diag/Mgmt Psych Disorders in Child, Adolescent, Young Adult 3
NURS 526  Advanced Psychiatric Nurse Practitioner II: Clinical 2
NURS 527  Advanced Psychiatric Nurse Practitioner III: Internship 5
Select a Graduate Statistics course 3

Total Hours 43

Psychiatric Mental Health Nurse Practitioner, Certificate (0479)

Program Coordinator
Lynette S. Smith, lynette.smith@wku.edu, (270) 745-3487

The Psychiatric Mental Health Nurse Practitioner (PMHNP) certificate is for Advance Practice Registered Nurses (APRNs) who have completed a master’s degree or higher in nursing and desire to pursue a non-degree course of study that leads to eligibility to take a national Psychiatric Mental Health Nurse Practitioner (PMHNP) certification examination.

Program Admission
1. MSN degree from a CCNE or ACEN accredited nursing program
2. GPA of 3.0 on 4.0 scale.
3. Submit a copy of your professional license, current and unencumbered APRN and RN license in Kentucky or compact state.
4. If applicant has an undergraduate degree from an international university outside of the U.S. or if English is the applicant’s second language, submit appropriate TOFEL scores (policy established by the Graduate School).
5. Submit a WKU application for admission with appropriate fee
6. Provide official transcripts of all undergraduate and higher education coursework.
7. Provide three (3) professional references. If graduated from a BSN program within three (3) years of application, one (1) reference must be from a faculty of your program.
8. Submit a typed, 1-2 page goal statement.
9. Submit a resume highlighting past education, relevant clinical experience, scholarly endeavors and professional service
   a. Document one (1) year of full time RN and/or APRN clinical experience
   b. Document at least one (1) year of experience working with people with psychiatric mental health conditions
10. Successfully complete an interview with graduate faculty (scheduled upon completion of above).

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (17 hours)**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>NURS 507 Advanced Psychiatric Nurse Practitioner Assessment and Clinical Interviewing Techniques</td>
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<td>NURS 523 Adv Psychiatric Nurse Practitioner I: Diag/Mgmt Psych Disorders in Adults and Elderly</td>
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<td>NURS 524 Advanced Psychiatric Nurse Practitioner I: Clinical</td>
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<td>NURS 525 Adv Psychiatric Nurse Practitioner II: Diag/Mgmt Psych Disorders in Child, Adolescent, Young Adult</td>
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<td>NURS 526 Advanced Psychiatric Nurse Practitioner II: Clinical</td>
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<td>NURS 511 Advanced Psychiatric Nurse Practitioner III</td>
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<td>NURS 527 Advanced Psychiatric Nurse Practitioner III: Internship</td>
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<td><strong>Total Hours</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
Department of Social Work

www.wku.edu/socialwork/
swrk@wku.edu
J. Dean May, Department Head
Academic Complex 210
Phone (270) 745-2088

Degree(s)

- Master of Social Work (MSW) (p. 195)

Faculty

Professor
James D. May, EdD (Personnel Services, Higher Education), University of Memphis, 1990
Saundra H. Starks, EdD (Counseling Personnel Services, Counseling Psychology), University of Louisville, 1999

Associate Professor
Amy C. Cappiccie, PhD (Social Work), University of Louisville, 2006
Wesley J. Gabbard, PhD (Social Work), University of Alabama, 2004
Dana J. Sullivan, PhD (Social Work), University of Louisville, 2003

Assistant Professor
Patricia L. Desrosiers, PhD (Social Work), University of Louisville, 2009
Simon P. Funge, PhD (Social Welfare), University of California-Los Angeles, 2013
Melissa D. Green, PhD (SW Policy Plan Admin Soc Sci), Clark Atlanta University, 2015
Gayle M. Mallinger, PhD (Social Work), University of Pitts Pittsburgh Camp, 2010
April L. Murphy, PhD (Social Work), University of Louisville, 2012
Larry W. Owens, EdD (Leadership Education), Spalding University, 2007

Instructor
Laura H. Bain-Selbo, MA (Social Services Administration), University of Chicago, 1990
Allison Gibson, MSSW (Social Work), University of Louisville, 2005

Social Work, Master of Social Work (157)

Program Coordinator
Patricia L. Desrosiers, patricia.desrosiers@wku.edu, (270) 745-4557

The Master of Social Work (MSW) program at Western Kentucky University (WKU) prepares students for professional social work practice at the graduate level to meet the needs of increasingly diverse rural populations. It is particularly dedicated to addressing the work-force needs of agencies that serve families and communities. Moreover, the MSW curriculum emphasizes social work practice at the advanced level in rural communities.

There are two program options for students meeting the admission requirements outlined below. The Traditional Option requires 60 semester hours for students with a baccalaureate degree in any field and may be taken full or part-time. The Advanced Standing Option requires 33 semester hours for students who have earned a bachelor of social work (BSW) degree from an accredited social work program and who have fulfilled the additional admission requirements outlined below. The Advanced Standing Option may be taken full or part-time as well. All program options require students to complete SWRK 661 as a capstone course prior to graduation. This course integrates the entire curriculum in a comprehensive practice experience. Students are required to pass a comprehensive examination, the Practice Readiness Exam, prior to graduation.

Program Admission

Admission Requirements for the 60 hour Traditional Program

1. 2.75 or greater GPA based on the last 60 hours of undergraduate and/or graduate semester credit hours prior to admission. Students with a lower GPA must take the Graduate Record Exam (GRE) and achieve minimum scores of 139 on each of the sections (verbal and quantitative) and apply for Alternate Admissions (See Alternate Admissions and Admissions Appeal Process). Students testing before August 1, 2011 must achieve GRE scores of a total score (verbal and quantitative) of 800 or better and apply for Alternate Admissions. All GRE scores must have been taken within 5 years of the application date.
2. A Western Kentucky University Master of Social Work program application, personal statement, and writing sample.
3. Three completed WKU Master of Social Work program reference forms.
4. Demonstrated competence in the use of basic statistical methods through completion, with a minimum grade of "C", of an undergraduate or graduate course covering the portion of the research process involving the quantitative manipulation and analysis of data. This course should cover descriptive and inferential statistics. The student must submit documentation that this prerequisite has been met prior to program admission. Any course presented to fulfill the statistical competence requirement must have been completed within seven years prior to admission into the MSW program.
5. Liberal arts background - at least 30 hours in liberal arts coursework (social sciences, humanities, natural sciences, communications, mathematics, etc.), including at least one course in sociology, psychology, OR anthropology AND at least one course in American government, political science, OR economics. All courses counted towards the liberal arts requirement must have been completed with a final grade of "C" or higher. Applicants may be enrolled in liberal arts prerequisite courses while their MSW applications are being evaluated, but all of these courses must have been successfully completed before admission to the program. Offers of admission will be contingent upon the successful completion of all required courses.

6. Students at or above a 2.75 GPA on the last 60 hours of undergraduate and/or graduate semester credit hours (prior to admission) applying for the 60 hour Traditional Program who otherwise meet admission criteria in the application for the MSW program are not required to take the GRE for admission.

7. An interview may be required.

Alternate Admissions for the 60 hour Traditional Program

An applicant who believes that her/his individual circumstances warrant consideration for a waiver of the minimum admission requirement of an undergraduate GPA of 2.75 and 800 on the GRE must petition the MSW Program Director. Students must meet all other traditional program admission requirements. The request should be attached to the MSW application in the form of a statement entitled "Petition for Exceptional Consideration." The petition should include a statement indicating how failing to meet the minimum admission requirement of a 2.75 GPA and 800 GRE score does not adequately represent the applicant’s capabilities. The applicant should briefly discuss her/his demonstrated capacity for successful achievement of an arduous MSW program. For example, an applicant might provide evidence of:

1. Superior grades during the final semester(s) of work prior to graduation indicating a trend toward improved performance;
2. Competence through achievement in another graduate program; and/or
3. Outstanding work experience in human services (volunteer or paid).

The applicant should also discuss how she/he plans to address potential obstacles to successful completion of the program. Finally, the applicant should attest to the accuracy of all information provided in the petition, date and sign the document. The petition must be submitted with the application.

Admission Requirements for the Advanced Standing Option

1. Completion of a bachelor of social work (BSW) degree at a Council on Social Work Education (CSWE) accredited institution within the previous seven years with at least a 3.0 GPA based on the last 60 hours of undergraduate and/or graduate credit hours. Alternate Admissions is not an option for the Advanced Standing Program.
2. Satisfactory completion of a minimum of 400 hours of educationally based field instruction in direct practice with individuals, families, groups, and communities under appropriate social work supervision. A copy of the student’s final field evaluation must be submitted.
3. Completion of courses from the following subject areas within an accredited social work program at the upper-division (junior and senior) level with a grade of "C" or better in each course: Human Behavior and the Social Environment - one course; Social Welfare Policy and Services - one course; Social Work Practice - two courses to include study of intervention methods with individuals, families, small groups and communities; Social Work Research - one course in research methodology.
4. The GRE is not considered for admission to the Advanced Standing Program.
5. A Western Kentucky University Master of Social Work program application, personal statement, and writing sample.
7. Demonstrated competence in the use of basic statistical methods through completion, with a minimum grade of "C", of an undergraduate or graduate course covering the portion of the research process involving the quantitative manipulation and analysis of data. This course should cover descriptive and inferential statistics. The student must submit documentation that this prerequisite has been met prior to program admission. Any course presented to fulfill the statistical competence requirement must have been completed within seven years prior to admission into the MSW program.
8. Liberal arts background - at least 30 hours in liberal arts coursework (social sciences, humanities, natural sciences, communications, mathematics, etc.), including at least one course in sociology, psychology, OR anthropology AND at least one course in American government, political science, OR economics. All courses counted towards the liberal arts requirement must have been completed with a final grade of "C" or higher. Applicants may be enrolled in liberal arts prerequisite courses while their MSW applications are being evaluated, but all of these courses must have been successfully completed before admission to the program. Offers of admission will be contingent upon the successful completion of all required courses.
9. An interview may be required.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (33-60 hours)

Traditional Program Degree Requirements (60 hours)

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<th>Course</th>
<th>Fall Hours</th>
<th>Spring Hours</th>
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Total: 15 hours
### Advanced Standing Degree Requirements (33 hours)

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<tr>
<th>Fall</th>
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<td>SWRK 660</td>
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<td>15</td>
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</table>

Total Hours: 33

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1. May be taken in winter or summer term
Ogden College of Science and Engineering

www.wku.edu/ogden/ (http://www.wku.edu/ogden)
ogdencollegedeansoffice@wku.edu

Dr. Cheryl Stevens, Dean
College High Hall 2114
(270) 745-4449

History

Ogden College is located on the campus of an earlier educational institution established in Bowling Green in 1877 as a provision in the will of Major Robert W. Ogden. The original Ogden College closed, and its properties were leased to WKU in 1928. The name Ogden reappeared when the Ogden College of Science and Technology was established within Western Kentucky University in 1965.

Those interested in more detailed information regarding programs offered by departments of the College should follow the links listed under departments or email the Dean of Ogden College of Science and Engineering directly.

Since 1993, students and faculty at WKU have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 98 colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowships, scholarships, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education, the DOE facility that ORAU operates, our undergraduates, graduates, postgraduates, as well as our faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length ranges from one month to four years. Many of these programs are especially designed to increase the numbers of underrepresented minority students pursuing degrees in science and engineering related disciplines. For more information about ORAU and its programs, contact: Blaine R. Ferrell, Associate Vice-President for Research and the ORAU counselor for WKU.

Mission

Ogden College of Science and Engineering encompasses the applied and basic sciences, offering a broad range of degree programs in agriculture, biology, chemistry, computer science, construction management, engineering, geography, geology, architectural design, manufacturing sciences, mathematics, meteorology, and physics and astronomy.

In collaboration with the College of Education, Ogden College offers the SKyTeach Program for those interested in teaching science and math at middle or high school levels. This program is a replication of a nationally recognized program in teacher preparation developed at the University of Texas - Austin. WKU received $2.4 million in funding from Exxon/Mobil through the National Mathematics and Science Initiative to develop the SKyTeach program at WKU.

Ogden College of Science and Engineering is recognized by the high quality and success of its students and graduates that results from personal attention to student professional development through engagement with faculty in projects that expand on classroom instruction. The College’s mission is to create an academic environment of rigor and achievement, to cultivate a community of scholars, and to enhance interconnections among the disciplines.

Department of Agriculture

- Agriculture (MS) (p. 200)
- Agriculture (Minor) (p. 201)

Department of Architectural and Manufacturing Sciences

- Engineering Technology Management (MS) (p. 202)
- Lean Sigma (Certificate) (p. 203)

Department of Biology

- Biology (MS) (p. 206)
- Biology Education for Teacher Leaders (MAE) (p. 205)
- Biology (Minor (p. 208))

Department of Chemistry

- Chemistry (MS) (p. 209)
- Chemistry (Minor) (p. 211)
Department of Computer Science
  • Computer Science (MS) (p. 213)

Department of Engineering
(Undergraduate programs only)

Department of Geography and Geology
  • Geoscience (MS) (p. 218)
  • Geography Education for Teacher Leaders (MAE) (p. 216)
  • Geography (Minor) (p. 218)
  • Graduate Geographic Information Science (Certificate) (p. 220)

Department of Mathematics
  • Mathematics (MA) (p. 222)
  • Mathematics (MS) (p. 223)

Department of Physics and Astronomy
  • Homeland Security Science (MS) (p. 227)
  • Physics (Minor) (p. 228)

Department of Psychological Sciences
  • Psychology (MS) (p. 229)
Department of Agriculture

www.wku.edu/agriculture
agriculture@wku.edu
Linda Brown, Department Chair
Environmental Science and Technology 269
Phone (270) 745-3151

Degree(s)
- Agriculture (MS) (p. 200)

Minor(s)
- Agriculture (minor) (p. 201)

Faculty

Professor
Becky A. Gilfillen, PhD (Plant and Soil Science), University of Tennessee, Knoxville, 1999
Linda B. Gonzales, PhD (Agronomy), University of Georgia, 1987
Jack L. Rudolph, PhD (Agricultural Education, Educational Administration), PA State University Main Campus, 1987
William T. Willian, PhD (Plant Soil Science), University of Tennessee, Knoxville, 1995

Associate Professor
Stephen A. King, PhD (Agricultural Economics), Oklahoma State University Main Campus, 2004
Martin J. Stone, PhD (Agronomy), Texas A M University, 1994
Paul B. Woosley, PhD (Crop Science), University of Kentucky, 2002

Assistant Professor
Fred J. DeGraves, PhD (Veterinary Medical Sciences, Animal Science), North Carolina State University, 1991
Hunter O. Galloway, MS (Animal Science), West Texas A M University, 2010
Thomas W. Kingery, PhD (Agricultural Leadership, Education, Communications), Texas A M University, 2010

Instructor
Roger L. Dennis, MAE (Agriculture Education, Secondary Education), Western Kentucky University, 1992

Agriculture, Master of Science (052)

Program Coordinator
Fred J. DeGraves, fred.degraves@wku.edu, (270) 745-5960

The Master's Degree is a general degree in agriculture and can be thesis or non-thesis depending on student goals. The degree is general by design which allows for maximum flexibility for each student.

Program Admission
In addition to Graduate School admissions requirements, applicants should have an undergraduate major or area of concentration in agriculture or a related science. Non-agriculture undergraduate degree holders may be required to complete pertinent undergraduate courses in agriculture, as prescribed by the departmental graduate committee.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
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<tr>
<td>AGRI 491G Data Analysis and Interpretation</td>
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<tr>
<td>AGRI 528 Population Genetics</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 561 Agricultural Production and Economics</td>
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<td>AGRI 590 Experimental Design</td>
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<td>AGRI 598 Seminar</td>
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</table>

Electives
Select 15 hours

Total Hours 30
Agriculture, Minor (001)

This program provides graduate course work in agriculture and meets Kentucky certification requirements.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements

The student with a minor in agriculture shall take a minimum of 12 hours in agriculture and related areas as designated by the departmental advisor. The remaining hours will be taken in professional education.

1 Not required for thesis students
Department of Architectural and Manufacturing Sciences

www.wku.edu/msetm
ams@wku.edu
Greg Arbuckle, Department Chair
Environmental Science and Technology 204
Phone (270) 745-3251

Degree(s)
- Engineering Technology Management (MS) (p. 202)

Certificate Program(s)
- Lean Sigma (certificate) (p. 203)

Faculty

Professor
Kenneth B. Askins, EdD (Vocational Education), University of Kentucky, 1992
Neal E. Downing, MARCH (Architecture), University of California-Los Angeles, 1987

Associate Professor
Gregory K. Arbuckle, PhD (Technology Management (Quality Systems)), Indiana State University, 2004
Anthony M. Doggett, PhD (Education and Human Resource Studies), Colorado State University, 2003
Daniel D. Jackson, PhD (Industrial Education and Technology), Iowa State University, 1987
Bryan Reaka, PhD (Education (Workforce Education)), Southern Illinois University Carbondale, 2002

Assistant Professor
Shahnaz Aly, MARCH (Architecture), Texas A M University, 1999
Douglas E. Chelson, PhD (Civil Engineering), University of Maryland College Park, 2010
Muhammad P. Jahan, PhD (Mechanical Engineering), National University of Singapore, 2010
Hanna A. Khouryieh, PhD (Food Science), Kansas State University, 2006
Mark A. Revels, PhD (Technology Management, Industrial Training Development), Indiana State University, 2007
Don W. Schafer, PhD (Construction Management), Michigan State University, 2014

Engineering Technology Management, Master of Science (0447)

Program Coordinator
Anthony M. Doggett, mark.doggett@wku.edu, (270) 745-6951

The Master of Science in Engineering Technology Management develops leaders to support the needs of the modern world-wide industry. The curriculum enhances both career and personal objectives. Graduates of the program are equipped to manage organization resources, lead technological change, and strategically integrate higher level knowledge within their companies.

The Master of Science in Engineering Technology Management (MSETM) provides a broad-based core of management competency in business functions, along with a solid understanding of engineering technologies and capabilities. Courses build upon existing technical competency while allowing the student to customize their depth of study in specific management technologies that enhance long-term professional career goals.

Students may choose to takes classes via face-to-face or distance education format. All courses can be taken online. Online courses are delivered via Blackboard or interactive video.

Students are encouraged to deliver a peer-reviewed professional presentation or paper at a national conference of their choosing. The professional association for the MSETM program is the Association of Technology, Management, and Applied Engineering (ATMAE).

Joint Undergraduate Master's Program (JUMP)
This degree offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

Program Admission
1. Bachelor's degree from an accredited college or university (undergraduates may apply one semester prior to graduation).
2. Submission of official transcripts.
3. Completion the Graduate Record Exam (GRE), GMAT or equivalent.
4. A one or two page statement of purpose regarding the intentions for obtaining the degree and future career goals that would be supported by the degree.
5. A professional resume or vita.
International students may apply for full acceptance into the program by completing the above and providing evidence of an ability to communicate effectively in English.

International students may apply for conditional admission through one of the following:

1. Complete English as a Second Language Institute (ESLI) and the GRE.
2. Complete a pre-master’s program (PMP) for Engineering Technology Management.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (33 hours)

Required Courses
AMS 520 Resource Management 3
AMS 590 Operations Leadership 3
AMS 655 Project Management 3
AMS 671 Quality Management 3

Technical Concentration
Select three courses of the following: 9
- AMS 510 Emerging Technologies
- AMS 540 Theory of Constraints
- AMS 594 Lean Systems
- AMS 580 Six Sigma Quality
- AMS 588 Product Development
- AMS 650 Supply Chain Management

Electives
Select one of the following: 3
- AMS 530 Automated Data Collection Systems
- AMS 535 Workforce Development
- AMS 630 Legal and Ethical Issues in Technology

Research Tool
AMS 571 Research Methods in Technology Management 3

Select one of the following options: 6
- Thesis Option
  AMS 599 Thesis Research and Writing
- Non-Thesis Option
  AMS 690 Graduate Project

Total Hours 33

Other Requirements
Students are required to complete an oral defense of their Thesis or Graduate Project and complete a comprehensive written exam of their course work.

Lean Sigma, Certificate (0452)

Program Coordinator
Anthony M. Doggett, mark.doggett@wku.edu, (270) 745-6951

This 12-hour program provides preparation for professional certification and covers concepts, principles, and skills related to Six Sigma, Lean, Theory of Constraints, and total quality management. It is applicable for students and employees seeking Black/Green Belt or Lean certification.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

Required Core
AMS 540 Theory of Constraints 3
AMS 594 Lean Systems 3
AMS 580 Six Sigma Quality 3

Electives
Select one of the following: 3
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AMS 520</td>
<td>Resource Management</td>
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<tr>
<td>AMS 590</td>
<td>Operations Leadership</td>
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<tr>
<td>AMS 655</td>
<td>Project Management</td>
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<tr>
<td>AMS 671</td>
<td>Quality Management</td>
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</table>

**Total Hours**: 12
Department of Biology

www.wku.edu/biology
biology@wku.edu
Bruce A. Schulte, Department Head
Thompson Complex for Science, Center Wing (TCCW) 359
Phone (270) 745-3696

Degree(s)
• Biology (MS) (p. 206)
• Biology Education for Teacher Leaders (MAE) (p. 205)

Minor(s)
• Biology (minor) (p. 208)

Faculty

Professor
Cheryl D. Davis, PhD (Biology), Wake Forest University, 1988
Scott A. Grubbs, PhD (Biological Sciences, Ecology and Evolution), University of Pitts Pittsburgh Camp, 1997
Sigrid H. Jacobshagen, PhD (Biology), Free University of Berlin, 1988
Rodney A. King, PhD (Microbiology and Immunology), Virginia Commonwealth University, 1993
Douglas Mcelroy, PhD (Zoology), University of Maine, 1992
Albert J. Meier, PhD (Zoology), University of Georgia, 1995
Thomas K. Phillips, PhD (Entomology), The Ohio State University Main Campus, 1997
Claire A. Rinehart, PhD (Zoology), University of Georgia, 1984
Shivendra V. Sahi, PhD (Botany, Biotechnology), North Carolina State University, 1992
Bruce A. Schulte, PhD (Environmental and Forest Biology), SUNY Col Envrmntl Sci-Forestry, 1993
Michael K. Stokes, PhD (Biology, Systematics and Ecology), University of Kansas Main Campus, 1994

Pedagogical Assistant Professor
Kerrie L. McDaniel, PhD (Plant Biology), Southern Illinois University Carbondale, 1997

Associate Professor
Lawrence A. Alice, PhD (Plant Science), University of Maine, 1997
Michael L. Collyer, PhD (Zoology), North Dakota St University Main Campus, 2003
Kenneth M. Crawford, PhD (Biological Sciences), University of Michigan-Ann Arbor, 1988
Carl W. Dick, PhD (Zoology), Texas Tech University, 2005
Stephen H. Huskey, PhD (Biological Sciences), Florida Institute Technology, 2003
Philip W. Lovenroth, PhD (Zoology), University of Oklahoma Norman, 1997
Nancy A. Rice, PhD (Biochemistry), University of Tennessee, Memphis, 1999
Michael E. Smith, PhD (Marine Science), University of Texas at Austin, 2001
Robert E. Wyatt, PhD (Botany), University of Georgia, 1992

Assistant Professor
Noah T. Ashley, PhD (Zoology), University of Washington, 2004
Chandrananth Emani, PhD (Science), Osmania University, 1997
Jarrett R. Johnson, PhD (Biology), University of Missouri-Columbia, 2005
Rhonda A. Patterson, PhD (Biological Sciences, Microbiology), University of Southern Mississippi, 1998
Ajay Srivastava, PhD (Molecular Biology and Genetics), University of Alberta, 2003

Instructor
Michael W. Killen, PhD (Microbiology), University of Kentucky, 2011
Nilesh C. Sharma, PhD (Science/Botany), Birhar University-India, 1992

Biology Education for Teacher Leaders, Master of Arts in Education (0442)

Program Coordinator
Cheryl D. Davis, cheryl.davis@wku.edu, (270) 745-6524

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.
This program is designed for the preparation and strengthening of secondary school science teachers. The major requires a minimum of 18 hours of course work in Biology. The remainder of the required 30-34 hours is taken in professional education. Students following this option must have all Biology courses approved by the appropriate advisor in the Department of Biology.

Program Admission

In addition to Graduate School requirements, admission requires the equivalent of an undergraduate major in biology including supporting courses in science and mathematics. Exceptions are made for students with undergraduate degrees in other areas; however, additional courses may be required.

Criteria vary, depending on the student's undergraduate institution and GPA:

1. WKU Graduate: Admission No qualifying GAP\(^1\) score will be required for graduates of the WKU B.S. in Biology program, as long as they have or are eligible for a teaching certificate for Secondary Biology (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP\(^1\) score and must have or be eligible for a teaching certificate\(^2\) for Secondary Biology (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

3. Graduate of an Out-of-State Institution of Higher Education Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP\(^1\) scores and must have or be eligible for a teaching certificate\(^2\) for Secondary Biology (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

\(^1\) Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher. GAP=(GRE-V+GRE-Q)+(GPAx100).

\(^2\) Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30-34 hours)

During the first course in the program, TCHL 500, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and TCHL 558 or pass proficiency evaluations for these courses. TCHL 500, TCHL 530, and TCHL 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

Professional Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership(^1)</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>TCHL 540</td>
<td>Classroom Instruction: Instructional Strategies</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 544</td>
<td>Equitable School and Community Partnerships</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 548</td>
<td>Classroom Instruction: Managing the Learning Environment</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 550</td>
<td>Student Assessment I: Fundamentals of Student Assessment</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 554</td>
<td>Student Assessment II: Standardized Testing</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 558</td>
<td>Student Assessment III: Classroom Tests and Instruments</td>
<td>2</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

Content Major

Select 18 hours of advisor-approved BIOL courses numbered 400G or higher that would count for the M.S. in Biology program

\(30-34\)

While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

Biology, Master of Science (056)

Program Coordinator
Carl W. Dick, carl.dick@wku.edu, (270) 745-2043
The Master of Science in Biology provides many opportunities in teaching, research, and public service and provides excellent preparation for many other areas of basic and applied sciences. The program offers students the option of a traditional thesis and a non-thesis option that incorporates distance-learning. The non-thesis option is designed primarily for career-oriented students who are located off campus.

Program Admission

In addition to Graduate School requirements, the Department of Biology requires the following:

- Bachelor's degree in biology or equivalent including supporting courses in science and mathematics
- Undergraduate GPA # 3.0 (on a 4.0 scale)
- GRE general score (quantitative + verbal) # 300 if taken on or after August 1, 2011 or # 1050 if taken prior to August 1, 2011, and analytical writing score of # 3.5. If the GRE has not been taken previously, exam scores from the MCAT (# 24) or DAT (# 16) may be substituted.
- A biology graduate faculty member must be willing to serve as advisor before a student is admitted to the program.
- Three letters of reference
- Statement of purpose, in which the applicant must specify the program to which they are applying, indicate their academic and career interests, and summarize relevant experiences.

Exceptions to possessing a Biology degree may be made for students with undergraduate degrees in biology-related areas. Examples include, but are not limited to the following: agriculture, bioinformatics, biotechnology, botany, ecology, evolution, horticulture, microbiology, natural resource management, zoology. However, additional courses may be required and will be determined by the student's graduate advisory committee (or graduate advisor for online program students).

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

The M.S. in Biology program offers thesis and non-thesis plans. Thesis options (Plan A) comprise Biology, Biochemistry, and Environmental Science. Non-thesis options (Plan B) comprise online, traditional in-residence, and Peace Corps Master's International (32 hours required for both the M.S. in Biology and Graduate Certificate in Organizational Leadership).

### Biology Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 500</td>
<td>Introduction to Graduate Studies and Research in Biology (first year)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 598</td>
<td>Graduate Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one of the following:

- **Plan A**
  - BIOL 599 Thesis Research/Writing (6 hrs)

- **Plan B**
  - BIOL 516 Investigations/Biology (3 hrs)

### Electives

Select any graduate biology courses. $^1$ 19-22

**Total Hours** 30

$^1$ As part of the graduate biology elective courses, students may choose an option of Biochemistry, Environmental Science, or Peace Corps Master's International. Coursework will be determined by the student's graduate advisory committee (or graduate advisor for online program students).

### Biochemistry Option (Thesis)

#### Biology Core Requirements

Plan A plus the following 11

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 446G</td>
<td>Biochemistry I $^1$</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 447G</td>
<td>Lab Biochemistry I $^1$</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 467G</td>
<td>Biochemistry II $^1$</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 535</td>
<td>Analytical Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 562</td>
<td>Advanced Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Select 5-13 hours $^2$ 5-13

**Total Hours** 30

$^1$ Students who have completed any of these courses for undergraduate credit will satisfy the requirement(s) and complete the elective(s) in its/their place.

$^2$ Coursework will be determined by the student's graduate advisory committee.
Environmental Science Option (Thesis)

Biology Core Requirements
Plan A plus the following  11  
BIOL 506  Environmental Seminar  3  
BIOL 543  Environmental Science Concepts  3  
BIOL 587  Environmental Law, Regulations, and Policy  3  

Electives
Select 10 hours 1  10  

Total Hours  30  

1 Coursework will be determined by the student's graduate advisory committee.

Peace Corps Master's International Option (Non-Thesis)

Biology Core Requirements
Plan B plus the following  8  
Organizational Leadership Certificate core requirements:  
LEAD 500  Effective Leadership Studies (first term)  3  
LEAD 600  Capstone in Leadership Experience (last term)  2  

Leadership Studies Categorical Electives  6  
Ethics and Social Responsibility course  3  
Human Relations course  3  

Electives
Select 13 hours 1  13  

Total Hours  38  

1 Coursework will be determined by the student's graduate advisory committee.

A maximum of 12 hours may be applied toward two graduate programs.

Biology, Minor (003)

The minor is housed under the MAE in Secondary Education (0435). For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

Please consult the biology department for requirements. A minimum of 12 graduate credit hours in biology is required for a minor. The remaining credit hours must consist of Teacher Leader (TCHL) courses in the School of Teacher Education.
Department of Chemistry

www.wku.edu/chemistry
chemistry@wku.edu
Stuart Burris, Department Head
Thompson Complex for Science, Center Wing (TCCW)
Phone (270) 745-3457

Degree(s)
- Chemistry (MS) (p. 209)

Minor(s)
- Chemistry (minor) (p. 211)

Faculty

Professor
Yan Cao, PhD (Chemical Reaction Engineering, Organic Chemistry), Institute of Coal Chemistry, 2008
Eric D. Conte, PhD (Chemistry), University of Massachusetts, 1993
Darwin B. Dahl, PhD (Chemistry), University of Missouri - Kansas City, 1987
Lester L. Pesterfield, PhD (Chemistry), University of Tennessee, Knoxville, 1991
Cheryl L. Stevens, PhD (Chemistry), University of New Orleans, 1982
Cathleen J. Webb, PhD (Chemistry), University of Washington, 1989
Kevin M. Williams, PhD (Chemistry), Emory University, 2000

Associate Professor
Stuart C. Burris, PhD (Chemistry), North Carolina State University, 1998
Rajalingam Dakshinamurthy, PhD (Cell and Molecular Biology), University of Arkansas Main Campus, 2005
Jeremy B. Maddox, PhD (Chemistry), University of Houston, 2003
Matthew J. Nee, PhD (Chemistry), University of California-Berkeley, 2005
Hemali P. Rathnayake, PhD (Chemistry), University of Massachusetts, 2007
Bangbo Yan, PhD (Chemistry), Nanyang University, 2003
Rui Zhang, PhD (Chemistry), University of Hong Kong, 2001

Assistant Professor
Moon-Soo Kim, PhD (Food Science and Technology), Cornell University, 2007

Scholar-In-Residence
Edwin D. Stevens, PhD, University of California-Davis, 1973

Chemistry, Master of Science (059)

Program Coordinator
Eric D. Conte, eric.conte@wku.edu, (270) 745-6019

The graduate program in chemistry provides a unique learning and research environment and many opportunities for students to develop as independent researchers. Fifteen graduate faculty members provide personal and professional mentoring in an intrinsically collegial, yet challenging graduate experience. Available resources efficiently support the learning needs and academic ambitions of students with varied backgrounds and interests. The program is designed to offer students comprehensive training in analytical chemistry, biochemistry, coal chemistry, inorganic chemistry, materials chemistry, organic chemistry, and physical chemistry.

Joint Undergraduate Master's Program (JUMP)
This degree offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

Program Admission
In addition to Graduate School admission requirements, candidates for admission to this program must submit evidence of satisfactory completion of undergraduate curricula in chemistry. The Master of Science degree program in Chemistry has been designed around a core curriculum. In addition, a number of elective courses are offered in analytical, inorganic, and physical chemistry and in biochemistry. This program offer a Master of Science in chemistry in Normal Thesis and Research Intensive Thesis concentrations.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.
Program Requirements (30-32 hours)

Thesis Concentration (30-32 hours)

All candidates are required to complete a minimum of 30 semester hours of graduate work. Students are required to complete 24 semester hours of coursework and 6 hours of thesis research. Students who have completed 3 subject courses with a "B" average may elect to take CHEM 516 as part of the 24-credit coursework requirement.

Required Core
Select 4 of the following 5 subject areas, at least two of the courses must be at the 500-level:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 435G</td>
<td>Instrumental Analysis</td>
</tr>
<tr>
<td>or CHEM 531</td>
<td>Advanced Analytical Chemistry</td>
</tr>
<tr>
<td>CHEM 446G</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>or CHEM 535</td>
<td>Analytical Biochemistry</td>
</tr>
<tr>
<td>or CHEM 562</td>
<td>Advanced Biochemistry</td>
</tr>
<tr>
<td>CHEM 420G</td>
<td>Inorganic Chemistry</td>
</tr>
<tr>
<td>or CHEM 520</td>
<td>Advanced Inorganic Chemistry</td>
</tr>
<tr>
<td>CHEM 440G</td>
<td>Introduction to Synthetic Organic Methodology</td>
</tr>
<tr>
<td>or CHEM 541</td>
<td>Advanced Organic Chemistry</td>
</tr>
<tr>
<td>CHEM 452G</td>
<td>Physical Chemistry II</td>
</tr>
<tr>
<td>or CHEM 450G</td>
<td>Physical Chemistry I</td>
</tr>
<tr>
<td>or CHEM 550</td>
<td>Advanced Physical Chemistry</td>
</tr>
</tbody>
</table>

Investigation Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 580</td>
<td>Chemical Skills</td>
</tr>
</tbody>
</table>

Required Seminar

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 598</td>
<td>Graduate Seminar</td>
</tr>
</tbody>
</table>

Thesis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 599</td>
<td>Thesis Research/Writing</td>
</tr>
</tbody>
</table>

Electives

Elective course work may be selected from among the core courses or other advisor approved chemistry courses.

Total Hours

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-32</td>
</tr>
</tbody>
</table>

1. The student must review the current chemical literature on a selected topic approved by the course instructor, and prepare a written report.
2. Requirements are to be satisfied according to the current departmental policy.
3. Requirements are to be satisfied by preparing a thesis on the project chosen by the student and approved by the members of the student's graduate committee. Theses are to be prepared in accordance with the specifications established by the Graduate School. A thesis grade will be given after the final thesis has been approved by the student's graduate committee and the department head.

Coal Chemistry Option (32 hours)

Thesis Requirements with the following courses must be incorporated in the concentration requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 590</td>
<td>Material Chemistry</td>
</tr>
<tr>
<td>CHEM 591</td>
<td>Material Chemistry Laboratory</td>
</tr>
</tbody>
</table>

Total Hours

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Biochemistry Option (32 hours)

Thesis Requirements with the following courses must be incorporated in the concentration requirements:

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 446G</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>CHEM 535</td>
<td>Analytical Biochemistry</td>
</tr>
<tr>
<td>CHEM 562</td>
<td>Advanced Biochemistry</td>
</tr>
<tr>
<td>CHEM 447G</td>
<td>Lab Biochemistry</td>
</tr>
<tr>
<td>CHEM 467G</td>
<td>Biochemistry</td>
</tr>
</tbody>
</table>

Total Hours

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

Research Intensive Thesis Concentration (30 hours)

Candidates are required to complete 30 semester hours of graduate work, including 17 hours of course work and 13 hours of research-related graduate work. Candidates must apply to the Department Graduate Committee in order to be considered for this concentration. As part of the concentration application, they must select a research advisor and meet with the committee to demonstrate they understand the requirements for this concentration.
The Committee must consider factors such as previous research experience of the student, publication record of the student, and the research advisor's publication record when determining if the student can pursue this concentration. The student and advisor must submit a progress report to the Committee by the end of the second semester. If the committee determines there is insufficient progress towards research and publication, the student will be moved to the normal thesis concentration. A student in the Research Intensive Thesis concentration may also opt to pursue the Thesis option at the end of the first or second semester after consulting with their research advisor.

A student moving to a thesis option within the first or second semester should be able to complete the requirements for the normal thesis option within the normal two year period. A student who wishes to move to the normal option in the second year of graduate study must get permission from the Graduate Committee and will probably require an additional semester of coursework to complete the degree.

### Required Core

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 520</td>
<td>Advanced Inorganic Chemistry</td>
</tr>
<tr>
<td>CHEM 531</td>
<td>Advanced Analytical Chemistry</td>
</tr>
<tr>
<td>CHEM 535</td>
<td>Analytical Biochemistry</td>
</tr>
<tr>
<td>CHEM 541</td>
<td>Advanced Organic Chemistry</td>
</tr>
<tr>
<td>CHEM 550</td>
<td>Advanced Physical Chemistry</td>
</tr>
<tr>
<td>CHEM 562</td>
<td>Advanced Biochemistry</td>
</tr>
</tbody>
</table>

### Required Seminar

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 598</td>
<td>Graduate Seminar</td>
</tr>
</tbody>
</table>

### Thesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 599</td>
<td>Thesis Research/Writing</td>
</tr>
</tbody>
</table>

### Electives

Select 4 hours

### Research Proposal

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 588</td>
<td>Research Proposal</td>
</tr>
</tbody>
</table>

### Practicum Research Experience in Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 596</td>
<td>Practicum Research Experience in Chemistry</td>
</tr>
</tbody>
</table>

### Scientific Writing in Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 595</td>
<td>Scientific Writing in Chemistry</td>
</tr>
</tbody>
</table>

**Total Hours** 30

---

1. Requirements are to be satisfied according to the current departmental policy.
2. Requirements are to be satisfied by preparing a thesis on the project chosen by the student and approved by the members of the student's graduate committee. Theses are to be prepared in accordance with the specifications established by the Graduate School. A thesis grade will be given after the final thesis has been approved by the student's graduate committee and the Department head. Students in the Research Intensive Thesis concentration may opt to use their published papers as chapters in their thesis.

3. Only one elective course may be selected from the subject courses or other appropriate chemistry courses approved by the student's graduate committee.

4. Required students to prepare a research proposal which must be presented to and approved by the student's research committee and one member of the Department Graduate Committee.

5. Requirements are to be satisfied by conducting a research project under the direction of the student's research advisor. This course provides faculty mentored research experiences and emphasizes skill based training for students. Bridging the gap between academic study and professional development, this course will help students to develop and enhance problem solving and communication skills. This course emphasizes mastery of advanced technical skills, independent of thesis research.

6. Requires students to prepare and submit two manuscripts based on their research to peer-reviewed journals under the guidance of the student's research committee. At least one paper must be accepted to receive credit and graduate.

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### Chemistry, Minor (005)

The minor is housed under the MAE in Secondary Education (0435). For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.

### Program Admission

Admission criteria varies depending on the student's undergraduate institution and GPA.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.
Program Requirements

For the chemistry minor, a minimum of 12 graduate credit hours in chemistry is required. The remaining credit hours must consist of Teacher Leader (TCHL) courses in the School of Teacher Education. For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.
Department of Computer Science

www.wku.edu/cs
cs@wku.edu
James Gary, Department Chair
College High Hall 4124
Phone (270) 745-4642

Degree(s)
• Computer Science (MS) (p. 213)

Faculty

Professor
Mustafa Atici, PhD (Computer Science), University of Nebraska, 1996
Zhonghang Xia, PhD (Computer Science), University of Texas at Dallas, 2004
Guangming Xing, PhD (Computer Science), University of Georgia, 2001
Uta Ziegler, PhD (Computer Science), Florida State University, 1991

Associate Professor
James E. Gary, PhD (Computer Science), University of Kentucky, 1995
Qi Li, PhD (Computer Science), University of Delaware, 2006
Huanjing Wang, PhD (Computer Science), University of Alabama, 2005
Rong Yang, PhD (Computer Science and Engineering), University of Louisville, 2007

Instructor
Jeffrey M. Galloway, PhD (Computer Science), University of Alabama, 2013

Computer Science, Master of Science (117)

Program Coordinator
Zhonghang Xia, zhonghang.xia@wku.edu, (270) 745-6459

This program is designed to provide post-graduate education for individuals seeking professional careers in computer science. Areas of emphasis are information systems, systems programming, computer networking, and algorithms.

Program Admission

Admission requirements include a minimum 3.0/4.0 undergraduate grade point average and a minimum combined (V+Q) GRE score of 290, with the quantitative reasoning score being 148 or better and a verbal score of 139. In addition, applicants must have completed approximately two years of undergraduate study in computer science and mathematics, including a year of calculus. Minimum requirements include knowledge of programming in a high level language including data structures, computer organization, discrete structures, software engineering and operating systems.

An applicant without a GRE score from a pre-master’s program may be admitted if the applicant satisfies the following criteria:

1. Completion of the courses required by the pre-master’s program with a GPA of 3.0 or higher.
2. The applicant has a baccalaureate degree in Computer Science, Computer Engineering, Information Systems, Electrical Engineering, Mathematics, or Statistics from an accredited university.
3. The applicant has no more than three deficiency courses as defined in the general admission criteria. The department has the right to assess course deficiencies for the applicants admitted to our program. Course deficiencies are based on the academic transcript.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (33 hours)

A minimum of 30 semester hours of course work is required, plus the research tool. Both thesis and non-thesis options are available. A minimum of six 500-level computer science courses is required. If any of the required courses have been completed for undergraduate credit, approved electives will be substituted. The research tool, under both options, must be met by successful completion of CS 500.

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 445G</td>
<td>Operating Systems II</td>
<td>3</td>
</tr>
<tr>
<td>CS 530</td>
<td>Automata Theory and Compiler Construction</td>
<td>3</td>
</tr>
<tr>
<td>CS 543</td>
<td>Advanced Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 549</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CS 560</td>
<td>Software Engineering and Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved Electives
Select five elective computer science courses approved by graduate advisor 15

**Research Tool**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 500</td>
<td>Research Methods and Projects</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 33

**Net-Centric Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 450G</td>
<td>Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CS 550</td>
<td>Advanced Topics in Computer Networks ¹</td>
<td>1</td>
</tr>
<tr>
<td>CS 570</td>
<td>Security in Computing</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 9

¹ Up to 6 credit hours
Department of Engineering

www.wku.edu/engineering
engineering@wku.edu
Julie Ellis, Department Head
Engineering and Biological Sciences Building 2101
Phone (270) 745-2461

Faculty

Professor
Mark E. Cambron, PhD (Electrical Engineering), Vanderbilt University, 2001
Julie Ellis, PhD (Electrical Engineering), Duke University, 1993
Stacy Wilson, PhD (Engineering, Electrical Engineering), Tennessee Technological University, 1996

Associate Professor
Warren Campbell, PhD (Civil Engineering), Colorado State University, 1984
Shane M. Palmquist, PhD (Civil and Environmental Engineering), Tufts University, 2003

Assistant Professor
Farhad Ashrafzadeh, PhD (Electrical and Computer Engineering), The University of Calgary, 1997
Department of Geography and Geology

www.wku.edu/geoweb
geoscience@wku.edu
David Keeling, Department Head
Environmental Science & Technology 304
Phone (270) 745-4555

Degree(s)
- Geoscience (MS) (p. 218)
- Geography Education for Teacher Leaders (MAE) (p. 216)

Minor(s)
- Geography (minor) (p. 218)

Certificate Program(s)
- Geographic Information Science (Certificate) (p. 220)

Faculty

Professor
- Catherine M. Algeo, PhD (Geography), Louisiana State University AM College, 1998
- Stuart A. Foster, PhD (Geography), The Ohio State University Main Campus, 1988
- Christopher G. Groves, PhD (Environmental Science), University of Virginia, 1993
- David J. Keeling, PhD (Geography), University of Oregon, 1992
- Rezaul Mahmood, PhD (Geography), University of Oklahoma Norman, 1999
- Michael T. May, PhD (Geological Sciences), Indiana University at Bloomington, 1992

Associate Professor
- Aaron J. Celestian, PhD (Geosciences), SUNY at Stony Brook, 2006
- Joshua D. Durkee, PhD (Geography), University of Georgia, 2002
- Xingang Fan, PhD (Atmospheric Sciences, Synoptic Dynamics), Lanzhou University, 1996
- Gregory B. Goodrich, PhD (Geography), Arizona State University Main, 2005
- Margaret M. Gripshover, PhD (Geography), University of Tennessee, Knoxville, 1995
- Jason Polk, PhD (Geography and Environmental Science and Policy), University of South Florida, 2009
- Fredrick D. Siewers, PhD (Geology), University of Illinois Urbana-Champaign, 1995
- Andrew H. Wuiff, PhD (Geosciences), University of Massachusetts, 1999
- Jun Yan, PhD (Geography), SUNY College at Buffalo, 2004

Assistant Professor
- Nahid Gani, PhD (Geosciences), University of Texas at Dallas, 2006
- Leslie A. North, PhD (Geography and Environmental Science and Policy), University of South Florida, 2011

Instructor
- Kevin B. Cary, MS (Geoscience), Western Kentucky University, 2001
- Jennifer M. Cole, PhD (Anthropological Sciences), SUNY at Stony Brook, 2003
- Patricia N. Kambesis, PhD (Earth and Atmospheric Sciences), Mississippi State University, 2014

Geography Education for Teacher Leaders, Master of Arts in Education (0444)

Program Coordinator
David J. Keeling, david.keeling@wku.edu, (270) 745-4555

The Master of Arts in Education - Geography Education for Teacher Leaders degree is designed for public school teachers who wish to specialize in the geosciences. Students may complete the major with content emphases in cultural geography or earth science.

Program Admission

1. WKU Graduate: No qualifying GAP score will be required for graduates of the WKU B.S. in Geology program (Earth and Space Science emphasis), the B.A. in Social Studies program, or any other baccalaureate degree program that led to initial certification for teaching geography, as long as applicants have or are eligible for a teaching certificate for Geography, Earth and Space Science, or Social Studies (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.
2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP score and must have or be eligible for
a teaching certificate\textsuperscript{2} for Geography, Earth and Space Science, or Social Studies (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

3. Graduate of an Out-of-State Institution of Higher Education: Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP\textsuperscript{1} scores and must have or be eligible for a teaching certificate\textsuperscript{2} for Geography, Earth and Space Science, or Social Studies (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

1 Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher. GAP=(GRE-V+GRE-Q)+(GPAx100).

2 Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30-34 hours)

Professional education courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

Content Major
Select 18 hours of advisor-approved elective courses from the geosciences (cultural geography or earth science) 18

Secondary Education Minor
Select at least 12 hours in education coursework, including the following:

Professional Education Core: 9-16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership\textsuperscript{1}</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>TCHL 540</td>
<td>Classroom Instruction: Instructional Strategies\textsuperscript{2}</td>
</tr>
<tr>
<td>TCHL 544</td>
<td>Equitable School and Community Partnerships\textsuperscript{2}</td>
</tr>
<tr>
<td>TCHL 548</td>
<td>Classroom Instruction: Managing the Learning Environment\textsuperscript{2}</td>
</tr>
<tr>
<td>TCHL 550</td>
<td>Student Assessment I: Fundamentals of Student Assessment\textsuperscript{2}</td>
</tr>
<tr>
<td>TCHL 554</td>
<td>Student Assessment II: Standardized Testing\textsuperscript{2}</td>
</tr>
<tr>
<td>TCHL 558</td>
<td>Student Assessment III: Classroom Tests and Instruments\textsuperscript{2}</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
</tr>
</tbody>
</table>

Education Electives: 3 0-3

Total Hours 30-34

1 While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education related or content courses.

2 All students must either complete TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and TCHL 558 or pass proficiency evaluations for these courses. TCHL 500, TCHL 530, and TCHL 560 (or an approved discipline specific action research course) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

3 Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 is strongly recommended.

Content Major

Cultural Geography Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 507</td>
<td>Geography for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Select two regional geography courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Select two topical geography courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Select 3 hours of a Geography elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 18
Earth Science Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 511</td>
<td>The Dynamic Earth</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 15 hours of approved content courses

Total Hours 18

1. Students may choose 6 hours of content courses from Agriculture, Biology, Chemistry, or Physics with approval of the program advisor.

Secondary Education Mid-Point Assessment Requirements

To ensure that all Master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Candidates may only complete 6 hours in their specialized coursework before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional coursework may be required based on the assessment results.

Completion Requirements

1. A minimum of 18 graduate credit hours in geoscience (cultural geography or earth science emphases) is required.
2. Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.
3. Give acceptable presentation of action research in approved venue.
4. Achieve a minimum 3.0 GPA overall and in secondary education course work.

Geography, Minor (011)

The minor is housed under the MAE in Secondary Education (0435). For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements

For the minor students must complete 12 hours of Geography coursework.

Geoscience, Master of Science (072)

Program Coordinator
David J. Keeling, david.keeling@wku.edu, (270) 745-4555

The graduate program in Geoscience provides advanced professional training for careers as hydrologists, environmental resource managers, city and regional planners, engineering geologists, geophysical and geochemical geologists, meteorologists and climatologists, earth science teachers, Geographic Information Systems (GIS) specialists, consultants in business and industry, and professional educators. The program also provides a scientific foundation for graduate students who plan to continue advanced studies leading to the Ph.D.

Joint Undergraduate Master's Program (JUMP)

This degree offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

Program Admission

- GRE score, with a minimum 3.5 score on the GRE Analytical Writing component
- 3.0 overall undergraduate GPA
- Minimum of 18 hours of science courses at the undergraduate level, preferably in the geosciences
- One-page statement of research goals
- Written evidence of an agreement from a graduate faculty member in the Department of Geography and Geology willing to supervise the proposed research project
- Passing grade (C or higher) in appropriate undergraduate coursework to support the thesis research program. For example, students pursuing a thesis project in GIS-related topics are required to have passed an introductory GIS course (GEOG 316/GEOG 317) and a Spatial Data Analysis (GEOG 391) course at the undergraduate level. Students should take preparatory courses in the summer semester before joining the Geoscience program if they have not previously taken these courses. If taken as a graduate student, a grade of "B" or better is required. Students should consult with their proposed thesis advisor on appropriate preparation coursework before full admission is granted.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (30 hours)

Program Core

Western Kentucky University -- 2015-2016 Graduate Catalog
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 500</td>
<td>Geoscience Research and Literacy</td>
<td>4</td>
</tr>
<tr>
<td>GEOS 502</td>
<td>Geoscience Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>GEOS 520</td>
<td>Geoscience Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>GEOS 599</td>
<td>Thesis Writing and Research</td>
<td>6</td>
</tr>
</tbody>
</table>

### Concentration Electives
Select 15 hours of graduate coursework in a concentration with thesis director approval. Students may select appropriate courses from any of the course concentrations. ¹

| Total Hours | 30 |

¹ A maximum of six hours of advisor approved electives that are consistent with the student's research focus may be selected from other departments.

### Concentrations

#### Physical Science Concentration
Select 15 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 502</td>
<td>Geoscience Research Methods</td>
</tr>
<tr>
<td>GEOS 510</td>
<td>Geoscience Research Topics</td>
</tr>
<tr>
<td>GEOS 515</td>
<td>Remote Sensing Applications</td>
</tr>
<tr>
<td>GEOS 521</td>
<td>Seminar in Geomorphology</td>
</tr>
<tr>
<td>GEOS 555</td>
<td>Global Climate Change</td>
</tr>
<tr>
<td>GEOS 559</td>
<td>Hydrological Fluid Dynamics</td>
</tr>
<tr>
<td>GEOS 566</td>
<td>Karst Geoscience</td>
</tr>
<tr>
<td>GEOS 595</td>
<td>Geoscience Practicum</td>
</tr>
<tr>
<td>Any 400G Geology course</td>
<td></td>
</tr>
</tbody>
</table>

| Total Hours | 15 |

#### Cultural Science Concentration
Select 15 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 507</td>
<td>Geography for Teachers</td>
</tr>
<tr>
<td>GEOS 510</td>
<td>Geoscience Research Topics</td>
</tr>
<tr>
<td>GEOS 525</td>
<td>Seminar in Political Geography</td>
</tr>
<tr>
<td>GEOS 530</td>
<td>Seminar in Cultural Geography</td>
</tr>
<tr>
<td>GEOS 534</td>
<td>Historic Preservation Planning</td>
</tr>
<tr>
<td>GEOS 540</td>
<td>Advanced Regional Geography</td>
</tr>
<tr>
<td>GEOS 550</td>
<td>Advanced Studies in Economic Geography</td>
</tr>
<tr>
<td>GEOS 580</td>
<td>Seminar Urban Geography</td>
</tr>
<tr>
<td>GEOS 585</td>
<td>Advanced Studies in Population Geography</td>
</tr>
<tr>
<td>GEOS 595</td>
<td>Geoscience Practicum</td>
</tr>
<tr>
<td>GEOG 451G</td>
<td>Geography of Kentucky</td>
</tr>
</tbody>
</table>

| Total Hours | 15 |

#### Geographic Information Science Concentration
Select 15 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 510</td>
<td>Geoscience Research Topics</td>
</tr>
<tr>
<td>GEOS 515</td>
<td>Remote Sensing Applications</td>
</tr>
<tr>
<td>GEOS 517</td>
<td>Spatial Databases</td>
</tr>
<tr>
<td>GEOS 523</td>
<td>Urban GIS Applications</td>
</tr>
<tr>
<td>GEOS 575</td>
<td>GIS Analysis and Modeling</td>
</tr>
<tr>
<td>GEOS 576</td>
<td>GIS Programming</td>
</tr>
<tr>
<td>GEOS 577</td>
<td>Special Topics in Geographic Information Systems</td>
</tr>
<tr>
<td>GEOS 584</td>
<td>Applied Environmental Planning</td>
</tr>
<tr>
<td>GEOS 590</td>
<td>Experimental Design and Data Analysis</td>
</tr>
<tr>
<td>GEOS 595</td>
<td>Geoscience Practicum</td>
</tr>
</tbody>
</table>

| Total Hours | 15 |

#### Environmental Science Concentration
Select 15 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 510</td>
<td>Geoscience Research Topics</td>
</tr>
<tr>
<td>GEOS 515</td>
<td>Remote Sensing Applications</td>
</tr>
<tr>
<td>GEOS 517</td>
<td>Spatial Databases</td>
</tr>
<tr>
<td>GEOS 523</td>
<td>Urban GIS Applications</td>
</tr>
<tr>
<td>GEOS 575</td>
<td>GIS Analysis and Modeling</td>
</tr>
<tr>
<td>GEOS 576</td>
<td>GIS Programming</td>
</tr>
<tr>
<td>GEOS 577</td>
<td>Special Topics in Geographic Information Systems</td>
</tr>
<tr>
<td>GEOS 584</td>
<td>Applied Environmental Planning</td>
</tr>
<tr>
<td>GEOS 590</td>
<td>Experimental Design and Data Analysis</td>
</tr>
<tr>
<td>GEOS 595</td>
<td>Geoscience Practicum</td>
</tr>
</tbody>
</table>

| Total Hours | 15 |
Graduate Geographic Information Science, Certificate (203)

Program Coordinator
David J. Keeling, david.keeling@wku.edu, (270) 745-4555

Geographic Information Systems (GIS) technology is widely used in business, industry, government, and education. This graduate certificate is designed for students in a variety of disciplines that involve spatial analysis, mapping, and interpretation of geospatial data. Students who complete the program will have a solid GIS foundation that spans the collection, management, analysis, interpretation, and display of geospatial data using geographic information systems. Students gain practical experience by completing projects that require the use of sophisticated GIS functions. Finally, they learn how to develop and implement customized GIS applications.

Program Admission
Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (10 hours)
Select a series of three graduate courses for a minimum of 10 credit hours of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 417G</td>
<td>GIS Analysis and Modeling</td>
</tr>
<tr>
<td>GEOS 419G</td>
<td>GIS Programming</td>
</tr>
<tr>
<td>GEOS 515</td>
<td>Remote Sensing Applications</td>
</tr>
<tr>
<td>GEOS 517</td>
<td>Spatial Databases</td>
</tr>
<tr>
<td>GEOS 520</td>
<td>Geoscience Statistical Methods</td>
</tr>
<tr>
<td>GEOS 523</td>
<td>Urban GIS Applications</td>
</tr>
<tr>
<td>GEOS 577</td>
<td>Special Topics in Geographic Information Systems</td>
</tr>
<tr>
<td>GEOS 590</td>
<td>Experimental Design and Data Analysis</td>
</tr>
<tr>
<td>GEOS 595</td>
<td>Geoscience Practicum</td>
</tr>
</tbody>
</table>

Total Hours: 10
Department of Mathematics

www.wku.edu/math
mathcs.office@wku.edu
Bruce Kessler, Department Head
College High Hall 4124
Phone (270) 745-3651

Degree(s)

- Mathematics (MA) (p. 222)
- Mathematics (MS) (p. 223)

The Department of Mathematics offers the M.S. degree and the M.A. degree. Both degrees have the thesis and non-thesis options, and both require 30 hours of graduate-level courses.

The M.S. has two options available. The M.S. (general option) provides knowledge in such traditional areas as analysis, algebra, topology, and applied mathematics, and is recommended for students who wish to obtain a Ph. D. degree, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations. The M.S. (computational option) is designed for students seeking employment in industry with an emphasis on computational mathematics and/or computer science in addition to knowledge in traditional areas.

The M.A. degree is designed for students interested in careers in secondary education and will help students become more knowledgeable about the mathematics they will teach in high school and make connections and extensions of that knowledge to college and higher mathematics.

A more detailed description of the mathematics graduate programs can be found at www.wku.edu/math/grad_ms.php for the M.S. program and at www.wku.edu/math/grad_ma.php for the M.A. program.

Faculty

Professor

Ferhan Atici, PhD (Mathematics and Statistics), University of Nebraska-Lincoln, 1995
Claus D. Ernst, PhD (Mathematics), Florida State University, 1988
Peter Hamburger, DSC (Topology), Eotvos Lorand University-Hungary, 1971
Nezam Iraniparast, PhD (Mathematics), University of California-Davis, 1984
Walter B. Kessler, PhD (Mathematics), Vanderbilt University, 1997
Dominic A. Lanphier, PhD (Mathematics), University of Minnesota-Twin Cities, 2000
David K. Neal, PhD (Mathematics), University of Florida, 1988
Thanh L. Nguyen, PhD (Mathematics), Ohio University Main Campus, 2002
Thomas A. Richmond, PhD (Mathematics), Washington State University, 1986
Mark P. Robinson, PhD (Mathematics), University of Kentucky, 1991
John S. Spraker, PhD (Mathematics), Indiana University at Bloomington, 1987

Associate Professor

Melanie A. Autin, PhD (Statistics), University of South Carolina - Columbia, 2007
Tilak Bhattacharya, PhD (Mathematics), Purdue University Main Campus, 1988
Molly Dunkum, PhD (Mathematics), University of Kentucky, 2005
Mikhail Khenner, PhD (Physico-Mathematical Sciences), Perm State University-Russia, 1999
Hope L. Marchionda, PhD (Curriculum and Instruction), Clemson University, 2006
Vivian R. Moody, PhD (Mathematics Education), University of Georgia, 1997
Attila Por, PhD (Mathematics), Eotvos Lorand University-Hungary, 2003
Richard C. Schugart, PhD (Applied Mathematics), North Carolina State University, 2005

Assistant Professor

Kanita Ducloux, PhD (Mathematics Education), University of Georgia, 2009
Natasha E. Gerstenschlager, PhD (Mathematics Science Edu), Middle Tennessee State University, 2015
Samangi Munasinghe, PhD (Mathematics), Texas A M University, 2006
Ngoc B. Nguyen, PhD (Mathematics), Bowling Green State University, 2010
Mathematics, Master of Arts (049)

Program Coordinator
Hope L. Marchionda, hope.marchionda@wku.edu, (270) 745-2961

This online program is intended for students who are secondary teachers who already hold teacher certification and are seeking rank change through earning a Master’s degree. In addition, this program prepares teachers to teach dual credit classes and at a community college or technical school. This degree does not provide initial teacher certification or prepare a student for doctoral studies in mathematics.

Program Admission

To be admitted to the M.A. program, students must meet the following criteria:

1. Satisfy one of the following conditions:
   a. have a GAP score of at least 600 \([\text{GAP}=(\text{GRE-V} + \text{GRE-Q}) + \text{(Undergraduate GPA x 100)}]\)
   b. have a GRE general score of at least 300, or
   c. if students have graduate from WKU with a degree in mathematics, a GPA of at least 3.3 in their undergraduate major.

2. A bachelor's degree in mathematics, OR the completion of the following undergraduate courses, with at most one deficiency:
   a. calculus sequence through multivariable calculus
   b. linear algebra
   c. discrete mathematics
   d. probability or calculus-based statistics
   e. abstract algebra
   f. geometry

Applicants must also have or be eligible for a teaching certificate for Secondary Mathematics (grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

Kentucky teachers whose certificates have expired may be admitted, but they may enroll for no more than six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the re-issued certificate.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (31-34 hours)

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the Secondary Education portion of the degree.

A maximum of 9 hours at the 400G level may be included in the entire program. Comprehensive exams in mathematics are required. A student who chooses to do a thesis is required to complete 6 hours of MATH 599 and to give an oral defense of the thesis.

Mathematics Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 501</td>
<td>Introduction to Probability and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 503</td>
<td>Introduction to Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 511</td>
<td>Algebra from an Advanced Perspective</td>
<td>3</td>
</tr>
<tr>
<td>MATH 512</td>
<td>Geometry from an Advanced Perspective</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Mathematics Courses

Select 6 hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 405G</td>
<td>Numerical Analysis I</td>
</tr>
<tr>
<td>MATH 406G</td>
<td>Numerical Analysis II</td>
</tr>
<tr>
<td>MATH 409G</td>
<td>History of Mathematics</td>
</tr>
<tr>
<td>MATH 415G</td>
<td>Algebra and Number Theory</td>
</tr>
<tr>
<td>MATH 417G</td>
<td>Algebraic Systems</td>
</tr>
<tr>
<td>MATH 421G</td>
<td>Problem Solving for Secondary Teachers</td>
</tr>
<tr>
<td>MATH 423G</td>
<td>Geometry II</td>
</tr>
<tr>
<td>MATH 431G</td>
<td>Intermediate Analysis I</td>
</tr>
<tr>
<td>MATH 435G</td>
<td>Partial Differential Equations</td>
</tr>
<tr>
<td>MATH 439G</td>
<td>Topology I</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>MATH 450G</td>
<td>Complex Variables</td>
</tr>
<tr>
<td>MATH 470G</td>
<td>Introduction to Operations Research</td>
</tr>
<tr>
<td>MATH 500</td>
<td>Readings in Mathematics</td>
</tr>
<tr>
<td>MATH 504</td>
<td>Application of Technology to Problems in Mathematics</td>
</tr>
<tr>
<td>MATH 510</td>
<td>Intermediate Statistics</td>
</tr>
<tr>
<td>MATH 514</td>
<td>Applications and Modeling for Teachers</td>
</tr>
<tr>
<td>MATH 517</td>
<td>Topics from Algebra</td>
</tr>
<tr>
<td>MATH 529</td>
<td>Applied Probability</td>
</tr>
<tr>
<td>MATH 531</td>
<td>Advanced Differential Equations</td>
</tr>
<tr>
<td>MATH 532</td>
<td>Real Analysis</td>
</tr>
<tr>
<td>MATH 535</td>
<td>Advanced Applied Mathematics- I</td>
</tr>
<tr>
<td>MATH 536</td>
<td>Advanced Applied Mathematics- II</td>
</tr>
<tr>
<td>MATH 539</td>
<td>Topology II</td>
</tr>
<tr>
<td>MATH 540</td>
<td>Stochastic Processes</td>
</tr>
<tr>
<td>MATH 541</td>
<td>Graph Theory</td>
</tr>
<tr>
<td>MATH 542</td>
<td>Advanced Topics in Discrete Mathematics</td>
</tr>
<tr>
<td>MATH 550</td>
<td>Complex Analysis</td>
</tr>
<tr>
<td>MATH 570</td>
<td>Topics in Operations Research</td>
</tr>
<tr>
<td>MATH 590</td>
<td>Special Topics in Mathematics</td>
</tr>
<tr>
<td>MATH 599</td>
<td>Thesis/Research</td>
</tr>
<tr>
<td>STAT 549</td>
<td>Statistical Methods I</td>
</tr>
</tbody>
</table>

**Secondary Education Mid-Point Assessment**

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

**Secondary Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership 1</td>
</tr>
<tr>
<td>TCHL 530</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>TCHL 545</td>
<td>Classroom Instruction Strategies 2</td>
</tr>
<tr>
<td>TCHL 555</td>
<td>School and Classroom Assessment 2</td>
</tr>
<tr>
<td>TCHL 559</td>
<td>Action Research Design for Teacher Leaders</td>
</tr>
<tr>
<td>TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
</tr>
</tbody>
</table>

**Education Electives**

Students who successfully complete the proficiency examinations for TCHL 545 or TCHL 555 may graduate with 31 hours. However, students who successfully complete the proficiency examinations for TCHL 545 and TCHL 555 must substitute at least one education course with advisor approval to have a minimum of 31 hours to graduate.

**Total Hours**

31-34

1. During the first course in the program, TCHL 500, students will complete an assessment process that will be used in determining which TCHL core courses they must take. While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 31-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

2. All students must either complete either TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses. TCHL 500, TCHL 530, and TCHL 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

**Secondary Education Completion Requirements**

1. Successfully complete TCHL 560 (Course grade of C or higher).
2. Give acceptable presentation of action research in approved venue.
3. Achieve a minimum 3.0 GPA overall and in secondary education course work.

**Mathematics, Master of Science (085)**

**Program Coordinator**

Ferhan Atici, ferhan.atici@wku.edu, (270) 745-6229

The M.S. (general option) requires traditional courses in analysis, algebra, topology, and applied mathematics, and is recommended for students who wish to obtain a Ph.D. degree, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations. The
M.S. (computational option) is designed for students seeking employment in industry with an emphasis on computational mathematics and/or computer science.

**Joint Undergraduate Master's Program (JUMP)**

This degree offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

**Program Admission**

**General Option**

1. One of the following:
   a. A minimum GAP score of 600 \[\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) + (\text{Undergraduate GPA} \times 100)\] or a minimum GAP score of 3000 for students who took the GRE prior to August 2011 \[\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) \times \text{Undergraduate GPA}\] *Students who took the GRE prior to 2002 should contact the graduate advisor of the program;*
   b. A GRE score of at least 300;
   c. For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major.

2. Completion of the following undergraduate courses:
   a. a calculus sequence through multivariable calculus;
   b. linear algebra;
   c. discrete mathematics;
   d. an applied mathematics course (e.g. differential equations, probability, calculus-based statistics, numerical analysis);
   e. abstract algebra.

3. A cumulative grade point average of 3.0 (on a 4.0 scale) in at least one of the following:
   a. all mathematics courses that are applicable to the undergraduate mathematics major;
   b. courses specified in (b) through (e) of Item 2 above.

**Computational Mathematics Option**

1. One of the following:
   a. A minimum GAP score of 600 \[\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) + (\text{Undergraduate GPA} \times 100)\] or a minimum GAP score of 3000 for students who took the GRE prior to August 2011 \[\text{GAP} = (\text{GRE-V} + \text{GRE-Q}) \times \text{Undergraduate GPA}\] *Students who took the GRE prior to 2002 should contact the graduate advisor of the program;*
   b. A GRE score of at least 300;
   c. For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major.

2. Completion of the following undergraduate courses:
   a. one year calculus sequence;
   b. linear algebra;
   c. discrete mathematics;
   d. one year sequence of programming courses;
   e. B.A. degree with a major in either Computer Science, Engineering, Mathematics or Physics.

3. A cumulative grade point average of at least 3.0 (on a 4.0 scale) in at least one of the following:
   a. all mathematics and computer science courses that are listed in (a) through (d) of Item 2 above; or
   b. all courses in the major listed in (e) of Item 2 above. Students cannot enter the program if they have a deficiency in the courses listed in Item 2 above.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (30 hours)**

**General Option**

The Master of Science in Mathematics (General Option) requires a minimum of 30 hours of graduate-level mathematics courses. A maximum of 12 hours at the 400G level may be included in the entire program.

A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool must be completed during the first 15 hours of coursework and may be fulfilled by a mathematics reading course, a computer science course, a foreign language examination, or another option approved by a Mathematics Department graduate advisor.

A student may, upon prior approval of the Mathematics Department Graduate Committee, include in his/her program a maximum of 6 hours of coursework from a related field. Comprehensive exams are required only for students who choose not to write a thesis.

**Required Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 431G</td>
<td>Intermediate Analysis I</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 1

Western Kentucky University -- 2015-2016 Graduate Catalog
MATH 417G  Algebraic Systems
MATH 435G  Partial Differential Equations
MATH 439G  Topology I
MATH 450G  Complex Variables

Select one of the following applied mathematics courses: 3
MATH 532  Real Analysis
MATH 535  Advanced Applied Mathematics- I
MATH 541  Graph Theory
MATH 550  Complex Analysis

Electives
Remaining mathematics courses in the student's program must be chosen from: 3 21
MATH 405G  Numerical Analysis I
MATH 406G  Numerical Analysis II
MATH 415G  Algebra and Number Theory
MATH 423G  Geometry II
MATH 435G  Partial Differential Equations
MATH 450G  Complex Variables
MATH 470G  Introduction to Operations Research
MATH 500  Readings in Mathematics
MATH 517  Topics from Algebra
MATH 529  Applied Probability
MATH 531  Advanced Differential Equations
MATH 535  Advanced Applied Mathematics- I
MATH 536  Advanced Applied Mathematics- II
MATH 539  Topology II
MATH 540  Stochastic Processes
MATH 541  Graph Theory
MATH 542  Advanced Topics in Discrete Mathematics
MATH 550  Complex Analysis
MATH 570  Topics in Operations Research
MATH 590  Special Topics in Mathematics
MATH 598  Graduate Seminar: Communicating Mathematics and Technical Writing
MATH 599  Thesis/Research 2
STAT 549  Statistical Methods I
STAT 550  Statistical Methods II

Total Hours 30

1 If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor.

2 Students who choose to write a thesis are required to complete 6 hours of MATH 599 and give an oral defense of the thesis.

3 MATH 417G, MATH 439G, or MATH 532 may also be taken as an elective course if not selected in the core areas.

Research Tool
A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool can be fulfilled in a variety of ways, some of which are listed below:

- Taking the MATH 598 if it is not taken as an elective
- Graduate level courses in other disciplines. The research tool course should be in disciplines that have a strong relation to mathematics. For example, any graduate level course pre-approved by the student's graduate advisor will be accepted.

The research tool cannot be taken during the last semester.

Computational Mathematics Option
The Master of Science in Mathematics (Computational Mathematics Option) requires a minimum of 30 hours of graduate-level mathematics and computer science courses. A maximum of 12 hours at the 400G level may be included in the entire program. All students in the M.S. program (computational mathematics option) must have a working knowledge of a high-level programming language. The CS classes required in this option do not allow for additional courses in a related field.

Comprehensive exams are required only for students who choose not to write a thesis.
### Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH/CS 405G</td>
<td>Numerical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 470G</td>
<td>Introduction to Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>CS 549</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>STAT 549</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 406G</td>
<td>Numerical Analysis II</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 562</td>
<td>Parallel and Distributed Computing</td>
</tr>
<tr>
<td>CS 565</td>
<td>Data Mining Techniques and Tools</td>
</tr>
<tr>
<td>CS 595</td>
<td>Advanced Topics/Computer Science</td>
</tr>
</tbody>
</table>

### Electives

Select from the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 431G</td>
<td>Intermediate Analysis I</td>
</tr>
<tr>
<td>MATH 504</td>
<td>Application of Technology to Problems in Mathematics</td>
</tr>
<tr>
<td>MATH 540</td>
<td>Stochastic Processes</td>
</tr>
<tr>
<td>MATH 541</td>
<td>Graph Theory</td>
</tr>
<tr>
<td>MATH 542</td>
<td>Advanced Topics in Discrete Mathematics</td>
</tr>
<tr>
<td>MATH 570</td>
<td>Topics in Operations Research</td>
</tr>
<tr>
<td>MATH 590</td>
<td>Special Topics in Mathematics</td>
</tr>
<tr>
<td>MATH 599</td>
<td>Thesis/Research</td>
</tr>
<tr>
<td>STAT 550</td>
<td>Statistical Methods II</td>
</tr>
</tbody>
</table>

### Research Tool

This requirement is satisfied by the computer science classes.

### Total Hours

30

---

1. If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a mathematics department graduate advisor.
2. With advisor approval.
3. Students who choose to write a thesis are required to complete 6 hours of MATH 599 and give an oral defense of the thesis.
Department of Physics and Astronomy

www.wku.edu/physics
Michael Carini, Acting Department Head
Thompson Complex-Central Wing 246
Phone (270) 745-4357

Degree(s)
- Homeland Security Sciences (MS) (p. 227)

Minor(s)
- Physics (minor) (p. 228)

Faculty

Professor
Michael T. Carini, PhD (Astrophysics), Georgia State University, 1990
A. G. Emslie, PhD (Astronomy), University of Glasgow, 1979
Richard F. Gelderman, PhD (Astronomy), University of Virginia, 1994
Wieb Vandermeer, PhD (Mathematics and Natural Science), University of Groningen, 1979

Associate Professor
Vladimir Dobrokhotov, PhD (Physics), University of Idaho, 2006
Sanju Gupta, PhD (Physics – Chemistry), University of Puerto Rico Rio Piedras, 2003
Edward Kintzel, PhD (Physics), Florida State University, 2002
Ivan S. Novikov, PhD (Mathematics, Physics), St. Petersburg State U-Russia, 2000

Homeland Security Sciences, Master of Science (0413)

Program Coordinator
Ivan S. Novikov, ivan.novikov@wku.edu, (270) 745-6197

This multidisciplinary program prepares science professionals for careers in the Homeland Security area. The program features hands-on research components to enable students to apply their training to real-world problems. The Physical Threats area involves the study of applications of physics, biology and chemistry to detect, quantify, prevent and decontaminate radiological, nuclear, biological, explosive and chemical threats. The Cyber Defense area involves the study of prevention, detection, and remediation of attacks on information systems. In addition to the University Graduate School requirements, admission to the program requires a Bachelor's degree in Biology, Chemistry, or Physics.

Program Admission
Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (31 hours)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 506</td>
<td>Overview of Homeland Security</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 560</td>
<td>Introduction to Physics Applications in Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 598</td>
<td>Graduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 599</td>
<td>Thesis Research / Writing</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select 6 hours from two of the following areas:</td>
<td></td>
</tr>
<tr>
<td>PHYS 570</td>
<td>Nuclear / Radiological Detection and Remediation</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 571</td>
<td>and Nuclear / Radiological Detection and Remediation Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM 560</td>
<td>Chemical Agents and Explosives</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 572</td>
<td>Detection/Analysis of Chemical Agents and Explosives Lecture</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CHEM 573</td>
<td>and Detection/Analysis of Chemical Agents and Explosives Laboratory</td>
<td></td>
</tr>
<tr>
<td>PH 584</td>
<td>Principles of Environmental Health</td>
<td>6</td>
</tr>
<tr>
<td>PH 595</td>
<td>Public Health Management of Disasters</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select a minimum of 13 semester hours from the following:</td>
<td>13</td>
</tr>
<tr>
<td>PHYS 590</td>
<td>Physical Principles of CBE Detection and Remediation</td>
<td>13</td>
</tr>
<tr>
<td>&amp; PHYS 591</td>
<td>and Physics CBE Detection and Remediation Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIOL 550</td>
<td>Introduction to Biological Applications in Homeland Security</td>
<td>13</td>
</tr>
<tr>
<td>BIOL 552</td>
<td>Biological Applications in Homeland Security I</td>
<td>13</td>
</tr>
<tr>
<td>&amp; BIOL 553</td>
<td>and Laboratory: Biological Applications in Homeland Security I</td>
<td></td>
</tr>
</tbody>
</table>
BIOL 555 Laboratory: Biological Applications in Homeland Security II
PH 577 Environmental Toxicology
EHS 580 Solid and Hazardous Wastes
PH 571 Air Quality Management
EHS 572 Environmental and Occupational Epidemiology
GEOG 417G GIS Analysis and Modeling

Students may select elective courses offered at Eastern Kentucky University including:
HLS 800 Homeland Security Policy Analyst
HLS 810 Critical Infrastructure Protection
HLS 820 Intelligence for Homeland Security
HLS 830 Hazards and Threats to Homeland Security

Total Hours 31

1 The student majoring in homeland security science must complete, in addition to this core and a thesis, a minimum of 13 semester hours of selected graduate division courses. The selection is determined by the student's specialized area of study, subject to approval by the student's departmental advisor.

Students are strongly encouraged to utilize elective courses from other Kentucky colleges and universities such as graduate courses from Eastern Kentucky University's Safety, Security & Emergency Management program. Any course, other than these EKU courses, must receive approval from the graduate director of the program before being considered as an elective.

Physics, Minor (024)

The department offers a Physics minor in the Master of Arts in Education.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements

The 12-hour minor may include physics and astronomy courses to familiarize the teacher with modern instructional developments and to strengthen the academic background. The remainder of the degree program will be taken in professional education.
Department of Psychological Sciences

www.wku.edu/psychological-sciences
psychsci@wku.edu
Kelly Madole, Department Head
Gary Ransdell Hall 3074
Phone (270) 745-3918

Degree(s)

- Psychology (MS) (p. 229)

Faculty

Professor

Steven J. Haggbloom, PhD (Psychology), Purdue University Main Campus, 1975
Elizabeth A. Lemerise, PhD (Psychology), New School for Social Research, 1988
Kelly L. Madole, PhD (Psychology), University of Texas at Austin, 1992
Sharon A. Mutter, PhD (Psychology), George Washington University, 1984
James F. Norman, PhD (Psychology), Vanderbilt University, 1990
Elizabeth L. Shoenfelt, PhD (Psychology), Louisiana State University AM College, 1983

Associate Professor

Amy M. Brausch, PhD (Psychology), Northern Illinois University, 2008
Reagan D. Brown, PhD (Psychology), Virginia Tech, 1997
Lance W. Hahn, PhD (Psychology), University of Texas at Austin, 1994
Andrew S. Mienaltowski, PhD (Psychology), Georgia Institute of Tech, 2008
Aaron L. Wichman, PhD (Psychology), The Ohio State University Main Campus, 2005

Assistant Professor

Diane M. Lickenbrock, PhD (Psychology), University of Notre Dame, 2010
Stephen S. O’Connor, PhD (Psychology), Catholic University of America, 2010
Amber N. Schroeder, PhD (Industrial/Organizational Psychology), Clemson University, 2012
Matthew C. Shake, PhD (Educational Psychology), University of Illinois Urbana-Champaign, 2009

Psychology, Master of Science (0469)

Program Coordinator

Kelly L. Madole, kelly.madole@wku.edu, (270) 745-6475

This program prepares students to pursue careers in business, research, or government settings, and/or to enter a doctoral program. Two concentrations are offered: industrial-organizational and psychological science.

Joint Undergraduate Master's Program (JUMP)

This degree offers a Joint Undergraduate Master's Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

Program Admission

Applicants should have: a statistics and research methodology course; background in psychology; and a minimum GPA of 2.75 with 3.0 in psychology courses (no specific GAP score is required). Applicants should submit GRE scores, three letters of recommendation, transcripts, a psychological science department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate School application form. An interview may be required. Applicants to the psychological science concentration must identify one or more research mentors with whom they wish to work. Although there are no formal minimum GRE scores, admission is competitive. The average GRE scores of recently admitted students are approximately 153 (V) and 148 (Q). Applications should be received by March 1st for priority consideration.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (36-45 hours)

The program comprises 27 hours of core courses plus specific program content that varies by concentration. A thesis based on original research conducted under the direction of a department graduate faculty member is required. A comprehensive examination is required at the time of thesis defense. A research tool is required in both concentrations. No concentration may have more than 9 hours of 400G-level courses.

Required Core

Methods and Statistics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 510</td>
<td>Advanced Research Methods in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
### PSYS 512 Analysis of Variance 3
### PSYS 513 Correlation and Regression Analysis 3
### PSYS 518 Statistics and Psychometric Theory 3

#### Scientific Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 599</td>
<td>Thesis Research/Writing</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Science of Behavior

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 521</td>
<td>Advanced Child Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 530</td>
<td>Conditioning and Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 533</td>
<td>Advanced Topics in Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 552</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 567</td>
<td>Advanced Physiological Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Ethics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 581</td>
<td>Professional and Ethical Issues in Psychological Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Practicum or Internship

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 579</td>
<td>Internship in Industrial-Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or PSYS 595</td>
<td>Practicum in Psychological Sciences</td>
<td></td>
</tr>
</tbody>
</table>

### Concentration

Complete one of the concentrations: 9-18

### Total Hours

36-45

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### Industrial-Organizational Psychology Concentration (45 hours)

This concentration focuses on behavior in business, industry, consulting, and government organizations. Students develop proficiencies in the construction and validation of personnel selection systems, job analysis, employee compensation, criterion development, leadership, motivation theory, equal employment opportunity law, and training in business and industry. A thesis is required. Grades lower than B may not be used to satisfy requirements for courses in the industrial/organizational training sequence (PSYS 570, PSYS 571, PSYS 572, PSYS 670, and PSYS 673).

#### Specific Concentration Requirements (45 hours)

##### Research Methods, Measurement, and Statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 510</td>
<td>Advanced Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 512</td>
<td>Analysis of Variance</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 513</td>
<td>Correlation and Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 518</td>
<td>Statistics and Psychometric Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

##### Science of Behavior

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 552</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

##### Scientific Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSYS 599</td>
<td>Thesis Research/Writing</td>
<td>6</td>
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</table>

##### Ethics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSYS 581</td>
<td>Professional and Ethical Issues in Psychological Sciences</td>
<td>3</td>
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</table>

##### Practicum and Internship

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSYS 579</td>
<td>Internship in Industrial-Organizational Psychology</td>
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</tbody>
</table>

### Industrial/Organizational Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 570</td>
<td>Job Analysis and Compensation</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 571</td>
<td>Personnel Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 572</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 670</td>
<td>Equal Employment Opportunity, the Law, and Ethical Considerations</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 673</td>
<td>Advanced Training in Business and Industry</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Hours

45

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1 A four-to-six months internship in personnel psychology is encouraged (6 hours); 6 advisor approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.

### Psychological Science Concentration (36 Hours)

This concentration uses a research mentorship approach to prepare students to be competitive applicants for admission into a Ph.D. program and/or for positions where strong research and methodological skills are needed. Students may choose from one of four focus areas allowing specialization in cognitive psychology, developmental science, clinical science, or biobehavioral psychology, or they may design a focus area (9 hours) that best fits their interests (subject to approval by their advisor and the program coordinator). A thesis is required. Applicants should refer to faculty research interests identified on the program web site and must apply specifically to work with one or more faculty members in whose research they have a particular
interest. Grades lower than B may not be used to satisfy requirements in the Research Methods and Statistics Core (PSYS 510, PSYS 512, PSYS 513, & PSYS 518), PSYS 581, and PSYS 595.

### Specific Concentration Requirements (36 hours)

#### Research Methods, Measurement, and Statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 510</td>
<td>Advanced Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
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<tr>
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<td>Correlation and Regression Analysis</td>
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</tr>
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<td>PSYS 518</td>
<td>Statistics and Psychometric Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Scientific Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 599</td>
<td>Thesis Research/Writing</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Science of Behavior

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 521</td>
<td>Advanced Child Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 530</td>
<td>Conditioning and Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 533</td>
<td>Advanced Topics in Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 552</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYS 567</td>
<td>Advanced Physiological Psychology</td>
<td>3</td>
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</table>

#### Ethics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 581</td>
<td>Professional and Ethical Issues in Psychological Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Practicum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSYS 595</td>
<td>Practicum in Psychological Sciences</td>
<td>3</td>
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</tbody>
</table>

#### Focus Area

Select a Focus Area

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Courses and Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Science Focus Area</td>
<td>Select 3-6 hours of the following: 3-6 PSYS 521 Advanced Child Developmental Psychology, PSYS 424G Topics in Developmental Psychology, PSYS 423G Psychology of Adult Life and Aging, PSYS 533 Advanced Topics in Cognition 3, PSYS 552 Advanced Social Psychology 3, PSYS 540 Behavior Problems of Childhood and Adolescence 3, PSYS 545 Clinical Child Psychology: Theory and Practice 3, PSYS 590 Readings of Research Psychology 3</td>
</tr>
<tr>
<td>Biobehavioral Focus Area</td>
<td>PSYS 565 Cognitive Neuroscience 3, PSYS 567 Advanced Physiological Psychology 3, Choose one of the following:</td>
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#### Total Hours

36
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSYS 530</td>
<td>Conditioning and Learning</td>
</tr>
<tr>
<td>PSYS 590</td>
<td>Readings of Research Psychology</td>
</tr>
<tr>
<td>PSYS 463G</td>
<td>Evolutionary Psychology</td>
</tr>
<tr>
<td>PSYS 465G</td>
<td>Psychopharmacology</td>
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</table>

**Total Hours**: 9

**Clinical Science Focus Area**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSYS 640</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>PSYS 641</td>
<td>Theories of Psychotherapy</td>
</tr>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS 520</td>
<td>Individual Differences and Human Diversity</td>
</tr>
<tr>
<td>PSYS 521</td>
<td>Advanced Child Developmental Psychology</td>
</tr>
<tr>
<td>PSYS 552</td>
<td>Advanced Social Psychology</td>
</tr>
<tr>
<td>PSYS 590</td>
<td>Readings of Research Psychology</td>
</tr>
<tr>
<td>PSYS 465G</td>
<td>Psychopharmacology</td>
</tr>
</tbody>
</table>

**Total Hours**: 9
University College

www.wku.edu/uc
universitycollege@wku.edu

Dr. Dennis George, Dean
Tate Page Hall 201
(270) 745-4092

Mission
The University College is committed to integrating disciplines through high quality academic and service programs. The College facilitates collaborative learning and research that address significant world issues and foster adaptability, critical inquiry, creativity, and synthesis. The College promotes social responsibility while expanding collaborative opportunities for all students, faculty, and external constituents.

Department of Diversity and Community Studies
• Social Responsibility and Sustainable Communities (MA) (p. 237)
• Aging Studies (Certificate) (p. 234)
• Gender and Women’s Studies (Certificate) (p. 235)
• Global Pathways to Sustainability (Certificate) (p. 236)

School of Professional Studies
• Organizational Leadership (MA) (p. 239)
• Organizational Leadership (Certificate) (p. 239)

School of University Studies
(undergraduate only programs)
Department of Diversity and Community Studies

www.wku.edu/dcs
dcstudies@wku.edu
Jane Olmsted, Department Head
Women’s Studies Center
1532 State Street
Phone (270) 745-5787

The Department of Diversity & Community Studies houses four programs that offer graduate certificates or degrees: Aging Studies (graduate certificate); Gender & Women’s Studies (graduate certificate); Global Pathways to Sustainability (graduate certificate); and Social Responsibility and Sustainable Communities (master’s). These interdisciplinary programs share certain important affinities:

• Conceptual frameworks for understanding diverse communities, their histories and contemporary expressions, the structural challenges they face and the contributions they offer to the fabric of American society;
• A commitment to working for social justice and equality of treatment across differences;
• A record of working collaboratively within communities in service projects as well as participatory research;
• An understanding that social systems are interconnected in perpetuating institutional oppression and dominant group privilege;
• A conviction that interdisciplinary analysis and community experience are essential to addressing real world problems.

Individually, the programs focus on the particular issues and sectors of society that define their curriculum, programming, and outreach. For more information about our department, visit www.wku.edu/dcs and the websites associated with our programs.

Degree(s)
• Social Responsibility and Sustainable Communities (MA) (p. 237)

Certificate Program(s)
• Aging Studies (p. 234)
• Gender and Women’s Studies (p. 235)
• Global Pathways to Sustainability (p. 236)

Faculty
Professor
Jane Olmsted, PhD (English, Feminist Studies), University of Minnesota-Twin Cities, 1996

Associate Professor
Kristi R. Branham, PhD (English), University of Kentucky, 2006
Yvette Q. Getch, PhD (Rehabilitation), University of Arkansas Main Campus, 1996
Molly B. Kerby, PhD (Educational Leadership Organizational Development), University of Louisville, 2007

Assistant Professor
Lloren A. Foster, PhD (Afro-American Studies), University of Massachusetts, 2007
Tiara R. Na’Puti, PhD (Communication Studies), University of Texas at Austin, 2013
Judy Rohrer, PhD (Political Science), University of Hawaii at Manoa, 2005
Andrew J. Rosa, PhD (Afro-American Studies), University of Massachusetts, 2005

Instructor
James B. Asare, DA (Humanistic Studies), SUNY at Albany, 2009

Aging Studies, Certificate (0419)

Program Coordinator
Dana B. Bradley, dana.bradley@wku.edu, (270) 745-2356

http://www.wku.edu/aging

The Graduate Certificate in Aging Services prepares a qualified work force to address the needs of our aging population. The need for a gerontology certificate arises because the complex issues and problems of aging require an interdisciplinary perspective that is not provided within any single discipline. The knowledge and skills acquired will enable graduates to integrate gerontology into their discipline and to provide services for an older population. The certificate provides documentation that students have completed an organized program of interdisciplinary gerontology courses.
## Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

## Program Requirements (12 hours)

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 501</td>
<td>Perspectives in Aging</td>
<td>3</td>
</tr>
<tr>
<td>GER 503</td>
<td>Policy Foundations of Aging Services</td>
<td>3</td>
</tr>
<tr>
<td>GER 505</td>
<td>Development and Change of Aging Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Select 3 hours from the following:

- ADED 520 Methods for Teaching Adults
- ADED 530 Program Development for Adults
- ADED 611 Adult Development and Learning
- CD 489G Communication Disorders in Aging
- FACS 585 Nutrition for the Elderly
- GER 510 Current Issues in Aging
- GER 581 Global Aging
- GER 590 Independent Study in Aging Studies
- HCA 540 Health Care Organization and Management
- HCA 541 Strategic Management & Marketing of Health Services
- HCA 571 Managed Care
- PH 443G Health Problems of the Aged
- PH 444G Death Education
- PHIL 426G Philosophy and Old Age
- PSYS 423G Psychology of Adult Life and Aging

**Total Hours**: 12

1 Other elective courses may be chosen with advisor approval.

## Gender & Women's Studies, Certificate (1712)

### Program Coordinator

Kristi R. Branham, kristi.branham@wku.edu, (270) 745-2943

The purpose of the Graduate Certificate is to facilitate exploration of the rapidly expanding interdisciplinary scholarship in gender and women's studies, thereby enriching WKU's current graduate curricula. Students' ability to articulate what they have learned about interdisciplinary scholarship as it pertains to gender, race, and class will enhance their potential for success in their professions. An online version of the Certificate is available with core courses and some electives offered online in alternate years. Federal financial assistance is available for this program.

### Program Admission

Admission is based on prior academic experience. Students who wish to enroll in the certificate must provide:

1. a personal statement explaining their interest in and reasons for pursuing this program of study; and
2. an academic writing sample of approximately 3000 words.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

### Program Requirements (15 hours)

The certificate requires 6 hours of core courses and 9 hours of electives, for a minimum of 15 hours. Those wishing to teach at the college level are encouraged to complete at least 18 hours.

#### Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWS 545</td>
<td>Feminist Knowledge and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>GWS 555</td>
<td>Global and Cross-Cultural Perspectives on Women</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

Select 9 hours from the following:

1,2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 497G</td>
<td>Women's Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 488G</td>
<td>Victorian Literature</td>
<td></td>
</tr>
</tbody>
</table>
Global Pathways to Sustainability, Certificate (0472)

Program Coordinator
Jane Olmsted, jane.olmsted@wku.edu, (270) 745-5787

The Global Pathways to Sustainability graduate certificate prepares professionals working in organizations and institutions to understand the complex environmental and social problems and apply community-based solutions. The certificate offers a multidisciplinary study of the environmental, social, and policy dimensions of sustainability. Students will gain an understanding of theoretical and practical aspects of sustainability and will participate in community-based projects. The program consists of 15 hours, including two core courses, SUST 512 and SUST 514, and three electives drawn from three categories: social and human impact; environmental health and education; and policy and practice. Courses may be taken in any order, but students are encouraged to take the two core courses early in the certificate program.

Program Admission

Admission will be based on prior academic performance (transcripts required), a statement of interest, resume, and two letters of recommendation affirming the applicant’s potential to do well in graduate school. Students already pursuing a WKU master’s program need submit only transcripts, statement of interest, and any letters submitted as part of the master’s application.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (15 hours)

**Required Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 512</td>
<td>Foundations of Sustainability</td>
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</tr>
<tr>
<td>SUST 514</td>
<td>Environmental Justice and Public Spaces</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

**Social and Human Impact:**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWS 575</td>
<td>Gender, Justice, and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>SRSC 515</td>
<td>Utopias, Dystopias, &amp; Intentional Communities</td>
<td></td>
</tr>
<tr>
<td>SRSC 525</td>
<td>Place and the Problem of Healing</td>
<td></td>
</tr>
<tr>
<td>GERO 581</td>
<td>Global Aging</td>
<td></td>
</tr>
</tbody>
</table>

**Environmental Health and Education:**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 545</td>
<td>Survey of Business Sustainability Issues</td>
<td>3</td>
</tr>
<tr>
<td>BA 546</td>
<td>Sustainable Business Operations</td>
<td></td>
</tr>
<tr>
<td>BA 547</td>
<td>Sustainability, Innovation, and Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>ENVE 560</td>
<td>Investigating and Evaluating Environmental Issues</td>
<td></td>
</tr>
<tr>
<td>PH 584</td>
<td>Principles of Environmental Health</td>
<td></td>
</tr>
</tbody>
</table>

**Policy and Practice:**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRSC 520</td>
<td>Community-based Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 678</td>
<td>Environmental Justice: Theory, Policy, and Practice</td>
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<tr>
<td>SUST 517</td>
<td>Sustainable Places</td>
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</tr>
<tr>
<td>SUST 518</td>
<td>Organizational Change for Sustainability</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**

15
Social Responsibility and Sustainable Communities, Master of Arts (0448)

Program Coordinator
Jane Olmsted, jane.olmsted@wku.edu, (270) 745-5787

The Master of Arts in Social Responsibility & Sustainable Communities is an interdisciplinary program of study that provides students with the tools to lead communities toward social justice and sustainability. It is designed especially for students inclined toward the humanities, social sciences, and related fields. Students take a core set of courses that provide interdisciplinary grounding in social justice and sustainability, social policy issues, leadership issues, community-building, and community-based research. Students may focus their elective courses on environmental sustainability, gender & women’s studies, intergenerational studies, or other issues, depending on their interests, on availability of courses, and in consultation with their advisor. Students in the MA in Social Responsibility & Sustainable Communities will cultivate the skills and knowledge necessary to be economic, political, and social change agents for more just and sustainable communities.

Through this MA program, students will be able to:
- examine a range of disciplinary perspectives on social justice;
- analyze the interrelationships of issues and interlocking systems associated with social organization and community development;
- examine the practical and theoretical principles of sustainability and how to apply them to diverse situations and communities throughout the world;
- analyze the power relationships (gender, race, age, class) that historically surround social justice and how these may be changed or augmented to increase social equality and equity; and
- apply the principles of community organizing and be able to effectively utilize them in a variety of communities.

Program Admission

Admissions will be based on prior academic performance, a written Statement of Purpose, a resume, and two letters of recommendation. Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (33 hours)

The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, for a total of 33 hours; students are required to be in attendance during the campus-based SRSC 590.

Required Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRSC 510</td>
<td>Perspectives on Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>SRSC 520</td>
<td>Community-based Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SRSC 530</td>
<td>Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SRSC 540</td>
<td>Community-Building for Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>SUST 512</td>
<td>Foundations of Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>or SUST 514</td>
<td>Environmental Justice and Public Spaces</td>
<td></td>
</tr>
<tr>
<td>SRSC 590</td>
<td>Sustainability Symposium</td>
<td>3</td>
</tr>
</tbody>
</table>

Thesis/Non-Thesis Option

Select one of the following: 6
- SRSC 599 Thesis Research/Writing

Non-Thesis students will complete additional 6 hours of electives

Electives

Select 9-15 hours from the following: 1
- AMS 630 Legal and Ethical Issues in Technology
- BA 510 Advanced Organizational Behavior
- BA 545 Survey of Business Sustainability Issues
- BA 546 Sustainable Business Operations
- BA 547 Sustainability, Innovation, and Entrepreneurship
- COMM 528 Communication in the Nonprofit Sector
- ECON 434G The Economics of Poverty and Discrimination
- GEOS 587 Environmental Law, Regulations, and Policy
- GEOG 474G Environmental Planning
- GEOS 544 Practical Environmental Ethics
- GERO 501 Perspectives in Aging
- GERO 503 Policy Foundations of Aging Services
- GERO 505 Development and Change of Aging Programs
- GERO 510 Current Issues in Aging
- GERO 581 Global Aging

1. Students may need to complete up to 9 hours of electives not listed here in addition to the 9-15 hour requirement.

Western Kentucky University -- 2015-2016 Graduate Catalog
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWS 545</td>
<td>Feminist Knowledge and Social Change</td>
</tr>
<tr>
<td>GWS 535</td>
<td>Roots of Feminism</td>
</tr>
<tr>
<td>GWS 555</td>
<td>Global and Cross-Cultural Perspectives on Women</td>
</tr>
<tr>
<td>GWS 565</td>
<td>Black Feminism and the Politics of Community</td>
</tr>
<tr>
<td>GWS 575</td>
<td>Gender, Justice, and Sustainability</td>
</tr>
<tr>
<td>GWS 625</td>
<td>Women and Leadership</td>
</tr>
<tr>
<td>GWS 630</td>
<td>Feminist Pedagogies</td>
</tr>
<tr>
<td>HIST 505</td>
<td>Cultural Diversity in American History</td>
</tr>
<tr>
<td>HIST 530</td>
<td>History of the Civil Rights Movement in America</td>
</tr>
<tr>
<td>HIST 553</td>
<td>American Women's History</td>
</tr>
<tr>
<td>SRSC 515</td>
<td>Utopias, Dystopias, &amp; Intentional Communities</td>
</tr>
<tr>
<td>SRSC 525</td>
<td>Place and the Problem of Healing</td>
</tr>
<tr>
<td>LEAD 525</td>
<td>Leadership Ethics</td>
</tr>
<tr>
<td>PH 548</td>
<td>Community Health Organization</td>
</tr>
<tr>
<td>PH 584</td>
<td>Principles of Environmental Health</td>
</tr>
<tr>
<td>RSA 560</td>
<td>Issues in Nonprofit Administration</td>
</tr>
<tr>
<td>RSA 565</td>
<td>Nonprofit Grant Writing and Fundraising</td>
</tr>
<tr>
<td>SOCL 470G</td>
<td>Environmental Sociology</td>
</tr>
<tr>
<td>SOCL 525</td>
<td>Survey of Criminal Justice Studies</td>
</tr>
<tr>
<td>SOCL 534</td>
<td>Neighborhoods and Crime</td>
</tr>
<tr>
<td>SOCL 538</td>
<td>Victimology</td>
</tr>
<tr>
<td>SOCL 542</td>
<td>Community</td>
</tr>
<tr>
<td>SOCL 546</td>
<td>Gender, Crime, and Justice</td>
</tr>
<tr>
<td>SOCL 548</td>
<td>Race, Class, and Crime</td>
</tr>
<tr>
<td>SOCL 572</td>
<td>Environmental Criminology</td>
</tr>
<tr>
<td>SRSC 515</td>
<td>Utopias, Dystopias, &amp; Intentional Communities</td>
</tr>
<tr>
<td>SRSC 525</td>
<td>Place and the Problem of Healing</td>
</tr>
<tr>
<td>SUST 517</td>
<td>Sustainable Places</td>
</tr>
<tr>
<td>SUST 518</td>
<td>Organizational Change for Sustainability</td>
</tr>
<tr>
<td>SWRK 510</td>
<td>Human Behavior in the Social Environment</td>
</tr>
<tr>
<td>SWRK 530</td>
<td>Foundation of Social Welfare Policy</td>
</tr>
<tr>
<td>SWRK 630</td>
<td>Rural Social Welfare Policy</td>
</tr>
<tr>
<td>SWRK 678</td>
<td>Environmental Justice: Theory, Policy, and Practice</td>
</tr>
</tbody>
</table>

**Total Hours**: 33

1 No more than 12 hours of courses in any one discipline. Other courses with permission of program director may be eligible as electives.
Western Kentucky University -- 2015-2016 Graduate Catalog

School of Professional Studies

www.wku.edu/professionalstudies
professionalstudies@wku.edu
Jeff Butterfield, Director
Tate Page Hall 218
Phone (270) 745-8973

Degree(s)
- Organizational Leadership (MA) (p. 239)

Certificate Program(s)
- Organizational Leadership (Certificate) (p. 239)

Faculty

Professor
Merrall Price, PhD (English), University of Rochester, 1998

Associate Professor
Thomas J. Butterfield, PhD (Management Science Information Systems), University of Texas at Austin, 1994
Ronald L. Mitchell, MA (Human Resources Development, Management), Webster University, 2001

Assistant Professor
John P. Baker, EdD (Educational Leadership, Organizational Leadership), Western Kentucky University, 2011

Organizational Leadership, Certificate (1723)

Program Coordinator
John P. Baker, john.baker1@wku.edu, (270) 745-5149

The Organizational Leadership Certificate program provides an interdisciplinary academic graduate program through which students can enhance their understanding of leadership theory and practice while applying it directly toward their academic or professional area of interest. The academic requirements offer students a common basic curriculum of leadership theory at the graduate level and practical application of that theory to a specialized area of interest to the student. Additionally, the program allows the student to choose two courses from a broad interdisciplinary selection of courses for a total of 12 credit hours. Substitutions for these courses may be made with consent of the advisor. Students applying to the Graduate School at WKU can elect to pursue the graduate certificate in Organizational Leadership either by itself or in conjunction with a graduate program in a selected specific discipline.

Program Admission

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

Program Requirements (12 hours)

Required Core
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 500</td>
<td>Effective Leadership Studies</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 597</td>
<td>Capstone in Leadership Studies</td>
<td>3</td>
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</table>

Electives
Select one course in two of the following categories with advisor approval:
- Ethics and Social Responsibility
- Human Relations
- Critical Thinking and Empirical Assessment

Total Hours 12

Organizational Leadership, Master of Arts (0467)

Program Coordinator
John P. Baker, john.baker1@wku.edu, (270) 745-5149

The Masters of Arts in Organizational Leadership is designed to meet needs of diverse students for professional training that is broadly based upon knowledge and research from business, economics, communication, organizational functioning, leadership principles, psychology, and political science. The program emphasizes application: students have the opportunity to develop and refine administrative knowledge and leadership skills applicable to
a variety of modern organizations within both the public and private sector. (Electives outside pre-approved curriculum may be utilized within the degree program with prior approval of advisor.)

**Joint Undergraduate Master’s Program (JUMP)**

This degree offers a Joint Undergraduate Master’s Program (JUMP) which provides academically outstanding students the opportunity to complete both an undergraduate and graduate degree in approximately five years. Contact the graduate program coordinator for additional information.

**Program Admission**

Students seeking admission to the MA in Organizational Leadership must have:

- an earned baccalaureate degree from a regionally accredited university or college;
- minimum undergraduate GPA of 2.75.

Students who have a baccalaureate degree from a regionally accredited university or college with an overall GPA of 2.5 to 2.74 may apply for conditional admission. The conditional admission occurs through a holistic evaluation of the candidate’s body of academic and professional experiences. Candidates who apply for conditional admission must:

- submit a resume and any other credentials that verify their professional experience;
- achieve a 3.0 GPA in the first six credits of graduate courses.

**Admission Requirements for International Students who enroll through a Pre-Master’s Program**

- Completion of a baccalaureate degree from an accredited institution or its equivalent, as determined by admission to a pre-master’s program (PMP);
- GRE and GAP are waived upon successful completion of the PMP with a 3.0 or higher GPA in 9 hours of courses taken in a pre-master’s program (PMP). The candidate must earn a “B” or better in LEAD 500 while in the PMP;
- Meets English requirements with and IELTS score of 6.0, or the equivalent for entry into the PMP, or successful completion of a pre-master’s English language curriculum prior to starting the PMP.

Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements.

**Program Requirements (30 hours)**

<table>
<thead>
<tr>
<th>Required Core</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>LEAD 500</td>
<td>Effective Leadership Studies</td>
<td>3</td>
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<tr>
<td>LEAD 525</td>
<td>Leadership Ethics</td>
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<tr>
<td>LEAD 600</td>
<td>Capstone in Leadership Experience</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Research Methods</th>
<th>Quantitative Methods of Social Research</th>
<th>Applied Research Methods in Organizational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500</td>
<td>SOCL 513</td>
<td>LEAD 560</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
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<tr>
<th>Global Leadership Communication</th>
<th>Elements of Public Administration</th>
<th>Leadership Special Topics</th>
<th>Leading Teams</th>
<th>Leadership in Global Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 531</td>
<td>PS 520</td>
<td>LEAD 575</td>
<td>LEAD 540</td>
<td>LEAD 550</td>
</tr>
</tbody>
</table>

**Electives**

Select 12 hours from the following:

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<tbody>
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<td>ADED 611</td>
<td>AMS 520</td>
<td>AMS 671</td>
<td>BA 505</td>
<td>BA 592</td>
<td>CNS 555</td>
<td>CNS 585</td>
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<td>Comm 531</td>
<td>Comm 561</td>
<td>Comm 565</td>
<td>Comm 587</td>
<td>EDFN 500</td>
<td>GER 501</td>
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<tr>
<td>Communication and Conflict</td>
<td>Communication in Intercultural Negotiation &amp; Mediation</td>
<td>Research Methods</td>
<td>Perspectives in Aging</td>
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<td>GERO 503</td>
<td>Policy Foundations of Aging Services</td>
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<td>GWS 625</td>
<td>Women and Leadership</td>
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<td>HCA 540</td>
<td>Health Care Organization and Management</td>
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<tr>
<td>LEAD 540</td>
<td>Leading Teams</td>
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<tr>
<td>LEAD 550</td>
<td>Leadership in Global Context</td>
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<tr>
<td>LEAD 560</td>
<td>Applied Research Methods in Organizational Leadership</td>
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<tr>
<td>LEAD 575</td>
<td>Leadership Special Topics</td>
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<tr>
<td>LEAD 598</td>
<td>Independent Study in Organizational Leadership</td>
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<tr>
<td>PS 520</td>
<td>Elements of Public Administration</td>
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<tr>
<td>PS 538</td>
<td>Ethics and Bureaucracy</td>
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<td>PS 541</td>
<td>Public Personnel Administration</td>
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<tr>
<td>SOCL 513</td>
<td>Quantitative Methods of Social Research</td>
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</table>

**Total Hours: 30**

1. With the approval of the instructor and based on prior academic experience, career aspirations, and/or matriculation concerns, students may select other electives.
Student Services

Adult Learner Services

www.wku.edu/adultservices
adultservices@wku.edu
Dr. Brad Kissell, Director
Tate Page Hall 251
(270) 745-3575

Adult Learner Services is a program specifically designed to help adults pursue a college degree. Thinking about entering college for the first time but don’t know where to start? Considering going back to school to finish a degree you started years ago but didn’t complete? Wondering how long and what classes you would have to take to finish? WKU Adult Learner Services can help answer these questions and offers a wide variety of assistance to “non-traditional” students including:

- Degree audits (determining remaining requirements for completing a degree or determining the quickest route to completing a degree)
- Procedures for admissions and re-admissions
- Financial Aid
- Setting up NET ID & topper webmail
- Registering for class
- Referrals to campus resources
- Academic renewal
- Navigating the WKU website
- Blackboard and online classes
- Placement exams

Center for Career and Professional Development

www.wku.edu/career/
www.wku.edu/topjobs
career.services@wku.edu
Dr. Lynne Holland, Director
Downing Student Union 2001
(270) 745-3095

The mission of the Center for Career and Professional Development is to assist students and alumni in identifying and reaching their career and employment goals, to help employers access an educated and highly trained workforce, and to support faculty and staff in providing opportunities to increase student learning and skill development. The Center for Career and Professional Development offers the following:

- Career Advising to assist students in gaining self-awareness regarding goals and preferences, and to use that awareness in decision-making related to career planning and professional development. Individual appointments are available to review results of career and personality inventories, to provide assistance in setting career goals, to review majors and occupations that match interests and abilities, and to help students plan for and obtain career related experience prior to graduation.
- Career and Employment Management Online System, TopJobs, to allow students and alumni to search job postings, create and manage an online portfolio of their employment credentials, communicate with potential employers, and schedule interviews with recruiters coming to campus.
- Internships/Cooperative Education/Practical Work Experience to help students enhance classroom learning and validate their career decisions through career-related work experience and opportunities. Students are able to test their career choice in “real world” settings prior to graduation, earn college credit for career related work experience, receive pay for career-related employment, build their professional network, and increase their employability upon graduation.
- Graduate and Professional School information is available via the Center’s website. Students may make an appointment with a career counselor to obtain help in preparing for grad school interviews and the application process.
- Job Fairs to provide students and alumni a chance to meet with hundreds of employers to discuss the skills required on-the-job, and to apply for co-op, internship, full-time, part-time, summer and other employment related opportunities.
- Job Search Counseling to assist students with the preparation and review of resumes, cover letters, and job application materials. Assistance is available for locating company/employer information and learning job search techniques and strategies. Counselors can also assist with employment interview preparation and, by appointment, can conduct and critique mock interviews.
- Job Vacancy Postings to help make students and alumni aware of employment opportunities. Vacancies are posted and updated daily on TopJobs. Students and alumni may access TopJobs and listings for full-time, part-time, co-op, volunteer and other opportunities.
- On-Campus Recruiting to allow employers to recruit, interview and hire students to fill vacancies that exist within their individual organizations. Students and alumni may post their resumes online and schedule interviews with employers recruiting on campus – all through TopJobs, the Center for Career and Professional Development’s web-based career and employment management system.
- Online Employment Portfolio to allow students and alumni to upload versions of their resume and other employment credentials and make them accessible to potential employers through TopJobs. Individuals may create multiple versions of their resume, update resumes at any time, and submit credentials electronically to employers. Employers registered with the Center may use TopJobs for recruiting potential employees among WKU applicants who have their resumes in the system.

The Center for Career and Professional Development services are available to all WKU students and alumni and to employers who maintain EEO compliance, follow affirmative action principles in recruiting activities, and adhere to the recruiting policies established by WKU and the Center for Career and Professional Development.

Counseling and Testing Center

www.wku.edu/heretohelp
ctc@wku.edu
Dr. Peggy Crowe, Director
Potter Hall 409
(270) 745-3159

College should be challenging, not overwhelming. Sometimes students need help. The Counseling and Testing Center at WKU provides the following:

1. Individual, couples, and group counseling services for currently enrolled students.
2. Educational programs for classes, organizations, and departments.
3. Consultation to faculty and staff regarding student behavior.
4. Referrals to psychiatrists, psychologists, and counselors outside of the university.
5. Administer the national testing programs the College Level Examination Program (CLEP), Chemistry placement exams, MAT, DSST, PRAXIS, HESI and Nursing Specialty Exams. See www.registerblast.com/wku (http://www.registerblast.com/wku) for tests fees and registration.
6. Crisis/emergency assistance for situations that arise on campus or in our community.

**Division of Extended Learning and Outreach (DELO)**

www.wku.edu/delo
delo@wku.edu
Dr. Beth Laves, Associate Vice President
Knicely Conference Center 105
(270) 745-1900

The Division of Extended Learning & Outreach (DELO) at WKU is made up of several units that take the educational resources of WKU to the citizens of Kentucky and around the world. We are the outreach arm of the university, offering both credit and non-credit classes to students of all ages. We partner with University faculty and departments to offer convenient and flexible learning opportunities to students. We work with businesses and organizations to provide customized training, to plan special events, and to develop degree programs that meet their specific needs. For more details about the services DELO provides, visit our website at www.wku.edu/delo.

DELO units work both separately and together to support the mission of the University:

**Academic Outreach**

www.wku.edu/ao
delo.cohorts@wku.edu
learn.online@wku.edu
summer.sessions@wku.edu
winter.term@wku.edu
Knicely Conference Center
(270) 745-3067

Academic Outreach Unit includes the Offices of Dual Credit, Cohort Programs, Online Program Services, and Summer Sessions/Winter Term.

**Cohort Programs:** A number of degree opportunities are available at WKU through University - Community and Industry partnerships. These programs are customized by contractual agreements to meet the professional development goals of the organization and its members. The office supports students from initial inquiry through degree completion. For more information, please visit www.wku.edu/cohort or call (270) 745-5011.

**Online Program Services** The Online Program Services office (OPS) provides students with access to support designed to help them succeed in reaching their educational goals. OPS professionals are on staff to answer questions, assist with the admission application and course registration process, and connect students to needed resources! Services include an online orientation, library services, research support, an online writing center and online presentation coaching. In addition to one-on-one support provided by OPS, live and recorded webinars are also available on a variety of topics. Services are accessible with a single click through the Student Resource Portal at www.wku.edu/srp. For additional information on services available and online degree programs, please visit www.wku.edu/online or call (270) 745-5011.

**Winter Term and Summer Sessions** The Division of Extended Learning and Outreach provides administrative support for Summer Sessions and Winter Term. These are optional terms offering short, intensive courses allowing students to devote concentrated study to one or two courses at a time. Winter and Summer sessions can be excellent opportunities for students to move more quickly toward graduation or enroll in Study Abroad and Away experiences. For more information, check our website www.wku.edu/summer or www.wku.edu/winter or contact our office at (270) 745-2478.

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**Center for Faculty Development**

www.wku.edu/cfd
cfd@wku.edu
Dr. Jerry Daday, Executive Director
Garrett Conference Center 205B
(270) 745-6508

The Center for Faculty Development (CFD) provides and facilitates services to support the scholarly and pedagogical work of faculty, the mentorship of new faculty, and the mentorship and training of graduate students who serve as graduate assistant instructors (GAs) and graduate teaching assistants (GTAs). The following three units within the CFD are charged with facilitating the professional development of faculty and the mentoring of new faculty and graduate students:

- Learning Analytics and Professional Development
- Innovations in Teaching, Learning, and Technology
- Best Practices in Mentoring and College Teaching (BPMCT)

**Conferencing and Catering**

www.wku.edu/conference
conference.services@wku.edu
Knicely Conference Center
(270) 745-1908

**Continuing and Professional Development**

www.wku.edu/cpd
cwd@wku.edu
ll@wku.edu
Knicely Conference Center
(270) 745-1912

**Distance Learning**

**WKU Online**

www.wku.edu/online
learn.online@wku.edu
2355 Nashville Road, Suite 120
(270) 745-5173 or (888) 4WKUWEB

**WKU On Demand**

www.wku.edu/ondemand
ondemand@wku.edu
Garrett Conference Center, Office 101
(270) 745-4158 or (800) 535-5926

WKU offers educational opportunities through Distance Learning to provide more flexible pathways to degree attainment. Distance opportunities are available through WKU Online via web courses and online degree programs, and WKU On Demand courses – each with the primary focus of providing students with the flexibility needed to achieve their educational goals. Students may earn a complete degree at a distance or choose to take a combination of face-to-face and distance courses – the choice is theirs. Courses are delivered as semester-based web classes and non-semester based On Demand classes offered via web, print, and email.

WKU Online provides semester-based opportunities for students to earn college credit in a format that fits their lifestyle. There are more than 1,700 courses available each year, and over 80 complete degree programs at the graduate and undergraduate level. In addition, there are several degree programs that allow students to complete a significant portion of required courses online, offering additional options for flexibility within their program of study. For a complete list of online degree programs, please visit our website at www.wku.edu/online.

Support services for distance learners are also available, maximizing each student’s potential for success. Services include an online
orientation, library services, research support, an online writing center, online tutoring, and live webinars. Services are accessible with a single click through the Student Resource Portal at www.wku.edu/online/srp.

WKU On Demand self-paced, asynchronous distance learning courses for students to pursue educational experiences outside the traditional college classroom. On Demand opportunities are offered to help undergraduate and graduate students who, because of distance or time constraints, cannot participate in traditional on-campus or semester-based online courses. The On Demand program is uniquely qualified to serve students living across the state, across the country, and around the world. WKU On Demand offers over 100 courses by web, e-mail, or print, and WKU faculty teach all courses. Students may register any day of the year, because On Demand courses are on continuous enrollment, not semester enrollment. Students complete On Demand courses at their own pace. The GRE is not required to enroll in a graduate level On Demand course; however, if students intend to pursue a degree, they must be formally admitted. All registrations are considered in-state for tuition purposes. A list of available On Demand courses can be found on our website at www.wku.edu/ondemand or by viewing WKU’S Schedule of Classes and searching by the campus, “On Demand.”

Study Away
www.wku.edu/studyaway
study.away@wku.edu
Jerry Barnaby, Director
Tate Page Hall 104
(270) 745-4512

Study Away programs offer a great way to earn credit through off-campus, practical learning. We provide winter term and summer session programs led by WKU faculty and partners that take students beyond the classroom into new learning experiences. Study Away includes WKU credit courses with travel to domestic destinations (within the United States and U.S. territories). For-credit programs include at least one WKU credit-bearing course.

Study Away also administers Faculty-Led Study Abroad programs. These are WKU courses taught by WKU faculty in destinations all over the world. Study Away works in partnership with Study Abroad and Global Learning, faculty leaders, and students to provide innovative learning opportunities that enable WKU students to set themselves apart.

English as a Second Language International (ESLI) University Language Center
www.wku.edu/esli/
esli@wku.edu
Dr. T. Ryan Hall, Vice President
Dawn Winters, Director
(270) 745-8871

The ESLI University Language Center on the WKU campus prepares students in academic English for entrance into WKU. Students may enroll and begin study in ESLI courses at any time during the first two weeks of the fall, spring, or summer semesters. Students completing the ESLI program do not require a TOEFL or IELTS to gain admission to WKU.

The ESLI program is an intensive language program with 25 hours of instruction each week in reading, writing, listening, speaking, grammar, and vocabulary. ESLI techniques include cultural context that students need by involving them in academic excursions, conversation partners and recreational activities. ESLI has a caring and empathetic staff that provides a friendly, professional, and individualized learning environment. They also assist students in airport pick-up, banking, and general orientation. All activities are part of the interactive immersion in the ESLI program. Prospective students should contact ESLI directly by email for further information and an application.

Health Services
www.wku.edu/healthservices
ggc.wkuhealthcare@wku.edu
1681 Normal Drive
(270) 745-2273

Graves Gilbert Clinic Health Services is a full service primary care center dedicated to providing the WKU campus and community with quality medical care and health promotion services. On site services include physician and nurse practitioner office visits, psychiatric mental health, women’s and men’s health, ECG, laboratory, x-ray, allergy shot administration, immunizations, STI testing/treatment, contraceptives, physicals, drug screenings, occupational health, health education and wellness services. In addition, Graves Gilbert Clinic is a multi-specialty group with access to a broad array of in depth health care services.

The staff includes Board Certified Medical Doctors (Family Medicine and Internal Medicine), Nurse Practitioners, registered medical assistants, x-ray and lab technicians. The Clinic is a provider for many insurance plans and will be listed in your group’s provider list if we are participating in your plan. Patients need to bring a current copy of their health insurance card, photo Id, and applicable co-pay for each visit. Failure to present your insurance card(s) at registration may result in you being considered a self-pay patient with the accompanying expectation of payment at the time of service. If you do not have insurance coverage, at least a partial payment will be expected at the time of service. If charges are not paid in full on the date of service, you will be requested to provide the Financial Counselor with credit or debit card information. We accept BIG RED CARD for co-pays and payments.

As a courtesy, we will file insurance when appropriate or bill the patient directly. Our current hours for the fall/spring semester are Monday through Thursday 7:30 am – 7:00 pm and Friday and Saturday 7:30am – Noon. Physicians will be providing after hour call coverage with access to Urgentcare and Emergency Room Services if needed.

Students that are interested in purchasing the student health insurance plan, please contact Linda Heady () with WKU at 745-3530.

Housing and Residence Life
www.wku.edu/housing
hrl@wku.edu
Southwest Hall, Room 18
(270) 745-4359

The Department of Housing and Residence Life, in partnership with the student and the university community, will provide a premier living / learning experience that promotes student success. We offer 15 residence halls with a variety of living options to accommodate the needs and preferences of our student population. Several of the amenities include the following: cable television, Internet connections and wifi capability in each bedroom, and laundry facilities in each hall. Apartment living is also available to juniors, seniors and graduate students. Visit the website for more information.

Leadership is provided in each hall by live-in professional staff members. Additionally, community advisors, desk assistants, resident assistants, desk clerks and night clerks work to provide services in the halls that include a 24-hour information/security desk operation.

Housing Deposit and Fee Payment - The Residence Hall Housing Agreement requires an accompanying $150 deposit. This deposit will remain on file throughout the resident’s term of occupancy and serves as a combination room reservation, damage, cancellation and room checkout deposit. It does not apply to the semester housing fee, and may be carried over to subsequent academic years.

Students who submit a Residence Hall Housing Agreement prior to the first day of classes for either fall or spring semester will be billed their
appropriate housing fee by the business office. Payment must be made in full by the date specified on the bill.

Students who submit a Residence Hall Housing Agreement on or after the first day of classes for either the fall or spring semester agree to submit the $150 housing deposit to the Department of Housing and Residence Life. The full semester, prorated semester, or full bi-term housing fee is also payable at the business office at the time the Housing Agreement is submitted and accepted.

**Cancellations and Refund Policy -** The Residence Hall Housing Agreement is for the full academic year. Students who submit written notice of cancellation to the Department of Housing and Residence Life prior to the beginning of the academic year may receive a partial refund of the advance deposit based upon the following dates:

- Cancellations received by July 1 for an agreement beginning fall semester or November 15 for spring semester only, students will receive 2/3 refund of deposit or $100.00.
- Cancellations received between July 2 and August 1 for an agreement beginning fall semester or between November 16 and December 15 for spring semester only, will result in a 1/3 refund of deposit or $50.
- For cancellations received after August 1 for fall semester or December 15 for spring semester only, students do not receive a refund of the advance $150 deposit. Exceptions to this policy include only those students who are denied admission to the University or not assigned due to lack of residence hall space.

Residents who cancel their Residence Hall Housing Agreement at any time during the academic year, and subsequently continue full-time enrollment, will be assessed a $750 contract termination fee, will not receive any refund of their housing deposit and may be assessed housing fees for all applicable semesters. Requests for Exemption from the Cancellation Policy are available in the Department of Housing and Residence Life.

**Extended Living -** Extended living is offered at Barnes-Campbell Hall, Bemis-Lawrence Hall, Northeast Hall, and Southwest Hall, which allows students to remain in their rooms during the Thanksgiving, semester and spring break periods. All other halls close for these periods which makes this a good option for those who cannot travel during the breaks, need to work in town during breaks or need to be here for university related activities.

**Room Assignments -** Room assignments are made based upon the date of receipt of the Housing Agreement. Returning residents who renew their housing agreement prior to the established deadline are given “priority status” and are reassigned first. Incoming freshmen and transfer students are assigned next based upon their date of receipt.

Although there are no guarantees, special consideration is given to the indicated preferences. Roommate preferences are made based on availability and mutual requests. It is recommended that residents wishing to room together should submit their Agreements together when possible.

**Residence Hall Rooms -** Residence hall rooms are equipped to accommodate two students and each room is furnished with beds, chests of drawers, bookshelves, closet space, desks and chairs.

**Reservations -** Students should forward the completed Residence Hall Housing Agreement with their $150.00 deposit immediately upon applying for admission to the University. Students may apply online through TopNet with credit/debit card or by mail with check or money order.

Completed Residence Hall Agreement forms should be sent to the Department of Housing and Residence Life, 1906 College Heights Blvd.

#11093, WKU, Bowling Green, Kentucky 42101-1093. Make checks or money orders payable to Western Kentucky University.

**Information Technology**

www.wku.edu/it  
www.wku.edu/it/helpdesk  
Mass Media and Technology Hall 224  
(270) 745-7000 Help Desk

Effective and innovative use of information technology, particularly in support of teaching and learning, is a strategic priority at Western Kentucky University. The institution provides a full complement of state-of-the-art academic and administrative systems and services which target the evolving needs of students, faculty, staff, and alumni. Some of these IT services include fully wired and wireless network access on the main and regional campuses; instructional delivery using interactive television and web-based distance learning; mobile device app support for key systems and services such as email, course schedules, meal plan management, campus maps, and bus schedules; 15 Student Technology Center locations (open labs), including South Campus and all extended campuses, providing 554 computers available to all WKU students, faculty, and staff; and support of 158 departmental labs/classrooms with a total of over 2800 computers. All open labs have free laser printing.

The WKU IT infrastructure is robust and provides high speed, high bandwidth connectivity and utilizes the Internet2 research network where appropriate. In addition, WKU IT provides a number of user support services including an IT Help Desk with extended hours, Resnet Services for repair of student computers and devices, and a Student Technology Resource Center where students can create audio/video media and check out digital devices.

The Division of Information Technology supports the university’s mission through the application of computing and communications resources. The division is organized into five departmental areas: Academic Technology, Enterprise Systems, Enterprise Applications and Programming, Technical Support Services, and Communication Technologies. These services are described in more detail on the WKU web page, www.wku.edu/it.

**International Student Office**

www.wku.edu/iso  
iso@wku.edu  
Stephanie Sieggreen, Director  
Sofia-Downing International Center  
1536 State Street  
(270) 745-4857

The International Student Office (ISO) serves WKU’s international students, visiting scholars, and their families through immigration services, cultural advising, advocacy, cross-cultural programming, and training.

The Office welcomes and assists international students and visiting scholars through advisement, programming, and support services. As the primary point of contact for prospective students and visiting scholars, ISO generates immigration documents necessary for them to secure the appropriate F-1 or J-1 visa that is required to study or work at Western Kentucky University. ISO is responsible for ensuring WKU’s compliance with U.S. federal laws and regulations that pertain to immigration requirements of the U.S. Department of Homeland Security (DHS), the U.S. Department of State (DOS), and other federal agencies. ISO serves as WKU’s official liaison and primary point of contact for these federal offices. Based on their directives and regulations, ISO advises students and visiting scholars on matters related to maintaining and or changing immigration statuses, transferring to and from WKU, student and scholar visa issues, work authorization, and other issues.
Once students and visiting scholars have arrived on campus, ISO offers orientation, workshops and programming to promote acculturation, adaptation, and personal adjustment to WKU and the Bowling Green community. Additionally, ISO manages the International Student Diplomat Program which provides mentoring to current and prospective international students to assist them in achieving their personal, educational, and professional goals. ISO works closely with several student-run organizations to help foster interactions between domestic and international students.

**Intramural Recreational Sports (IMREC)**

www.wku.edu/imrec
preston.center@wku.edu

Steve Rey, Director
Raymond B. Preston Health and Activities Center
(270) 745-6060

The Department of Intramural-Recreational Sports is located in the Raymond B. Preston Health and Activities Center. “Recreation, Fitness, and Fun...Steps To Life Long Activity” expresses the philosophy of this office and one that is implemented by providing recreational and healthy lifestyle opportunities for the university community.

The Raymond B. Preston Health and Activities Center is a 126,000 square foot facility that opened in 1992. It houses six basketball/volleyball/badminton courts, six racquetball courts, two indoor tennis courts, a swimming pool, a fitness center containing cardiovascular, selectorized strength and free weight equipment, a suspended indoor running track, a dance studio, separate faculty/staff and student locker rooms, a multipurpose room, a smart class room, a Health and Fitness Lab, an Outdoor Recreation and Adventure Center, a pro-shop, a bike repair shop, and the Intramural-Recreational Sports Office.

Preston Center membership fees for all full-time students are included in their tuition during the fall and spring semesters. Part-time students carrying three or more hours may choose to pay for membership ($35.00) on a semester basis. Memberships are available for students’ spouses and their children. Summer memberships are also available.

The Intramural-Recreational Sports program provides students, faculty and staff an opportunity for participation in constructive recreational activities. This program consists of men’s and women’s competitive sports, co-recreational sports, faculty/staff activities, recreational free-play, outdoor recreation, sport club activities, instructional programs, fitness services, nutritional education and fitness classes.

The and women’s intramural sport programs are designed to give each student the opportunity to compete in sports and games of his/her choice. Activities included in these programs are badminton, basketball, battleship, bunny hop 5K challenge, dodge ball, flag football, athletic combine challenge, 3 on 3 hoops tournament, kickball, March Madness bracket challenge, pickle ball, NFL Pro Pick’ em, putt putt golf, racquetball, soccer, softball, spikeball, table tennis, team handball, futsal and 3 point challenge, ultimate frisbee, volleyball, whiffle ball home derby, and several extramural events. The faculty and staff at WKU may participate in the intramural sport program.

The sport club programs help students develop a higher skill level in a particular sport or activity. Each club must be organized and motivated through students’ interests and has a faculty advisor. Active sport clubs include badminton, bowling, Brazilian Ji Jitsu, disc golf, dodge ball, fencing, field hockey, lacrosse, paintball, racquetball, rugby, soccer, sports officials, tennis, triathlon, ultimate frisbee, and volleyball. Other sports can be represented if there is sufficient student interest.

The Hattie L. Preston Intramural Sports Complex, located two miles from campus on the corner of Campbell Lane and Industrial Drive, presents a significant addition to the Intramural-Recreational Sports Department’s facilities. Twenty-four acres were developed and include eight flag football fields, four softball fields and a combination soccer, rugby, and lacrosse field. In the Fall of 2000, state of the art lighting, scoreboard and irrigation systems were added. The centerpiece of the Sports Complex is the two-story field house, which has administrative offices, a lounge, scorekeeping areas, a concessions area, restrooms and a storage area.

The Health & Fitness Lab, located in the Preston Center, provides clinical and educational services to students, faculty and staff of Western. The Health & Fitness Lab is staffed by degreed and certified fitness professionals, and trained students who are eager to help you address your personal health & fitness needs. The Lab provides all the fitness programming in the Preston Center including group fitness classes and various fitness assessments, exercise prescriptions, weight training orientations, and nutritional counseling and education services. Other programs offered are personal training, massage therapy and instructional programs such as yoga, dance lessons, self-defense courses, boot camp programs and much more! Stop by room 20a in the Preston Center to learn more or sign up for any of their services, or check out their website at www.wku.edu/healthfitnesslab. (A separate fee is required for these services)

The WKU Health Education & Promotion Program (HEP), located in the Health Services Building adjacent to the Preston Center, provides health education and promotional programming to the student population. Assisting in making behavioral changes that enhance all dimensions of health and wellness allowing students to be successful at WKU and beyond. Health Education and awareness is offered through a variety of services and programs. The program targets other campus stakeholders/departments, peer health educators, interns and community organizations to partner in providing educational forums/presentations, workshops, referrals, individual appointments, training programs, and resource materials to educate students. Topics include but are not limited to: alcohol, stress and time management, sleep management, healthy relationships, sexual health, men's and women's health, cold and flu prevention, cancer, nutrition, exercise, mental health issues, tobacco and other drugs, and healthy body image/eating disorders. The program incorporates theory and an evidence-based approach including multi-level prevention strategies such as research and data management, advocating for health environmental changes, providing free HIV testing and prevention counseling services, online alcohol and marijuana self-assessments, quit tobacco services, health communication campaigns/publications and more.

Programs provided by WKU Health Education & Promotion (HEP) include but are not limited to: Free OraQuick Rapid HIV Testing, The Stall Street Journal, Grocery Bingo Series, Nutrition Chat Series, e-CHUG & e-TOKE online alcohol & marijuana self-assessments, and more. For more information about programs and services, please visit our website at: http://www.wku.edu/heap/ or email us at healthed@wku.edu. You may also contact the Assistant Director of Health Education & Promotion, Kathryn Steward at: Kathryn.steward@wku.edu or 270-745-5033.

The Outdoor Recreation Adventure Center (ORAC) at Western Kentucky University offers a variety of outdoor programs for the university community at minimal cost to participants. Our goal is to enrich the campus experience through outdoor and cultural immersion experiences for a lifetime of fun and healthy living. Our main offering is our outdoor trips. We offer both local and nation-wide trips taking participants to places such as the Great Smoky Mountains, Arches National Park, and even the Boundary Waters. The activities we participate in are unique on campus and include rock climbing, canoeing, backpacking, mountain biking, and dog sledding. Aside from our trips, we provide the campus community with a wide selection of outdoor rental equipment for those who wish to plan their own adventures. Last, but certainly not least, we provide the campus with a full service bike repair shop fully showcasing our commitment to enriching the campus experience. For more information please contact our office at 270-745-6545. Our friendly staff is there Monday through Friday from 12pm to 6pm. The ORAC
manages the WKU Challenge Course which features both high and low ropes elements. The WKU Challenge Course is located at the WKU Agricultural Farm.

Student employment is available in the Intramural-Recreational Sports Department in the following areas: receptionists, front desk attendants, facility supervisors, weight room attendants, lifeguards, aerobics instructors, office assistants, personal trainers, health & fitness lab assistants, intramural supervisors, sport club supervisors, and sport officials. We also have employment in the areas of website design, data programming, public relations, and marketing.

Kentucky Museum
www.wku.edu/kentuckymuseum
Brent Bjorkman, Director
1444 Kentucky Street
(270) 745-2592

The Kentucky Museum, located in the Kentucky Building, contains thousands of Kentucky and non-Kentucky artifacts, decorative arts, textiles and clothing, an extensive art and quilt collection, silver, Native American tools and textiles, toys, and a wide assortment of everyday artifacts, which are displayed in the exhibits. The museum also offers a year-round program of field trips, workshops, lectures, receptions, and exhibit openings designed for the University community, as well as the general public.

Military Student Services
www.wku.edu/veterans
military@wku.edu
Tonya Archey, Director
Tate Page Hall 408
(270) 745-5837

As one of the nation’s top military-friendly universities, WKU is committed to providing exceptional and affordable options to our military students. The Office of Military Student Services leads initiatives and offers unique programs to ensure the educational success of our total military student population including active duty, guard and reserve members, veterans, and their family members. Visit www.wku.edu/veterans to discover services and programs available, a few of which are:

- A Veterans Resource Center located in Tate Page Hall 410
- Free textbook loans to eligible students through the Textbooks For Troops program
- Discounted Tuition Rate for active duty, reserve, and National Guard members
- WKU is a member of the Servicemembers Opportunity Colleges (SOC) DNS-4 and the SOC Degree Network System. SOC consists of colleges and universities committed to expanding and improving voluntary postsecondary educational opportunities for service members worldwide
- Federal Tuition Assistance help for all active duty service members from all branches. WKU participates in GoArmyEd, the AI portal for Air Force personnel and the Navy and Marine Corps TA programs

Since 1972 WKU has provided educational opportunities on post at Ft. Knox. WKU also offers the only Veterans Upward Bound program in KY, an award winning Army ROTC, an Air Force ROTC program, and so much more.

Western Kentucky University is committed to ensuring flexibility toward obtaining a degree to service members, as stated in the Higher Education Relief Opportunity for Students (HEROES) Act of 2003. Several WKU policies apply specifically as mentioned below:

- The Military Withdrawal policy (p. 20) permits an active duty service person the ability to withdraw from a course or the entire schedule of classes, and receive a tuition and fee refund.
- A degree term extension is available, if needed. Contact the Graduate School (graduate.records@wku.edu) for information.
- Active duty service persons may request a grade of incomplete if a relatively small amount of work is not completed, allowing an extension due to deployment

WKU also supports and complies with the U.S. Department of Education Readmission policy.

Office of Institutional Diversity and Inclusion
www.wku.edu/oidi
institutional.diversity@wku.edu
Andrea Garr-Barnes, Director
Potter Hall 425
(270) 745-5066

Diversity and inclusion is a shared responsibility of every member of the Western Kentucky University (WKU) campus community. The mission of the Office of Institutional Diversity and Inclusion (OIDI) is to provide resources to the campus community and the external community that promote inclusive excellence, access and social justice for all. OIDI achieves this goal with the use of an Inclusive Excellence theoretical framework (Williams, D., Berger, J., & McClendon, S., 2005). OIDI collaborates with diverse university constituents and external constituents to increase the degree completion rate of under-represented students attending WKU. The Office of Institutional Diversity and Inclusion affirms that being a member of an under-represented group may be achieved by membership in one or more of the following social identities: Asian American, Asian Pacific American, Black, GLBTA, Gender, Latino/a, Mental / Physical ability, Mexican American, Native American, Primary language spoken, Religious belief and Socioeconomic status. The Office of Institutional Diversity and Inclusion leverages inclusive excellence, access and social justice through the implementation of the following Signature Programs:

- Hats Off to Women Luncheon
- Latino/a Recognition Ceremony
- Lavender Recognition Ceremony
- Lunch & Learn Series (a monthly program to increase provide opportunities for the campus community to engage in dialogue focusing on local, national and global trending social justice topics)
- Project Class (female student of color mentoring program)
- OIDI Student Advisory Board
- OIDI Scholars Program (male student of color mentoring program)
- Outstanding Black Graduate Recognition Ceremony
- The Governor’s Minority Student College Preparation Program: Project A.I.M.S. (Activating Interest in Minority Students)
- Social Justice Colloquiums
- University – wide cultural celebrations

Office of International Programs (OIP)

www.wku.edu/oip
internationalization@wku.edu
Dr. Craig T. Cobane, Chief International Officer
Sofia-Dowing International Center
1536 State Street
(270) 745-3975

The Office of International Programs (OIP) leads initiatives and develops programs to help prepare students to be “productive, engaged leaders in a global society.” WKU's vision is to be “a leading American university with international reach.” The foundation for this vision is built upon the knowledge, dedication, and commitment of its faculty, the support
of its administrators, and the intellectual curiosity of its students. OIP provides opportunities for faculty, staff, and students to incorporate global perspectives into all aspects of academic life.

Mission: The Office of International Programs at Western Kentucky University will provide leadership in the development of a strong international profile that is recognized both nationally and globally for its excellence. The office will advocate for the strengthening of the international dimensions of the curriculum; development of innovative ways to provide globally educative experiences both at home and abroad; development of active and sustainable international agreements; pursuit of innovative grants; and the creation of community partnerships that center on quality of life issues and economic development for the community, region, and state. The office will support the internationalization agenda of all university departments by providing high-quality student, scholar, and faculty support services. In all of our work we will be guided by the core values of professionalism and ethical behavior. OIP develops and coordinates programming and events that foster WKU’s international aspirations. OIP sponsors the International Year Of… program, a unique, annual initiative designed to internationalize the WKU campus and surrounding community through a yearlong exploration of a single world region or country. The International Year Of… program, in which OIP partners with academic and non-academic units, creates opportunities for students, faculty, staff and the larger community to engage with and explore a country’s diverse cultural, historical, political, and geographical landscapes without leaving WKU’s campus. The 2014-15 academic year saw Ecuador as the inaugural spotlight country. The upcoming countries of focus are: 2015-16 South Africa; 2016-17 South Korea; 2017-18 Bosnia and Herzegovina. International Education Week, another OIP-led program occurring every fall, is a week-long celebration that provides opportunities for students, faculty, staff, and community members to engage in intercultural dialogue and experience firsthand diverse cultures and perspectives.

WKU maintains active partnerships with more than fifty universities around the world, creating opportunities for student exchange, faculty mobility, collaborative research, and global engagement. WKU is a founding member of several international education organizations and an active participant in major international education associations.

Office of Scholar Development

www.wku.edu/osd
osd@wku.edu
Dr. Audra Jennings, Director
Honors College & International Center
Normal Street
(270) 745-5043

The Office of Scholar Development (OSD) works with students on all WKU campuses and in all majors and degree programs, challenging them to dream big and working with them to make those dreams attainable. OSD staff members help students apply for nationally competitive scholarships by assisting students in the process of finding the right programs, making important contacts, developing strong proposals, and revising numerous drafts. In the 2013-2014 academic year, OSD helped WKU students to win over $1 million in external scholarship funding. Beyond the dollars and cents, national scholarships help students to study abroad, conduct research, complete undergraduate and graduate degrees, and change lives.

Parking and Transportation

www.wku.edu/transportation
transportation@wku.edu
Parking and Transportation Services
578 Campbell Lane
(270) 745-2361

Parking and Transportation Services encourage students to leave their vehicles at home as parking is limited on the main campus. PTS provides the following services:

- FREE Topper Transit bus and para-transit services between locations on the main campus, to and from South Campus, and to various off-campus shopping destinations.
- GoBus public transportation bus passes available at reduced student rates.
- Car-sharing service provided by Enterprise Car Share allows students to rent vehicles by the hour.
- Airport shuttle service to Nashville (BNA) provided by Bowling Green Shuttle.

A parking permit is required for all vehicles on campus, including motorcycles. Permits may be purchased at Parking and Transportation Services located at South Campus or ordered online.

Regional Campuses

Western Kentucky University is designated by the Kentucky Council on Postsecondary Education as a regional university that is responsible for the needs of students in the designated service area (DSA), which consists of 27 counties.

Undergraduate and graduate courses are offered each semester through regional campuses and other special locations. A short video about WKU’s regional campus can be viewed at: www.youtube.com/watch?v=Oi9QtxAGuA. Students who commute may find enrollment in classes at the regional campuses to be especially convenient. For information, Classes are provided to regional campus students via various modalities, including but not limited to traditional face-to-face instruction, interactive video services (IVS) classes, web classes, and blended formats. For information about programs and classes offered, call, visit, or log on to the website for the campus selected.

WKU Elizabethtown-Fort Knox Campus

www.wku.edu/elizabethtown-ftknox
elizabethtown-ftknox@wku.edu
Dr. Evelyn Ellis, Regional Chancellor
Elizabethtown Campus
610 College Street, CRPEC 130
Elizabethtown, KY 42701
(270) 706-8870 or (270) 745-5895

Fort Knox Campus
229 Dixie Street
Fort Knox, KY 40121
(270) 351-1192 or (270) 745-2626

WKU began offering courses in Hardin County in 1964, providing graduate classes for teachers and school administrators in local high schools, and then began offering extended campus classes at Fort Knox.
in 1973. The Fort Knox site is coordinated with the Army Continuing Education System (ACES) and must meet military standards in addition to university, site, and accreditation standards. WKU established an administrative office at Landerwood Education Center in Bowling Green in 1988 and in 1991 the Landerwood program was granted “Center” status by the Kentucky Council on Higher Education. WKU Elizabethtown-Fort Knox provides on-site bachelor degree completion programs and graduate programs in Hardin County. A large number of degree programs are available entirely online. Some of the more popular bachelor degree programs include elementary education, middle grades education, social work, psychology, sociology, interdisciplinary studies, and systems management.

WKU Owensboro Campus
www.wku.edu/owensboro
owensboro@wku.edu
Dr. Gene Tice, Regional Chancellor
500 Hilltopper Way
Owensboro, KY 42301
(270) 659-6900 or (270) 745-5096

WKU Owensboro Campus, established in 1988, is located among the rolling hills of Barren County in south-central Kentucky. The largest of WKU’s three regional campuses, WKU Owensboro employs over 100 full-time and part-time faculty and staff. The campus maintains a strong reputation with an excellent faculty and experienced staff, solid academic programs, exceptional students, and successful graduates. WKU Owensboro offers a wide variety of associate, baccalaureate, and graduate degree programs and certificates to meet the needs of citizens in Barren County and the surrounding area. The campus also offers general education and developmental courses for students. Personal attention, convenient scheduling, financial assistance, student services, easy access, and ample parking make WKU Owensboro a perfect choice for both traditional and post-traditional students. For more information regarding academic program offerings, please consult our website.

MBA program and the Educational Leadership doctoral program on its regional campus.

Restaurant Group
www.wku.edu/wkurg
wkudining@wku.edu
Dowing Student Union 2096
(270) 745-2416

WKU Restaurant Group offers a wide variety of dining options…many that will fit your wants and needs.

Fresh Food Company – Providing our guests with the highest quality foods prepared right before your eyes, The Fresh Food Company offers one of the most exciting dining experiences on campus. It features authentic upscale foods from ‘mini-restaurants’ – Deli, Dessert, Home, Mongolian Grille, Oven, The Produce Market, Sauté and more. Our chefs are ready to serve you a changing menu of specialties including daily vegan/vegetarian options, homestyle comfort foods, hand-tossed pizza, made-to-order pasta, a full salad bar, deli offerings, fresh whole fruits and gluten friendly items just to name a few. The Fresh Food Company is a great place to grab what you crave and catch up with your friends. Continuous dining from 7 a.m. to 8 p.m. most nights! Located on the Downing Student Union first floor.

Starbucks – Starbucks is one of the hottest spots on campus! Enjoy one of the famous coffee beverages, teas, pastries or sandwiches any time throughout the day. Located on the Downing Student Union first floor. Follow @starbucksndsu on Twitter for all the latest deals!

RedZone – WKU’s sports themed restaurant, RedZone has something for everyone from wings, nachos and amazing quesos to soups, salads and sandwiches. No matter what you crave you can find it here! Located on the DSU first floor behind the DSU Food Court.

Subway @ Bates – Eat fresh at SUBWAY @ Bates located on the bottom floor of Bates Runner Hall. SUBWAY @ Bates is open for breakfast and also offers Flatizzas and soups for lunch and dinner. It is connected to the P.O.D. convenience store!

Tower Court & Pit Stop Convenience Store - Tower Court features the only Popeyes Chicken in Bowling Green, with flavorful, Louisiana-inspired recipes shaped by the Cajun heritage. Fried chicken, red beans and rice, and the healthier Louisiana Leaux menu are just some of the items sure to be your favorites. Burger Studio uses electronic touch-screen ordering kiosks to allow customers to design their own individual “masterpiece,” made to order, with more than 30 toppings, cheeses and special sauces. Juiceblendz offers sandwiches, salads and wraps along with healthy, great tasting smoothies. After your meal, head to the Pit Stop convenience store to grab some items to take back to your room. The Pit Stop offers a variety of products including grocery items, snacks, drinks, laundry detergent, personal items, and much more! Located at the bottom of the hill next to PFT.

Einstein Bros. Bagels - High-quality food is the standard, with a diverse menu ranging from bagels and breakfast sandwiches to gourmet coffee...
and specialty coffee drinks. Also enjoy fresh baked goods, salads, made-to-order sandwiches and decadent desserts. Located in Mass Media and Technology Hall.

Java City Library - Java City offers gourmet drinks and pastries in addition to sandwiches ready to grab on the run. Whether you’re on your way to class or here to relax and socialize, Java City provides the perfect atmosphere and the best selection of all of your favorite treats.

DaVinci’s in Snell Hall - Modeled after the look and feel of a Panera Bread style restaurant, DaVinci’s offers fresh baked muffins, stuffed croissants, wraps, bagels and hot bagel breakfast sandwiches each morning; easy for the student that is on the go. The lunch menu includes a wide variety of soups, salads, gourmet chips, signature selection sandwiches and wraps made to order. The original menu provides a diverse selection of convenient ready-to-go salads and sandwiches, making it especially well-suited for customers on a tight schedule. The options at DaVinci’s are available for breakfast and lunch as well as for a mid-morning or afternoon snack. Located in Snell Hall.

Garrett Food Court - Located at the top of the hill in Garrett Conference Center, Garrett Food Court has something for everyone. Papa John’s Pizza offers Papa’s Pizza for One, wings and parmesan breadsticks. You’ll also find made-to-order pasta at Bene Pasta, giant burritos, quesadillas and quesos at Izzi’s Southwest, great burgers and chicken at Grille Works and home-style comfort foods at Home. With lots of grab and go items, you are sure to find what you are looking for.

Passport Bistro - Located in the WKU Honors and International Center this location will offer cuisine with an international flair.

Subway @ Garrett - Eat fresh! With two on-campus locations, you can always find time to stop in. Subway @ Garrett has all the sandwiches, soups and pizzas that Subway offers. Located in Garrett Conference Center.

Panda Express - Panda Express features Mandarin and Szechwan wok-cooked entrées. Entrées include favorites like broccoli beef, orange chicken, kung pao chicken, sweet and sour pork, fried shrimp and mixed vegetables. Panda Express is located just one floor above the Garrett Food Court in the Garrett Conference Center.

We offer economical and convenient Meal Plans for all students. For additional information or to sign up for a Meal Plan or Dining Dollars account, visit www.wku.edu/wkurg or stop by our office in Downing Student Union Room 2056. Questions may be answered by calling (270) 745-2416.

Student Accessibility Resource Center

www.wku.edu/sarc
sarc.connect@wku.edu
Dr. Lynne Holland, Director
Downing Student Union 1074
(270) 745-5004 or TDD (270) 745-3030

Students with disabilities sometimes need assistance to ensure an adequate academic and social environment while attending the University. This assistance is usually provided through the Office for Student Disability Services (SDS). SDS coordinates its activities through individual faculty members, other campus offices, and public agencies. Students with disabilities receive accommodations specific to their individual disability and/or impairment. These accommodations may include: note takers, extended time on tests, a distraction-free testing area, textbooks on CDs, priority in academic advising/registering, etc. Particular attention relates to assuring accessibility in classrooms, laboratories, and housing. Interpreting and captioning services are available for Deaf and Hard of Hearing students. If a student with a disability has special concerns or needs before he/she attends the University, or if he/she encounters problems while enrolled on campus, he/she is encouraged to contact the SDS office. Both consultation and technical assistance are available.

Study Abroad and Global Learning (SAGL)

www.wku.edu/studyabroad
study.abroad@wku.edu
Dr. Craig T. Cobane, Chief International Officer
Grise Hall 128
(270) 745-5334

The Office of Study Abroad and Global Learning (SAGL) serves the WKU community by engaging students, faculty, and staff in diverse educational and cultural experiences through faculty-led, exchange, consortia, and other study abroad opportunities.

Study abroad programs provide WKU students the opportunity to incorporate academic, professional, and cross-cultural experiences into their education. WKU offers a wide variety of international education opportunities for a range of academic disciplines and budget needs. Students can choose to study, intern, volunteer, student teach, or conduct research abroad during any academic term.

Students who wish to study abroad should start planning early in their academic career to ensure the most affordable and academically enriching experience. When planning a study abroad experience, each student should be aware of the university’s academic requirements and regulations contained in this catalog in the chapter “Academic Information.” It is recommended that students work closely with their academic departments and the SAGL office to carefully select a program that meets their academic needs, fulfilling specific degree requirements through courses offered on the program.

WKU students who participate in a study abroad program may choose to earn an “Emphasis in Global Studies” designation, which can be combined with any major, as part of their undergraduate education. For details regarding the requirements, refer to the section about “Global Studies Designation” in this catalog or on the SAGL website.

Types of Study Abroad Programs

WKU students wishing to study in another country have a variety of options from which to choose. These options can be divided into five major categories: short-term faculty-led programs, international student teaching, exchange partner programs, WKU partner programs, and provider programs. More detailed information on all study abroad options can be found on the SAGL website, but a brief overview of each type of program follows.

- **WKU Faculty Led Study Abroad Programs**
  Many WKU students who study abroad do so by taking a course in another country on a program personally led by a WKU faculty member. These courses are typically 1-7 weeks in length and carry 3-6 credit hours, and they generally occur during the winter or summer terms.

- **WKU International Student Teaching**
  Education majors at WKU have the opportunity to spend the final month of their student teaching semester in another country, teaching classes in English at a partner school. This cross-cultural teaching experience fosters global awareness and helps prepare future teachers for working with diverse student populations.

- **WKU Exchange Programs**
  WKU has formal agreements with more than a dozen institutions of higher education in countries that permit student exchange. Exchange programs are typically for a semester or an academic year, and they offer students the opportunity to become fully integrated into a foreign university. Shorter-term opportunities exist with some exchange partners. Students are often surprised to learn that
studying abroad for a semester on an exchange program costs the same tuition as a semester at WKU.

• WKU Partner Programs
WKU has close partnerships with several programs and study abroad consortia including Harlaxton College, Semester at Sea, the Kentucky Institute for International Studies (KIIS), and the Cooperative Center for Study Abroad (CCSA). The two on-campus consortia partners (KIIS and CCSA) offer affordable program options for which students receive WKU credit. Several of the courses offered on WKU partner programs are taught by WKU faculty members.

• Provider Programs
WKU has affiliation agreements with a variety of study abroad program providers which offer a plethora of short-term, semester, and academic year programs in numerous countries around the world. Students who are unable to find a program that meets their academic needs through faculty-led, international student teaching, exchange programs, or WKU partner programs can certainly find good options through affiliate providers.

Financing Study Abroad
Scholarships and financial aid are available for most study abroad programs. Even the most expensive program can be affordable when students use all of the resources available to them. Students who are eligible for financial aid and/or are receiving scholarships can typically use those awards towards the cost of a study abroad program. The Office of Study Abroad and Global Learning, the Student Financial Assistance Office, and the Office of Scholar Development can help students plan financially for this important investment in their college education. WKU has created several significant study abroad scholarships to support WKU students who pursue international opportunities. These scholarships include the World Topper Scholarship, the Diversity Abroad Grant (DAG), and the International Multi-Media Grant (IMG). While the World Topper Scholarship is intended to support any WKU student planning to study abroad, the DAG and the IMG are intended to provide significant financial support for specific groups of students. For more information about these and other scholarship opportunities, visit the SAGL webpage (www.wku.edu/studyabroad).

Safety & Code of Conduct
The safety of our students is of paramount importance. Students are provided with information pertaining to insurance requirements, emergency procedures, and health and safety abroad during the pre-departure process and receive additional on-site orientation once they arrive. While abroad, WKU students are held to the standards set forth in the university’s Student Code of Conduct.

University Libraries
http://www.wku.edu/library/
library.web@wku.edu
Connie Foster, Dean
Helm-Cravens Library Complex
(270) 745-6125

WKU Libraries supports the informational, research and curricular needs of students, faculty and staff by selecting, acquiring, organizing and providing access to print, non-print, and electronic library resources. Research assistance is offered in person, by phone or virtually. Research instruction and orientation classes are available on demand or as part of the University Experience courses. A wireless environment enhances research, collaboration or quiet study.

The Helm-Cravens Library houses a research collection of over a million items, is a federal depository for US government documents, and offers an extensive collection of e-books, databases, streaming videos, and one of the region’s largest collections of foreign and independent films. The Educational Resources Center (Gary Ransdell Hall), the Visual & Performing Arts Library (VPAL, Cravens 2nd floor) and regional campus libraries in Glasgow, Owensboro and Elizabethtown have additional collections and access to all electronic resources. Distance learning students are served through Extended Campus Library Services which delivers materials electronically. Primary access to collections for all students on and off-campus is through a single search of most library resources at www.wku.edu/Library.

The main entrance to the Helm-Cravens Library is on the fourth floor of the Cravens building near the Fine Arts Building. The Commons at Cravens has a single service point for research, technology and writing, as well as being adjacent to Circulation Services where patrons may charge out library materials and request laptops. The Commons offers a variety of study spaces and 30 lab computers. The Department of Library Public Services office is located on the fifth floor of Cravens. The remainder of the fifth floor, and floors 6 through 9 house the main portion of the circulating book collection, offices, conference rooms, and graduate student study carrels. VPAL has collections in music, theatre, dance, art, photography, and costume, including educational and popular DVDs, CDs and vinyl records. It provides a special listening and viewing area, soundproof rooms, a large-scale digital scanner, and the Libraries’ main reserve collection. The Department of Library Technical Services, which handles the acquisition, processing of and access to all library resources and student personnel, is located on the third floor of Cravens. The Dean of Libraries office and staff are on the first floor.

The Helm building connects to the Cravens building through walkways on the fourth and fifth floors of Cravens to the first and second floors of Helm respectively. The Reference collection and Interlibrary Loan are located on the first floor of Helm. Journals, microforms, and newspapers, are located on Helm second floor. Current periodicals and bound volumes of periodicals published since 1986 are located here. The Student Technology Center is also on the second floor with computers for student use. The ground floor of Helm contains the federal depository documents collection, selected Kentucky state documents, and the law collection, as well as bound periodicals prior to 1986.

The Department of Library Special Collections, located in the Kentucky Building, houses a wealth of primary research material in various formats including rare books, newspapers, sheet music, photographs, magazines, pamphlets, and historical items on microform, as well as non-print items including motion picture films, audio recordings, university records and memorabilia, letters, diaries, architectural drawings, scrapbooks, and church, organization, and government archives. Most, but not all, of these study and research collections relate to Kentucky history and life. These materials are non-circulating and must be used in the building; however many examples from the collection are now available online.

Each service area or branch has printed library guides or check the online site at www.wku.edu/library for online guides, news and updates. The library also has a mobile app and manages TopSCHOLAR, the research and creative activity database at WKU, which provides access to student and faculty work at digitalcommons.wku.edu.

WKU Police Department (WKUPD)
www.wku.edu/police
wkupolice@wku.edu
Parking Structure #1, Ground Floor
1603 Avenue of Champions
(270) 745-2548
Emergency Number 911

The mission of the Western Kentucky University Police Department is to provide a safe and secure atmosphere that is conducive to learning and teaching.

The Western Kentucky University Police Department is dedicated to supporting this environment through the protection of life and property, preservation of peace, providing proactive Crime Prevention Programs,
and enforcing the regulations of Western Kentucky University, the ordinances of the City of Bowling Green, and the statutes of the Commonwealth of Kentucky, in a fair and impartial manner.

Further, the Western Kentucky University Police Department is committed to providing a “Community Policing” Philosophy in its approach to law enforcement, which is a partnership between faculty, staff, students and police officers that is predominantly service oriented.

The Western Kentucky University Police Department pledges to:

- Maintain a “Service Oriented” department, providing the university community with an exceptional level of law enforcement resources.
- Continue to be an integral part of the university community, by tailoring officer training to areas that will better prepare us to meet the varied needs of our faculty, staff, and students, and guests.
- Continue to be an integral part of the larger Warren County Law Enforcement Community, so that all available resources can be used to benefit and inform the university community of relevant information.
- Be more sensitive to the needs of a diverse university community, making our faculty, staff, students, and guests feel welcome on our campus.
- Increase proactive approaches to the level of law enforcement on campus that will discourage repeated criminal activity.

**WKU Store**

www.wkustore.com (http://www.wkustore.com)
Downing Student Union, Ground Floor
(270) 745-2466

The WKU Store has been owned and operated by Western Kentucky University since 1923. All purchases made at the store help support WKU students, faculty and staff. The WKU Store provides the largest in-town selection of used and rental textbooks—including custom texts and digital formats. The store is an Apple authorized seller featuring MacBooks, iMacs, iPads and accessories as well as Dell, Acer and other brands. Also, voted Bowling Green’s #1 place for WKU apparel and merchandise.

They offer a Textbook Reservation Program for Fall and Spring semesters. The WKU Store is also the only place where students can bill textbooks and supplies to their University Bill at the beginning of each Fall and Spring term.

Visit the Main Campus Store on the first floor of Downing Student Union. Thanks for shopping your WKU Store!

**Campus Directory**

The complete [WKU directory](http://www.wkustore.com) includes contact information for students, faculty, staff, and departments. The following list is a quick reference of those offices that most directly affect graduate students.
Graduate Faculty Index

A

Abell, Cathy H., PhD (Educational Leadership Organizational Development), University of Louisville, 2009, Professor

Adam, Jennifer J., DMA (Conducting), University of South Carolina - Columbia, 2010, Assistant Professor

Algeo, Catherine M., PhD (Geography), Louisiana State University AM College, 1998, Professor

Alice, Lawrence A., PhD (Plant Science), University of Maine, 1997, Associate Professor

Alsop, Elizabeth A., PhD (Comparative Literature), CUNY Grad School University Center, 2012, Assistant Professor

Aly, Shahnaz, MARCH (Architecture), Texas A M University, 1999, Assistant Professor

Anton, Audrey L., PhD (Philosophy), The Ohio State University Main Campus, 2011, Assistant Professor

Applegate, Darlene A., PhD (Anthropology), The Ohio State University Main Campus, 1997, Associate Professor

Applin, Janet L., PhD (Special Education), Vanderbilt University, 2005, Associate Professor

Arbuckle, Gregory K., PhD (Technology Management (Quality Systems)), Indiana State University, 2004, Associate Professor

Ardrey, Saundra C., PhD (Political Science), The Ohio State University Main Campus, 1983, Associate Professor

Arnett, Scott W., PhD (Exercise Science), University of Georgia, 2007, Associate Professor

Arnold, Kristina E., MFA (Art, Painting), University of Tennessee, Knoxville, 2003, Associate Professor

Asare, James B., DA (Humanistic Studies), SUNY at Albany, 2009, Instructor

Ashley, Noah T., PhD (Zoology), University of Washington, 2004, Assistant Professor

Ashrafnzadeh, Farhad, PhD (Electrical and Computer Engineering), The University of Calgary, 1997, Assistant Professor

Askins, Kenneth B., EdD (Vocational Education), University of Kentucky, 1992, Professor

Atici, Ferhan, PhD (Mathematics and Statistics), University of Nebraska-Lincoln, 1995, Professor

Atici, Mustafa, PhD (Computer Science), University of Nebraska, 1996, Professor

Atkinson, John K., EdD (Adult, Higher, and Community Education, Information Communication Sciences), Ball State University, 2007, Associate Professor

Atwell, Nedra S., EdD (School Administration), Vanderbilt University, 1995, Professor

Autin, Melanie A., PhD (Statistics), University of South Carolina - Columbia, 2007, Associate Professor

B

Babb, Dora, PhD (Human Environmental Sciences, Human Development and Family Science), Oklahoma State University Main Campus, 2010, Assistant Professor

Bagwell, Vicki S., MA (Communication), Western Kentucky University, 1992, Associate Professor

Bain-Selbo, Eric W., PhD (Religious Ethics), University of Chicago, 1997, Professor

Bain-Selbo, Laura H., MA (Social Services Administration), University of Chicago, 1990, Instructor

Baker, John P., EdD (Educational Leadership, Organizational Leadership), Western Kentucky University, 2011, Assistant Professor

Barefoot, Jeffrey A., AUD (Audiology), A T Still University of Health Scien, 2013, Clinical Assistant Professor

Barker, James W., PhD (Religion), Vanderbilt University, 2011, Assistant Professor

Beckworth, David M., PhD (Economics), University of Georgia, 2003, Associate Professor

Bell, David J., PhD (English and Comparative Literature), University of Cincinnati Main Campus, 2005, Associate Professor

Bennett, Mary P., DNS (Doctoral Nursing, Medical Nursing), Rush University, 1997, Professor

Berger, James I., PhD (Adult Education), University of Georgia, 2001, Professor

Berry, Kenneth W., PhD (English), University of Mississippi, 2000, Associate Professor

Berry, Mark S., DMA (Music Performance, Percussion), University of Michigan-Ann Arbor, 2004, Associate Professor

Bhattacharya, Tilak, PhD (Mathematics), Purdue University Main Campus, 1988, Associate Professor

Bjorkman, Brent A., MA (Folk Studies), Western Kentucky University, 1998, Clinical Assistant Professor

Bland, Lauren E., PhD (Communication Disorders), University of Cincinnati Main Campus, 1995, Associate Professor

Blankenship, Maire M., MSN, Western Kentucky University, 2010, Assistant Professor

Blankenship, Ray, PhD (Business Administration- Management Information Systems), University of Mississippi, 1994, Professor

Boden, Daniel P., PhD (Public Administration/Public Affairs), Virginia Tech, 2013, Assistant Professor

Bolton, Dawn L., DBA (Business, Marketing), Mississippi State University, 1993, Associate Professor

Book, Shane J., MFA (English), University of Iowa, 2002, Assistant Professor

Bormann, Lorraine, PhD (Educational Leadership Organizational Development), University of Louisville, 2011, Assistant Professor

Bradley, Dana B., PhD (History), Carnegie Mellon University, 1994, Professor
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree/Field</th>
<th>Institution &amp; Year</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brady, Susan E.</td>
<td>PhD (Folklore)</td>
<td>Indiana University</td>
<td>Professor</td>
</tr>
<tr>
<td>Bragg-Underwood,</td>
<td>DNP (Nursing Practice, MSN to DNP)</td>
<td>Western Kentucky</td>
<td>Assistant Professor</td>
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<tr>
<td>Branham, Krist R.</td>
<td>PhD (English)</td>
<td>University of Kentucky</td>
<td>Associate Professor</td>
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<tr>
<td>Branstetter, Mary L.</td>
<td>DNP (Nursing Practice, Post Master Science in</td>
<td>University of</td>
<td>Assistant Professor</td>
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<tr>
<td>Bratton, Imelda N.</td>
<td>PhD (Counselor Education and Counseling)</td>
<td>Idaho State</td>
<td>Assistant Professor</td>
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<tr>
<td>Brausch, Amy M.</td>
<td>PhD (Psychology)</td>
<td>Northern Illinois</td>
<td>Associate Professor</td>
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<tr>
<td>Breazeale, Nicole D.</td>
<td>PhD (Sociology, Distributed)</td>
<td>University of</td>
<td>Assistant Professor</td>
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<tr>
<td>Bright, Jeffrey R.</td>
<td>PhD (Music Education)</td>
<td>University of</td>
<td>Associate Professor</td>
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<td>Brindle, Barbara R.</td>
<td>PhD (Education, Speech Pathology and Audiology)</td>
<td>University of</td>
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<tr>
<td>Brooks, Andrea F.</td>
<td>MSN (Nursing, Family Nurse Practitioner)</td>
<td>Western Kentucky</td>
<td>Clinical Assistant Professor</td>
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<td>Brodwen, Dorothea</td>
<td>PhD (History, Distributed)</td>
<td>University of</td>
<td>Associate Professor</td>
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<tr>
<td>Brown, Christopher L.</td>
<td>PhD (Business Administration)</td>
<td>Oklahoma State</td>
<td>Professor</td>
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<tr>
<td>Brown, Laura E.</td>
<td>PhD (Communication Studies)</td>
<td>University of Texas</td>
<td>2015, Assistant Professor</td>
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<tr>
<td>Brown, Reagan D.</td>
<td>PhD (Psychology)</td>
<td>Virginia Tech,</td>
<td>Associate Professor</td>
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<td>Brown, Rebbecca L.</td>
<td>PhD (English)</td>
<td>University of</td>
<td>Assistant Professor</td>
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<td>Budziak, Jeffrey L.</td>
<td>PhD (Political Science)</td>
<td>The Ohio State</td>
<td>Assistant Professor</td>
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<tr>
<td>Burch, Barbara G.</td>
<td>EdD (Curriculum)</td>
<td>Indiana University</td>
<td>1967, Professor</td>
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<tr>
<td>Burke, Monica G.</td>
<td>PhD (Education, Educational Administration and</td>
<td>University of South</td>
<td>Associate Professor</td>
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<td>Burris, Stuart C.</td>
<td>PhD (Chemistry)</td>
<td>North Carolina</td>
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<td>Butterfield, Thomas J.</td>
<td>PhD (Management Science Information Systems)</td>
<td>University of</td>
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<td>Callahan, Richard A.</td>
<td>MS (Accounting)</td>
<td>University of</td>
<td>Executive-In-Residence</td>
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<td>Cambron, Mark E.</td>
<td>PhD (Electrical Engineering)</td>
<td>Vanderbilt University</td>
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<td>Campbell, Warren</td>
<td>PhD (Civil Engineering)</td>
<td>Colorado State</td>
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<td>Cangemi, Joseph P.</td>
<td>EdD (Higher Education)</td>
<td>Indiana University</td>
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<td>Cao, Yan</td>
<td>PhD (Chemical Reaction Engineering, Organic</td>
<td>Institute of Coal</td>
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<td>Cappiccie, Amy C.</td>
<td>PhD (Social Work)</td>
<td>University of</td>
<td>Associate Professor</td>
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<td>Capps, H. R.</td>
<td>EdD (University of Virginia)</td>
<td>Scholar-In-Residence</td>
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<td>Carey, Mary C.</td>
<td>PhD (Economics)</td>
<td>University of</td>
<td>Professor</td>
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<td>Carini, Michael T.</td>
<td>PhD (Astrophysics)</td>
<td>Georgia State</td>
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<td>Cartwright, Ingrid A.</td>
<td>PhD (Art History)</td>
<td>University of</td>
<td>Associate Professor</td>
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<td>Cary, Kevin B.</td>
<td>MS (Geoscience)</td>
<td>Western Kentucky</td>
<td>2001, Instructor</td>
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<tr>
<td>Celestian, Aaron J.</td>
<td>PhD (Geosciences)</td>
<td>SUNY at Stony Brook</td>
<td>Associate Professor</td>
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<td>Chan, Kam C.</td>
<td>PhD (Finance)</td>
<td>University of</td>
<td>Professor</td>
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<td>Chandler, Wanda G.</td>
<td>EdD (Special Education)</td>
<td>University of</td>
<td>2012, Assistant Professor</td>
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<td>Chang, Yufen</td>
<td>PhD (Linguistics, Language Education)</td>
<td>Indiana University</td>
<td>2012, Assistant Professor</td>
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<td>Chelson, Douglas E.</td>
<td>PhD (Civil Engineering)</td>
<td>University of</td>
<td>Assistant Professor</td>
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<td>Chen, Yining</td>
<td>PhD (Business Administration)</td>
<td>University of South</td>
<td>1993, Professor</td>
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<tr>
<td>Chhachhi, Indudeep S.</td>
<td>DBA (Business Administration)</td>
<td>Southern Illinois</td>
<td>1990, Professor</td>
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<td>Choe, Miwon</td>
<td>PhD (Curriculum and Instruction)</td>
<td>Indiana University</td>
<td>2001, Associate Professor</td>
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<td>Chumble, Neale R.</td>
<td>PhD (Sociology)</td>
<td>Case Western Reserve</td>
<td>1994, Professor</td>
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<tr>
<td>Cipolla, John M.</td>
<td>DMA (Music, Music Performance)</td>
<td>University North</td>
<td>2002, Professor</td>
</tr>
<tr>
<td>Civelek, Ismail</td>
<td>PhD (Operations Management and Manufacturing)</td>
<td>Carnegie Mellon</td>
<td>2010, Assistant Professor</td>
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<tr>
<td>Clayton, Kristal</td>
<td>PhD (Psychology)</td>
<td>New Mexico St</td>
<td>Pedagogical Assistant Professor</td>
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<td>Cobane, Craig T.</td>
<td>PhD (Political Science)</td>
<td>University of</td>
<td>Associate Professor</td>
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<td>Coder, Leanne</td>
<td>PhD (Business)</td>
<td>University of Kansas</td>
<td>2007, Associate Professor</td>
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<tr>
<td>Cole, Jennifer M.</td>
<td>PhD (Anthropological Sciences)</td>
<td>SUNY at Stony Brook</td>
<td>2003, Instructor</td>
</tr>
</tbody>
</table>
Coleman, Phillip D., EdD (Adult, Higher, and Community Education, Information and Communication Sciences), Ball State University, 2007, Associate Professor

Collyer, Michael L., PhD (Zoology), North Dakota St University Main Campus, 2003, Associate Professor

Conte, Eric D., PhD (Chemistry), University of Massachusetts, 1993, Professor

Cook-Newell, Margaret E., PhD (Nutritional Sciences), University of Kentucky, 2003, Assistant Professor

Cosby, Dana M., PhD (Educational Leadership and Organizational Development), University of Louisville, 2008, Pedagogical Assistant Professor

Coutts, Brian E., PhD (History), Louisiana State University AM College, 1981, Professor

Crandall, Kenneth J., PhD (Exercise and Sport Science), University of Utah, 2004, Assistant Professor

Crawford, Kenneth M., PhD (Biological Sciences), University of Michigan-Ann Arbor, 1988, Associate Professor

Cribbs, Jennifer D., PhD (Curriculum and Instruction), Clemson University, 2012, Assistant Professor

Crowe, Carol E., PhD (History, 18th Century England), University of Georgia, 1971, Professor

Daday, Gerhard K., PhD (Sociology), University of New Mexico Main Campus, 2004, Associate Professor

David, Darwin B., PhD (Chemistry), University of Missouri - Kansas City, 1987, Professor

Dakshinamurthy, Rajalingam, PhD (Cell and Molecular Biology), University of Arkansas Main Campus, 2005, Associate Professor

Davies, Lloyd G., PhD (Literature), Duke University, 1993, Professor

Davis, Cheryl D., PhD (Biology), Wake Forest University, 1988, Professor

Day, Martha M., EdD (Administration Supervision), Tennessee State University, 1998, Associate Professor

Degraffes, Fred J., PhD (Veterinary Medical Sciences, Animal Science), North Carolina State University, 1991, Assistant Professor

Denniss, Roger L., MAE (Agriculture Education, Secondary Education), Western Kentucky University, 1992, Instructor

Derryberry, Pitt, PhD (Educational Psychology), University of Alabama, 2001, Professor

Desander, Marguerita K., PhD (Ed Policy/Plan/Ldsp), College of William and Mary, 2005, Associate Professor

Desrochers, Patricia L., PhD (Social Work), University of Louisville, 2009, Assistant Professor

Dick, Carl W., PhD (Zoology), Texas Tech University, 2005, Associate Professor

Dietrich, Sylvia L., PhD (Education), University of Tennessee, Knoxville, 2000, Associate Professor

Dobrokhотов, Vladimir, PhD (Physics), University of Idaho, 2006, Associate Professor

Doggett, Anthony M., PhD (Education and Human Resource Studies), Colorado State University, 2003, Associate Professor

Downing, Neal E., MARCH (Architecture), University of California-Los Angeles, 1987, Professor

Dressler, Richard A., PhD (Audiology Speech Pathology), University of Memphis, 2001, Associate Professor

Drummond, Holli R., PhD (Sociology), University of Georgia, 2004, Associate Professor

Du, Chunmei, PhD (East Asian Studies), Princeton University, 2009, Associate Professor

Ducloux, Kanita, PhD (Mathematics Education), University of Georgia, 2009, Assistant Professor

Duffin, Lisa C., PhD (Educational Studies, Educational Psychology), Purdue University Main Campus, 2009, Associate Professor

Dunsmanci, Marko, PhD (History), University of North Carolina Chapel Hill, 2010, Assistant Professor

Dunkum, Molly, PhD (Mathematics), University of Kentucky, 2005, Associate Professor

Durkee, Joshua D., PhD (Geography), University of Georgia, 2002, Associate Professor

Dye, Lacretia T., PhD (Counselor Education), Western Michigan University, 2012, Assistant Professor

Eagle, Marc V., PhD (History), Tulane University, 2005, Associate Professor

Eaton, Melanie D., MBA (Business Administration), Western Kentucky University, 2003, Instructor

Egloff, Karin M., PhD (French), University of Illinois Urbana-Champaign, 1990, Professor

Ellis, Julie, PhD (Electrical Engineering), Duke University, 1993, Professor

Ellis-Griffith, Gregory E., PhD (Administration/Health Services), University of Alabama at Birmingham, 2010, Assistant Professor

Emani, Chandrakanth, PhD (Science), Osmania University, 1997, Assistant Professor

Emslie, A. G., PhD (Astronomy), University of Glasgow, 1979, Professor

Endres, Nikolai, PhD (Comparative Literature), University of North Carolina Chapel Hill, 2000, Professor

English, Gary M., PhD (Health PE Recreation), University of New Mexico Main Campus, 1988, Associate Professor

Ernst, Claus D., PhD (Mathematics), Florida State University, 1988, Professor
Ervin, John C., PhD (English Rhetoric and Composition), University of Louisville, 2004, Assistant Professor

Esslinger, Francis T., PhD (Kinesiology), University of Arkansas Main Campus, 2011, Assistant Professor

Esslinger, Keri A., PhD (Kinesiology), University of Arkansas Main Campus, 2010, Assistant Professor

Evans, Charles S., PhD (Curriculum Instruction), University of Missouri-Columbia, 1980, Professor

Evans, Gina S., PhD (Human Performance), Middle Tennessee State University, 2007, Assistant Professor

Evans, Timothy H., PhD (American Studies, Folklore), Indiana University at Bloomington, 1995, Associate Professor

Everson, Kimberlee K., PhD (Educ Inquiry, Measurement, Evaluation), Brigham Young University, 2012, Assistant Professor

Faine, John R., PhD (Sociology), University of Iowa, 1973, Professor

Fan, Frank W., PhD (Administration/Health Services), University of Alabama at Birmingham, 2006, Assistant Professor

Fan, Xingang, PhD (Atmospheric Sciences, Synoptic Dynamics), Lanzhou University, 1996, Associate Professor

Farrell, Colin, PhD (Medical Sociology), University of Alabama at Birmingham, 2010, Assistant Professor

Farrell, Ann K., PhD (English), The Ohio State University Main Campus, 2009, Assistant Professor

Fiehn, Barbara A., EdD (Leadership), St Marys University of Minnesota, 2000, Associate Professor

Fife, Jane L., PhD (English Rhetoric and Composition), University of Louisville, 1992, Associate Professor

Fischer, Paul A., PhD (East Asian Languages and Civilizations), University of Chicago, 2007, Assistant Professor

Forbes, Lukas, PhD (Business Administration), University of Kentucky, 2004, Associate Professor

Foster, Constance L., MA (English), University of Tennessee, Knoxville, 1968, Professor

Foster, Lloren A., PhD (African American Studies), University of Massachusetts, 2007, Assistant Professor

Foster, Stuart A., PhD (Geography), The Ohio State University Main Campus, 1988, Professor

Fox, Ashley C., PhD (Educatinal Leadership and Organizational Development), University of Louisville, 2010, Assistant Professor

Funge, Simon P., PhD (Social Welfare), University of California-Los Angeles, 2013, Assistant Professor

Furgal, Karen E., DPT (Physical Therapy), SUNY at Stony Brook, 2008, Assistant Professor

Gabbard, Wesley J., PhD (Social Work), University of Alabama, 2004, Associate Professor

Gaiko, Sylvia S., PhD, Oklahoma State University Main Campus, 1991, Professor

Galloway, Hunter O., MS (Animal Science), West Texas A&M University, 2010, Assistant Professor

Galloway, Jeffrey M., PhD (Computer Science), University of Alabama, 2013, Instructor

Gandy, Stephanie K., EdD (Curriculum and Instruction), Louisiana Tech University, 2002, Professor

Gani, Nahid, PhD (Geosciences), University of Texas at Dallas, 2006, Assistant Professor

Gardner, Marilyn M., PhD (Health Ed Promotion), University of Alabama, 1999, Associate Professor

Garmon, Cecile W., PhD (Educational Leadership), Vanderbilt University, 1984, Professor

Gary, James E., PhD (Computer Science), University of Kentucky, 1995, Associate Professor

Gelderman, Richard F., PhD (Astronomy), University of Virginia, 1994, Professor

George, Dennis K., PhD (Environment Sci Engr), University of North Carolina Chapel Hill, 1994, Professor

Gerstenschlager, Natasha E., PhD (Mathematics Science Educ), Middle Tennessee State University, 2015, Assistant Professor

Getch, Yvette Q., PhD (Rehabilitation), University of Arkansas Main Campus, 1996, Associate Professor

Gibson, Allison, MSSW (Social Work), University of Louisville, 2005, Instructor

Gibson, Fred W., PhD (Educational Leadership Organizational Development), University of Louisville, 2004, Professor

Gichuru, Margaret, EdD (Educational Leadership, Higher Ed Administration), Idaho State University, 2010, Assistant Professor

Gilfillen, Becky A., PhD (Plant and Soil Science), University of Tennessee, Knoxville, 1999, Professor

Goff, Brian L., PhD (Economics), George Mason University, 1986, Professor

Golla, Vijay, PhD (Occupational Environmental Health (Industrial Hygiene)), University of Iowa, 2007, Associate Professor

Gonzales, Linda B., PhD (Agronomy), University of Georgia, 1987, Professor

Goodrich, Gregory B., PhD (Geography), Arizona State University Main, 2005, Associate Professor

Gordon, Victoria A., DPA (Public Administration), University Illinois at Springfield, 2004, Associate Professor

Green, Kimberly J., EdD (Educational Leadership, Postsecondary Leadership), Western Kentucky University, 2015, Assistant Professor
Green, Melissa D., PhD (SW Policy Plan Admin Soc Sci), Clark Atlanta University, 2015, Assistant Professor

Grieve, Frederick G., PhD (Psychology, Clinical Psychology), University of Memphis, 1996, Professor

Gripshover, Margaret M., PhD (Geography), University of Tennessee, Knoxville, 1995, Associate Professor

Grove, Stephen B., PhD (Sociology), University of Tennessee, Knoxville, 1986, Professor

Groves, Christopher G., PhD (Environmental Science), University of Virginia, 1993, Professor

Groves, Deana J., MS (Library Science), Western Kentucky University, 1998, Associate Professor

Grubbs, Scott A., PhD (Biological Sciences, Ecology and Evolution), University of Pitts Pittsburgh Camp, 1997, Professor

Gupta, Sanju, PhD (Physics – Chemistry), University of Puerto Rico Rio Piedras, 2003, Associate Professor

Haggbloom, Steven J., PhD (Psychology), Purdue University Main Campus, 1975, Professor

Hahn, Lance W., PhD (Psychology), University of Texas at Austin, 1994, Associate Professor

Hale, Robert, PhD (English), Louisiana State University AM College, 1996, Professor

Hall, Elizabeth D., PhD (English), Middle Tennessee State University, 2014, Associate Professor

Hamburger, Peter, DSC (Topology), Eotvos Lorand University-Hungary, 1971, Professor

Hanley, Jennifer A., PhD (History), University of Kentucky, 2009, Pedagogical Associate Professor

Hardin, John A., PhD (History), University of Michigan-Ann Arbor, 1989, Professor

Harkins, Anthony A., PhD (History), University of Wisconsin-Madison, 1999, Associate Professor

Harris, Scott H., DMA (Music), University of Oklahoma Norman, 2003, Associate Professor

Hattfield, Robert D., PhD (Business), Indiana University at Bloomington, 1996, Professor

Hawkins, Timothy G., PhD (Marketing), University of North Texas, 2007, Assistant Professor

Henson, Sheri L., MAC (Accounting), Western Kentucky University, 1998, Instructor

Hernsberger, Joshua, PhD (Management), University of California-Irvine, 2013, Assistant Professor

Hines, Lynn A., EdD (Educational Leadership), Western Kentucky University, 2013, Professional-In-Residence

Holland, Beverley E., PhD (Rehabilitation), Southern Illinois University Carbondale, 1989, Associate Professor

Hollyfield, Jerod, PhD (English), Louisiana State University AM College, 2011, Assistant Professor

Hondorp, Paul L., DMA (Music Conducting), Michigan State University, 2003, Associate Professor

Hovet, Theodore R., PhD (English), Duke University, 1995, Professor

Huang, Xiaoxia, PhD (Instructional Systems), Florida State University, 2007, Assistant Professor

Hudak, Christoph L., PhD (Biological Sciences), University of Wisconsin-Madison, 1996, Professor

Hudak, James D., PhD (Education), University of Wisconsin-Madison, 1995, Professor

Hughes, Gary K., PhD (Communication), University of Kentucky, 2014, Instructor

Hughes, Sandra S., PhD (English), University of Georgia, 2003, Associate Professor

Hughes, Stephen L., PhD (History), University of Wisconsin-Madison, 1999, Associate Professor

Hudak, John B., PhD (Psychology), University of Wisconsin-Madison, 1996, Professor

Hudak, John D., PhD (Psychology), University of Wisconsin-Madison, 1997, Professor

Hulak, Nancy F., PhD (Curriculum and Instruction), University of Louisville, 2010, Assistant Professor

Hunley, Thomas C., PhD (Creative Writing), Florida State University, 2003, Professor

Hunt, Allen K., PhD (Accounting), Louisiana State University AM College, 2001, Assistant Professor

Huskey, Stephen H., PhD (Biological Sciences), Florida Institute Technology, 2003, Associate Professor

Huss, Jeanine M., PhD (Environmental Science), Oklahoma State University Main Campus, 2007, Associate Professor

Hutchison, Leisa S., MSED (Special Education, Speech and Communication Disorders), University of Kentucky, 1986, Clinical Assistant Professor

Hwang, Jooyeon, PhD (Environmental Health), University of Minnesota-Twin Cities, 2013, Assistant Professor

I

Iraniparast, Nezam, PhD (Mathematics), University of California-Davis, 1984, Professor

Ishii, Kumi, PhD (Communication Studies), Kent State University Main Campus, 2004, Associate Professor

Iyiegbuniwe, Emmanuella, PhD (Public Health), University of Illinois at Chicago, 1997, Associate Professor
J

Jackson, Daniel D., PhD (Industrial Education and Technology), Iowa State University, 1987, Associate Professor

Jacobshagen, Sigrid H., PhD (Biology), Free University of Berlin, 1988, Professor

Jahan, Muhammad P., PhD (Mechanical Engineering), National University of Singapore, 2010, Assistant Professor

Jeffrey, Jonathan D., MA (History, English), Stephen F. Austin State University, 1988, Professor

Jerome, Angela M., PhD (Communication Studies), University of Kansas Main Campus, 2002, Associate Professor

Johnson, Jarrett R., PhD (Biology), University of Missouri-Columbia, 2005, Assistant Professor

Jones, Angela L., PhD (English), University of Kansas Main Campus, 2001, Associate Professor

Jones, Elizabeth L., PhD (Educational Psychology), University of Georgia, 1989, Associate Professor

Jordan, Guy D., PhD (Art History), University of Maryland College Park, 2007, Associate Professor

Jordan, Tricia A., PhD (Educational Leadership Organizational Development), University of Louisville, 2009, Assistant Professor

Jukes, Pamela M., EdD (Instruction and Administration), University of Kentucky, 1997, Professor

K

Kallstrom, Michael J., DM (Music Composition), Florida State University, 1984, Professor

Kambesis, Patricia N., PhD (Earth and Atmospheric Sciences), Mississippi State University, 2014, Instructor

Kanan, James W., PhD (Sociology), PA State University Main Campus, 1996, Associate Professor

Kash, Jeffrey P., PhD (Political Science), University of Iowa, 2002, Associate Professor

Katz, Jeffrey P., PhD, University of Florida, 1995, Professor

Keeling, David J., PhD (Geography), University of Oregon, 1992, Professor

Keesey, Susan, PhD (Physical Activity and Education Services), The Ohio State University Main Campus, 2012, Assistant Professor

Kelley, Danita M., PhD (Nutritional Science), University of Kentucky, 1994, Professor

Kelly, Elizabeth H., DMA (Voice), University of Cincinnati Main Campus, 2008, Associate Professor

Kerby, Molly B., PhD (Educational Leadership Organizational Development), University of Louisville, 2007, Associate Professor

Kessler, Walter B., PhD (Mathematics), Vanderbilt University, 1997, Professor

Khennar, Mikhail, PhD (Physico-Mathematical Sciences), Perm State University-Russia, 1999, Associate Professor

Khouryieh, Hanna A., PhD (Food Science), Kansas State University, 2006, Assistant Professor

Kiasatpour, Soleiman, PhD (Political Science), University of California-Riverside, 1998, Associate Professor

Kilren, Michael W., PhD (Microbiology), University of Kentucky, 2011, Instructor

Kim, Hak Y., PhD (Economics), University of Cincinnati Main Campus, 1982, Professor

Kim, Moon-Soo, PhD (Food Science and Technology), Cornell University, 2007, Assistant Professor

Kim, Samuel, PhD (School Psychology), Georgia State University, 2014, Assistant Professor

King, Rodney A., PhD (Microbiology and Immunology), Virginia Commonwealth University, 1993, Professor

King, Stephen A., PhD (Agricultural Economics), Oklahoma State University Main Campus, 2004, Associate Professor

Kingery, Thomas W., PhD (Agricultural Leadership, Education, Communications), Texas A&M University, 2010, Assistant Professor

Kinnersley, Randall L., PhD (Business Administration), Texas Tech University, 1997, Professor

Kintzel, Edward, PhD (Physics), Florida State University, 2002, Associate Professor

Kirby, Elizabeth G., EdD (Learning and Instruction), University of San Francisco, 2008, Assistant Professor

Knoll, Gillian B., PhD, University of Maryland College Park, 2012, Assistant Professor

Knotts, Jema D., PhD (Education, Special Education), Southern Illinois University Carbondale, 1997, Assistant Professor

Kondratieff, Eric, PhD (Ancient History), University of Pennsylvania, 2003, Assistant Professor

Kong, Jie-Young, PhD (Communication), Arizona State University Main, 2012, Assistant Professor

Krull, Amy C., PhD (Sociology Anthropology), Purdue University Main Campus, 2000, Associate Professor

Kuhlerschmidt, Sally L., PhD (Psychology), Purdue University Main Campus, 1986, Professor

L

Lafantasie, Glenn W., PhD (History), Brown University, 2005, Professor

Langdon, Alison L., PhD (English), University of Oregon, 2004, Associate Professor

Langton, Loup M., PhD (Journalism), University of Texas at Austin, 1995, Professor

Lanhier, Dominic A., PhD (Mathematics), University of Minnesota-Twin Cities, 2000, Professor
Larson, Bruce A., EdD (Kinesiology and Health Promotion), University of Kentucky, 1998, Associate Professor
Larkey, Grace K., PhD (Health Education), University of Toledo, 2006, Associate Professor
Lasley, Scott J., PhD (Political Science), University of Iowa, 2000, Professor
Lebedinsky, Alexander G., PhD (Economics), Georgetown University, 2004, Associate Professor
Lee, David D., PhD (History), The Ohio State University Main Campus, 1975, Professor
Lee, Minwoo, PhD (Business Administration), University of Pittsburgh, 1993, Assistant Professor
Leguizamon, Juan S., PhD (Economics), West Virginia University, 2011, Assistant Professor
Leguizamon, Susane, PhD (Economics), West Virginia University, 2010, Assistant Professor
Lemerise, Elizabeth A., PhD (Psychology), New School for Social Research, 1988, Professor
Lenk, Sonia E., PhD (Hispanic Language and Literature), University of Pittsburgh, 2007, Associate Professor
Lenoir, William D., PhD, Auburn University, 1992, Professor
Lewis, Christopher S., PhD (English), The Ohio State University at Marion, 2012, Assistant Professor
Li, Qi, PhD (Computer Science), University of Delaware, 2006, Associate Professor
Liang, Feng Helen, PhD (Business Administration), University of California-Berkeley, 2006, Assistant Professor
Lickenbrock, Diane M., PhD (Psychology), University of Notre Dame, 2010, Assistant Professor
Lienesch, Philip W., PhD (Zoology), University of Oklahoma Norman, 1997, Associate Professor
Lin, Ching-Yi, DM (Violin), Indiana University at Bloomington, 2010, Assistant Professor
Little, Harold T., PhD (Business Administration), Southern Illinois University, 1999, Associate Professor
Lo, Yung L., PhD (Finance), Florida State University, 2007, Associate Professor
Locke, Stephen L., PhD (Economics), University of Kentucky, 2013, Assistant Professor
Logan, Deborah A., PhD (English), University of North Carolina Chapel Hill, 1997, Professor
Lopes, Zachary A., DMA (Piano), University of Cincinnati Main Campus, 2013, Assistant Professor
Love, Nathan L., PhD (French), Indiana University at Bloomington, 1982, Associate Professor
Lovell, Danielle M., PhD (Rural Sociology), University of Missouri-Columbia, 2009, Associate Professor
Lyons, Thomas S., PhD (Human Performance), University of Alabama, 2003, Associate Professor

M
Macy, Gretchen M., EdD (Kinesiology and Health Promotion), University of Kentucky, 2012, Assistant Professor
Maddox, Jeremy B., PhD (Chemistry), University of Houston, 2003, Associate Professor
Maddox, Steven W., MS (Health), Western Kentucky University, 1992, Instructor
Madole, Kelly L., PhD (Psychology), University of Texas at Austin, 1992, Professor
Magner, Nace R., DBA (Business Administration), Southern Illinois University, 1990, Professor
Mahmood, Rezaul, PhD (Geography), University of Oklahoma Norman, 1999, Professor
Main, Maria E., DNP (Nursing Practice), University of Kentucky, 2010, Associate Professor
Mallinger, Gayle M., PhD (Social Work), University of Pittsburgh, 2010, Assistant Professor
Maples, Jill M., PhD (Bioenergetics and Exercise Sci), East Carolina University, 2013, Assistant Professor
Maples, Lucile F., EdD (Teacher Education, Reading Education), University of Tennessee, Knoxville, 2004, Associate Professor
Marchionda, Hope L., PhD (Curriculum and Instruction), Clemson University, 2006, Associate Professor
Marquez, David M., MFA (Art), University of Iowa, 2003, Instructor
Marston, Sean R., PhD (Business Administration, Information Systems and Operation), University of Florida, 2010, Assistant Professor
Martin, Craig A., PhD (Business Administration, Marketing), University of Memphis, 1999, Professor
Mason, Cynthia P., EdD (Instruction and Administration), University of Kentucky, 1996, Professor
Mason, Karen G., PhD (Nutritional Science), University of Kentucky, 2002, Associate Professor
Maxwell, Margaret G., PhD (Curriculum and Instruction), University of North Carolina Chapel Hill, 1991, Professor
May, James D., EdD (Personnel Services, Higher Education), University of Memphis, 1990, Professor
May, Michael T., PhD (Geological Sciences), Indiana University at Bloomington, 1992, Professor
Mclain, Lauren N., PhD (Sociology), Bowling Green State University, 2009, Assistant Professor
Mccoy, Lauren G., JD (Law), Marquette University, 2009, Visiting Assistant Professor
Mcdaniel, Kerrie L., PhD (Plant Biology), Southern Illinois University Carbondale, 1997, Pedagogical Assistant Professor
Mcdonald, Michael L., PhD (Practical Arts and Voc-Tech Education, Business Office Education), University of Missouri-Columbia, 1997, Associate Professor

McElroy, Douglas, PhD (Zoology), University of Maine, 1992, Professor

Mcgee, Laura G., PhD (Germanics), University of Washington, 1996, Professor

McMichael, F. A., PhD (History), Vanderbilt University, 2002, Associate Professor

McElroy, Albert J., PhD (Zoology), University of Georgia, 1995, Professor

Menaltowski, Andrew S., PhD (Psychology), Georgia Institute of Tech, 2008, Associate Professor

Miller, Mary E., MA (English), University of Kentucky, 1960, Professor

Miller, Richard C., DPE (Physical Education), Springfield College, 1976, Professor

Miner, Jeffrey D., PhD (History), Stanford University, 2011, Assistant Professor

Minter, Patricia H., PhD (History), University of Virginia, 1994, Associate Professor

Mitchell, Ronald L., MA (Human Resources Development, Management), Webster University, 2001, Associate Professor

Mittelberg, Julia A., PhD (Curriculum and Instruction), Kansas State University, 2014, Assistant Professor

Mkanta, William N., PhD (Health Services Research), University of Florida, 2005, Associate Professor

Moody, Vivian R., PhD (Mathematics Education), University of Georgia, 1997, Associate Professor

Moore, John A., EdD (Instruction and Administration), University of Kentucky, 1995, Associate Professor

Moore, Mary L., EdD (Educational Leadership, Postsecondary Leadership), Western Kentucky University, 2013, Clinical Associate Professor

Mukonyora, Isabel, PhD, University of Oxford, 1999, Associate Professor

Munasinghe, Samangi, PhD (Mathematics), Texas A M University, 2006, Assistant Professor

Murley, Lisa D., PhD (Educational Administration), University of Louisville, 2005, Associate Professor

Murphy, April L., PhD (Social Work), University of Louisville, 2012, Assistant Professor

Musalia, John M., PhD (Sociology), Indiana University at Bloomington, 2000, Associate Professor

Mutter, Sharon A., PhD (Psychology), George Washington University, 1984, Professor

Myers, Carl L., PhD (Psychology), Iowa State University, 1995, Professor

Neal, David K., PhD (Mathematics), University of Florida, 1988, Professor

Nee, Matthew J., PhD (Chemistry), University of California-Berkeley, 2005, Associate Professor

Neely, Kurt R., PhD (Education), University of Kansas Medical Center, 2002, Associate Professor

Neils-Strunjas, Jean, PhD (Communication Sciences), Case Western Reserve University, 1984, Professor

Nguyen, Ngoc B., PhD (Mathematics), Bowling Green State University, 2010, Assistant Professor

Nguyen, Thanh L., PhD (Mathematics), Ohio University Main Campus, 2002, Professor

Nichols, Michael A., MFA (Fine Arts, Painting), Fontbonne College, 2000, Associate Professor

Nicholson, Thomas J., PhD (Education), Southern Illinois University, 1983, Professor

Noel, Christina R., PhD (Special Education), Vanderbilt University, 2013, Assistant Professor

Norman, Antony D., PhD (Education- Educational Psychology), University of Virginia, 1990, Professor

Norman, James F., PhD (Psychology), Vanderbilt University, 1990, Professor

Norris, Elizabeth S., PhD (Health Sciences), Seton Hall University, 2003, Associate Professor

North, Leslie A., PhD (Geography and Environmental Science and Policy), University of South Florida, 2011, Assistant Professor

Noser, Thomas C., PhD (Economics), University of Alabama, 1986, Professor

Novikov, Ivan S., PhD (Mathematics, Physics), St. Petersburg State University, 2000, Associate Professor

O’Connor, Stephen S., PhD (Psychology), Catholic University of America, 2010, Assistant Professor

Ogaz, Veletta L., MS (Family Nurse Practitioner), California State University at Fullerton, 2007, Instructor

Oglesbee, Brent T., MFA (Art), PA State University Main Campus, 1983, Professor

Olmssted, Jane, PhD (English, Feminist Studies), University of Minnesota-Twin Cities, 1996, Professor

Olson, Alexander I., PhD (American Studies), University of Michigan-Ann Arbor, 2013, Assistant Professor

Onyekwuluje, Anne B., PhD (Sociology), University of Nebraska-Lincoln, 1995, Professor

Oregon, Evelyn M., PhD (Kinesiology), Michigan State University, 2013, Assistant Professor

Otto, Peggy D., PhD (English Rhetoric Composition), University of Louisville, 2009, Assistant Professor
Owens, Larry W., EdD (Leadership Education), Spalding University, 2007, Assistant Professor

Paganelli, Andrea, PhD (Instructional Leadership), University of Alabama, 2010, Assistant Professor

Palmquist, Shane M., PhD (Civil and Environmental Engineering), Tufts University, 2003, Associate Professor

Paquin, Anthony R., PhD (Psychology), Texas A&M University, 1997, Associate Professor

Patterson, Rhonda A., PhD (Biological Sciences, Microbiology), University of Southern Mississippi, 1998, Assistant Professor

Payne, Holly J., PhD (Communication), University of Kentucky, 2003, Associate Professor

Payne, Kenneth D., MA (Journalism), Marshall University, 1992, Associate Professor

Payne-Emerson, Heather M., PhD (Nutritional Science), University of Kentucky, 2010, Assistant Professor

Pendleton, Melissa J., PhD (Curriculum and Instruction), North Carolina State University, 2015, Assistant Professor

Peng, Ke, PhD (East Asian Studies, East Asian Studies), University of Arizona, 2011, Assistant Professor

Pertusa, Inmaculada, PhD (Spanish), University of Colorado at Boulder, 1996, Professor

Pesterfield, Lester L., PhD (Chemistry), University of Tennessee, Knoxville, 1991, Professor

Petkus, Yvonne, MFA (Art, Painting), University of Washington, 1996, Professor

Petty, Pamela J., EdD (Education, Elementary Education), University of Tennessee, Knoxville, 2002, Professor

Phillips, Thomas K., PhD (Entomology), The Ohio State University Main Campus, 1997, Professor

Pierce, Judy S., EdD (Education), West Virginia University, 1981, Professor

Plummer, Marjorie E., PhD (History), University of Virginia, 1996, Professor

Poff, Raymond A., PhD (Leisure Behavior), Indiana University at Bloomington, 2001, Professor

Polk, Jason, PhD (Geography and Environmental Science and Policy), University of South Florida, 2009, Associate Professor

Poole, Alexander B., PhD (English), Oklahoma State University Main Campus, 2003, Professor

Pope, Robert W., DMA (Music Performance), University of South Carolina - Columbia, 1992, Professor

Pope-Tarrence, Jacqueline, PhD (Experimental Psychology), University of Louisville, 1991, Professor

Por, Attila, PhD (Mathematics), Eotvos Lorand University-Hungary, 2003, Associate Professor

Potter, Paula W., PhD (Business Administration), University of Kentucky, 1997, Professor

Prather, James R., PhD (Experimental Psychology), University of Louisville, 1997, Instructor

Price, Merrall, PhD (English), University of Rochester, 1998, Professor

Pruitt, Matthew V., PhD (Sociology), North Carolina State University, 1995, Professor

Pyle, Elizabeth C., EdD (Curriculum and Instruction), Illinois State University, 2009, Associate Professor

Rahim, M. A., PhD (Business Administration), University of Pittsburgh, 1976, Professor

Ramsing, Ronald D., PhD (Parks, Recreation, and Tourism), University of Utah, 2005, Associate Professor

Ransdell, Gary A., EdD, Indiana University at Bloomington, 1978, Professor

Rathnayake, Hemali P., PhD (Chemistry), University of Massachusetts, 2007, Associate Professor

Ray, Sally J., PhD, Wayne State University, 1991, Associate Professor

Reaka, Bryan, PhD (Education (Workforce Education)), Southern Illinois University Carbondale, 2002, Associate Professor

Reames, Kelly L., PhD (English), University of North Carolina Chapel Hill, 2002, Associate Professor

Reber, Robert A., PhD (Psychology), Louisiana State University AM College, 1982, Professor

Redifer, Jenni L., PhD (Educational Psychology), University of Florida, 2012, Assistant Professor

Reed, Eric S., PhD (History), Syracuse University Main Campus, 2001, Professor

Revels, Mark A., PhD (Technology Management, Industrial Training Development), Indiana State University, 2007, Assistant Professor

Rice, Jeffrey A., PhD (English), University of Florida, 2010, Assistant Professor

Rice, Nancy A., PhD (Biochemistry), University of Tennessee, Memphis, 1999, Associate Professor

Richmond, Thomas A., PhD (Mathematics), Washington State University, 1986, Professor

Rigby, Lawrence D., PhD (English), University of Missouri-Columbia, 2000, Associate Professor

Rinehart, Claire A., PhD (Botany), University of Georgia, 1984, Professor

Roberts, Julia L., EdD, Oklahoma State University Main Campus, 1970, Professor

Robinson, Mark P., PhD (Mathematics), University of Kentucky, 1991, Professor

Roden, Leigh Anne, EdD (Educational Leadership, P-12 Leadership), Western Kentucky University, 2011, Clinical Assistant Professor
Rohrer, Judy, PhD (Political Science), University of Hawaii at Manoa, 2005, Assistant Professor
Romero, Juan L., PhD (History), University of Texas at Austin, 2008, Associate Professor
Rosa, Andrew J., PhD (Afro-American Studies), University of Massachusetts, 2005, Assistant Professor
Rudolph, Jack L., PhD (Agricultural Education, Educational Administration), PA State University Main Campus, 1987, Professor

S
Sahi, Shivendra V., PhD (Botany, Biotechnology), North Carolina State University, 1992, Professor
Samuels, Jeffrey, PhD (Religious Studies), University of Virginia, 2002, Professor
Sanderfer, Selena R., PhD (History), Vanderbilt University, 2010, Assistant Professor
Sauerheber, Jill Duba, PhD (Counseling Human Development Services), Kent State University Main Campus, 2004, Professor
Schafer, Don W., PhD (Construction Management), Michigan State University, 2014, Assistant Professor
Schafer, Mark A., PhD (Health and Physical Activity, Exercise Physio Clin Res Trac), University of Pitts Pittsburgh Camp, 2007, Associate Professor
Schallert, Gary T., DA (Music, Conducting), University of Northern Colorado, 2001, Professor
Schoeder, Amber N., PhD (Industrial/Organizational Psychology), Clemson University, 2012, Assistant Professor
Schugart, Richard C., PhD (Applied Mathematics), North Carolina State University, 2005, Associate Professor
Schulte, Bruce A., PhD (Environmental and Forest Biology), SUNY Col Envrrntl Sci-Forestry, 1993, Professor
Scott, Bill R., DMA (Music Performance), University of South Carolina - Columbia, 1992, Professor
Seidler, Michael J., PhD (Philosophy), Saint Louis University, 1981, Professor
Shackelford, Jo L., EdD (Educational Leadership, Postsecondary Leadership), Western Kentucky University, 2012, Assistant Professor
Shake, Matthew C., PhD (Educational Psychology), University of Illinois Urbana-Champaign, 2009, Assistant Professor
Shaluta, Cliff P., MA (Speech), Marshall University, 1983, Professor
Shannon, James R., PhD (Business Administration, Marketing), University of Memphis, 1992, Associate Professor
Sharma, Nitesh C., PhD (Science/Botany), Birhar University-India, 1992, Instructor
Shearer, Darlene L., DRPH (Public Health, Maternal Child Health), University of Alabama at Birmingham, 1999, Associate Professor
Shim, Jonghee, PhD (Human Development Family Studies), University North Carolina Greensboro, 2007, Assistant Professor
Shoenfelt, Elizabeth L., PhD (Psychology), Louisiana State University AM College, 1983, Professor
Siegrist, Beverly E., EdD (Educational Administration), University of Louisville, 2000, Professor
Siewers, Fredrick D., PhD (Geology), University of Illinois Urbana-Champaign, 1995, Associate Professor
Sikora, Doris A., PhD (Human Ecology), University of Tennessee, Knoxville, 1997, Associate Professor
Simerly, Melloney C., PhD (Business, Accounting), Virginia Commonwealth University, 2015, Assistant Professor
Simmons, Jane H., MS, Western Kentucky University, 1977, Instructor
Smith, Douglas C., PhD (Sociology), PA State University Main Campus, 1996, Professor
Smith, James D., PhD (Educational Leadership Organizational Development), University of Louisville, 2008, Assistant Professor
Smith, Janice C., PhD (Rehabilitation Sciences), University of Kentucky, 2015, Instructor
Smith, Jennifer M., PhD (Communication), Purdue University Main Campus, 2006, Associate Professor
Smith, Kandy C., PhD (Education, Teacher Education), University of Tennessee, Knoxville, 2014, Assistant Professor
Smith, Lynette S., PhD (Nursing), Medical University of South Carolina, 2012, Assistant Professor
Smith, Michael E., PhD (Marine Science), University of Texas at Austin, 2001, Associate Professor
Snyder, Lawrence W., PhD (Religious Studies), University of North Carolina Chapel Hill, 1992, Associate Professor
Speer, Donald R., PhD (Music Education), Louisiana State University AM College, 1991, Professor
Spencer, Steven L., EdD (Education), University of Arkansas Main Campus, 1990, Professor
Spiller, Michael S., PhD (Human Resources Management), University of Alabama, 1999, Associate Professor
Spraker, John S., PhD (Mathematics), Indiana University at Bloomington, 1987, Professor
Srivastava, Ajay, PhD (Molecular Biology and Genetics), University of Alberta, 2003, Assistant Professor
Starks, Saundra H., EdD (Counseling Personnel Services, Counseling Psychology), University of Louisville, 1999, Professor
Stenger-Ramsey, Tammie L., EdD (Applied Educational Studies), Oklahoma State University Main Campus, 2001, Associate Professor
Sterk, Helen M., PhD (Communication Studies), University of Iowa, 1986, Professor
Stevens, Cheryl L., PhD (Chemistry), University of New Orleans, 1982, Professor
Stevens, Edwin D., PhD, University of California-Davis, 1973, Scholar-In-Residence
Stewart, Melissa A., PhD (Hispanic Italian Studies), Johns Hopkins University, 1992, Professor

Stewart, Thomas A., EdD (Educational Leadership), Western Kentucky University, 2011, Associate Professor

Stickle, Fred E., PhD (Education, Counselor Education), Iowa State University, 1978, Professor

Stinnett, Angie A., PhD, University of Arizona, 2014, Assistant Professor

Stinnett, Thomas B., PhD (Educational Leadership and Organizational Development), University of Louisville, 2013, Assistant Professor

Stites, Joseph N., MS (Music Education), University of Illinois Urbana-Champaign, 1978, Assistant Professor

Stobaugh, Rebecca R., PhD (Educational Administration), University of Louisville, 2003, Associate Professor

Stokes, Michael K., PhD (Biology, Systematics and Ecology), University of Kansas Main Campus, 1994, Professor

Stone, Martin J., PhD (Agronomy), Texas A M University, 1994, Associate Professor

Strow, Brian K., PhD (Economics), Vanderbilt University, 2000, Professor

Strow, Claudia W., PhD (Economics), Vanderbilt University, 2002, Associate Professor

Sturgeon, Lizbeth P., PhD (Nursing), University of Kentucky, 2012, Associate Professor

Sullivan, Brian, JD (Law), University of Kentucky, 1972, Associate Professor

Sullivan, Dana J., PhD (Social Work), University of Louisville, 2003, Associate Professor

Sung, Joon G., MFA (Computer Graphics), Syracuse University Main Campus, 2001, Associate Professor

Swanson, Robyn K., DME (Music Education), University of Northern Colorado, 1986, Professor

Szerdahelyi, Judith, PhD (English, English), University North Carolina Greensboro, 2002, Associate Professor

Todd, Patricia R., DBA (Business Administration), Cleveland State University, 2006, Associate Professor

Trawick, Michelle W., PhD (Economics, Statistics), North Carolina State University, 1996, Professor

Trojan, Carrie, PhD (Criminal Justice), City University of New York, 2009, Associate Professor

Turner, Joel F., PhD (Political Science), Florida State University, 2007, Associate Professor

U

Upright, Paula A., PhD (Educational Leadership Organizational Development), University of Louisville, 2009, Assistant Professor

V

Van Dyken, Tamara, PhD (History), University of Notre Dame, 2009, Assistant Professor

Vandermeer, Web, PhD (Mathematics and Natural Science), University of Groningen, 1979, Professor

Vanwye, William R., DPT (Entry Level Physical Therapy), University of Indianapolis, 2006, Assistant Professor

Vaughan, Shannon K., PhD (Political Science), University of Kentucky, 2004, Assistant Professor

W

Wade, Stacy R., PhD (Business Administration), University of Kentucky, 2004, Assistant Professor

Wallmann, Harvey, DSC (Physical Therapy), Loma Linda University, 2000, Professor

Wang, Huanjing, PhD (Computer Science), University of Alabama, 2005, Associate Professor

Wang, Jianliang, EdD (Educational Administration), SUNY at Albany, 1989, Professor

Watkins, Cecilia M., PhD (Human Ecology, Community Health), University of Tennessee, Knoxville, 2000, Associate Professor

Watkins, Leila R., PhD (English Language Literature), University of Michigan-Ann Arbor, 2014, Assistant Professor

Webb, Cathleen J., PhD (Chemistry), University of Washington, 1989, Professor

Wells, Steve C., PhD (Accountancy), University of Mississippi, 1994, Professor

Wichman, Aaron L., PhD (Psychology), The Ohio State University Main Campus, 2005, Associate Professor

Williams, Kevin M., PhD (Chemistry), Emory University, 2000, Professor

Williams, Michael A., PhD (Folklore Folklife), University of Pennsylvania, 1985, Professor

Willian, William T., PhD (Plant Soil Science), University of Tennessee, Knoxville, 1995, Professor

Talley, Ronda C., PhD (Educational Psychology), Indiana University System, 1979, Professor

Tassell, Janet L., PhD (Curriculum Instruction), Indiana University at Bloomington, 2002, Associate Professor

Taylor, Ritchie D., PhD (Environmental Science), University of North Texas, 2002, Associate Professor

Thacker, Jack W., PhD (History), University of South Carolina - Columbia, 1966, Professor

Thatcher, Jack W., PhD (History), University of South Carolina - Columbia, 1966, Professor

Thrasher, Evelyn H., PhD (Management), Auburn University, 2006, Associate Professor

Tinus, Rachel A., MS (Physical Education, Exercise Science), Western Kentucky University, 2011, Instructor
Wilson, Dennis P., PhD (Economics), University of Kentucky, 1999, Associate Professor
Wilson, Kristin, PhD (Higher Continuing Education), University of Missouri-Columbia, 2008, Associate Professor
Wilson, Stacy, PhD (Engineering, Electrical Engineering), Tennessee Technological University, 1996, Professor
Wilson, Travis K., MARCH (Architecture), University of Oklahoma Norman, 1998, Associate Professor
Winger, Steven R., PhD (Educational Psychology, Sports Psychology), Florida State University, 1998, Professor
Winkler, Elizabeth G., PhD (Linguistics), Indiana University at Bloomington, 1999, Associate Professor
Wolf, Cheryl P., PhD (Mental Health Counseling), University of Florida, 2013, Assistant Professor
Wolinski, Mary E., PhD (Music), Brandeis University, 1988, Professor
Woosley, Paul B., PhD (Crop Science), University of Kentucky, 2002, Associate Professor
Wright, Dawn G., PhD (Nursing Science), Vanderbilt University, 2008, Associate Professor
Wyatt, Robert E., PhD (Botany), University of Georgia, 1992, Associate Professor

X

Xia, Zhonghang, PhD (Computer Science), University of Texas at Dallas, 2004, Professor
Xing, Guangming, PhD (Computer Science), University of Georgia, 2001, Professor

Y

Yager, Edward M., PhD (Political Science), University of California-Santa Barbara, 1993, Professor
Yan, Bangbo, PhD (Chemistry), Nanyang University, 2003, Associate Professor
Yan, Jun, PhD (Geography), SUNY College at Buffalo, 2004, Associate Professor
Yang, Rong, PhD (Computer Science and Engineering), University of Louisville, 2007, Associate Professor
Young, David A., PhD (Theatre), Wayne State University, 2000, Associate Professor
Young, Sonia N., EdD (Educational Leadership), University of the Cumberlands, 2013, Associate Professor
Youngblood, Alison M., PhD (Education, Teaching English to Speakers of Other Languages), University of Central Florida, 2014, Assistant Professor

Z

Zehr, Nahed A., PhD (Religion), Florida State University, 2011, Assistant Professor
Zhang, Jie, PhD (Educational Psychology), University of Illinois Central Admin, 2009, Assistant Professor
Zhang, Rui, PhD (Chemistry), University of Hong Kong, 2001, Associate Professor
Zhao, Qin, PhD (Educational Psychology), University of Florida, 2008, Associate Professor
Zhu Hadar, Leyla S., PhD (Computer Science and Engineering), University of Louisville, 2009, Assistant Professor
Ziegler, Uta, PhD (Computer Science), Florida State University, 1991, Professor
Zimmer, David M., PhD (Economics), Indiana University at Bloomington, 2004, Associate Professor
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Accounting (ACCT)

ACCT 401G Business Combinations and Related Topics 3 Hours
Emphasis is placed on the issues involved in business combinations, including the preparation of consolidated financial statements. Other topics typically covered include partnerships, interim and segment reporting, international accounting, and foreign currency transactions and translations.
Prerequisite(s): ACCT 301 with a grade of "C" or better.

ACCT 420G Governmental and Not For Profit Accounting 3 Hours
Provide a broad understanding of fund accounting and financial reporting for various types of governmental and not for profit organizations. Examines the similarities and differences among the fund structures and financial reporting requirements of the two categories of organizations. Types of organizations typically studied include: all governmental organizations, health care organizations, colleges and universities, and voluntary health and welfare organizations.
Prerequisite(s): ACCT 301 with a grade of "C" or better.

ACCT 431G Federal Taxation - Business Entities 3 Hours
Further the student's understanding and knowledge of the federal income tax structure as it applies to partnerships and corporations. Other specialized area of taxation are also covered. Emphasis is placed on the use of tax services in researching tax problems.
Prerequisite(s): ACCT 430 with a grade of "C" or better.

ACCT 500 Advanced Financial Accounting and Reporting 3 Hours
An overview of financial accounting and reporting topics found in today's complex business environment. Emphasis is placed on identifying issues, researching the authoritative literature, and communicating the analyses and results.
Prerequisite(s): ACCT 402 (Contemporary Accounting Issues) or its equivalent with a grade of "C" or better, or by permission of the Department Chair.

ACCT 510 Advanced Accounting Information Systems Control and Audit 3 Hours
Provides an overview of theory and applications of accounting information systems, concepts and knowledge of internal controls, as well as standards and guidelines of information systems audit.
Prerequisite(s): ACCT 312 or ACCT 450 or their equivalents with a grade of "C" or better.

ACCT 520 Special Topics in Managerial Accounting 3 Hours
Study of cost and accounting information used by managers within the organization for planning and control. Topics include decision analysis, strategic costing, budgeting, strategic control systems, performance evaluation, behavioral and motivational issues, strategic role of accounting in the organization, and compensation. Emphasis is placed on critical thinking and case analysis.
Prerequisite(s): ACCT 310 or equivalent with a grade of "C" or better.

ACCT 530 Special Topics in Tax Research and Planning 3 Hours
Provides tools necessary for skillful application of tax research methodology in the use of primary tax authority, secondary tax reference materials, and research aids; identification, understanding and evaluation of tax planning opportunities; related tax policy issues including multi-jurisdictional issues; ethical guidelines; Circular 230 and Statements on Responsibilities in Tax Practice.
Prerequisite(s): ACCT 430 or equivalent with a grade of "C" or better.

ACCT 540 Advanced Auditing Standards, Applications and Fraud 3 Hours
Study of auditing standards including international auditing standards; risk assessment; analytical procedures; the ethical and legal environment of auditing; audit memos; fraud risks in audits; and other forensic auditing topics.
Prerequisite(s): ACCT 450 or equivalent with a grade of "C" or better.

ACCT 550 Special Topics in Accounting for Not-For-Profit Organizations and Governments 3 Hours
Study of current topics in accounting for non-profit organizations and governments. Topics may include college and university accounting, health care accounting, voluntary health and welfare accounting, other nonprofit accounting, federal government accounting, managerial accounting for state and local governmental units, and federal financial assistance auditing.

Adult Education (ADED)

ADED 510 Introduction to Adult Education 3 Hours
Survey of principles, models and techniques of adult education. Topics will include history, philosophies, and theories of educational adults.
Prerequisite(s): ADED 510.

ADED 520 Methods for Teaching Adults 3 Hours
Adult educational theories, models, and approaches and their use in practice.
Prerequisite(s): ADED 611.

ADED 530 Program Development for Adults 3 Hours
Program planning and development for adults in technical schools, colleges, workplace, and lifelong learning endeavors. Includes methods for designing, implementing, and evaluating programs and their objectives.
Prerequisite(s): ADED 510.

ADED 540 Philosophy and History of Adult Education 3 Hours
Philosophy and history of adult education in the United States. Covers history of adult education from the colonial period to today. Includes major philosophies that guide adult education.
Prerequisite(s): ADED 510.

ADED 550 Practicum in Adult Education 1-3 Hours
Supervised practical experience related to adult education studies.
Prerequisite(s): Instructor permission and completion of at least 18 hours in the Master of Arts in Education in Adult Education program, including all core requirements except Capstone.
Grade Mode: Pass/Fail

ADED 597 Directed Study in Adult Education 3 Hours
Directed study related to best practices in adult education. Requires completion of research or applied project on approved topic.
Prerequisite(s): Restricted to students admitted to MAE-Adult Education; completion of at least 21 hours in the program, including all core requirements and advisor approval.

ADED 598 Adult Education Seminar 3 Hours
Issues in the field of Adult Education. Topics will vary with faculty and student interest.
Prerequisite(s): ADED 510.
ADED 599  Thesis Research and Writing  1-6 Hours (repeatable max of 6 hrs)
Independent research on a topic related to Adult Education.
Prerequisite(s): Admission into the program and permission of program director.
Grade Mode: Pass/Fail
ADED 600  Maintaining Matriculation  1-6 Hours (repeatable max of 6 hrs)
One to six hours for ADED students needing to maintain matriculation.
Prerequisite(s): Permission of instructor.
Grade Mode: Non-graded
ADED 611  Adult Development and Learning  3 Hours
Psychological factors affecting adult development, learning, and motivation. Emphasis on how diverse academic career/experiential backgrounds and objectives affect classroom environments, teaching strategies, and testing and evaluation.

Advertising (AD)

AD 536  Sport Branding: A New Game  3 Hours
Focused on developing and delivering a meaningful brand message to increase sport fan loyalty and engagement. Topics include team-branding, athletes as brands, globalization, and digital technologies.
Prerequisite(s): RSA 521.
AD 537  Sport Sponsorships: New Revenue Strategies  3 Hours
Provides a strategic framework for understanding sport information management and preparation by focusing on the relationship among sport organizations, spokespeople, and media.
Prerequisite(s): RSA 521.

African-American Studies (AFAM)

AFAM 480G  Independent Study in African American Studies  1-3 Hours (repeatable max of 9 hrs)
Designed primarily for advanced students. This course will permit students to pursue selected topics dealing with the life and times of the people of African ancestry in Africa and America.
Prerequisite(s): AFAM 190 or permission of instructor.
AFAM 490G  African American Seminar  3 Hours (repeatable max of 9 hrs)
Designed primarily for advanced students. This seminar will include topics dealing with the African American, present or past.
Prerequisite(s): AFAM 190 or permission of instructor.

Agricultural Economics (AGEC)

AGEC 460G  Agricultural Policy  3 Hours
The role of agriculture in the national economy; objectives of agricultural policy; appraisal and proposed agricultural programs; legislation for economics action.
Prerequisite(s): AGEC 360.
AGEC 461G  Advanced Farm Management  3 Hours
Identification, analysis, and solution of problems of farm organization and operation. Case studies and field trips to situation farms in South Central Kentucky.
Prerequisite(s): AGEC 361 or permission of instructor.
AGEC 463G  Agricultural Finance  3 Hours
Farm finance problems including capital requirements, investment decisions, budgeting techniques, etc. Lending agencies and alternative means of acquiring capital.
Prerequisite(s): AGEC 361 or permission of instructor.

AGEC 468G  World Food Development  3 Hours
Problems and opportunities in feeding an ever-increasing population. Assessment of world food production, poverty, businesses and cultures; ways of increasing production.
AGEC 561  Agricultural Production and Economics  3 Hours
Production and cost functions, programming and decision-making principles and their application to agriculture.
AGEC 675  Advanced Topics Agricultural Economics  3 Hours
No course description is available

Agricultural Education (AGED)

AGED 470G  Methods of Teaching in Agriculture Education  3 Hours
Basic principles, design options, and economic considerations for hay and grain handling systems and for silage and manure systems. Field trips as needed.
Prerequisite(s): AGMC 170, or permission of instructor.
AGED 471G  Organization and Planning in Agricultural Education  3 Hours
A teacher preparation course designed to prepare pre-service teachers for the student teaching experience and for a full-time teaching position. Unit planning, lesson preparation, and delivery comprise the major portion of this course.
Prerequisite(s): AGED 250 (EDU 250), SPED 330, AGRI 398, PSY 310, Admission to student teaching.
Grade Mode: Non-graded
AGED 475G  Topics in Agriculture Education  1-3 Hours (repeatable max of 6 hrs)
Special topics acquaint advanced undergraduate students with scientific developments of current interest in agriculture. Appropriate topic titles are assigned. Lecture and assignments vary with credit.
Prerequisite(s): Consent of instructor.
AGED 583  Curriculum Development/Agriculture Education  3 Hours
Principles of curriculum development, curriculum alignment, and assessment of content standards.
AGED 584  Program Development/Agriculture Education  3 Hours
For new and returning ag-ed teachers. Covers planning, conducting, and following through instructional programs for secondary, post-secondary, and/or adult students.
AGED 589  Ind Spec Prob Agriculture Education  1-3 Hours (repeatable max of 6 hrs)
Supervised individual study in agricultural education.
AGED 675  Advanced Topics in Agriculture Education  1-3 Hours
No course description is available

Agriculture - General (AGRI)

AGRI 450G  Rural Health and Safety  3 Hours
Students will explore a variety of health and safety issues unique to rural populations. The interdisciplinary team concept will be used throughout the course to foster collaboration that facilitates sharing of the expertise of students and faculty.
AGRI 473G  Cave and Karst Environment  3 Hours
Discussion of biological diversity, groundwater and humanity's role in utilizing and conserving the unique features of karst areas and use of these areas in teaching. Not applicable to a major or minor in agriculture, biology or geography and geology.
Prerequisite(s): BIOL 120/BIOL 121 or equivalent.
Equivalent(s): GEOG 473G and BIOL 473G.
AGRI 491G Data Analysis and Interpretation 3 Hours
Statistical models and use of samples, variation, statistical measures, distributions, tests of significance, analysis of variance, regression, correlation and chi-square as related to interpretation and use of scientific data.

AGRI 493G Sustainable Agriculture 3 Hours
Effect of diminishing resources, environmental pollution, and short-term economics on the sustainability of productive agriculture. Emphasis on managing crops, livestock, and other farm resources in providing an ecological-economical balance in agricultural production.
Prerequisite(s): Upper division standing, minimum of 18 hours in agriculture and related areas, or permission of instructor.

AGRI 528 Population Genetics 3 Hours
Application of genetic and statistical concepts to populations of plants and domestic animals.
Prerequisite(s): BIOL 327 and AGRI 491 or equivalent.

AGRI 590 Experimental Design 3 Hours
Statistical consideration in experimental design; covariance, multiple regression, factorial design, and incomplete block designs.
Prerequisite(s): AGRI 491 or permission of instructor.

AGRI 597 Independent Special Problems/Agriculture 1-3 Hours (repeatable max of 9 hrs)
Supervised individual study in agriculture.
Prerequisite(s): Permission of instructor.

AGRI 598 Seminar 1 Hour (repeatable max of 3 hrs)
Problems and research in agriculture. Required of all graduate students.

AGRI 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

AGRI 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

AGRI 675 Advanced Topics/Agriculture 1-3 Hours (repeatable max of 10 hrs)
Issues and scientific developments of current interest.
Prerequisite(s): Permission of instructor.

Agronomy (AGRO)

AGRO 409G Weed Science 2 Hours
Identification of prominent weed species; relationship of weeds to crop production problems; physical and chemical control measures.
Corequisite(s): AGRO 410G.
Prerequisite(s): BIOL 120 and AGRO 110; CHEM 105 and CHEM 107 or equivalent.

AGRO 410G Weed Science 1 Hour
A laboratory course correlated with AGRO 409G.
Corequisite(s): AGRO 409G.

AGRO 414G Crop Improvement 3 Hours
Identification, development, and utilization of genetic differences in the improvement of cultivated plants.
Prerequisite(s): Six hours of plant science and upper division or graduate standing.

AGRO 420G Forage Crops 2 Hours
Distribution, improvement, morphology, culture, harvesting and utilization of forage crops are presented.
Corequisite(s): AGRO 421G.
Prerequisite(s): AGRO 110, AGRO 350 and BIOL 120.

AGRO 421G Forage Crops Laboratory 1 Hour
A laboratory course correlated with AGRO 420G. Laboratory, two hours.
Corequisite(s): AGRO 420G.

AGRO 422G Field Crops 3 Hours
Distribution, improvement, morphology, culture, harvesting, and utilization of field crops are presented.
Prerequisite(s): AGRO 110, AGRO 350, and BIOL 120 or permission of instructor.

AGRO 452G Soil Microbiology 3 Hours
Soil microbial populations and systems and their influence on plant nutrition. Soil organic matter, its decomposition and associated microorganisms; oxidation-reduction process; nitrogen fixation.
Prerequisite(s): AGRO 350 and BIOL 207, BIOL 208.

AGRO 454G Soil Management and Conservation 3 Hours
Economic utilization of land for agricultural recreation and public purposes; interpretation and application of soil conservation; public and industrial uses; practice in designing land-use maps.
Prerequisite(s): AGRO 350.

AGRO 455G Soil Chemistry 2 Hours
Analytical techniques used in soil chemistry and soil fertility; studies nutrient determination, colloidal systems, chemical properties related to plant nutrition.
Corequisite(s): AGRO 456G.
Prerequisite(s): AGRO 350.

AGRO 456G Soil Chemistry Lab 1 Hour
A laboratory course correlated with AGRO 455G.
Corequisite(s): AGRO 455G.

AGRO 457G Soil Form/Class/Map 2 Hours
Soil origin; classification schemes; profile description, mapping and interpretation of soil survey information are discussed, emphasizing Kentucky soils.
Corequisite(s): AGRO 458G.
Prerequisite(s): AGRO 350.

AGRO 458G Soil Form/Class/Map Lab 1 Hour
A laboratory course correlated with AGRO 457G.
Corequisite(s): AGRO 457G.

AGRO 475G Topics Agronomy 1-3 Hours (repeatable max of 6 hrs)
Special topics acquaint advanced undergraduate students with scientific developments of current interest in agriculture. Appropriate topic titles are assigned. Lecture and assignments vary with credit.
Prerequisite(s): Consent of instructor.

AGRO 521 Pasture Management 3 Hours
Development of pastures, physiological principles related to forage production, pasture management, and preservation and use of conserved forages.
Prerequisite(s): AGRO 420/AGRO 421 and ANSC 448 or permission of instructor.

Animal Science (ANSC)

ANSC 437G Physiology/Reproduction 2 Hours
Endocrinology and physiology of reproductive systems; anatomical physiology and biochemical bases of reproduction, artificial insemination, synchronized estrus and related topics are presented.
Corequisite(s): ANSC 438G.
Prerequisite(s): BIOL 120.

ANSC 438G Physiology/Reproduction Lab 1 Hour
A laboratory course correlated with ANSC 437G. Laboratory, two hours.
Corequisite(s): ANSC 437G.
ANSC 446G  Animal Breeding  2 Hours
Application of genetic and statistical principles of breeding and improvements of farm animals; the role of selection in changing populations; the effects of different mating systems upon improvement of farm animals are investigated.
Corequisite(s): ANSC 447G.
Prerequisite(s): ANSC 140 and BIOL 120.

ANSC 447G  Animal Breeding Lab  1 Hour
A laboratory course correlated with ANSC 446.
Corequisite(s): ANSC 446G.

ANSC 448G  Animal Feeds and Feeding Practices  4 Hours
Livestock feeds and their nutrients; functions of and requirements for nutrients; evaluation of feeds; feeding practices and formulation of rations for all classes of livestock are included.
Prerequisite(s): ANSC 345 or permission of instructor.

ANSC 449G  Lab Methods Animal Nutrition  3 Hours
Laboratory methods for determining major minerals and vitamins in feeds, proximate analysis of feeds, products of fermentation, feed residues and contamination.
Prerequisite(s): ANSC 448.

ANSC 475G  Selected Topics  1-3 Hours (repeatable max of 6 hrs)
Special topics acquaint advanced undergraduate students with scientific developments of current interest in agriculture. Appropriate topic titles are assigned. Lecture and assignments vary with credit.
Prerequisite(s): Consent of instructor.

ANSC 533  Physiology of Lactation  3 Hours
Anatomy of the mammary gland, hormonal control of mammogenesis, initiation and maintenance of milk secretion, factors affecting level and composition of milk, synthesis of milk.
Prerequisite(s): ANSC 344.

ANSC 545  Ruminant Nutrition  3 Hours
Rumen development and function, products of fermentation, nutrient requirements, absorption and metabolism, symptoms of deficiency and toxicity.
Prerequisite(s): ANSC 345, BIOL 446, or equivalent, or permission of instructor.

ANSC 546  Advanced Animal Breeding  3 Hours
Application of population genetics to the economic improvement of farm animals, phenotypic and genetic relationships, role of selection in changing populations, formulation and application of breeding plans.
Prerequisite(s): ANSC 446 and AGRI 528, or permission of instructor.

ANSC 547  Advanced Animal Nutrition  3 Hours
The nutrient requirements of the monogastric animals, structure, metabolism and function of each nutrient class, interrelationship of the nutrient classes, deficiency and toxicity symptoms.
Prerequisite(s): ANSC 345, BIOL 446 or equivalent, or permission of instructor.

ANSC 675  Advanced Topics in Animal Science  1-3 Hours
No course description is available

Anthropology (ANTH)

ANTH 432G  Field Course in Archaeology  1-9 Hours (repeatable max of 9 hrs)
Includes archaeological survey, site mapping, artifact recovery, recording, and cataloging. Work is usually conducted on prehistoric Indian sites. The number of credit hours will be determined in consultation with instructor.
Prerequisite(s): ANTH 130 or consent of instructor.

ANTH 434G  Graveyard Archeology  3 Hours
Application of archaeological methods in the documentation of historic graveyards, emphasizing legal mandates, formation processes, subsurface prospecting, remote sensing, mapping and headstone recording. Travel to field site required.
Course Fee: $10

ANTH 436G  Applied Archaeology  3 Hours
Examines contract archaeology and public archaeology within the context of cultural resource management, emphasizing legal mandates, field methods, public education programs, and ethical considerations.

ANTH 448G  Visual Anthropology  3 Hours
This course examines photography and film as tools and products of cross-cultural research with special emphasis on cultural and political biases presented through visual means.

ANTH 449G  Ethnographic Video Production  3 Hours
Video production as a research methodology in anthropology. Practical exercises and collaborative student projects. Students will produce their own short ethnographic videos. Explores practices of representing cultures through video. This course will involve a small lab fee.
Prerequisite(s): ANTH 448G or Permission of instructor.

ANTH 493G  Archaeology Stewardship  3 Hours
Field monitoring of local archaeological sites threatened by cultural and natural formation processes. Travel to field sites required.
Pre-requisites: Permission of instructor, ANTH 130, 6 additional credits in anthropology and graduate standing.

ANTH 495G  Directed Study  1-4 Hours (repeatable max of 8 hrs)
Available to superior students who wish to conduct individual, intensive reading and research in specific area of anthropology in close cooperation with supervising faculty. Submission of such projects to student sections of regional professional meetings is encouraged. Number of credit hours will be determined in consultation with instructor.
Prerequisite(s): Permission of instructor.

Architectural & Manufacturing (AMS)

AMS 510  Emerging Technologies  3 Hours
Discovery of powerfully disruptive technologies, evaluating them accurately and implementing change for profitability.
Course Fee: $10

AMS 520  Resource Management  3 Hours
A comprehensive study of efficient allocation of materials and money. Includes a review of basic decision-making techniques, cost-benefit ratio analysis, depreciation, salvage value of equipment, and time value of money.
Course Fee: $10

AMS 525  Industrial Resource Allocation  3 Hours
A comprehensive study of efficient allocation of resources. Topics related to manufacturing operation analysis with emphasis on efficient and practical techniques for estimating costs based on existing relationships among inflation, labor, material, forecasting, and the activity.

AMS 530  Automated Data Collection Systems  3 Hours
Information systems for industry; collecting and analyzing real time data to make production decisions regarding profitability and quality.
Course Fee: $10

AMS 535  Workforce Development  3 Hours
Strategies for developing educational opportunities for personnel in industry and appropriate appraisal techniques for program improvement. Includes those topics crucial to developing the nation’s workforce, including sociological foundations of workforce education, career development theory, needs assessment, developing objectives, performance assessment and private sector providers of workforce education programs.
Course Fee: $10
AMS 540  Theory of Constraints  3 Hours
Concepts of theory of constraints (TOC) pertaining to drum-buffer-rope, operations analysis, cost management, decision making and related areas. TOC management strategies and thinking processes applied to business problems.

AMS 571  Research Methods in Technology Management  3 Hours
A comprehensive study of research methods and experimental design applicable to industrial and technical operations. This course includes a review of basic statistics, quality control techniques, and quality assurance.
Course Fee: $10

AMS 580  Six Sigma Quality  3 Hours
Management and application of six sigma methodologies including the DMAIC process and data-driven decision making. Advanced quality concepts and statistical process control.

AMS 588  Product Development  3 Hours
Basic elements of marketing, design, and prototyping for innovation. Study of the multidisciplinary interrelationships involved in the development of commercial products.

AMS 590  Operations Leadership  3 Hours
Provides technical professionals with leadership and management skills needed to be effective throughout their career.
Course Fee: $10

AMS 594  Lean Systems  3 Hours
Analysis of lean concepts and process improvement in business value streams, production, and distribution. Pull systems, flow control, inventory reduction, waste elimination, and value creation.

AMS 599  Thesis Research and Writing  1-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail
Course Fee: $10

AMS 600  Maintaining Matriculation  1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded
Course Fee: $10

AMS 650  Supply Chain Management  3 Hours
An integrated and comprehensive treatment of operations and supply chain issues. Students study how firms link with their supply chain partners to gain a market advantage and competitiveness.
Course Fee: $10

AMS 655  Project Management  3 Hours
Concepts of project management as applicable to a wide range of business and technical situations. Focus on behavioral organizational aspects, quantitative methods, and automated tools.

AMS 671  Quality Management  3 Hours
An examination of philosophies, concepts, tools and techniques used in continuous quality improvement programs.

AMS 690  Graduate Project  1-6 Hours (repeatable max of 6 hrs)
An applied research project, using standard procedures of problem identification, possible solutions, and a final report. Can be either field or laboratory based and must be approved by a graduate faculty committee.
Course Fee: $10

Art (ART)

ART 401G  Art of the Italian Renaissance  3 Hours
This course analyzes the architecture, sculpture and paintings of Italian Renaissance with an emphasis on the examination of selected examples. Graduate students will be required to display advanced research skills.

ART 405G  Art Theory and Criticism  3 Hours
Major theories of art, both historical and contemporary, and various approaches to qualitative judgments about individual works of art. Graduate students will be required to display advanced research skills.

ART 411G  Foundations of Art Education and Methods II  3 Hours
Provide diverse experiences related to art education theory and practice in elementary schools. Field experiences in public schools outside the regular class sessions are required. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): ART 311 or equivalent, PSY 510, SPED 516 or instructor permission.

ART 413G  Foundations of Art Education and Methods III  3 Hours
Long-term curriculum design, assessment, and classroom management methods, appropriate for visual arts instruction in secondary schools. Field experience is required. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): ART 411G.

ART 420G  Ceramics  3 Hours
A continuation of production in clay form and research in experimental clay and glaze composition.
Prerequisite(s): ART 321.

ART 421G  Ceramics  3 Hours
This course requires advanced individual performance in creative design concepts and in research and recording.
Prerequisite(s): ART 420.

ART 422G  Ceramics  3 Hours
This course is a continuation of ART 421.
Prerequisite(s): ART 421.

ART 440G  Drawing  3 Hours
Advanced drawing explorations through individual problem solving.
Prerequisite(s): ART 341.

ART 450G  Printmaking  3 Hours
Stresses advanced printmaking techniques and requires students to have strong personal imagery.
Prerequisite(s): ART 351.

ART 451G  Printmaking  3 Hours
Printmaking exploration through research and creative activity.
Prerequisite(s): ART 450.

ART 452G  Printmaking  3 Hours
This course consists of advanced research problems in printmaking.
Corequisite(s): ART 451.

ART 460G  Painting  3 Hours
Research problems in selected painting materials are provided in this course.
Prerequisite(s): ART 361.

ART 461G  Painting  3 Hours
This course consists of advanced individual research problems in painting.
Prerequisite(s): ART 460.

ART 462G  Painting  3 Hours
This course is a continuation of ART 461.
Prerequisite(s): ART 461.
ART 470G Sculpture 3 Hours
Sculptural problems. Introduction to metal casting using sand molds.
Prerequisite(s): ART 371.

ART 471G Sculpture 3 Hours
Sculptural problems. Introduction to the lost-wax method of casting.
Prerequisite(s): ART 371 and ART 372.

ART 472G Sculpture 3 Hours
Experience in solving problems met in professional practice.
Prerequisite(s): ART 471.

ART 480G Weaving 3 Hours
This course consists of creative research in the areas of double-weave, ikat, the use of indigenous fibers and other more complicated techniques.
Prerequisite(s): ART 381.

ART 481G Weaving 3 Hours
This course provides for the development of special creative problems involving techniques investigated in ART 480.
Prerequisite(s): ART 480.

ART 482G Weaving 3 Hours
This course involves advanced individual research in weaving.
Prerequisite(s): ART 481.

ART 490G Special Problems 3-6 Hours
Independent course work done on an individual basis under the guidance of a selected faculty member.

ART 491G Special Studies 3 Hours
Independent course work done on an individual basis under the guidance of a selected faculty member.

ART 496G Studio Art Topic 3 Hours (repeatable max of 6 hrs)
Investigates different topics in art through process or technique in a studio practice.
Prerequisite(s): Permission of instructor.

ART 511 Independent Investigation/Art Education 3 Hours
Independent study in art curriculum and methodology, with emphasis on the literature, selected art history, and studio areas.

ART 512 Independent Investigation/Art Education 3 Hours
Independent study in art curriculum and methodology (including art history and studio). Emphasizes the use of surveys, observations, and experimental techniques.

ART 520 Ceramic Art 3 Hours
Advanced levels of clay forming techniques and clay glaze composition. Research in various phases of the ceramic process.

ART 540 Drawing 3 Hours
Independent study utilizing traditional methods of drawing. Students are encouraged to investigate and utilize new directions.
Course Fee: $50

ART 550 Printmaking 3 Hours
Independent study utilizing traditional methods of printmaking. Encourages the exploration of new directions in personal expression.

ART 560 Painting 3 Hours (repeatable max of 9 hrs)
Advanced aspects of painting, with emphasis on experimentation in different styles and on individualized approaches.
Course Fee: $50

ART 570 Sculpture 3 Hours
Independent study and experimentation in sculpture.

ART 580 Weaving 3 Hours
Individual study of weaving utilizing traditional and experimental techniques: the production of works that are highly individualistic and are of exhibition quality.

ART 590 Workshop in Arts and Humanities Education 3 Hours (repeatable max of 6 hrs)
Integrated arts and humanities curriculum development in P-12 settings.

ART 591 Investigation/Art History 3 Hours
Topics and approaches for special areas of interest. Emphasis on the traditional periods of art history.

ART 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

ART 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

Astronomy (ASTR)

ASTR 405G Astronomy for Teachers 3 Hours
Selected topics in astronomy for elementary and secondary teachers.

Biology (BIOL)

BIOL 400G Plant Physiology 4 Hours
A study of the general principles by which plants function. Three areas discussed are transport and translocation of water and solutes, metabolism with special emphasis on photosynthesis, and plant growth and development.
Prerequisite(s): BIOL 120/BIOL 121, and two semesters of chemistry.
Grade Mode: Non-graded

BIOL 403G Molecular Basis of Cancer 3 Hours
Biological and molecular features of oncogenesis and clinical cancer, focusing on specific molecular events underlying carcinogenesis, metastasis and angiogenesis. Case study learning will be integrated into the course to engage students in understanding the societal implications of cancer.
Prerequisite(s): BIOL 319/BIOL 320 or equivalent course.

BIOL 404G Electron Microscopy 4 Hours
A course in the fundamentals of electron microscopy including basic theory, techniques for specimen preparation and photography, and operation of the electron microscope. Lecture, two hours; laboratory, four hours.
Prerequisite(s): BIOL 222/BIOL 223, BIOL 224/BIOL 225 or permission of instructor.
Grade Mode: Non-graded
Course Fee: $20

BIOL 405G Aquatic Insect Diversity 2 Hours
The taxonomy and biology of the insects commonly encountered in freshwater habitats.
Prerequisite(s): Graduate standing.

BIOL 407G Virology 3 Hours
Study of bacterial, animal and plant viruses. Emphasis on the molecular aspects of replication, expression, regulation and pathogenesis.
Prerequisite(s): BIOL 319/BIOL 320.

BIOL 411G Cell Biology 3 Hours
A lecture series emphasizing the morphological and chemical make-up of cells, the physical and chemical properties of the cell, and modern techniques for investigation of cellular functions.
Prerequisite(s): BIOL 319/BIOL 320 or consent of instructor.

BIOL 412G Lab Cell Biology 1 Hour
A laboratory course correlated with BIOL 411G.
Course Fee: $20

BIOL 415G Ecological Methods 3 Hours
A course emphasizing the collection, manipulation and analysis of ecological data using a variety of techniques in aquatic and terrestrial habitats.
Prerequisite(s): BIOL 315 or permission of instructor.
Grade Mode: Non-graded
BIOL 446G Biochemistry I 3 Hours
Biochemical compounds and their role in metabolism.
Prerequisite(s): CHEM 314 or CHEM 340.

BIOL 447G Lab Biochemistry I 2 Hours
Selected experiments which illustrate biochemical principles. Five hours per week.
Prerequisite(s): BIOL 446/CHEM 446.
Course Fee: $35

BIOL 450G Recombinant Gene Technology 3 Hours
Discovery-based laboratory emphasizing application of basic techniques to solve student-defined problems. Problems in characterization and expression of genetic material are explored. Laboratory, six hours.
Prerequisite(s): BIOL 350 and BIOL 446.
Course Fee: $20

BIOL 456G Ichthyology 4 Hours
Fishes of the world, their physiology, structure, behavior, and ecology. Emphasis on the collection and identification of freshwater species of Kentucky. Lecture, two hours; laboratory, four hours.
Prerequisite(s): BIOL 224, BIOL 225, and permission of instructor.
Grade Mode: Non-graded

BIOL 457G Herpetology 4 Hours
An introduction to the classification and biology of reptiles and amphibians.

BIOL 458G Fisheries Management 4 Hours
A study of the factors affecting fish populations. Topics covered include life history traits, sampling techniques, management practices, and policies regulating the management of fish populations. Off-campus and overnight weekend field trips are required.
Grade Mode: Non-graded

BIOL 459G Mammalogy 3 Hours
Taxonomy, life history and ecology of the mammals. Laboratory work includes field studies and collection and study of specimens. Lecture two hours; laboratory two hours.
Prerequisite(s): BIOL 120/Biol 121.
Grade Mode: Non-graded

BIOL 460G Parasitology 4 Hours
The morphology, physiology, life histories, control and economic significance of representative species. Lecture, two hours; laboratory, four hours.
Prerequisite(s): BIOL 224/Biol 225.
Grade Mode: Non-graded

BIOL 464G Endocrinology 3 Hours
Endocrinology is the study of hormones. This course will provide a general survey of endocrinology, with specific emphasis upon the physiology of the endocrine system among different vertebrate groups, including humans.
Prerequisite(s): BIOL 319/Biol 322; BIOL 446-Biol 447 strongly recommended.

BIOL 467G Biochemistry II 3 Hours
The reactions of living systems and an introduction to the mechanisms and energetics of metabolism. Lecture.
Prerequisite(s): BIOL 446/CHEM 446.

BIOL 470G Pathogenic Microbiology 4 Hours
A study of the organisms causing disease with emphasis on bacteria. Includes pathogenic bacteria, viruses, rickettsiae, fungi and protozoa. Lecture, two hours; laboratory, four hours.
Prerequisite(s): BIOL 226/Biol 227; or permission of instructor.
Grade Mode: Non-graded

BIOL 472G Applied and Environmental Microbiology 4 Hours
The study of the roles of microorganisms in food preservation, fermentation, spoilage and food intoxication. Production of microbial products of industrial interest; application of modern microbiological techniques to industrial processes; interrelationships between microorganisms and their environment.
Prerequisite(s): BIOL 226/Biol 227, or consent of instructor.
Grade Mode: Non-graded

BIOL 473G Cave and Karst Environment 3 Hours
Discussion of biological diversity, groundwater and humanity’s role in utilizing and conserving the unique features of karst areas and use of these areas in teaching. Course does not count toward the M.S. Options.
Prerequisite(s): BIOL 120/Biol 121 or equivalent.

BIOL 475G Independent Topics/Biology 1-3 Hours (repeatable max of 6 hrs)
Significant problems and developments of current interest in biology.

BIOL 485G Field Biology 1-4 Hours
An intensive field experience on a biological or ecological topic.

BIOL 490G Plants as Alternative Therapeutics 3 Hours
A study of the molecular basis of genetics and heredity of prokaryotic and eukaryotic organisms.
Prerequisite(s): BIOL 450G.

BIOL 496G Plant Biotechnology 4 Hours
A course designed to illustrate the current advances in plant biotechnology and their potential application in agriculture, health and environment.

BIOL 497G Aquatic Field Ecology 4 Hours
An integrated study of aquatic ecosystem structure and function emphasizing the physical and chemical properties of water and application of biological field methods. This course requires off-campus and overnight travel.
Prerequisite(s): BIOL 222/ Biol 223 or BIOL 224/Biol 225 or BIOL 226/Biol 227; CHEM 120/CHEM 121; or equivalent or graduate standing.
Grade Mode: Non-graded
Course Fee: $20

BIOL 500 Introduction to Graduate Studies and Research in Biology 3 Hours
Introduction to research techniques and experimental design, with an emphasis on on-going research at WKU. Also includes an introduction to research-related resources at WKU.

BIOL 501 Biological Perspectives 4 Hours
Designed to acquaint graduate students with advances in the biological sciences and practical applications of biological principles. Lecture, three hours; or lecture, three hours, laboratory, two hours.
Grade Mode: Non-graded

BIOL 503 Contemporary Research/Biology 1 Hour
Participants will present a research article on a topic of their choice to the class. A critical appraisal of the research approach, methods, results and interpretation of results will be stressed. Requires participation in critical discussions of all presentations. The course may be taken as often as wished but only once for credit toward a degree program.
Prerequisite(s): Admission to biology graduate program.
BIOL 505  Aquatic Insect Ecology  2 Hours
Ecological functions, evolutionary adaptations, and indicators of environmental quality of aquatic insects.
Prerequisite(s): Graduate standing or permission of instructor.

BIOL 506  Environmental Seminar  1 Hour (repeatable max of 3 hrs)
Designed for future environmental practitioners, this course will provide real world examples of environmental jobs and research projects. The course will impart a broad understanding of environmental science from a multi-disciplinary perspective. Required for the MS Environmental Science emphasis degrees.

BIOL 507  Science Concepts for Elementary Teachers  3 Hours
This course provides basic background to the KY Core Contents in science that elementary teachers are required to teach along with discipline-specific strategies and best practices that can be implemented in the classroom. National Boards “Big Ideas”, inquiry learning and implementation of math and science will be integrated into this course to provide beginning teachers the tools necessary to conduct dynamic science classes.
Course Fee: $20

BIOL 515  Advanced Ecology  3 Hours
Essential dynamic features of plant and animal populations. Covers the theoretical and empirical aspects of single populations, or pairs of interacting populations, and of whole communities.
Prerequisite(s): BIOL 315 or consent of instructor.

BIOL 516  Investigations/Biology  1-3 Hours (repeatable max of 3 hrs)
Research project completed under faculty supervision. Not applicable to MS thesis option.
Prerequisite(s): Permission of research project director.

BIOL 518  Population Ecology  2 Hours
Investigation of the theories and models used to describe and predict populations. Includes applications in population projection and harvesting, as well as two-species interactions.
Prerequisite(s): Permission of instructor.

BIOL 519  International Wildlife Management and Policy  2 Hours
Exploration of the major wildlife management models used in various countries, emphasizing North America, Europe and Africa. Economic ramifications of these models and international treaty obligations relating to the wildlife trade are investigated.
Prerequisite(s): Permission of instructor.

BIOL 522  Systematics and Evolution  4 Hours
Study of systematic theory and practice with a focus on current controversies. Taxonomic methods will be evaluated with an emphasis upon the use of taxonomic tools to reconstruct evolutionary relationships. Lecture, three hours; laboratory, two hours.
Prerequisite(s): Consent of instructor.
Grade Mode: Non-graded

BIOL 523  Biological Symbioses and Host-Parasite Associations  3 Hours
Exploration of biological symbioses, emphasizing patterns and processes of biological coevolution. Host-parasite systems are explored in detail, with a focus on classic and current coevolutionary and cospeciation systems.
Prerequisite(s): Graduate standing.

BIOL 524  Evolution and Ecological Genetics  3 Hours
Advanced treatment of natural selection as a mechanism of evolution. Interaction of ecological, behavioral and genetic systems in driving evolutionary change at various levels of organization is emphasized.
Prerequisite(s): BIOL 327 or consent of instructor.
Grade Mode: Non-graded

BIOL 526  Physiological Ecology  3 Hours
Study of the physiological adaptations of animals that enhance their survival and/or permit them to exploit extreme environments.
Prerequisite(s): BIOL 330 or consent of instructor.

BIOL 530  Animal Behavior  4 Hours
A comparative approach to a study of the current understanding of physiological mechanisms involved at the organismal level in transducing environmental input into adaptive behavioral output.
Grade Mode: Non-graded

BIOL 532  Behavioral Ecology  3 Hours
An investigation of animals in reference to their evolution and interactions with others emphasizing behavior related to their survival and reproduction in a natural context.
Prerequisite(s): Graduate standing.

BIOL 533  Behavioral Ecology Laboratory  2 Hours
A field and laboratory investigation of the methodology to study the actions of animals in reference to their evolution, environment and interactions with other organisms.
Prerequisite(s): Graduate standing.

BIOL 534  Chemical Ecology  3 Hours
The study of chemical ecology emphasizes the concepts and evolution of chemical signals, the methods for identification, the mechanisms by which such signals act, their functions and applications.

BIOL 535  Analytical Biochemistry  3 Hours
An overview of the science of modern analytical and instrumental techniques with emphasis on techniques relevant to measurements in biochemistry and biology.
Equivalent(s): CHEM 535.
Prerequisite(s): BIOL 446/BIOL 446G or CHEM 446/CHEM 446G or consent of instructor.

BIOL 543  Environmental Science Concepts  3 Hours
Explores the inter-relationship among the science and technical disciplines that contribute to our understanding of the environment as a whole. Introduces research methods and core environmental science concepts. Prepares students to examine environmental science questions with an interdisciplinary outlook.

BIOL 550  Introduction to Biological Applications in Homeland Security  3 Hours
An introductory course in biological principals for students in Homeland Security with a limited biology background. Topics include cell structure/ function, cellular information and energy flow, immune function, cellular and population genetics.

BIOL 552  Biological Applications in Homeland Security I  3 Hours
An advanced study of biological phenomena relevant to Homeland Security Concerns. Biol Apps to HLS I will focus on the recognized groups of pathogenic organisms to human and selected crops. Topics to be covered are types of pathogens, pathogenicity and virulence, control and detection, and dispersal mechanisms. Also, the immune response to infectious disease will be covered in depth with special attention toward understanding the functionality of the antibody.
Corequisite(s): BIOL 553.
Prerequisite(s): BIOL 550 or permission of instructor.

BIOL 553  Laboratory: Biological Applications in Homeland Security I  1 Hour (repeatable max of 3 hrs)
The laboratory will provide students with knowledge in laboratory safety and manipulation, identification, and enumeration of microbial and viral cultures.
Corequisite(s): BIOL 552.
Prerequisite(s): BIOL 550 or equivalent.

BIOL 555  Laboratory: Biological Applications in Homeland Security II  1 Hour (repeatable max of 3 hrs)
The laboratory will provide students with knowledge in laboratory immunological methodologies and analytical methods in DNA forensics.
Corequisite(s): EHS 572.
Prerequisite(s): BIOL 552/BIOL 553 or permission of instructor.
BIOL 560 Advanced Cell Biology 3 Hours
Lecture-discussion course designed to understand structure and function of differentiated cells of multicellular organisms. Textbook readings, review articles and current research papers will be incorporated into lectures and discussions.
Prerequisite(s): BIOL 411 or equivalent.

BIOL 562 Advanced Biochemistry 3 Hours
Survey of biochemical research areas where significant advances have been made in recent years. Textbook readings, review articles and current research papers will be incorporated into lectures and discussions.
Equivalent(s): CHEM 562.
Prerequisite(s): BIOL 446/CHEM 446.
Grade Mode: Non-graded

BIOL 566 Advanced Molecular Genetics 3 Hours
Consideration of the molecular mechanisms for replication, gene expression and regulation of development.
Prerequisite(s): BIOL 495 or consent of instructor.

BIOL 568 Advanced Microbiology 3 Hours
Study of microbial metabolic and genetic diversity, phylogeny and evolution, and ecology, including a consideration of research methodologies applicable to microorganisms. Lecture, three hours; laboratory, two hours.
Grade Mode: Non-graded

BIOL 569 Professional Work/Career Experience in Biology 1-3 Hours (repeatable max of 3 hrs)
Practical experience in a supervised work situation with a cooperative business, industry, non-governmental, or governmental agency, emphasizing application of advanced knowledge and skills in specified areas of biology.

BIOL 570 Advanced Immunology 3 Hours
Cellular, biochemical, and molecular mechanisms of the immune response of multicellular organisms. Emphasis is on current scientific literature in the field.
Prerequisite(s): BIOL 328 or consent of instructor.

BIOL 577 Advanced Marine Biology 3 Hours
Marine organisms are examined within a framework of basic biological principles and processes that are fundamental to all forms of life in the sea, including evolution, ecology, biodiversity, biogeography, behavior, and physiology.
Prerequisite(s): Graduate standing.

BIOL 579 Mechanistic Toxicology 3 Hours
A course that examines how toxic substances interact with living organisms, while integrating aspects of biochemistry, anatomy and physiology, ecology, and health. Emphasis is placed on the effects of xenobiotics on human systems, particularly the mechanisms of action, detoxification and adverse effects on target organs.
Prerequisite(s): Graduate standing.

BIOL 582 Biometry 3 Hours
Application of statistical and techniques to problems in biological sciences. Emphasis is placed on hypothesis testing, use of linear models, randomization techniques, and non-parametric methods.
Prerequisite(s): Graduate standing.

BIOL 583 Advanced Biostatistics 3 Hours
Advanced analysis of biological data, including multivariate methods, multiple model inference, and Monte Carlo methods.
Prerequisite(s): BIOL 582.

BIOL 587 Environmental Law, Regulations, and Policy 3 Hours
An introduction to major environmental legislation for air, water, toxic and hazardous pollutants, and related legislative, administrative, and judicial developments. A broad overview of legal practices focused on specific regulatory programs.

BIOL 598 Graduate Seminar 2 Hours
Oral presentation on selected topics in biology.

BIOL 599 Thesis Research/Writing 1-6 Hours (repeatable max of 9 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

BIOL 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

BIOL 601 Internship in College Instruction 1 Hour (repeatable max of 2 hrs)
Designed for prospective teachers of biology. Staff direction in preparing and giving lectures. Includes analyses of presentation and techniques.

BIOL 675 Independent Advanced Topics/Biology 1-3 Hours (repeatable max of 6 hrs)
Selected topics in Biology.

Business Administration (BA)

NOTE: BA courses offered through the Online MBA program may include higher course fees.

BA 500 Management Dynamics 3 Hours
An introduction to organizational analysis and to the understanding and management of behavior in organizations.
Course Fee: $60

BA 501 Survey of Economic Theory 3 Hours
An overview of basic concepts in micro and macroeconomics. Topics include price and output decisions, cost concepts, aggregate income, the price level, and related areas.
Course Fee: $60

BA 502 MBA Foundation Modules 4.5 Hours
Preparatory course covering the eight foundational areas required to take courses in the MBA program. Course is offered in a self-paced, online independent learning format.
Prerequisite(s): Approval through MBA office.
Grade Mode: Pass/Fail

BA 503 Information Systems and Decision Science 3 Hours
A survey of management information systems concepts and decision science theory. Emphasis on using information systems and decision support models to enhance managerial decision making.
Course Fee: $60

BA 504 MBA Foundation Modules Pt 1 1.5 Hour
Preparatory course (first of a three part series) of the foundational areas in the MBA program. Course is offered in a self-paced, online independent learning format.
Prerequisite(s): Graduate student standing.
Grade Mode: Pass/Fail

BA 505 Survey of Accounting Principles 3 Hours
Course Fee: $60

BA 506 MBA Foundation Modules Pt 2 1.5 Hour
Preparatory course (second of a three part series) of the foundational areas in the MBA program. Course is offered in a self-paced, online independent learning format.
Prerequisite(s): Graduate student standing.
Grade Mode: Pass/Fail
BA 508  MBA Foundation Modules Pt 3  1.5 Hour
Preparatory course (third of a three part series) of the foundational areas in the MBA program. Course is offered in a self-paced, online independent learning format.
Prerequisite(s): Graduate student standing.
Grade Mode: Pass/Fail

BA 510  Advanced Organizational Behavior  3 Hours
Contemporary theory and research on organizational structure and design that has relevance for practical problems of designing and managing organizations.
Prerequisite(s): BA 500 or the equivalent.
Course Fee: $60

BA 511  Applied Micro Economic Theory  3 Hours
Fundamental concepts - firm analysis, public policy, and individual decisions. Critical thinking applied to topics like demand and supply, revenue and costs, pricing, and information and uncertainty.
Course Fee: $60

BA 512  Business Analysis and Research Methods  3 Hours
An applications-oriented course designed to help students envision, design, conduct, interpret, and report statistically orientated analyses applicable to managerial decision making. Topics such as the design of data generation, modeling, regression, process control and evaluation, and survey errors will be covered.
Course Fee: $60

BA 513  Information Technology and Strategy  3 Hours
Critical thinking in strategic uses of information systems technology; resources (computers, networks, software, data, and people); and innovations in effective IT management. Issues in IT ethics, teamwork and leadership included.
Prerequisite(s): BA 503 or the equivalent.
Course Fee: $60

BA 515  Managerial Accounting  3 Hours
A review of the managerial accounting concepts and techniques used by managers in planning, performance evaluation, and decision making. Emphasis on the application of concepts and techniques in the analysis of cases.
Prerequisite(s): BA 500 or the equivalent.
Course Fee: $60

BA 517  Advanced Marketing  3 Hours
Analysis and application of marketing principles, policies, and operations. Course focuses on marketing strategy and planning, the identification of marketing problems, the development of solutions, and ethical decision-making.
Course Fee: $60

BA 519  Advanced Managerial Finance  3 Hours
How corporate entities make investment, financing, and dividend decisions maximizing shareholder wealth. Case studies and critical thinking on topics like corporate governance/ethics, shareholder analysis, and risk and return.
Course Fee: $60

BA 520  Critical Thinking and Business Ethics  3 Hours
This course studies contemporary ethical issues facing leaders. Emphasis is placed on examining analyzing issues for sound solutions from a variety of perspectives, some grounded in business, some grounded in the Liberal Arts. Students will examine ideas and cases from the business world and gain practice in the application of a variety of approaches to problem solving. Additionally, the responsibilities of business corporations and executives to shareholders and other constituencies will be explored.
Prerequisite(s): Admission to the MBA Program, or Graduate Leadership Certificate program.

BA 534  Electronic Commerce  3 Hours
Focuses on the current issues of performing business electronically. Topics include web page development, the Internet as an infrastructure, electronic payments and funds transfer, on-line advertising, mobile computing and security issues.
Prerequisite(s): BA 503 or the equivalent.
Course Fee: $60

BA 535  International Accounting Issues for Management Decision Making  3 Hours
A comprehensive examination from a user perspective of current issues in international accounting and financial reporting.
Prerequisite(s): BA 505 or equivalent.

BA 536  Metrics in Sustainability  1.5 Hour
Provides an understanding and experience with the processes for identifying and implementing sustainability goals, indicators and metrics in business operations. Explores metrics in the financial, environmental and social aspects of sustainability through approaches such as readings, cases, analysis, and lectures. Focuses on concepts such as triple bottom line, full cost analysis, life cycle assessment, systems-thinking, and carbon foot-printing.
Course Fee: $60

BA 537  Sustainability & Social Entrepreneurism  1.5 Hour
Combines the resourcefulness of traditional entrepreneurship with a mission to change society. Offers insights that may stimulate ideas for more socially acceptable and sustainable business strategies and organizational structure.
Course Fee: $60

BA 540  Applied Statistical Methods  3 Hours
Introduction to applied statistics for decision making and research including analysis of variance, process control, experimental design, regression, and forecasting, as well as useful software and data sources.
Equivalent(s): ECON 506.
Course Fee: $60

BA 542  International Economics  3 Hours
Survey of trade theory and evidence, status and effects of tariffs and other trade restrictions, and balance of payment issues.
Course Fee: $60

BA 543  Forecasting  3 Hours
Methods of forecasting changes in the U.S. economy and other economic units. Emphasis on application and evaluation of different techniques.
Equivalent(s): ECON 594.
Prerequisite(s): BA 540 or ECON 506.
Course Fee: $60

BA 544  Labor and Human Resources Economics  3 Hours
Study of static and dynamic models of labor demand, supply, and human capital investment.
Equivalent(s): ECON 595.
Course Fee: $60

BA 545  Survey of Business Sustainability Issues  3 Hours
Survey course exploring the definition of and key issues concerning business sustainability. Provides overview of regulations regarding issues of sustainability as applied to business organizations. Introduces international standards and other global issues of sustainability which affect businesses. Explores compliance approaches, important metrics and best practices businesses use in addressing sustainability issues. Discussion of political, environmental, other pressures surrounding these issues especially as related to current and future standards, regulations, and best business practices. Corporate social responsibility.
Prerequisite(s): Graduate Student standing with the University.
Course Fee: $60
BA 546 Sustainable Business Operations  3 Hours
Exploration and development of definitions of sustainability and sustainable operations. The value chain perspective is taken to implement sustainability measures and different motivations for companies to engage in sustainable efforts.
Prerequisite(s): Graduate Student standing with the University.
Course Fee: $60

BA 547 Sustainability, Innovation, and Entrepreneurship  3 Hours
An examination of the impact of sustainability on global forces that are restructuring the world economy and driving opportunities for related new entrepreneurial ventures in that context.
Prerequisite(s): Graduate Student standing with the University.
Course Fee: $60

BA 548 Sustainability Marketing  3 Hours
This course integrates marketing fundamentals with the environmental, social, and economic principles of sustainability. In this course, students analyze current sustainability trends that influence marketing applications and the influences of marketing on sustainability trends.
Prerequisite(s): Graduate Student standing with the University.
Course Fee: $60

BA 550 Investments and Portfolio Management  3 Hours
A comprehensive examination of investment opportunities with emphasis on the risk-return relationships, economic and market forces affecting financial markets, security valuation and analysis, and portfolio formation and management.
Prerequisite(s): Admission to the MBA program.
Course Fee: $60

BA 551 Contemporary Human Resources Management  3 Hours
An advance course focusing on the current critical issues of human resource management. Includes discussions on recruitment and selection techniques, performance appraisals, training and development, compensation, labor relations, occupational safety, and employee rights.
Prerequisite(s): Admission to the MBA program.
Course Fee: $60

BA 552 International Financial Management  3 Hours
The focus of the course is on international financial decision making in the international context. Topics covered include environment of international financial management, foreign exchange risk management, foreign investment analysis, financing foreign operations, and international tax management.

BA 553 Contemporary Issues in Business  1-3 Hours (repeatable max of 6 hrs)
Concepts and business strategies focusing on viewing the organization as an integrated whole. Use of Integrated Management Exercises (IMEs) involving student teams working on a business simulation or actual business project aimed at challenges and opportunities facing a business.
Course Fee: $60

BA 590 Strategic Business Concepts and Applications  3 Hours
Concepts and business strategies focusing on viewing the organization as an integrated whole. Use of Integrated Management Exercises (IMEs) involving student teams working on a business simulation or actual business project aimed at challenges and opportunities facing a business.
Course Fee: $60

BA 592 Special Topics in Business  3 Hours (repeatable max of 9 hrs)
Emphasizes special topics in business.
Course Fee: $60

BA 751 Strategic Leadership  3 Hours
This course is designed to improve understanding of strategic planning, implementation, and performance measurements in public and nonprofit organizations. Although they have been adopted from a business sector model, strategic planning and management have become the standard practice of public and nonprofit organizations as a critical tool to reinvent, restructure, and transform the traditional ways of doing business. Students will explore the benefits and limitations of strategic planning and management in the context of public and nonprofit organizations, the role of organizational leaders as a key player in strategic management, managing stakeholders, assessing the organizational capacities as well as the external environments, and identifying the adopting strategies.
Corequisite(s): EDLD 730.

BA 752 Leading Innovation, Creativity and Change  3 Hours
This course is geared towards developing a better understanding of the challenges, techniques, burden, and successes associated with initiating and implementing major changes within organizations. Therefore, the objective of the course is to prepare leaders to meet the challenges of organizational change. The theoretical concepts and practice of leading change in organizational, community, political and social action/social movement contexts are examined. This course explicitly links theoretical concepts, models and processes of leadership and change with the intended purpose of change and its resulting outcomes.
Corequisite(s): EDLD 730.

BA 753 Current Topics in Organizational Behavior  3 Hours
This seminar course extends the material introduced in Leadership 710. Students will examine the many principles of human behavior that effective leaders use when leading individuals and groups in organizations. Current research relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, conflict resolution, organizational culture, and organizational structure and design will be examined.
Corequisite(s): EDLD 710.

BA 754 Budgeting and Financial Decision Making  3 Hours
This course is designed to improve understanding of strategic planning, implementation, and performance measurements in public and nonprofit organizations. Although these have been adopted from a business sector model, strategic planning and management have become the standard practice of public and nonprofit organizations as a critical tool to reinvent, restructure, and transform the traditional ways of doing business. Students will explore the benefits and limitations of strategic planning and management in the context of public and nonprofit organizations, the role of organizational leaders as a key player in strategic management, managing stakeholders, assessing the organizational capacities as well as the external environments, and identifying the adopting strategies.
Corequisite(s): EDLD 710.

Business Education (BE)

BE 400G Advanced Applications Software for Business Educators  3 Hours
Fundamentals of advanced techniques in computer software utilized by business education teachers.
thermal analysis, spectroscopy, viscometry, and chromatography.

of polymers by free radical and ionic methods in their characterization by weights, morphology, mechanisms, kinetics, characterization, and uses

The principles of polymer chemistry. Lecture topics include molecular weights, morphology, mechanisms, kinetics, characterization, and uses of polymers by free radical and ionic methods in their characterization by thermal analysis, spectroscopy, viscometry, and chromatography.

Prerequisite(s): CHEM 342-CHEM 343 and CHEM 330 with grade of C or better
Grade Mode: Non-graded
Course Fee: $35

CHEM 425G Polymer Chemistry 4 Hours
The principles of polymer chemistry. Lecture topics include molecular weights, morphology, mechanisms, kinetics, characterization, and uses of polymers by free radical and ionic methods in their characterization by thermal analysis, spectroscopy, viscometry, and chromatography.

Prerequisite(s): CHEM 342-CHEM 343 and CHEM 330 with grade of C or better
Grade Mode: Non-graded
Course Fee: $35

CHEM 430G Forensic Chemistry 3 Hours
Methods and instrumentation used in the crime laboratory and in the medical technology laboratory. Topics include drugs, blood enzymes, organic and inorganic analysis, etc.
Course Fee: $35

CHEM 435G Instrumental Analysis 3 Hours
Modern instrumental methods of analysis including spectroscopic, electroanalytical and chromatographic techniques.
Prerequisite(s): CHEM 452-CHEM 453.
Grade Mode: Non-graded

CHEM 440G Introduction to Synthetic Organic Methodology 3 Hours
An advanced course designed to address a broad spectrum of topics including an overview of the year-long organic chemistry sequence and a systematic treatment of modern synthetic organic chemistry focusing on basic reactions and methodologies.
Prerequisite(s): CHEM 342 with grade of C or better and graduate standing.

CHEM 446G Biochemistry 3 Hours
A study of biochemical compounds and their role in intermediary metabolism. Special topics include biochemical energetics and coenzyme mechanisms.

CHEM 447G Lab Biochemistry 2 Hours
A basic laboratory study involving selected experiments which illustrate biochemical principles including separation, identification and chemical properties of carbohydrates, lipids, proteins and enzymes.
Course Fee: $35

CHEM 450G Physical Chemistry I 3 Hours
A study of theoretical chemistry, including such as gaseous state, solid state, liquid state, thermodynamics, thermochemistry and phase and chemical equilibria.

CHEM 451G Lab Physical Chemistry I 2 Hours
A laboratory to accompany CHEM 450G and includes experiments on state of matter, surface phenomena, macromolecules, thermochemistry, thermodynamics and equilibria. Pre-lab lecture and laboratory meets four and one-half hours per week.
Course Fee: $50

CHEM 452G Physical Chemistry II 3 Hours
A continuation of CHEM 450G including studies of kinetics, atomic and molecular structure, theory of chemical bonding, electromotive force and selected topics.

CHEM 453G Lab Physical Chemistry II 2 Hours
A laboratory to accompany CHEM 452G and includes experiments on chemical kinetics, spectroscopy, molecular structure, electrochemistry and mass spectroscopy. Pre-lab lecture and laboratory meets four and one-half hours per week.
Course Fee: $50

CHEM 462G Bioinorganic Chemistry 3 Hours
This course is a study of the coordinating properties and reactivity of metal ions in living organisms. Metal ion toxicity and detoxification systems and functions of various metalloenzymes will be discussed.

CHEM 467G Biochemistry 3 Hours
A study of the reactions of living systems and an introduction to the mechanisms and energetics of metabolism.

CHEM 470G Chemistry/Middle School 2-4 Hours
Chemical theories and principles in the middle school science curricula. (elective credit only)
Prerequisite(s): CHEM 108 or permission of instructor.

CHEM 475G Selected Topics in Chemistry 1-3 Hours (repeatable max of 6 hrs)
Topics in analytical, biochemical, coal, inorganic, organic, physical and polymer chemistry.
CHEM 476G Advanced Laboratory Investigations in Chemistry 2 Hours
A course for advanced students involving assigned laboratory work in the field of inorganic chemistry. Typical procedures and experiments are those involving the synthesis, characterization, and identification of various chemical compounds, using a variety of handling techniques, and the application of various physical methods.
Prerequisite(s): CHEM 314 or CHEM 343.
Course Fee: $50

CHEM 490G Materials Chemistry 3 Hours
A study of the three major classes of materials, metals, polymers, and ceramics. Topics discussed will include chemical composition, bonding, common chemical and physical properties, microstructures, and how processing and uses are affected by chemical and physical properties.
Prerequisite(s): CHEM 412 or CHEM 452 or CHEM 330.

CHEM 491G Materials Chemistry Laboratory 3 Hours
A laboratory course in materials that includes experiments on liquid flow, solid deformation, thermal properties, electrical conductivity of materials, microscopy, diffraction techniques, processing and testing of shaped articles.
Prerequisite(s): CHEM 412 or CHEM 452 and CHEM 330.

CHEM 518 Laboratory Investigations 1-3 Hours (repeatable max of 9 hrs)
Review of chemical literature on topics of individual interest. Includes reports and proposals for further research.

CHEM 520 Advanced Inorganic Chemistry 3 Hours
Various aspects of coordination chemistry.
Prerequisite(s): CHEM 420, CHEM 452, or equivalent.

CHEM 531 Advanced Analytical Chemistry 3 Hours
Survey of selected topics in modern instrumental methods of chemical analysis. Includes instrumental techniques not covered in CHEM 435.
Prerequisite(s): CHEM 435, or permission of instructor.

CHEM 535 Analytical Biochemistry 3 Hours
An overview of the science of modern analytical and instrumental techniques with particular emphasis on techniques relevant to measurements in biochemistry and biology.
Equivalent(s): BIOL 535.
Prerequisite(s): CHEM 446/CHM 446G OR BIOL 446/BIOL 446G or consent of instructor.

CHEM 541 Advanced Organic Chemistry 3 Hours
Modern physical-organic chemistry including bonding, stereochemistry, reaction mechanisms, concerted reactions, photo-chemistry, and free-radiical reactions.
Prerequisite(s): CHEM 342, and CHEM 452.

CHEM 550 Advanced Physical Chemistry 3 Hours
Skills in the use of the library, glass working, and the laboratory. May be used to satisfy the research tool requirement.
Prerequisite(s): CHEM 330 or equivalent.

CHEM 560 Advanced Physical Chemistry Laboratory 3 Hours
Laboratory course focusing on the properties of materials and how they relate to the structure of the materials. Materials studies will include metals, polymers, ceramics, composites and energetic materials, and a variety of applications will be discussed including high energy, industrial, and pharmaceutical materials. Techniques including thermal analysis, X-ray diffraction, microscopy, and mechanical testing will be employed.
Prerequisite(s): CHEM 330 or equivalent.

CHEM 570 Lecture Demonstration Techniques 3 Hours
The design and operation of meaningful lecture demonstrations in chemistry.
Prerequisite(s): CHEM 452 or permission of instructor.

CHEM 575 Detection/Analysis of Chemical Agents and Explosives Lecture 3 Hours
An advanced study of the fundamental principles and applications for detection/analysis of chemical threats.
Corequisite(s): CHEM 573.
Prerequisite(s): CHEM 560.

CHEM 591 Material Chemistry Laboratory 3 Hours
A class describes the various materials, including metals, semiconductors and polymers. The class is focusing on understanding the relationships between the arrangement of atoms, ions, or molecules comprising materials, and its bulk structural/physical properties, as well as thermochemical properties, kinetic rates and spectroscopic properties of materials.
Prerequisite(s): CHEM 342, CHEM 452, or equivalent.

CHEM 592 Material Chemistry Laboratory 3 Hours
Laboratory course focusing on the properties of materials and how they relate to the structure of the materials. Materials studies will include metals, polymers, ceramics, composites and energetic materials, and a variety of applications will be discussed including high energy, industrial, and pharmaceutical materials. Techniques including thermal analysis, X-ray diffraction, microscopy, and mechanical testing will be employed.
Prerequisite(s): CHEM 330 or equivalent.

CHEM 595 Scientific Writing in Chemistry 1-6 Hours
A course to build and enhance students' writing skills when preparing lab reports, scientific articles and other professional communications.
Prerequisite(s): CHEM 596 or permission of instructor.

CHEM 596 Practicum Research Experience in Chemistry 1-10 Hours
A student will work under the direction of a faculty advisor on a project proposed by the student in CHEM 596 or a project of mutual scientific interest. This research will lead to a thesis in chemistry.
Prerequisite(s): Permission of instructor.

CHEM 598 Research Proposal 3 Hours
This course is to provide a practical graduate-level overview of research design and proposal writing in chemistry. Students will learn to identify problems/needs, review chemical literature, formulate hypotheses, and design research methodology for their thesis projects.
Prerequisite(s): Good Standing.

CHEM 599 Thesis Research/Writing 1-6 Hours
A student will work under the direction of a faculty advisor on a project proposed by the student in CHEM 596 or a project of mutual scientific interest. This research will lead to a thesis in chemistry.
Prerequisite(s): Permission of instructor.

CHEM 599C Graduate Seminar 0.5 Hours (repeatable max of 2 hrs)
Required each semester for all MS Chemistry students. Attendance is required of all full-time graduate students.

CHEM 599D Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail
Course Fee: $50

CHEM 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded
CHEM 799 Doctoral Research/Chemistry  1-6 Hours
No course description is available
Grade Mode: Pass/Fail

Civil Engineering (CE)

CE 426G Advanced Construction Materials  3 Hours
Continuation of CE 370. Topics focus on highway construction and include soil stabilization, bituminous materials and mixtures, general highway materials and construction of rigid and flexible pavements.
Prerequisite(s): CE 370 or permission of instructor.

CE 440G Masonry Design and Construction  3 Hours
Principles in the design and construction of masonry structures in accordance with the American Concrete Institute. Current and historical properties of brick, natural block, natural stone, mortar, grout, and reinforcement. Design and constructability of masonry columns, shear walls, and unreinforced and reinforced masonry structures.
Corequisite(s): CE 441G.
Prerequisite(s): CE 370 or CE 382 or CE 373 or permission of instructor.

CE 441G Masonry Construction Lab  1 Hour
The laboratory component of CE 440G Masonry Design and Construction. Projects include mortar testing, grout testing, strength testing of masonry block and clay brick, block wall testing, developing plan and specifications for the construction of masonry walls, and inspection techniques of masonry systems.
Corequisite(s): CE 440G.

CE 444G Bridge Engineering  3 Hours
A practice-based introduction to bridge engineering, exploring the design, behavior, maintenance and rehabilitation of bridges. Bridge loads, reinforced and prestressed concrete slab and T-beam bridges, steel beam bridges, composite beam bridges, bridge evaluations and ratings, and upgrade methodologies are covered based on AASHTO code requirements using the LRFD design methodology. Abutments, piers, joints, bearings, and connections are also included. Nontechnical topics such as public perception of the nation's infrastructure with respect to bridges will be discussed.
Prerequisite(s): CE 384 or CE 482 or CE 483 or permission of instructor.

CE 462G Hydraulic Engineering Systems  3 Hours
Methods of analysis for hydrostatics, pipe flow, open channel flow including uniform and gradually varied flow, culvert and channel hydraulic design, dimensional analysis and channel modeling for flood mapping.
Prerequisite(s): CE 461 or permission of instructor.

Communication (COMM)

COMM 461G Organizational Communication  3 Hours
Theoretical examination of rhetorical principles operant in modern organizational communication systems.

COMM 501 Qualitative Methods in Communication Research  3 Hours
Study of qualitative research designs and the procedures typically used in communication research. Includes general overview of interviewing and other qualitative research methodologies.

COMM 502 Quantitative Methods in Communication Research  3 Hours
Study of quantitative research designs and the procedures typically used in communication research. Includes general overview of survey, and other quantitative research methodologies along with statistical analysis using computer software.

COMM 503 Foundations of Communication  3 Hours
Major concepts and issues which characterize the discipline.

COMM 510 Strategies for Teaching Communication  0 Hours
Designed to improve the teaching performance of COMM graduate assistants in teaching the basic public speaking courses.
Grade Mode: Non-graded

COMM 523 Health Communication  3 Hours
An examination of the role communication plays in the delivery of health care. Focus is on provider-patient relationships, other providers of care, health communication campaigns, health behavior change, and within health care contexts.

COMM 526 Family Communication  3 Hours
Survey of research and theory in family communication.

COMM 528 Communication in the Nonprofit Sector  3 Hours
Survey of organizational communication issues and the ways in which they are uniquely situated in and applied to nonprofit organizations and philanthropy.

COMM 531 Global Leadership Communication  3 Hours
This seminar focuses on the impact of national or ethnic culture on leadership communication behaviors when leading in multi-national and/ or multi-ethnic organizations.

COMM 544 Persuasive Communication  3 Hours
How persuasion works across the dimensions of the communication process: one-to-one, small group, public, and mass communication.

COMM 547 Organizational Communication Theory  3 Hours
A survey of organizational communication theories, perspectives, methods, and current issues.

COMM 551 Employee Communication  3 Hours
Study of employee communication in the modern organization. Covers topics such as measurements of organizational communication effectiveness and the relationship among factors such as communication, morale and productivity.
Prerequisite(s): Graduate standing.

COMM 553 Health Communication Campaigns  3 Hours
Examines and analyzes the critical role communication plays in planning, implementation, and evaluation of health communication campaign.

COMM 560 Seminar in Organizational Communication  3 Hours
(repeatable max of 9 hrs)
Topical studies within the field of organizational communication. Topics include employee communication and conflict management, among others.

COMM 561 Multinational Organizational Communication  3 Hours
This course provides an in-depth study of internal and external communication behaviors in business organizations operating in multinational environments.

COMM 562 Special Topics in Intercultural Communication  3 Hours
Provides graduate students an opportunity for an in-depth study of special topics in intercultural communication. One or two topics will be chosen for study during the course. These topics will be selected by the instructor based on special availability of resources, appropriateness for current intercultural conditions, and interest of students.

COMM 563 Issues Management  3 Hours
A study of issue identification, issue analysis, issue change strategy options, and issue action programming with particular emphasis upon the role of communication in issue management.

COMM 564 Crisis Communication  3 Hours
Role of communication in crisis prevention, crisis readiness and crisis resolution.
COMM 565 Communication and Conflict 3 Hours
Study of communication as it relates to conflict in interpersonal, group, organizational, and intercultural settings.

COMM 566 Corporate & Organizational Advocacy 3 Hours
Historical overview of corporate and organizational advocacy in the 20th century focusing on the communication process used in corporate advocacy.

COMM 568 Communication and Organizational Identification 3 Hours
Survey of the phenomena of identification in organizations and how identification is constructed through communication.

COMM 570 Seminar in Human Communication 3 Hours
(repeatable max of 9 hrs)
Selected topics in communication theory: small group communication, language behavior, etc.

COMM 571 Organizational Communication in the Digital Age 3 Hours
This course considers effective communication with technologies in organizational contexts based on foundational theories and contemporary research. It also covers the social and communicative impact of technologies on organizations and organizational members.

COMM 572 Nonverbal Communication 3 Hours
Theory and research in nonverbal communication. Topics will include body language, vocals, and use of space, time, touch, and artifacts in communication.

COMM 577 Cultural Terrorism Communication 3 Hours
This course deals with the communication behaviors of terrorist groups, particularly as culture impacts and influences those behaviors.

COMM 578 Seminar in Interpersonal Communication 3 Hours
Examination of professional literature and basic research in interpersonal communication.

COMM 580 Applied Organizational Communication 3 Hours
Provides opportunities for students to apply theoretical concepts to various functions of organizational communication in industry and corporate contexts.

COMM 581 Seminar in Interpersonal Communication 3 Hours
Examines professional literature and basic research in interpersonal communication.

COMM 586 Process of Group Communication 3 Hours
Practice in the group communication processes that lead toward successful team work in organizational contexts.

COMM 587 Communication in Intercultural Negotiation & Mediation 3 Hours
Role of communication in intercultural negotiation and mediation processes. Addresses cultural factors and negotiation techniques in cross-cultural conflict situations.

COMM 590 Intercultural Communication 3 Hours
A survey of intercultural communication theories, approaches, methods, and current issues.

COMM 595 Independent Study in Communication 3 Hours
Permits students to conduct individualized communication research in an area of their interest.

COMM 596 Graduate Internship in Communication 3 Hours
This course offers students a project-based work experience in an organization under faculty direction.

COMM 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

COMM 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

COMM 721 Organizational Communication for Leaders 3 Hours
Examines the communication perspectives, theories, and principles necessary to lead organizations. Considers ways to assess and improve communication processes in various organizational situations.
Prerequisite(s): Admission to Educational Leadership Doctoral Program or permission of instructor.

COMM 731 Global Communication for Leaders 3 Hours
This seminar focuses on the impact of national or ethnic culture on leadership communication behaviors when leading in multi-national and/or multi-ethnic organizations.
Prerequisite(s): Admission to Educational Leadership Doctoral Program or permission of instructor.

COMM 741 Leadership and Social Trends 3 Hours
Examines literature on current economic, political, technological, and/or social trends as they relate to leadership.

COMM 751 Strategic Communication 3 Hours
Considers the way organizational leaders use communication to influence opinions and behavior of various constituencies.
Prerequisite(s): Admission to Educational Leadership Doctoral Program or permission of instructor.

Communication Disorders (CD)

CD 486G Language Disorders 3 Hours (repeatable max of 3 hrs)
Identification, diagnosis, and treatment approaches used with language delayed children. Covers current state and federal legislation as related to service delivery models. Evaluation strategies include language sampling and report writing. Treatment approaches based on medical and educational models with emphasis on functional language therapy.

CD 489G Communication Disorders in Aging 3 Hours (repeatable max of 3 hrs)
Teaches about symptoms, causes, and treatment of speech, language, and hearing disorders in the geriatric population.
Prerequisite(s): Graduate Status; Must be officially approved for program admission.

Computer Information Sys (CIS)

CIS 516 Business Computer Applications 3 Hours
No course description is available

Computer Science (CS)

CS 405G Numerical Analysis I 3 Hours
Computer arithmetic, roots of equations, polynomial approximation and interpolation, numerical differentiation and integration. Computer solutions of problems will be required.
Prerequisite(s): MATH 237 or MATH 307 or MATH 310; and CS 180 or CS 146 or permission of instructor.
Equivalent(s): MATH 405G.

CS 443G Database Management Systems 3 Hours
Organization and management of large data files, various database paradigms, database design theory, query optimization, physical database design, database security, distributed databases. Credit will not be given for CS 443 or CS 443G once credit has been received for CS 543.
Prerequisite(s): CS 280 and CS 360 or permission of instructor.

CS 445G Operating Systems II 3 Hours
Advanced study of modern operating system theory and practice. Topics include distributed system structures and coordination, distributed file systems, and protection and security.
Prerequisite(s): CS 425.
CS 446G Interactive Computer Graphics 3 Hours
Elementary topics in interactive computer graphics. Includes both input and display devices and techniques for 2-D and 3-D transformations, as well as difficulties encountered in these areas. Computing assignments will emphasize interaction, data structures, and applications to various disciplines.
Prerequisite(s): MATH 307.

CS 450G Computer Networks 3 Hours
An advanced study of the design and implementation of computer networks. Topics include network topologies, switching techniques, routing, end-to-end protocols, quality of service, and other advanced topics, e.g. wireless networks and multimedia networks. Credit will not be given for CS 450 or CS 450G once credit has been received for CS 550.
Prerequisite(s): CS 425 or permission of instructor.

CS 456G Artificial Intelligence 3 Hours
Problems having no plausible algorithmic solution, their computer representations and solutions which usually involve heuristics.
Prerequisite(s): CS 360.

CS 460G Software Engineering II 3 Hours
Examination of critical theoretical problems underlying software engineering, including the rigorous treatment of software metrics, cost-estimating, object-oriented design, real time systems, etc.
Prerequisite(s): CS 360 or equivalent.

CS 475G Topics/Computer Science 1-3 Hours (repeatable max of 6 hrs)
Significant problems and developments in computer science.
Prerequisite(s): Permission of instructor.

CS 500 Research Methods and Projects 3 Hours
A graduate level overview of problem-solving techniques and skills for computer-based systems including solution design and implementation. Topics include a team project to develop practical skills in documentation, communication, and module interfacing. The course may be used only in fulfilling the research tool requirement and may not be used toward an undergraduate degree in computer science.

CS 530 Automata Theory and Compiler Construction 3 Hours
The basic theoretical concepts of the computer viewed as an automaton. Automated tools for scanning and parsing will be studied to show how regular expressions and BNF languages are used in compiler construction and other computer applications.
Prerequisite(s): CS graduate student status.

CS 541 Theory of Computation 3 Hours
An advanced study of the theory of computing, including languages, finite automata, grammars, Turing machines, complexity and computability.
Prerequisite(s): CS 530.

CS 543 Advanced Database Systems 3 Hours
An advanced study of data and information management. Topics include database application development, XML data management, data storage and indexing, transaction management, parallel and distributed databases, data warehousing and decision support.
Prerequisite(s): CS 443 or equivalent.

CS 544 Compiler Theory/Design 3 Hours
Formal properties of programming languages and the techniques used to construct compilers for these languages. Topics include lexical analysis, syntax analysis, symbol table construction, semantic analysis, code generation, and optimization. Students will complete a programming project.
Prerequisite(s): CS 500 and CS 530.

CS 545 Systems Programming 3 Hours
A study of the system call interface of operating systems. Topics include low level file I/O, signal handling, interprocess communication, distributed communication, and process management. Students will write several systems level programs. The student develops a small operating system.
Prerequisite(s): CS 445.

CS 549 Analysis of Algorithms 3 Hours
Methods (algorithms) for solving a variety of problems on computers and the relative efficiency of these algorithms.

CS 550 Advanced Topics in Computer Networks 3 Hours (repeatable max of 6 hrs)
Advanced topics in computer networks. Selected topics may include embedded systems, mobile computing, or other current development in computer networks. Students will not get credit for CS 450G if they have already taken CS 550 or are currently taking CS 550.
Prerequisite(s): CS 450G or equivalent.

CS 560 Software Engineering and Project Management 3 Hours
Survey of modern software development techniques, including traditional and agile approaches. Topics include requirement definition, process modeling, design methods, human factor issues, and an introduction to software project management. Student will be required to model a project using Unified Modeling Language.
Prerequisite(s): CS 360.

CS 562 Parallel and Distributed Computing 3 Hours
An introduction to parallel and distributed computing. The development, implementation, and analysis of parallel algorithms will be studied.

CS 565 Data Mining Techniques and Tools 3 Hours
The theory and application of data mining, roots of data mining, preprocessing techniques for raw data, classification algorithms and techniques, clustering algorithms and techniques, association rule mining algorithms and techniques.
Prerequisite(s): CS 443G or equivalent.

CS 568 Computer Vision 3 Hours
A study of the techniques and applications of computer vision. Topics include pattern recognition, filtering, texture, segmentation, recognition, 3D vision and case studies. Important algorithms will be implemented by students.
Prerequisite(s): CS 380 or CS 500.

CS 570 Security in Computing 3 Hours
Essential techniques in cryptography and computer security. Privacy issues in a broad range of computing contexts. Topics include program security, trusted operating systems, database/data mining security, and network security.
Prerequisite(s): CS 445G or CS 450G or equivalent.

CS 595 Advanced Topics/Computer Science 1-3 Hours (repeatable max of 6 hrs)
Significant problems and current developments in computer science.
Prerequisite(s): 9 hours of CS and permission of instructor.

CS 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

CS 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

Counseling & Student Affairs (CNS)

CNS 550 Introduction to Counseling 3 Hours
The history and overview of the counseling profession, current trends and settings for professional counselors. Professional roles and functions of school counselors are emphasized. Introduction to professional organizations, legal and ethical issues, and certification and licensure issues.

CNS 551 Classroom Guidance 3 Hours
Basic guidance concepts such as encouragement, communication, self-concept, discipline, and understanding students within the classroom setting will be presented with practical approaches in working with students.
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CNS 552 Testing and Assessment in Counseling 3 Hours
Methods, techniques, statistics, and instruments used in assessing and evaluating individuals, couples, families, and groups; administering, scoring and interpreting both objective and subjective instruments used in counseling. Survey of research design and statistics. Computer utilization in counseling and use of data in decision making.

CNS 553 Community Resources in Guidance and Counseling 3 Hours
Surveys social agencies, both public and private, with which counselors and those in the helping field should be familiar. An analysis of the referral process and the utilization of these resources with the clientele with which one works.

CNS 554 Group Counseling 3 Hours
Dynamics of group development. Group counseling theories, leadership styles, group counseling methods and skills. Interpersonal relationships in the family system and other small group settings. (Limited class size.)

CNS 555 Social and Cultural Diversity in Counseling 3 Hours
Philosophical, sociological, developmental, and emotional understanding of multicultural education and counseling as they relate to working with individuals in schools, universities, and other human service settings.

CNS 556 Developmental Career Counseling 3 Hours
Integrates the career counseling process into the life span from early childhood through older adulthood. Career development theories; career assessment instruments; educational resources; placement; follow up and evaluation. Interrelationships among work, marital, family, and other life roles including multicultural and gender issues.

CNS 557 Human and Family Development in Counseling 3 Hours
Understanding of the nature and needs of normal and abnormal individuals in the family system at all developmental levels emphasizing moral, intellectual and ethical development. Counseling strategies in the complex developmental relationships among individuals in the family system. Counseling in the life cycle of the family.

CNS 558 Theories of Counseling 3 Hours
Philosophical bases of the helping processes; major contemporary counseling theories and their application in individual and group counseling and in family systems counseling.

CNS 559 Techniques of Counseling 3 Hours
Focus on the development of basic and advanced counseling skills and procedures. Refinement of the skills needed in providing counseling intervention.
Prerequisite(s): CNS 558.

CNS 560 Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling 3 Hours
Historical, philosophical, and societal dimensions of clinical mental health and marriage, couple, and family counseling. Legal and ethical issues in professional counseling.

CNS 561 Counseling Children 3 Hours
Theories and techniques of developmental counseling with children.

CNS 562 Counseling Adolescents 3 Hours
Theories and techniques of developmental counseling with the teenage population.

CNS 567 Mental Health Diagnosis and Treatment in Counseling 3 Hours
The identification, treatment plans and referral procedures for emotional concerns across the life span in the mental health counseling field. Principles of etiology, diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior.
Prerequisite(s): CNS 558.

CNS 568 Counseling Children and Adolescents 3 Hours
Theories and techniques of developmental counseling with children and adolescents. Topics include: self-concept, social skills, values, moral development, multicultural awareness, child abuse, drug abuse, wellness, and sexual development.

CNS 569 Play Therapy 3 Hours
Provides an overview of the essential elements and principles of play therapy including history, theories, and techniques. Assists students in understanding the development, social, cognitive, and emotional issues that impact children's behavior.
Prerequisite(s): Admission to or completion of approved program in a helping profession, or instructor permission.

CNS 570 Workshop in Counseling 1-6 Hours (repeatable max of 6 hrs)
Workshop dealing with special problems of current topics in counseling.

CNS 571 Introduction to Student Affairs in Higher Education 3 Hours
History, philosophy, and development of student services. Includes testing and counseling, financial aids, housing, admissions and records, placement, etc.

CNS 572 The College Student Experience 3 Hours
Characteristics and attitudes of contemporary "traditional" and "non-traditional" college students will be examined. Major topics covered will include the impact of college environments on students, current issues and concerns, and implications for delivery of student services.

CNS 574 Student Development in Higher Education 3 Hours
This course will examine the developmental processes that impact college students. Major topics will include a discussion of various theoretical models, sociocultural foundations, developmental program designs, and assessment techniques and implications.
Prerequisite(s): Completion of CNS 571 or concurrent enrollment in CNS 571.

CNS 577 Counseling Concepts and Applications for Student Affairs Professionals 3 Hours
Basic counseling concepts and applications essential for effective student affairs practice.
Prerequisite(s): Restricted to Student Affairs majors.

CNS 579 Seminar in Student Affairs 3 Hours
This research oriented, discussion course is designed to focus on current issues and practices in Student Affairs.

CNS 580 Family Life Studies 3 Hours
Issues and events that impact the family life cycle including gender role stereotyping, ethnicity, children, job loss, death and dying, natural disasters and other trauma-causing events.

CNS 581 International Students and Services in Higher Education 3 Hours
Explores international students' needs and interests and global issues confronting higher education. Focuses on increasing student intercultural awareness as a foundation for student services (domestic and abroad) and study abroad.

CNS 582 Sex Therapy Techniques in Counseling 3 Hours
Counseling skills and intervention techniques for counselors who will be working with couples and individuals with a broad range of sexual concerns.

CNS 583 Couples Counseling 3 Hours
Knowledge, skills, and techniques of couples counseling.
Prerequisite(s): 12 hours of counseling courses including CNS 580.

CNS 584 Counseling Violent and Dysfunctional Families 3 Hours
Analysis of incidence and patterns of violence against children, adolescents, adults, and elders; motivational factors regarding perpetrator and victims. Counseling and helping strategies for working with family members and the abused victim in counseling and school settings.
CNS 585 Leadership and Administration in Student Affairs  3 Hours
Applications of student affairs leadership theory, organizational theory, administratively policy development, planning and decision-making strategies, change management, and staff selection, training, supervision and evaluation will be examined.

CNS 586 Parenting Issues  3 Hours
Changing roles and responsibilities of parents, child-rearing practices, diverse parenting situations and decision-making about parenthood. Changing family systems and effects of family system on parenting. Provide skills in working with parents and parenting issues for both educators and counselors.

CNS 587 Professional Mental Health Counseling Practice  3 Hours
Professional mental health counseling practice topics including and not limited to counseling supervision, advocacy, consultation, current research, and trends in mental health counseling.
Prerequisite(s): CNS 560; Admitted to MAE Counseling, Mental Health Counseling Concentration and CNS 560.

CNS 588 Family Systems Counseling  3 Hours
The historical development of systems theory will orient the student to theoretical content of human interactions. Students will be helped to think systematically about human issues by focusing on the system's paradigm. Skill development in family system counseling will be developed.

CNS 589 Group Dynamics in Student Affairs and Higher Education  3 Hours
Principles associated with the practice of group work in student affairs and higher education settings. Emphasis on group leadership. Course includes a planned group experience.
Prerequisite(s): CNS 577 or permission of instructor.

CNS 590 Practicum  3 Hours (repeatable max of 6 hrs)
Supervised experiences in a school, community college, or university setting.
Prerequisite(s): Completion of the appropriate practice preparation sequence and departmental approval.
Course Fee: $45

CNS 591 Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum  3 Hours (repeatable max of 6 hrs)
Supervised experiences in a mental health or marriage and family therapy setting.
Prerequisite(s): Completion of the appropriate practice preparation sequence and departmental approval.
Course Fee: $45

CNS 592 Crisis Counseling  3 Hours
Theory and practice of crisis counseling. Application of intervention and prevention strategies in individual, family and systemic crisis, disaster and trauma causing events.
Prerequisite(s): Admission to or completion of approved program in a helping profession or instructor permission.

CNS 593 Career Development in Student Affairs and Higher Education  3 Hours
Career development process throughout the lifespan, emphasis on implications for student affairs and higher education. Career development theories, career assessment instruments, professional resources, decision-making models, and factors inherent to the career development process; evolving economic, political, social and technological conditions.
Prerequisite(s): Admission to Graduate Studies.

CNS 594 Research Methods in Student Affairs  3 Hours
Fundamental concepts of research methodology, including both quantitative and qualitative research design as well as relevant statistical procedures and techniques. Emphasis on both evaluating and conducting research in the student affairs profession.

CNS 595 Testing Internship  3-6 Hours (repeatable max of 12 hrs)
Supervised experience in a school, community college, or university setting.
Prerequisite(s): Completion of the appropriate practice preparation sequence and departmental approval.
Course Fee: $5

CNS 596 Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship  3-9 Hours (repeatable max of 9 hrs)
Supervised experiences in a clinical mental health or marriage couple, and family counseling setting.
Prerequisite(s): Completion of the appropriate practice preparation sequence and departmental approval.
Course Fee: $5

CNS 598 Research and Program Evaluation in Counseling  3 Hours
Prerequisite(s): Admitted to MAE program in Counseling, School Counseling, or Student Affairs in Higher Education.

CNS 599 Thesis Research and Writing  3-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education  3 Hours
Contemporary issues associated with student affairs and higher education.
Prerequisite(s): CNS 590.

CNS 604 Resource Management in Student Affairs and Higher Education  3 Hours
Designed to examine the individual and organizational issues of social and cultural diversity in U.S. higher education and to focus on the development of the awareness, knowledge, and skills necessary to be a multiculturally competent student affairs/higher education practitioner.
Prerequisite(s): Instructor permission required.

CNS 605 Social and Cultural Diversity in Higher Education  3 Hours
Designed to examine the individual and organizational issues of social and cultural diversity in U.S. higher education and to focus on the development of the awareness, knowledge, and skills necessary to be a multiculturally competent student affairs/higher education practitioner.

CNS 606 Family Counseling Techniques  3 Hours
Supervised skills development in couples and family counseling. Includes assessment, evidence-based treatments, advanced clinical skills, and evaluating outcomes.
Prerequisite(s): CNS 559 and CNS 588.

CNS 610 Assessment and Accountability in Student Affairs and Higher Education  3 Hours
Fundamental concepts of comprehensive assessment in student affairs and higher education. Emphasis on program or service assessment and related budget considerations.

CNS 637 Theories of Addictions  3 Hours
This course involves introduction to theoretical, philosophical and historical premises of addictions. Topics include professional ethics, diversity, family roles and relationships, and dual diagnosis.
Equivalent(s): SWRK 637, PSY 637.
Prerequisite(s): Admission to or completion of approved graduate program in helping profession, and instructor's permission.
CNS 647  Addictions: Assessment, Diagnosis and Treatment Planning  3 Hours
This course involves the selection, administration, and interpretation of assessment methods and techniques used to diagnose addiction disorders, as well as the development of appropriate treatment plans and issues involved in treatment planning.
Equivalent(s): SWRK 647, PSY 647.
Prerequisite(s): Admission to or completion of approved graduate program in a helping profession, and instructor permission.

CNS 651  Readings in Contemporary Counseling  3 Hours
(repeatable max of 6 hrs)
Significant books and research articles related to counseling theory, theory application, and innovative techniques.

CNS 652  Research in Guidance and Counseling  1-3 Hours
(repeatable max of 6 hrs)
Research problems relating to the organization and administration of counseling programs.

CNS 653  Brief Counseling  3 Hours
Introduction to theoretical, philosophical, and historical premises of brief counseling. Topics include professional ethics, diversity, application to various clinical populations, and utilizations of best practices that meet the changing state of mental health care.
Prerequisite(s): Admission to or completion of approved graduate program in a helping profession and instructor permission.

CNS 654  Educational and Intellectual Analysis of Children and Adults  3 Hours
Administration and interpretation of standard mental and aptitude tests as tools of educational and occupational guidance.

CNS 655  Advanced Appraisal of Children  3 Hours
Continuation of CNS 654 designed to increase administration-interpretation skills in individual appraisal process.
Prerequisite(s): CNS 552 and CNS 654, or equivalents.

CNS 658  Seminar in Guidance and Counseling  3 Hours
(repeatable max of 6 hrs)
Presentation and discussion of research in guidance and counseling. Emphasizes theoretical and practical criticism of relevant studies in the field.

CNS 660  Organization and Administration of Guidance Services  3 Hours
Administration of human services in counseling including justification of services, staffing, facilities, budget, etc.

CNS 666  Legal and Ethical Issues in Counseling  3 Hours
Course provides opportunities for mental health providers to make decisions of an ethical nature about people and deal with possible legal actions that result.

CNS 667  Counseling Substance Abusers and Their Families  3 Hours
Counseling issues related to substance abuse diagnosis, treatment and aftercare program.
Equivalent(s): SWRK 667, PSY 667.

CNS 669  Special Topics in Counseling and Guidance  1-3 Hours
(repeatable max of 6 hrs)
No course description is available.

CNS 670  Parameters of Law in Student Affairs and Higher Education  3 Hours
Survey of legal issues, cases and concepts; the responsibilities of student affairs administrators to act within the law; and the rights of faculty, staff and students in higher education.

CNS 675  Advanced Career Counseling and Services Administration  3 Hours
Examines advanced career counseling topics, process and procedure in the context of the design and delivery of career counseling services to individuals across the lifespan. Focuses on increasing student understanding of counseling techniques, programming, administration, systems and resources for the provision of student/client career service.
Prerequisite(s): CNS 556.

CNS 678  College Teaching Internship  1-3 Hours (repeatable max of 6 hrs)
Methods of teaching counseling material at the college level. Emphasis will be placed on teaching strategies and teaching at the college level. Students enrolled in the course will concurrently teach an undergraduate level course.
Prerequisite(s): Six approved learning units from the Best Practice in Mentoring and College Teaching (BPMT) and permission of instructor.

CNS 699  Specialist Project  1-6 Hours (repeatable max of 6 hrs)
Specialist project research and writing directed by faculty committee.
Grade Mode: Pass/Fail

CNS 700  Maintaining Matriculation  1-6 Hours
Continued enrollment for specialist project completion.
Grade Mode: Non-graded

CNS 710  Leadership in Stress Management  3 Hours
Examines the meaning of stress, its effects on the individual and the organization, how it manifests itself, and strategies for its management. Explores the organizational demands that contribute to stress and addresses how leaders in organizations can help provide preventative stress management.
Prerequisite(s): Master's degree or instructor permission.

Doctor/Physical Therapy (DPT)

DPT 700  Orientation to Physical Therapy  1 Hour
Provide the student with an orientation to the physical therapy profession including specific clinical education policies and procedures and clinical placement.
Prerequisite(s): Open only to DPT students in good standing.

DPT 702  Cultural and Rural Issues  1 Hour
The unique needs of rural populations are addressed, as are the implications of individual and cultural differences in physical therapy.
Prerequisite(s): Open only to DPT students in good standing.

DPT 705  Topics in Physical Therapy  1 Hour
Forum to disseminate information to students on contemporary professional issues in physical therapy.
Prerequisite(s): Open only to DPT students in good standing.

DPT 711  Principles of Physical Assessment I  1 Hour
Introduction to basic patient assessment skills, including surface palpation and vital signs.
Prerequisite(s): Open only to DPT students in good standing.

DPT 712  Principles of Physical Assessment II  2 Hours
Additional patient assessment skills, including manual muscle testing, reflex testing, sensory testing, and abdominal quadrant screening.
Prerequisite(s): Open only to DPT students in good standing.

DPT 713  Principles of Physical Assessment III  2 Hours
Additional patient assessment skills, including goniometry, posture, anthropometric measures, with an introduction to patient history and documentation in SOAP note format.
Prerequisite(s): Open only to DPT students in good standing.

DPT 714  Fundamentals of Therapeutic Exercise  2 Hours
A theoretical and practical approach to therapeutic exercise and functional training as it applies to all populations.
Prerequisite(s): Open only to DPT students in good standing.
Prerequisite(s): Open only to DPT students in good standing.

DPT 722 Gross Human Anatomy II 2 Hours
The study of gross human anatomy, including muscle, tendon, ligament, innervation and vascular supply of the head, neck, trunk, pelvic, thoracic, and abdominal regions. Prerequisite(s): Open only to DPT students in good standing.

DPT 724 Pathophysiology 4 Hours
Fundamentals of physiology and pathology related to diseases causing abnormal movement patterns or capabilities. Processes and diseases most frequently encountered in physical therapy practice emphasized. Prerequisite(s): Open only to DPT students in good standing.

DPT 728 Clinical Exercise Physiology 2 Hours
Overview of the physiologic responses of the human body to exercise and training in normal and patient populations. Prerequisite(s): Open only to DPT students in good standing.

DPT 729 Pharmacology in Physical Therapy 3 Hours
Actions and effects of pharmaceutical agents commonly encountered in physical therapy clinical practice. Prerequisite(s): Open only to DPT students in good standing.

DPT 730 Neuroanatomy 3 Hours
Anatomy of the central and peripheral nervous systems, emphasizing structure and functional relationships in normal and pathological states. Prerequisite(s): Open only to DPT students in good standing.

DPT 732 Motor Control 2 Hours
This course will prepare students to understand and apply motor control principles as it relates to physical therapy. Prerequisite(s): Open only to DPT students in good standing.

DPT 740 Physical Modalities 3 Hours
The clinical application of soft tissue techniques, thermal agents, intermittent compression, continuous motion, electrical stimulation, and mechanical traction. Prerequisite(s): Open only to DPT students in good standing.

DPT 742 Diagnostic Testing and Imaging 2 Hours
Presentation of diagnostic tests and interpretation of results as it applies to physical therapy evaluation, intervention, planning and treatment. Prerequisite(s): Open only to DPT students in good standing.

DPT 743 Women's Health in Physical Therapy 2 Hours
Discussion of physical therapy management of musculoskeletal, integumentary, cardiopulmonary, and genitourinary pathologies common to women. Prerequisite(s): Open only to DPT students in good standing.

DPT 745 Wound Care 2 Hours
Clinical practice of wound care including assessment tools, dressings, and treatment approaches. Prerequisite(s): Open only to DPT students in good standing.

DPT 746 Orthopaedic Assessment 4 Hours
Evaluation and assessment of upper and lower extremity orthopaedic dysfunctions. Prerequisite(s): DPT 726; Open only to DPT students in good standing.

DPT 751 Supervised Clinical Education I 4 Hours
This full-time first clinical education experience provides the opportunity to actively engage in experiential learning and develop introductory clinical competence. Students are responsible for transportation to and from off-campus experiences. Prerequisite(s): Open only to DPT students in good standing. Grade Mode: Pass/Fail

DPT 752 Supervised Clinical Education II 5 Hours
This full-time second clinical education experience provides additional opportunities for experiential learning and further development of clinical competence. Students are responsible for transportation to and from off-campus experiences. Prerequisite(s): DPT 751; Open only to DPT students in good standing. Grade Mode: Pass/Fail

DPT 753 Supervised Clinical Education III 7 Hours
The third full-time clinical education experience provides students opportunities for refinement of their professional behaviors and examination skills, and development of intervention techniques. Students are responsible for transportation to and from off-campus experiences. Prerequisite(s): DPT 752; Open only to DPT students in good standing. Grade Mode: Pass/Fail

DPT 754 Supervised Clinical Education IV 9 Hours
The fourth full-time clinical education experience provides students the opportunity to further develop skills and display clinical competence as an autonomous physical therapist. Students are responsible for transportation to and from off-campus experiences. Prerequisite(s): DPT 753; Open only to DPT students in good standing. Grade Mode: Pass/Fail

DPT 760 Professional Issues 2 Hours
Professional issues pertinent to physical therapy, including state and national associations, state and federal laws, standards of practice, and code of ethics. Prerequisite(s): Open only to DPT students in good standing.

DPT 762 Physical Therapy Management and Administration 3 Hours
General principles of organization and administration that impact the ethical and legal aspects of physical therapy practice. Prerequisite(s): Open only to DPT students in good standing.
DPT 770 Orthopaedic Rehabilitation  4 Hours
Manual therapy, exercise techniques, intervention, and progressions for individuals with orthopaedic pathologies and dysfunctions.
Prerequisite(s): DPT 746; Open only to DPT students in good standing.

DPT 771 Neurological Rehabilitation  4 Hours
Emphasis on hands-on skill development, clinical reasoning, and critical analysis for treating individuals with neurologically-based movement disorders.
Prerequisite(s): Open only to DPT students in good standing.

DPT 772 Cardiopulmonary Rehabilitation  2 Hours
Evaluation and treatment of patients with cardiopulmonary disease and dysfunction, emphasizing the response of cardiac, circulatory and pulmonary systems to exercise.
Prerequisite(s): Open only to DPT students in good standing.

DPT 774 Spine Assessment and Intervention  3 Hours
Spine assessment and treatment, including mobilizations, special tests, and exercise progressions, in patients with spine dysfunction.
Prerequisite(s): Open only to DPT students in good standing.

DPT 775 Differential Diagnosis  4 Hours
A systems-based approach to differential screening and diagnosis to determine if further medical referral is necessary.
Prerequisite(s): Open only to DPT students in good standing.

DPT 779 Physical Therapy Across the Lifespan  3 Hours
Examination of the factors affecting normal and pathologic development from pediatric to geriatric. Additionally, treatment techniques appropriate to these populations will be covered.
Prerequisite(s): Open only to DPT students in good standing.

DPT 781 Research in Physical Therapy I  3 Hours
An introduction to clinical research in physical therapy, dealing with research design and methodology, as well as the development of a research project topic.
Prerequisite(s): Open only to DPT students in good standing.

DPT 782 Research in Physical Therapy II  3 Hours
Further development of the research topic, critical review of clinically relevant research literature, IRB submission, and the initiation of data collection.
Prerequisite(s): DPT 781; Open only to DPT students in good standing.

DPT 783 Research in Physical Therapy III  3 Hours
Use of SPSS for physical therapy related data analysis, including descriptive statistics, statistical inference, analysis of differences, and analysis of relationships.
Prerequisite(s): DPT 782; Open only to DPT students in good standing.

DPT 784 Research in Physical Therapy IV  1 Hour
Continuation of the Research track in Physical Therapy. Emphasis placed on data collection and application of applied research statistics.
Prerequisite(s): DPT 783; Open only to DPT students in good standing.

DPT 785 Research in Physical Therapy V  1 Hour
Continuation of the Research track in Physical Therapy, with emphasis on research project completion and preliminary presentation to research advisor.
Prerequisite(s): DPT 784; Open only to DPT students in good standing.

DPT 790 Physical Therapy Seminar  1 Hour
Completion of research project with dissemination of results in manuscript form and formal presentation to faculty and area clinicians.
Prerequisite(s): DPT 785; Open only to DPT students in good standing.

Economics (ECON)

ECON 400G Issues in Capital Market Economics  3 Hours
Exposure to current economic theory and evidence related to capital markets with emphasis on public policy, the interplay with the macroeconomy, stock price variability, internationalization, and other related topics.

ECON 410G Seminar in Economics  1-3 Hours (repeatable max of 9 hrs)
Special topics in economics of current interest.

ECON 420G Public Finance  3 Hours
A study of the economic effects of taxation and government spending. Topics include types and incidence of various taxes, policy objectives of taxes and spending, and related issues.

ECON 430G Environmental and Resource Economics  3 Hours
Study of environmental issues and natural resource problems and solutions. Topics include measurements of environmental benefits, property rights, externalities, environmental quality, pollution control, and solid waste management.

ECON 434G The Economics of Poverty and Discrimination  3 Hours
Study of the economic nature, origins, and public policy aimed at addressing poverty and discrimination in the economy. Topics include social security, food stamps, and equal employment opportunity.

ECON 440G American Industry: Structure, Performance and Policy  3 Hours
Applications of microeconomics to the structure, behavior, and performance of American industry in view of public and private social goals. Coverage includes public policy toward monopoly.

ECON 445G Economics of Healthcare  3 Hours
Health economics studies the unique role that healthcare systems play in the broader area of microeconomics.

ECON 464G Introduction to Mathematical Economics  3 Hours
The application of mathematics to economic analysis covering functions, optimization techniques, differential and difference matrix algebra, and game theory.

ECON 465G Regression and Econometric Analysis  3 Hours
Presents the use of statistical methods in measuring and testing economic relationships. Emphasizes the use of ordinary least squares in estimating single equation models. Topics included are dummy variables, lagged variables, and classic regression problems.

ECON 475G Urban and Regional Economics  3 Hours
Considers the economic relationships between economic and political units in the U.S. Emphasis is on applied analysis dealing with characteristics of a region, the urban center, and employment.

ECON 481G History of Economic Thought  3 Hours
The origin and development of economic thought with emphasis on the contribution of political economy to the behavioral sciences.

ECON 496G International Monetary Economics  3 Hours
A systematic analysis of monetary aspects of international trade and finance.

ECON 501 Survey of Economic Theory  3 Hours
An overview of basic concepts in micro and macroeconomics. Topics include price and output decisions, cost concepts, aggregate income, the price level, and related areas.
Equivalent(s): BA 501.

ECON 502 Applied Microeconomic Theory  3 Hours
Fundamental concepts useful for analysis of firm, public policy, and individual decisions. Topics include demand and supply, revenue and costs, pricing, and information and uncertainty.
Equivalent(s): BA 511.
Prerequisite(s): BA 501 or the equivalent.

ECON 503 Applied Macroeconomic Theory  3 Hours
Fundamental concepts dealing aggregate economic activity in the U.S. Topics include measurement, consumption, saving and investment, long term growth, business cycles, monetary and fiscal policy, and basic forecasting ideas.
ECON 505 Economics for Teachers  3 Hours
Basic concepts and topics dealing with the functioning of a market oriented economic system and the U.S. economy.

ECON 506 Applied Statistical Methods  3 Hours
Introduction to applied statistics for decision making and research including analysis of variance, process control, experimental design, regression, and forecasting, as well as useful software and data sources.
Equivalent(s): BA 540.

ECON 507 Data Methods in Economics  3 Hours
Students will learn how to import/export data in variety formats into SAS and other statistical software, use real-time data from the internet, automate data import/export tasks, create summary reports from data with publication-quality graphics, construct data queries from multiple data sources using multiple conditions, create interactive digital graphs. Students will study application of econometric techniques in variety of environments.

ECON 530 Economic Policy  3 Hours
Survey course designed to study the moral, social, and economic effects of current and changing government policies regarding the operation of markets.

ECON 532 Topics in Microeconomics  3 Hours
Discussion and application of current and developing topics in microeconomics. Specific topics vary.
Prerequisite(s): ECON 502 and ECON 506 or consent of the instructor.

ECON 571 Public Policy Economics  3 Hours
Application of economic concepts and methods to the study of public policy. Topics include externalities, regulation, cost-benefit analysis, political markets, and macroeconomic influences on voting.
Equivalent(s): BA 571.
Prerequisite(s): ECON 502 and ECON 506.

ECON 585 Topics in Macroeconomics  3 Hours
Discussion of current areas of research in macroeconomic/monetary fields. Specific content will vary by semester and instructor.
Prerequisite(s): ECON 503, ECON 506, or equivalent.

ECON 594 Forecasting  3 Hours
Methods of forecasting changes in the U.S. economy and other economic units. Emphasis on application and evaluation of different techniques.
Equivalent(s): BA 543.
Prerequisite(s): BA 540 or ECON 506.

ECON 595 Labor and Human Resource Economics  3 Hours
Study of static and dynamic models of labor demand, supply, and human capital investment.
Equivalent(s): BA 544.

ECON 596 Applied Economics Project  3,6 Hours
An end of program course in which students select a topic, apply appropriate economic literature, concepts, and methods and report their findings in writing and in an oral presentation.
Prerequisite(s): Completion of at least 24 hours of program hours.

ECON 597 Practicum in Economics  3 Hours (repeatable max of 6 hrs)
A directed, supervised practicum or internship with a business or government agency utilizing the skills developed in the program.
Prerequisite(s): Permission of instructor.

ECON 598 Independent Study Economics  3 Hours (repeatable max of 9 hrs)
Selected topics in economics.

ECON 599 Thesis Research/Writing  1-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

ECON 600 Maintaining Matriculation  1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

Education (EDU)

EDU 501 Seminar: Designing Professional Development Plan  2 Hours
Students should enroll in EDU 501 within the first 7 hours of course work in the Non Degree Planned Fifth Year or Master's Degree.
Grade Mode: Pass/Fail

EDU 520 Planning for Instruction  3 Hours
Survey of instructional planning, focused on pre-instruction. Topics include classroom management, determining outcomes and criteria for success, and differentiating instruction.
Corequisite(s): EDU 521.
Prerequisite(s): Restricted to students admitted to the Alternative Route to Teacher Certification program or permission of the Department Head.

EDU 521 Implementing an Instructional Plan  3 Hours
Survey of implementation and management of instruction. Topics include classroom management, determining outcomes and criteria for success, and differentiating instruction. One-third of the course is content-specific instruction.
Corequisite(s): EDU 520.
Prerequisite(s): Restricted to students admitted to the Alternative Route to Teacher Certification program or permission of the Department Head.

EDU 522 Foundations of Differentiated Instruction  3 Hours
Designing a qualitatively different instruction for students with varying abilities, interests, learning profiles, and affect within the regular classroom experience.

EDU 524 Educational Assessment  3 Hours
A study of assessment and evaluative techniques used by P-12 teachers, including norm-referenced and criterion-based data analysis, that are utilized throughout the teaching and learning process.

EDU 544 Classroom Teaching Strategies  3 Hours
Examination of alternative teaching strategies related to four major goal attainment areas: fact/process retention, information, processing, social interaction, and personal development.

EDU 570 Educational Assessment for P-12 Learners  3 Hours
Best practices for educational assessment for classroom teachers. Designed for graduate students seeking initial teacher certification program.
Prerequisite(s): Admission to initial certification graduate program or instructor permission.

EDU 589 Advanced Internship for the MAT  6 Hours
Students complete the state approved equivalent of a student teaching experience through supervised practice in an appropriate setting. Settings will vary according to student background, certification goals, and advisor approval. Students are responsible for arranging their own transportation to assigned sites.
Prerequisite(s): Admission to initial certification graduate program, instructor permission, and admission to professional education unit.

EDU 590 Advanced Teaching Internship  3 Hours
Supervised internship in an academic setting for development of advanced instructional skills and experience. Site assigned will depend on student background and will require advisor approval. Students are responsible for arranging their own transportation to designated or assigned sites.
Grade Mode: Pass/Fail
Prerequisite(s): Degree Planned Rank I or Specialist Degree.

EDU 698 Seminar: Advanced Portfolio Project 2 Hours
Students should enroll in EDU 698 after completing at least 24 hours of course work in the Non Degree Planned Rank I or Specialist Degree. Required completion of research project on approved topic.
Prerequisite(s): Advisor and instructor permission.
Grade Mode: Pass/Fail

EDU 699 Thesis Research and Writing 1-6 Hours (repeatable max of 6 hrs)
Independent research on a topic related to education or behavioral sciences. Requires completion of research project on approved topic.
Prerequisite(s): Advisor and instructor permission.
Grade Mode: Pass/Fail

EDU 600 Maintaining Matriculation 1-6 Hours
Maintaining matriculation.
Prerequisite(s): Previous enrollment in EDU 599 and completion of all program requirements except thesis.
Grade Mode: Non-graded

EDU 601 Seminar: Advanced Professional Development Plan 1 Hour
Students should enroll in EDU 601 within the first 7 hours of course work in the Non Degree Planned Rank I or Specialist Degree.
Grade Mode: Pass/Fail

EDU 604 Management Learning Environment 3 Hours
No course description is available

EDU 695 Advanced Topics in Education 1-6 Hours (repeatable max of 6 hrs)
Readings or special projects in education.
Prerequisite(s): Post-master's standing and departmental permission.
Grade Mode: Pass/Fail

EDU 698 Seminar: Advanced Portfolio Project 2 Hours
An exit seminar requiring presentation of a professional portfolio project including evidence of professional development. Students should enroll in EDU 698 after completing at least 24 hours of course work in the Non Degree Planned Rank I or Specialist Degree.
Prerequisite(s): EDU 598 or EDU 596 and EDU 601.
Grade Mode: Pass/Fail

EDU 699 Specialist Project 1-6 Hours (repeatable max of 6 hrs)
Independent research related to a topic in education.
Grade Mode: Pass/Fail

EDU 701 Teacher Leadership and Assessment I 3 Hours
Focuses on a teacher leader role in the evaluation of international, national, state and local assessment frameworks. Topics include the role of teacher leader in closing achievement gaps and improving student learning.
Prerequisite(s): Admission to Educational Leadership Doctoral Program or permission of instructor.

EDU 702 Teacher Leadership and Assessment II 3 Hours
Focuses on understanding the relationship between classroom assessments and curriculum decisions. Students will explore the concept of standards and standard setting processes in relationship to student depth of knowledge and assessment differentiation.
Prerequisite(s): Admission to Educational Leadership Doctoral Program or permission of instructor.

Educational Administration (EDAD)

EDAD 583 Accounting for Pupil Personnel 3 Hours
Emphasizes the responsibilities of directors of pupil personnel, problems of personnel accounting, and records and reports related to the Minimum Foundation Program.

EDAD 585 Fundamentals of School Administration 3 Hours
Organization and administration of American schools. Principles of effective leadership and the roles and responsibilities of administrative supervisory positions.

EDAD 586 Allocation and Use of Resources 3 Hours
Effective operation of the fiscal and business aspects of school administration in the educational program.

EDAD 590 Administration of School Personnel 3 Hours
Allocation of human resources to accomplish the purposes of the school organization.

EDAD 594 Seminar on Leadership: Auxiliary Programs in Education 3 Hours (repeatable max of 9 hrs)
Principles and practices of leadership in the development and operation of auxiliary educational programs including special education, counseling, extracurricular programs and vocational education.

EDAD 596 Readings in Education Administration 1-3 Hours (repeatable max of 9 hrs)
Reading and research in an area of individual interest. Supervised by the major professor.
Prerequisite(s): Permission of major professor.

EDAD 597 Problems in Educational Administration and Supervision 3 Hours
Individual problems and self-assessments in educational administration and supervision. To be taken concurrently with EDAD 585.
Prerequisite(s): Permission of instructor.

EDAD 598 Field-Based Experience in Educational Administration 3-6 Hours (repeatable max of 9 hrs)
Clinical experiences with practitioners in the field to acquaint the prospective administrator/ supervisor with the realities of educational organizations.

EDAD 620 Seminar in Administration of Special Education 3 Hours (repeatable max of 9 hrs)
Current trends and issues in the administration and supervision of special education programs, including personnel issues, student identification issues, program assimilation and human relationships.

EDAD 625 Practicum in the Administration of Special Education 3 Hours (repeatable max of 9 hrs)
Supervised practice in educational organizations for persons preparing to become a Director of Special Education.
EDAD 630  Special Education Law and Finance  3 Hours
Clinical study of federal and state cases, statutes, regulations, and administrative decisions reviewing the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990.

EDAD 639  The Superintendency  3 Hours
Function, role, and responsibilities of the school superintendent. Topics include politics and education; superintendent’s relationships with the school board, central office staff, and with the state department of education; the budget process; strategic planning; and curriculum leadership.
Prerequisite(s): Permission of instructor and two years of school administrative experience.

EDAD 640  Introduction to School Leadership  3 Hours
Survey course designed to provide a foundation in the concepts of school leadership, as they relate to the role of the school principal. Field work consistent with the role of the school principal is required.
Corequisite(s): EDAD 641 or permission of instructor.
Prerequisite(s): Completion of a master’s degree in education-related area and admission to the Planned Sixth Year/Rank I Instructional Leadership-School Principal, All Grades Program.

EDAD 641  Building Culture and Community  3 Hours
Practical application of established tools for assessing and improving a school’s culture and community with an emphasis on ethical leader behaviors. Field work consistent with the role of the school principal is required.
Corequisite(s): EDAD 640 or permission of instructor.

EDAD 642  Leveraging Community Systems and Resources  3 Hours
Organizational leadership, procedures, and structures for P-12 school improvement. Field work consistent with the role of the school principal is required.
Corequisite(s): EDAD 643 or permission of instructor.
Prerequisite(s): EDAD 641.

EDAD 643  Securing and Developing Staff  3 Hours
Human resource leadership for P-12 schools. Emphasizes processes and procedures in the management of educational systems, including personnel development. Field work consistent with the role of the school principal is required.
Corequisite(s): EDAD 642 or permission of instructor.
Prerequisite(s): EDAD 640, EDAD 641.

EDAD 644  Creating Organizational Structures and Operations  3 Hours
Organizational leadership, procedures, and structures for P-12 school improvement. Field work consistent with the role of the school principal is required.
Corequisite(s): EDAD 645 or permission of instructor.
Prerequisite(s): EDAD 640 or permission of instructor.

EDAD 645  Practicing the Principalship  3 Hours
Capstone course emphasizing leading change, reflective practice, and transitioning into the principalship. Field work consistent with the role of the principal is required.
Corequisite(s): EDAD 644 or permission of instructor.
Prerequisite(s): EDAD 642, EDAD 643.

EDAD 649  School System Administration  3 Hours
School system operations including finances, auxiliary services, human resources, federal and state programs, facilities, and curriculum and instruction.
Prerequisite(s): Instructor permission required.

EDAD 659  Strategic Planning in Education  3 Hours
Examination of planning processes used by leaders to direct educational change and improvement. Includes strategic planning approaches designed to address macro and micro organizational goals.
Prerequisite(s): Instructor permission required.

EDAD 677  Legal Issues for Professional Educators  3 Hours
Clinical study of U.S. Constitutional, federal and state case, statutory and regulatory law, and their effects on social and political systems on the state and national level.

EDAD 682  School-Community Relations  3 Hours
Background, need, and techniques for establishing a wholesome working relationship with school-community stakeholders, with an emphasis on their involvement in school programs.

EDAD 683  Leading Teaching and Learning  3 Hours
Application of educational curriculum foundations for school administration.

EDAD 684  Instructional Leadership  3 Hours
Identification of practices and characteristics of supervisors and administrators, relative to curriculum and instruction, that have been shown to significantly improve student achievement.

EDAD 686  Principles of Supervision  3 Hours
The instructional aspect of school administration; organization, problems, principles, and techniques of improving in-service training for teachers.

EDAD 690  The Principalship  3 Hours
Identification and development of essential leadership practices associated with the role of principal in the contemporary school system.
Prerequisite(s): EDAD 594 and EDAD 585.

EDAD 694  Seminar in Educational Administration  3,6 Hours
(repeatable max of 6 hrs)
Examination of current leadership practices with emphasis on the changing role of the educational administrator.

EDAD 696  Advanced Organizational Theory  3 Hours
A study of historical and contemporary theory in educational administration and leadership.
Prerequisite(s): Permission of instructor.

EDAD 697  Independent Research/Education Ad/Sup  3 Hours
(repeatable max of 9 hrs)
Special projects in administration and supervision.

EDAD 699  Independent Specialist Project  1-6 Hours
(repeatable max of 6 hrs)
Specialist project research and writing directed by faculty committee.
Grade Mode: Pass/Fail

EDAD 700  Maintaining Matriculation  1-6 Hours
(repeatable max of 6 hrs)
Continued enrollment for specialist project completion.
Grade Mode: Non-graded

EDAD 706  Educational Leadership and Reform  3 Hours
Leadership for school reform and organizational development. Study of the challenges, strategies, and application of organizational theory for P-12 executive leadership in leading systemic change initiatives.
Prerequisite(s): Admission to Educational Leadership Doctoral Program or permission of instructor.

EDAD 707  Educational Leadership Policies and Politics  3 Hours
Designed to equip students with analytical skills for confronting leadership issues that require the application or creation of policy in diverse settings. Examines the exercise of political power in education and the impact of politics on managing and leading educational institutions.
Prerequisite(s): Admission to Educational Leadership Doctoral Program or permission of instructor.

EDAD 708  Administration of Fiscal Resources in Districts and Systems  3 Hours
Ethical concepts of school finance, school business administration, fiscal management, contemporary economic theories, and related procedures, and practices in educational institutions at the district or system levels.
Prerequisite(s): Admission to Educational Leadership Doctoral Program or permission of instructor.
EDAD 710 School Leadership and Technology Planning for School Improvement 3 Hours
Use of modern technological tools in instructional and administrative processes; evaluation of hardware and software for both instructional uses and as administrative tools.
Prerequisite(s): Admission to Educational Leadership Program or permission of instructor.

Educational Foundations (EDFN)

EDFN 500 Research Methods 3 Hours
Introduction to research methods in education, information retrieval systems, basic types of research, research procedures, research designs, and discussion of methods of data analysis to facilitate the understanding of research journals in the student's field of study.

EDFN 501 Educational Statistics 3 Hours
Statistical methods including descriptive statistics, sampling, probability, and correlation.

EDFN 576 Issues and Trends in Education 3 Hours (repeatable max of 9 hrs)
Selected issues and problems in contemporary society, their impact upon the educational system, and the possible role of the educational system in resolving such problems.

EDFN 601 Applied Statistical Techniques and Research Designs in Education 3 Hours
Parametric and non-parametric statistical techniques applied to experimental and quasi-experimental research designs in education.

EDFN 603 Qualitative Research in Education 3 Hours
Qualitative research for graduate students within the educational setting. Includes the foundational theory of qualitative research, methodological designs and techniques of data collecting, analysis, and reporting.
Prerequisite(s): EDFN 500.

EDFN 612 Seminar in Community College Teaching 3 Hours (repeatable max of 9 hrs)
Study of issues and topics critical to the teaching success of potential community college faculty.
Prerequisite(s): Admission to Educational Leadership Program or permission of instructor.

EDFN 675 Higher Education in America 3 Hours
History, purpose, philosophy, organization, curriculum, student personnel services, financial services, and trends of the American system of higher education.
Prerequisite(s): Admission to Educational Leadership Program or permission of instructor.

EDFN 685 Issues in Higher Education 3 Hours
Major problem areas of academic administration with emphasis on issues and procedures of college and university level curricular development.
Prerequisite(s): Admission to Educational Leadership Program or permission of instructor.

EDFN 703 Field Methods for Qualitative Research 3 Hours
Developing and conducting qualitative research.
Prerequisite(s): EDFN 603.

EDFN 724 Leadership in Community and Technical Colleges 3 Hours
The nature of community and technical colleges, their relationship to four-year institutions, their potential for serving work force needs, and the role of the postsecondary administrator in these settings.
Prerequisite(s): Admission to Educational Leadership Program or permission of instructor.

EDFN 726 Change Theory and Practice 3 Hours
Study of how effective change takes place in organizations as both internal and external forces influence institutions. Resistance to change and how to overcome these barriers will also be addressed, as well as how these changes affect the culture of the organization.
Prerequisite(s): Admission to Educational Leadership Program or permission of instructor.

EDFN 728 Postsecondary Economics and Finance 3 Hours
Postsecondary finance issues, including sources/distribution of funding, financial aid programs, declining resources, budgeting and managing resources, and generating resources.
Prerequisite(s): Admission to Educational Leadership Program or permission of instructor.

Educational Leadership (EDLD)

EDLD 702 Educational Leadership Doctoral Program Orientation 3 Hours
An introduction to key concepts of educational leadership and research with emphasis on foundational knowledge and skill development, as well as program, research, and professional development planning.
Prerequisite(s): Admission to EdD program.

EDLD 710 Leadership Theories and Ethics 3 Hours
Theory and research on leadership, ethics and managerial effectiveness. Topics include: leadership and management, power and influence, trait theories, current and seminal leadership theories, delegation and shared decision making, as well as morality and ethics for leaders, and current trends in leadership research.
Prerequisite(s): EDLD 702 or permission of instructor.

EDLD 712 Research Methods and Design for Educational Leaders 3 Hours
Quantitative and qualitative research methods and design; survey design and administration; and analysis of research reports.
Prerequisite(s): Admission to EdD program.

EDLD 720 Individual and Group Issues in Leadership 3 Hours
Theory and application of leadership issues in organizational behavior, including motivation, attitudes, group process, problem solving, decision making, conflict management, and interpersonal communication.
Prerequisite(s): EDLD 710 or permission of both instructor and Director of Education Leadership Doctoral Program.

EDLD 722 Measurement and Survey Methods for Educational Leaders 3 Hours
Examination of psychometric properties of measurement instruments used in leadership research; data collection and analysis methods used in survey research; issues related to validity, reliability, and fairness; approaches to evaluate the desired properties of research tools; and quantitative data analysis.
Prerequisite(s): EDLD 712 and one of the following: EDFN 501 or equivalent or instructor permission.

EDLD 730 Leading the Organization 3 Hours
Leadership for organizational improvement. Theory and application of systems, communication, culture, change and organizational design, and organizational development.
Prerequisite(s): EDLD 720 or permission of both instructor and Director of Education Leadership Doctoral Program.

EDLD 732 Program Evaluation for Educational Leaders 3 Hours
Program evaluation theory, methods, and practices with a focus on the practical craft of evaluation research; discussion of theoretical and strategic issues of program evaluation; application of quantitative and qualitative research methods to program evaluation contexts.
Prerequisite(s): EDLD 722.
EDLD 794 Educational Leadership Seminar 3 Hours (repeatable max of 12 hrs)
Seminar in topics and current trends related to educational leadership. Seminars that represent different topics may be repeated for credit with advisor permission.
Grade Mode: Pass/Fail
EDLD 795 Advanced Topics in Educational Leadership 1-6 Hours (repeatable max of 6 hrs)
Individualized independent study in educational leadership. Prior to course registration, students must receive program advisor/dissertation chair and EdD Educational Leadership program director approval. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.
Prerequisite(s): Admission to EdD program and permission of Director of Educational Leadership Doctoral Program.
Grade Mode: Pass/Fail
EDLD 796 International Aspects of Educational Leadership 1-6 Hours (repeatable max of 6 hrs)
Experiential study of international issues in educational leadership by working with international communities and agencies within or outside the U.S. International travel may be required at student's expense. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.
Prerequisite(s): Admission to EdD program and permission of candidate or permission of instructor and EdD Director.
EDLD 797 Dissertation Seminar 3 Hours
A seminar designed to assist students in conceptualizing and developing the research for their dissertation. Emphasizes writing and research skills needed to complete the prospectus and begin writing the dissertation.
Prerequisite(s): Admission to EdD program and permission of advisor or permission of instructor and EdD Director.
EDLD 798 Educational Leadership Doctoral Program Internship 1-6 Hours (repeatable max of 6 hrs)
Internship or experiences designed in coordination with program advisor to enhance knowledge and skills related to educational leadership.
Prerequisite(s): Admission to Educational Leadership Doctoral Program.
Grade Mode: Pass/Fail
EDLD 799 Dissertation Research 1-8 Hours (repeatable max of 12 hrs)
Research undertaken to complete requirements for Doctor of Education in Educational Leadership.
Prerequisite(s): Admission to candidacy in Educational Leadership Doctoral Program.
Grade Mode: Pass/Fail
EDLD 800 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for dissertation completion.
Prerequisite(s): Completion of required dissertation credit hours and advisor permission.
Grade Mode: Non-graded
EDLD 999 DOCTORAL PRE-ORIENTATION 0 Hours
No course description is available

Elementary Education (ELED)

ELED 503 Organization of Elementary School Curriculum 3 Hours
Principles and practices in elementary school curriculum construction. Emphasis on forces affecting curriculum, current innovations, and trends.
ELED 505 MAT/METH/MATH/EL TEACH 3 Hours
No course description is available
ELED 506 Seminar in Elementary School Science 3 Hours
Advanced methods and materials for teaching science in the elementary school.

ELED 507 Advanced Materials and Methods in Social Studies 3 Hours
Concepts and objectives, classroom organization for instruction, current strategies in teaching content, and materials available.
ELED 509 Advanced Methods and Materials for Early Childhood Education 3 Hours
Examination of alternative instructional strategies and support materials appropriate for early learners in language arts-reading, mathematics, social studies, and science.
ELED 545 Investigations in Classroom Teaching 1-3 Hours (repeatable max of 3 hrs)
Opportunity for elementary teachers to engage in the concentrated study of specific problems and/or the development of specific skills related to effective classroom instruction.
ELED 570 Workshop - Elementary Education 1-3 Hours (repeatable max of 6 hrs)
No course description is available
ELED 571 Leadership, Math and Technology Education 3 Hours
Leadership and pedagogy for integrating mathematics and technology initiatives within elementary school settings.
Prerequisite(s): Instructor permission.
ELED 572 Math and Technology Methods for Diverse Learners 3 Hours
Methods for teaching mathematics to and integrating technology with diverse learners in the elementary school setting.
Prerequisite(s): Instructor permission.
ELED 573 Math and Technology Assessment 3 Hours
Techniques for using technology to plan, implement, and evaluate mathematics assessment in the elementary school setting.
Prerequisite(s): Instructor permission.
ELED 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)
Independent research on a topic related to education or behavioral sciences.
Prerequisite(s): Advisor and instructor permission.
Grade Mode: Pass/Fail
ELED 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded
ELED 603 Advanced Seminar Elementary Curriculum 3 Hours
Strategies and models to assist the elementary classroom teacher in assuming an active role in total elementary school curriculum development.
ELED 699 Specialist Project 1-6 Hours (repeatable max of 6 hrs)
Specialist project research and writing directed by faculty committee.
Grade Mode: Pass/Fail
ELED 700 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for specialist project completion.
Grade Mode: Non-graded

English (ENG)

ENG 401G Advanced Composition 3 Hours
Study and practice in various forms of writing and rhetorical principles.
ENG 402G Editing and Publishing 3 Hours
Editing collections of student works in several types including experience in computer text editing; lectures by visiting publishers and editors of books, journals, and newspapers.
ENG 403G  Writing Memoir and Autobiography  3 Hours
A course in the techniques of writing autobiography; readings will be
chosen primarily from contemporary American examples of the genre.

ENG 404G  History of the English Language  3 Hours
Origin and development of the language from Indo-European to Modern
English with emphasis on developments in the sound system, vocabulary,
and grammar; historical and cultural effects.

ENG 407G  Linguistic Analysis  3 Hours
Current linguistic theory which includes the important levels of language
as a means of communication; various theories and applications of
linguistic theory to other fields of study.
Prerequisite(s): ENG 104 OR ENG 302 OR ENG 304 or equivalent.

ENG 408G  Psycholinguistics and Sociolinguistics  3 Hours
The study of developmental psycholinguistics (language acquisition),
eperimental psycholinguistics (speech production/comprehension, and
sociolinguistics (how language varieties are used by families, school
systems and multicultural nations).
Prerequisite(s): ENG 407G.

ENG 410G  Composition Theory and Practice in Writing
Instruction  3 Hours
A study of contemporary theories of composition with emphasis on their
relevance to writing and the teaching of writing.

ENG 412G  Theory and Practice of Rhetoric  3 Hours
A survey of the history of rhetorical theory from the classical to the
temporary period with emphasis on how theories reflect and guide
public and written discourse and the teaching of writing.

ENG 415G  Writing and Technology  3 Hours
Study of issues surrounding interrelations of technology and writing;
effects of technologies (e.g., printing press, computers) on writing
processes and on types of writing; institutional changes wrought by
computers.
Prerequisite(s): ENG 300.

ENG 430G  19th Century American Literature  3 Hours
Seminar in 19th-century American literature; course topics will vary.

ENG 457G  British Literature since 1900  3 Hours
A study of British literature from 1900 to the present, including fiction,
poetry, and drama, with attention to innovations in literary form and
cultural context.

ENG 460G  Literary Theory and Criticism  3 Hours
A study of theories and methods of literary and cultural analysis selected
from ancient times to the present. Focus includes the written practice
of criticism in response to a wide variety of texts.

ENG 465G  Film Genres  3 Hours
Study of the historical development, thematic and stylistic conventions,
and cultural significance of film genre(s). Surveys representative films
from one or two genres, e.g. film noir and the Western; romantic comedy
and family melodrama; horror and science fiction; the musical; the war
film; the epic.
Prerequisite(s): ENG 100 and ENG 200 or ENG 201 or
ENG 365, or instructor's permission.

ENG 466G  Film Theory  3 Hours
Study of major theories of narrative film and related media; specific
theories examined will include formalist, auteurist, historical, structuralist,
psychoanalytical, and political. Will include viewing of selected films.
Prerequisite(s): ENG 366, ENG 365; FILM 201, or permission of
instructor.

Grade Mode: Non-graded

ENG 467G  Visiting Writer Summer Workshop  3 Hours (repeatable
max of 6 hrs)
Advanced creative writing workshop. Offered for four weeks each
summer by a visiting writer of national reputation. Alternating genres.
Prerequisite(s): Instructor permission required.

ENG 468G  Early Modern English Literature  3 Hours
A study of sixteenth- and seventeenth-century English literature with
attention to the embrace of the vernacular; development of genres and
poetic forms; and cultural and social contexts.

ENG 471G  TESL Practicum  4 Hours
Supervised observation and instruction in public school or other
appropriate settings, culminating in the production of a portfolio. Students
are responsible for arranging their own transportation to designated or
assigned sites.
Prerequisite(s): ENG 407G, ENG 408G, ENG 565, ENG 566 and
permission of instructor.

ENG 474G  Advanced Poetry Writing  3 Hours
Advanced, intensive course in the writing of poetry, emphasizing the
practice and prevalent theories of contemporary poets.
Prerequisite(s): ENG 403 or equivalent.

ENG 481G  Chaucer  3 Hours
Representative works of Chaucer, with emphasis on The Canterbury
Tales; backgrounds; outside readings and reports.

ENG 482G  Shakespeare I  3 Hours
Major plays from each stage of Shakespeare's career studied in the light
of current Shakespearean criticism and writings from the time.

ENG 484G  British Romanticism  3 Hours
Background and phases of romanticism; representative exponents of the
Romantic Movement.

ENG 486G  The Eighteenth Century  3 Hours
Eighteenth-century literature, forms, and developments.

ENG 487G  Dante's Divine Comedy and its Influences  3 Hours
An intensive study of The Divine Comedy, in English translation, along
with Dante's major sources and analogues.

ENG 488G  Victorian Literature  3 Hours
Selected works by major poets, essayists, and novelists of Victorian
England as a reflection of the culture of the age.

ENG 489G  English Novel  3 Hours
Technique and history of the novel. Several representative novels
studied.

ENG 490G  American Novel  3 Hours
A chronological examination of the American novel and its development
from the 18th century to the present. Major literary techniques and
movements and schools in American poetry, paying special attention to
influences, techniques and styles.

ENG 493G  American Poetry  3 Hours
The course examines, in addition to major writers, selected major
movements and schools in American poetry, paying special attention to
influences, techniques and styles.

ENG 495G  Southern Literature  3 Hours
Intensive study of distinctly Southern characteristics as reflected in
the works of major writers with strong cultural and psychological ties to
the American South. The development of these characteristics will be
examined in historical and social contexts.

ENG 497G  Women's Literature  3 Hours
An examination of the themes, aesthetic importance, and historical
context of literature by women, with emphasis on American and British
writers. Topic will vary by semester.

ENG 499G  Directed Study/English-Ind  3 Hours
A study of a specific literary or linguistic topic directed by a faculty
member.
Prerequisite(s): 3.0 grade point average.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Prerequisite(s)</th>
<th>Grade Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 501</td>
<td>Graduate Writing Workshop</td>
<td>3</td>
<td>Provides a Master's level workshop for students with varied writing interests.</td>
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</tr>
<tr>
<td>ENG 502</td>
<td>Graduate Directed Writing</td>
<td>3</td>
<td>Provides a graduate-level directed writing course for students with varied writing interests.</td>
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</tr>
<tr>
<td>ENG 504</td>
<td>Studies in American Literature</td>
<td>3</td>
<td>Focuses on an area of study in American literature from a range of historical periods; explores a particular topic and/or an array of literary genres or modes.</td>
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</tr>
<tr>
<td>ENG 507</td>
<td>Introduction to Creative Writing Studies</td>
<td>3</td>
<td>An introduction to the field of creative writing studies; its history within academia; its pedagogies; and its distinctive culture, including common practices in networking, lifelong learning and professional development, and best practices for writers seeking to publish their work.</td>
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</tr>
<tr>
<td>ENG 509</td>
<td>Practicum in One-to-One Writing Instruction</td>
<td>0</td>
<td>Participants will study the theory and practice of writing conferences and tutorials. Course will prepare participants to work individually with students, both as part of classroom instruction and in tutorial settings.</td>
<td></td>
</tr>
<tr>
<td>ENG 510</td>
<td>Graduate Rhetoric and Writing</td>
<td>3</td>
<td>Rhetorical theories and the practical considerations of college writing instruction. Open to all students but required of teaching assistants prior to their first teaching assignment.</td>
<td></td>
</tr>
<tr>
<td>ENG 511</td>
<td>Writing Instruction Practicum</td>
<td>0</td>
<td>A practicum in composition instruction for English Department graduate assistants who will be teaching ENG 100 as part of their assistantship in subsequent semesters.</td>
<td></td>
</tr>
<tr>
<td>ENG 512</td>
<td>Reading as a Writer</td>
<td>3</td>
<td>A reading course for creative writers. Students will closely read and discuss literary works and craft essays. They will analyze and emulate the forms and techniques of leading practitioners of poetry, literary fiction, creative nonfiction, and scriptwriting.</td>
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</tr>
<tr>
<td>ENG 514</td>
<td>Studies in British Literature</td>
<td>3</td>
<td>Focuses on an area of study in British literature from a range of historical periods; explores a particular topic and/or an array of literary genres or modes.</td>
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</tr>
<tr>
<td>ENG 515</td>
<td>Internship</td>
<td>1-6</td>
<td>Professional work experience combined with faculty direction.</td>
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<tr>
<td>ENG 520</td>
<td>Introduction to Graduate Studies</td>
<td>3</td>
<td>Basic bibliography and bibliographical problems; research methods requisite for the MA thesis and scholarly publications; methodologies of recent critical essays.</td>
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</tr>
<tr>
<td>ENG 524</td>
<td>Studies in World Literature</td>
<td>3</td>
<td>A study of world literature, ranging widely over historical periods (classical to modern) and geographical areas (Eastern and Western), including both canonical works and non-traditional literatures; topics will vary every semester.</td>
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</tr>
<tr>
<td>ENG 534</td>
<td>Studies in Genre</td>
<td>3</td>
<td>Study of a particular genre, such as the novel, short stories, life writing, poetry, or drama. Topics will vary.</td>
<td></td>
</tr>
<tr>
<td>ENG 556</td>
<td>Integrated Teaching English as a Second Language</td>
<td>3</td>
<td>Solid foundation in the theories of child-adult classroom-based language learning and methods for English language instruction. Field experiences in public schools or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.</td>
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<tr>
<td>ENG 566</td>
<td>Teaching and Testing ESL Grammar</td>
<td>3</td>
<td>Investigation of ESL learners’ grammatical difficulties, approaches to solving them, and ways to test their grammatical development. Field experiences in public schools or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.</td>
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<tr>
<td>ENG 568</td>
<td>Seminar in British Writers</td>
<td>3</td>
<td>Content varies. Selected works or writers.</td>
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<tr>
<td>ENG 596</td>
<td>Seminar in American Writers</td>
<td>3</td>
<td>Topics will vary. Selected works or writers.</td>
<td></td>
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<tr>
<td>ENG 597</td>
<td>Special Topics in English</td>
<td>3</td>
<td>Seminar on topics in literature, language, or composition.</td>
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<tr>
<td>ENG 599</td>
<td>Advanced Directed Study</td>
<td>3-6</td>
<td>Supervised student research on literary or linguistic topics.</td>
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<tr>
<td>ENG 600</td>
<td>Maintaining Matriculation</td>
<td>1-6</td>
<td>Continued enrollment for thesis completion.</td>
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<tr>
<td>ENG 524</td>
<td>Studies in World Literature</td>
<td>3</td>
<td>A study of world literature, ranging widely over historical periods (classical to modern) and geographical areas (Eastern and Western), including both canonical works and non-traditional literatures; topics will vary every semester.</td>
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<tr>
<td>ENG 534</td>
<td>Studies in Genre</td>
<td>3</td>
<td>Study of a particular genre, such as the novel, short stories, life writing, poetry, or drama. Topics will vary.</td>
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<tr>
<td>ENG 556</td>
<td>Integrated Teaching English as a Second Language</td>
<td>3</td>
<td>Solid foundation in the theories of child-adult classroom-based language learning and methods for English language instruction. Field experiences in public schools or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.</td>
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<tr>
<td>ENG 566</td>
<td>Teaching and Testing ESL Grammar</td>
<td>3</td>
<td>Investigation of ESL learners’ grammatical difficulties, approaches to solving them, and ways to test their grammatical development. Field experiences in public schools or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.</td>
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**Environmental Education (ENVE)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Prerequisite(s)</th>
<th>Grade Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVE 520</td>
<td>Introduction to Environmental Education</td>
<td>3</td>
<td>This course will provide students with an introduction to the field of environmental education, including basic history and philosophy, methodologies, resources for educators, and current trends in the field.</td>
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<tr>
<td>ENVE 540</td>
<td>Investigating and Evaluating Environmental Issues</td>
<td>3</td>
<td>Specifically designed for teachers and other educators, course focuses on the identification and evaluation of specific environmental issues, leading to possible environmental/service action projects by their students, with attention to the potential outcomes of such projects on the physical environment, other humans, and other living things.</td>
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<tr>
<td>ENVE 586</td>
<td>Instructional Strategies in Environmental Education</td>
<td>3</td>
<td>Specific teaching strategies associated with the field of environmental education programs will be addressed, with an emphasis on active, experiential learning. Portions of the course are taught in field settings. Students are responsible for arranging their own transportation to designated or assigned sites.</td>
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</tbody>
</table>
ENVE 585 Special Topics in Environmental Education 1-3 Hours
(repeatable max of 6 hrs)
A consideration of special topics to acquaint the advanced student with significant problems and developments of current interest in environmental education.

Environmental Health & Safety (EHS)

EHS 572 Environmental and Occupational Epidemiology 3 Hours
The course will introduce students to the research approaches for the epidemiologic study of the environmental and workplace hazards. This course involves the study and reasoning of environmental and occupational epidemiologic study designs, basic and novel methods of characterizing exposures, and techniques for designing epidemiologic studies and implementing methods to improve the evaluation of research in these fields.
Prerequisite(s): PH 520 and PH 582.

EHS 580 Solid and Hazardous Wastes 3 Hours
Management of solid and hazardous wastes in the environment. Emphasis on regulatory compliance, control and remediation technologies, and environmental pathways.

Environmental Science (ENV)

ENV 410G Water Treatment Processes 3 Hours
Design and operational characteristics of unit processes in water and waste-water treatment; fundamentals of water chemistry pertaining to chemical, biological, and physical treatment.
Prerequisite(s): ENV 280.

ENV 495G Environmental Measurement 3 Hours
Includes environmental measurements methods for air, soils and water analysis. Devices covered include AA, GC/MS, XRF, PID, SEM, colorimetric tubes, and water quality instruments.
Prerequisite(s): ENV 280, ENV 360, ENV 410, ENV 480.

Family and Consumer Sciences (FACS)

FACS 510 Professional Development Seminar in Family and Consumer Sciences 3 Hours
Examines recent developments and trends to enable students to consult and collaborate with other professionals. Provides the foundation for life-long learning and the development of depth and breadth in FACS professions.

FACS 511 Grant Writing for Child and Family Programs 3 Hours
Introduces and provide students with the background necessary to develop a funding proposal. The grant writing process and how to manage the award will be explored.

FACS 521 Interior Ergonomics I 3 Hours
Sociological and psychological factors in interior design-separately, in relation to each other, and in relationship to other disciplines.

FACS 522 Interior Ergonomics 3 Hours
Cultural and anthropometric literature related to interior design; interrelationships between culture and anthropometrics.

FACS 531 Cultural Patterns-Dress 3 Hours
In-depth analysis of literature and research to cultural aspects of clothing. Specific cultural emphasis will vary.

FACS 533 Fashion Merchandising 3 Hours
Principles, problems, and practices of curriculum, field experiences, and extended classroom activities related to fashion merchandising.

FACS 535 Textile Analysis 3 Hours
Qualitative and quantitative techniques for physical and chemical analysis of textiles. Planning and conducting textiles analyses and evaluating resulting data.

FACS 536 Seminar in Institutional and Home Environment 3 Hours
Technological, cultural, and educational developments in institutional and home environment. Opportunity to pursue individual interest in specialized areas, e.g., textiles, clothing, merchandising, interior design, housing, foods, home economic education, etc.

FACS 537 Critique and Design of Investigations in Textiles and Clothing 3 Hours
Opportunity to pursue individual interest in specialized areas, e.g., textiles, clothing, merchandising, interior design, housing, foods, nutrition, textiles, home economics education, etc. Critical evaluation of theses and published research.

FACS 540 Infant and Toddler Development and Research 3 Hours
In-depth study of infant and toddler development and theories, integrating and applying current research in relevant areas.
Prerequisite(s): Successful completion of a child development course at the undergraduate level or permission of instructor.

FACS 541 Home Based Positive Behavioral Supports 3 Hours
Acquaints students with positive behavioral assessment and supports working with parents of typically developing children in home settings. Observation hours required.

FACS 542 Stress and Coping in Children 3 Hours
Prepare students to work with children who are facing extreme stress. Factors influencing development of coping skills in children are emphasized. Observation hours required.
Prerequisite(s): Successful completion of a child development course at the undergraduate level or permission of instructor.

FACS 543 Global Perspectives of Child and Family 3 Hours
Study of similarities and variations of child development, family relations, and parenting among cultures from different regions around the world and in the United States.
Prerequisite(s): Successful completion of a child development course at the undergraduate level or permission of instructor.

FACS 544 Issues in Child Care and Early Education 3 Hours
Comprehensive review and discussion of theory, research, practice, and public policy aspects of child care and early education within their cultural and historic contexts. Observation hours required.

FACS 550 Youth and Family Theory and Research 3 Hours
Analysis of theories and research relevant to the development of adolescents and family life. Prepare professionals to work with youth and families in various settings. Field work required.

FACS 551 Community, Child, & Youth Program Development 3 Hours
Basic concepts in planning, conducting, administering, and evaluating community child and youth programs.

FACS 560 Family Diversity 3 Hours
Examination of the multiple meanings of family. Particular focus includes the history, demographics, and cultural variations of traditionally marginalized groups and relationships.

FACS 561 Adult Development and Aging in the Family 3 Hours
Examination of the development of the adult through the life cycle and aging processes in the context of family and relationships. Particular interest is paid to biological, cognitive, social, and cross-cultural theories of development.

FACS 562 Advanced Family Resource Management 3 Hours
Advanced study and application of consumerism as it relates to families.
FIN 437G Corporate Asset Management 3 Hours
Advanced level exposure to valuation concepts, capital budgeting decisions, working capital management, and mergers and acquisitions. Deals with the current theory and practice of corporate finance in these areas.
Prerequisite(s): Completion of FIN 330 with a grade of ‘C’ or better and completion of, or current enrollment in ECON 307.

FIN 438G Corporate Funds Management 3 Hours
Advanced level exposure to financing and dividend policy, short-, intermediate-, and long-term financing, and financial statement analysis. Deals with the current theory and practice of corporate finance in these areas.
Prerequisite(s): Completion of FIN 330 with a grade of ‘C’ or better and completion of, or current enrollment in ECON 307.

FIN 439G SEC Analysis/Portfolio Management 3 Hours
An advanced level exposure to fixed income and equity security valuation, and the theory and practice of portfolio management.
Prerequisite(s): FIN 332.

FIN 449G Practicum in Portfolio 3 Hours (repeatable max of 6 hrs)
Practical experience in managing an investment portfolio in a teamwork environment. Emphasis placed on Economics, Industry, and Company analysis, security selection, report preparation, daily decision making, record keeping and performance evaluation. Students will be responsible for making all material decisions in managing an actual investment portfolio of real funds.
Prerequisite(s): FIN 332.

Folk Studies (FLK)

FLK 410G African American Music 3 Hours
A survey of selected musical styles created and developed by African Americans from the 17th to the 20th century: spirituals, blues, popular music forms (e.g. soul, reggae, rap music). Emphasis will be placed on the historical factors and socio-cultural trends that influenced the development of African-American music.

FLK 445G American Architectural History 3 Hours
An interdisciplinary survey of American architectural history, including trends and styles, architect designed and manufactured structures and elements, and the social history of American architecture.

FLK 464G Vernacular Architecture 3 Hours
The forms, functions, and styles of buildings constructed according to custom from local materials to meet individual and cultural preferences.

FLK 462G Folklore and Literature 3 Hours
Examines the role of traditional culture in shaping attitudes and behavior related to sickness, health, and healing. Institutional, alternative, and informal medical settings are discussed.

FLK 470G Museum Procedures and Preservation Techniques 3 Hours
Essential aspects of museums and of preservation, i.e., collecting, preserving, researching, exhibiting, and interpreting material culture.

FLK 478G Folklore and Medicine 3 Hours
Readings in world literature from the Bible to the modern novel and examination of the degree to which oral literature has affected origins and development of written literature.

FLK 480G Women’s Folklore 3 Hours
Examination of the study of material folk culture from various methodological and theoretical perspectives, including artifactual analysis, design theory and ethnoaesthetics.
FLK 562 Folklore and Education 3 Hours
Methods, theories, skills and resources for teaching folklore, with an emphasis on the K-12 curriculum. Teaching, teacher training, preparation of guides, lesson plans and curricula, and multiculturalism will be covered.

FLK 569 Folklore Genres 3 Hours
An examination of the oral, customary, and material culture genres of folklore, and the theories and methods of genre studies.

FLK 571 Folk Narrative 3 Hours
A survey of narrative genres of folklore and relevant scholarship.

FLK 572 Public Folklore 3 Hours
History, methods, and issues of public folklore.

FLK 575 Folk Belief 3 Hours
An examination of vernacular belief systems and practices, including folk religion, alternative and folk healing, divination, ritual, legend, and myth. Current historical, philosophical, anthropological, and folkloristic theories will be covered.

FLK 576 American Traditional Music 3 Hours
An examination of diverse forms of traditional American musical expression.

FLK 577 Folklore Theory 3 Hours
Folklore scholarship, its historical development, and its principal bibliographical materials.

FLK 578 Folklore Fieldwork 3 Hours
Examination of methodological issues and techniques in folklore fieldwork.

FLK 579 Independent Study Folklore 3 Hours
Supervised individual study under the direction of a member of the folklore graduate faculty.
Prerequisite(s): Permission of instructor.

FLK 580 Folklore Conversation and Communication 3 Hours
Forms of folklore which occur within a conversational stream. Expressive culture as a particular culture-specific mode of communication.

FLK 585 Topics in Folklore 3 Hours (repeatable max of 6 hrs)
Topics of current interest in the field. Content varies according to the instructor and needs of the students.

FLK 586 Capstone Course in Historic Preservation 1-3 Hours
Capstone course for students seeking careers in historic preservation/museum work. Application of acquired theory and practice in developing a single project in historic preservation or museum work.
Prerequisite(s): Permission of instructor.

FLK 587 Capstone Course in Public Folklore 1-3 Hours
Capstone course for students seeking careers in public folklore. Application of acquired theory and practice in developing a single project in public folklore.
Prerequisite(s): FLK 572 and Permission of Instructor.

FLK 589 Internship 1-3 Hours (repeatable max of 3 hrs)
Supervised work situation with cooperating business, industry, social or governmental agency, emphasizing application of advanced knowledge and skills in folk studies.
Prerequisite(s): Permission of instructor.

FLK 599 Thesis Research and Writing 1-6 Hours (repeatable max of 6 hrs)
Master's thesis in folklore studies.
Prerequisite(s): Open only to candidates for the M.A. degree in folk studies who are engaged in thesis writing.
Grade Mode: Pass/Fail

FLK 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

FLK 760 Public Policy and Cultural Heritage 3 Hours
Examines key issues at the intersection of public policy and cultural heritage with an emphasis on case studies and models for addressing these issues from an applied folklore perspective.
Prerequisite(s): FLK 560 or Equivalent and Enrollment in Doctor of Professional Studies, Folklore Practice Program.

FLK 765 Leadership Seminar in Applied Folklore 3 Hours
Enrollment in Doctor of Folklore Practice Program. Examination of history and current state of leadership practice in applied folklore with emphasis on case studies and the development of mentoring relationships with senior folklorists.

FLK 772 Folklore and Public Practice 3 Hours
Explores the various dimensions of folklore and public practice at an advanced level, including the examination of specific case studies and the application of knowledge to specific student-development projects.
Prerequisite(s): FLK 572 or Equivalent, Enrollment in Doctor of Professional Studies, Folklore Practice Program.

FLK 775 Activism and Politics in Applied Folklore 3 Hours (repeatable max of 6 hrs)
Enrollment in Doctor of Professional Studies, Folklore Practice Program. Investigates the uses of folklore in historical and contemporary political and social activism.

FLK 778 Advanced Folklore Fieldwork and Research Methods 3 Hours
Advanced examination of historical and contemporary theory and practice of ethnographic fieldwork.
Prerequisite(s): FLK 578 or Equivalent.

FLK 785 Topics in Applied Folklore 3 Hours (repeatable max of 6 hrs)
Enrollment in Doctor of Professional Studies, Folklore Practice Program. Topics of current interest in applied folklore. Content varies according to the instructor and needs of the students.

FLK 789 Practicum in Applied Folklore 1-6 Hours (repeatable max of 6 hrs)
Enrollment in Doctoral Program in Folklore Practice. Supervised professional experience in Applied Folklore.

FLK 799 Dissertation Research 1-9 Hours
Admission to candidacy to Doctor in Professional Studies, Folklore Practice Program and completion of qualifying exams. Research undertaken to complete requirements for Doctor of Folklore Practice.
Grade Mode: Pass/Fail

FLK 800 Maintain Matriculation 1-3 Hours (repeatable max of 6 hrs)
Completion of dissertation credit hours for Doctor of Professional Studies, Folklore Practice and advisor permission. Course enrollment requirement during completion of dissertation.
Grade Mode: Non-graded

French (FREN)

FREN 420G French Stylistics 3 Hours
Creative self-expression, refinement of grammatical understanding, the art of translation, and stylistic devices.
Prerequisite(s): FREN 320.

FREN 421G Advanced French Conversation 3 Hours
Discussion on assigned topics and reports on current newspaper and magazine articles. Special emphasis on idiomatic expression.
Prerequisite(s): FREN 321.

FREN 427G Francophone Culture 3 Hours
Covers all Francophone countries (including France) and deals with various aspects of culture: oral literature (legends, customs, etc.), music, religion.
Prerequisite(s): FREN 323.
FREN 445G  French Canadian Literature  3 Hours
A survey of the Quebecois novel, theatre and poetry through a selection of 19th and 20th century writers.
Prerequisite(s): FREN 314, FREN 321, or FREN 326, or instructor's permission.

FREN 450G  Topics in Francophone Cinema  3 Hours
Course examines the way Francophone film directors and social scientists look at various aspects of the most recent cinema: general narrative structure, recurring patterns, relation form/content, ideology.

FREN 520  Seminar French Literature/Language  3 Hours
A seminar involving the study of a single French author, school of literature, or particular emphasis in a literary genre; or an advanced level study of the French language, its use, development, and/or linguistic principles.

Gender Women's Studies (GWS)

GWS 421G  Women, Gender, and Science  3 Hours
Study of women's participation in the natural and physical sciences, the scientific education of women, contemporary workplaces, and feminist critiques of science.
Prerequisite(s): Six hours of science from General Education category D1 or permission of instructor and junior standing.

GWS 470G  Special Topics in Gender and Women's Studies  3 Hours
(repeatable max of 6 hrs)
A detailed study of a specialized topic in Women's Studies.
Prerequisite(s): Graduate standing and permission of the instructor.

GWS 535  Roots of Feminism  3 Hours
Survey of key historical feminist writings with emphasis on intersections of gender, race, class, and sexuality in feminist theory.

GWS 545  Feminist Knowledge and Social Change  3 Hours
Examination of both feminist knowledge and research as political practices that have the goal of improving the lives of women and challenging rigid configurations of race, class, gender, and other elements of difference.

GWS 555  Global and Cross-Cultural Perspectives on Women  3 Hours
Examination of a range of scholarship done in various disciplines on women's political practices around the world and a comparison of women's experiences cross-culturally.

GWS 565  Black Feminism and the Politics of Community  3 Hours
Examination of the U.S. Black feminist movement, with attention to challenges with Black communities and across social movements such as feminism and Civil Rights, and to transnational perspectives.

GWS 570  Special Topics in Gender & Women's Studies  1-6 Hours
(repeatable max of 6 hrs)
A detailed study of a specialized topic in gender & women's studies.
Prerequisite(s): Admission to the Certificate in Gender & Women's Studies or permission of the instructor.

GWS 575  Gender, Justice, and Sustainability  3 Hours
A multidisciplinary examination of political and economic implications of global sustainability, with particular attention to gender and justice.

GWS 589  Internship in Women's Studies  3 Hours
Supervised work situation with cooperating business, industry, social or governmental agency whose primary purpose is advocacy for women. Emphasis on the application of advanced knowledge and skills in women's studies and applicable academic discipline.

GWS 590  Directed Study in Women's & Gender Studies  3 Hours
Individual research in a specific area of women's studies in close cooperation with supervising faculty in women's studies or other field.
Prerequisite(s): Students must have completed 9 hours toward the graduate certificate in women's and gender studies and permission of the instructor.

GWS 625  Women and Leadership  3 Hours
Cross-disciplinary study of women leaders, issues of gender, race, class and power in relationship to women leaders and contemporary issues facing women leaders.

GWS 630  Feminist Pedagogies  3 Hours
Multidisciplinary seminar examining a range of approaches to feminist teaching including standard methodologies, issues of professionalism, academic hierarchies, ethics, and feminist communities of research.
Prerequisite(s): Student must have completed a minimum of 9 credit hours toward the graduate certificate or permission of the instructor.

Geography (GEOG)

GEOG 417G  GIS Analysis and Modeling  3 Hours
Develops expertise with a broad range of spatial analysis functions applied within a cartographic modeling framework.
Prerequisite(s): GEOG 317 or GISC 317 or instructor's permission.
Course Fee: $50

GEOG 419G  GIS Programming  3 Hours
Planning and implementing GIS within an organization. Designing and developing GIS applications to support spatial decision making.
Prerequisite(s): GEOG 317 and CS 170.
Course Fee: $50

GEOG 424G  Weather Analysis and Forecasting  3 Hours
Analysis of the atmosphere using satellite and radar imagery. Weather forecasting techniques using surface and upper air data are also examined.

GEOG 426G  Meteorology and Climatology  3 Hours
This course offers a practical insight into the influence of meteorology and climatology on everyday life. Environmental problems caused by changes in the atmosphere are also examined.
Prerequisite(s): Permission of instructor.

GEOG 431G  Dynamic Meteorology I  3 Hours
Introduction to large-scale dynamics of the Earth's troposphere focusing on fundamental topics, the basic governing equations of motion in the atmosphere, and dry thermodynamics.
Prerequisite(s): METR 324 and MATH 237 and PHYS 265, or permission of instructor.

GEOG 434G  Historic Preservation: Principles and Practices  3 Hours
Historic preservation methodology and practice as related to urban, small town, and rural neighborhoods. Includes historic preservation law and impact statements. Field project required.

GEOG 451G  Geography of Kentucky  3 Hours
Regional study assessing the natural and human resources with special attention to current ecological, social and economic problems. Field experience required.

GEOG 452G  Geography of South America  3 Hours
Physical and cultural bases of South America's geographic patterns with an emphasis on problems of urban and regional development.

GEOG 455G  Geography of Asia  3 Hours
Regional differences with emphasis on the distribution and activities of the peoples relative to the natural and economic setting and to problems of development.

GEOG 467G  Geography of the Middle East  3 Hours
Various aspects of the sequent occupancy of Southwestern Asia and surrounding regions mentioned in the Bible.

GEOG 474G  Environmental Planning  3 Hours
An advanced integrative course in environmental science and planning dealing with urban and rural areas. Emphasis on ecological planning strategies for improving climatic conditions, conserving water and optimizing vegetative and aquatic habitats while allowing for sustainable economic development at reduced cost.
GEOG 501 Geoscience and Development 3 Hours
Topical seminar examining current issues and trends of the discipline and related fields, recent research, and the role of science in society, technology and culture.

GEOG 502 Geoscience Field Research Methods 4 Hours
An introduction to field techniques and methodology. Surveying, mapping, sampling, and water testing are emphasized.

GEOG 539 Seminar in Atmospheric Modeling 3 Hours
No course description is available

Geology (GEOL)

GEOL 415G Environmental Geology 3 Hours
The interrelationships of geologic processes, earth materials, and human activities. Assessment of geologic factors with respect to site selection, energy production, land use, waste disposal, planning, water resources, engineering practices, and the recognition and control of geologic hazards. Class exercises stress the application of geologic knowledge to specific environmental situations.
Prerequisite(s): GEOL 111-GEOL 113 or permission of instructor.

GEOL 420G Geomorphology 4 Hours
The study of the origin, history, and characteristics of landforms produced by fluvial, glacial, wind, and wave erosion and mass-wasting and ground water or by combination of these, acting upon the major types of earth materials and structures. Laboratory work includes the interpretation of topographic and geologic maps, air photos, and stereopairs. A field trip may be required.
Prerequisite(s): GEOL 111.
Grade Mode: Non-graded

GEOL 440G Hydrogeology 3 Hours
Origin, occurrence, and movement of ground water; water wells and aquifer evaluations; exploratory investigations; quality of ground water supplies; legal aspects.
Corequisite(s): MATH 136.
Prerequisite(s): GEOG 310 or GEOL 310 or permission of instructor.

GEOL 445G Aqueous Geochemistry 3 Hours
An introduction to geochemical processes of surface and ground water including concentrations of ions and organic compounds, chemical equilibria, and analytical techniques. Carbonate and clay minerals will be studied in detail.
Prerequisite(s): CHEM 120 and CHEM 121.

GEOL 460G Sedimentation and Stratigraphy 3 Hours
Introduces sedimentary processes, including sediment origins, erosion, transportation, deposition, and diagenesis. Sedimentation patterns and stratigraphic architecture are studied in the context of depositional and tectonic settings.
Prerequisite(s): GEOL 380.
Grade Mode: Non-graded
Course Fee: $40

GEOL 465G Geophysics 3 Hours
The fundamentals of general and exploration geophysics. Topics include the origin of the earth and solar system, the earth's interior, geochronology, gravity and isostasy, seismology, the earth's heat, geomagnetism, upper atmosphere, continents and ocean basins, ridges and island arcs, and plate tectonics. The theory and applications of exploration geophysics are also covered, especially gravity, magnetic, and seismic methods.
Prerequisite(s): GEOL 111 and one year of college physics or permission of instructor.

GEOL 470G Tectonics 3 Hours
Deformational structure and style of various crustal regions. Regional tectonics of North America is emphasized.
Prerequisite(s): GEOL 308.
Course Fee: $20

GEOL 475G Independent Topics/Geology 1-3 Hours (repeatable max of 6 hrs)
A lecture-discussion course in which advanced or special topics in geology are considered in detail.
Prerequisite(s): Permission of instructor.

GEOL 485G Geology of Fossil Fuels 3 Hours
Formation of coal, petroleum, and natural gas including depositional setting, source materials, and processes of thermal maturation. Stratigraphic and structural relations, modes of occurrence, exploration techniques, and resource evaluation are emphasized. Field trip required.
Prerequisite(s): GEOL 308 or permission of instructor.

GEOL 511 The Dynamic Earth 3 Hours
This graduate course is specially designed for teachers of natural and earth science.

Geoscience (GEOS)

GEOS 500 Geoscience Research and Literacy 1-4 Hours (repeatable max of 4 hrs)
Development of geographic research skills with emphasis on posing of research problems, documentation, organization, and presentation.
Grade Mode: Pass/Fail

GEOS 501 Geoscience and Development 3 Hours
Topical seminar examining current issues and trends of the discipline and related fields, recent research, and the role of science in society, technology and culture.

GEOS 502 Geoscience Research Methods 1-4 Hours
An introduction to research techniques and methodology appropriate to the thesis project.
Prerequisite(s): GEOS 500.

GEOS 505 Biogeography 3 Hours
The evolutionary, geographical, ecological, pedological, and edaphic factors involved in the naturalization, acclimatization, and distribution of plant and animal life.
Prerequisite(s): Introductory courses in geography and/or biology, and permission of the instructor.

GEOS 506 Geoscience Environmental Seminar 1 Hour
Designed for future environmental practitioners, this course will provide real world examples of environmental science jobs and research projects. The course will impart a broad understanding of environmental science from a multidisciplinary perspective. Required for the MS Environmental Science emphasis degree.

GEOS 515 Remote Sensing Applications 4 Hours
Applications of remote sensing, analysis of current systems in use globally, and use of data for research and policy. A research project that allows students to apply remote-sensing techniques to an area of investigation is required. Associated laboratory work includes RS techniques.
Prerequisite(s): GEOG 317 or GISC 317 or Permission of Instructor.
GEOS 517  Spatial Databases  3 Hours
Advanced topics in GIS database planning, design and implementation and administration. Covers a variety of GIS data models and their design and use in spatial database engines (SDG) used with database management systems software.
Prerequisite(s): GEOG 417G and GEOG 419G or instructor's permission.
Course Fee: $50

GEOS 520  Geoscience Statistical Methods  4 Hours
Multivariate statistical methods for analyzing and modeling spatial data and processes. Regression methods, including spatial autoregressive and spatial varying parameter models. Principal components, cluster analysis and other multivariate methods. Applications in an interactive computer-based environment.
Prerequisite(s): GEOG 391 or permission of instructor.
Course Fee: $50

GEOS 521  Seminar in Geomorphology  3 Hours
A review of topics in advanced geomorphology, field and laboratory procedures, and an introduction to research in landform analysis. Research in instructor approved geomorphic topics.
Prerequisite(s): GEOG 420 or equivalent, and 3 hours in upper level physical geography or geology.

GEOS 522  Seminar in Physical Climatology  3 Hours
Addresses the complexity of climactic processes at multiple spatial and temporal scales, and from selected theoretical and practical perspectives.
Prerequisite(s): METR 324 and MATH 237 and PHYS 265 or permission of instructor.

GEOS 523  Urban GIS Applications  4 Hours
Applications of GIS and spatial methods to urban and regional analysis. Students develop analytical capabilities using a variety of GIS operations and spatial methods in urban and regional planning, transportation, location analysis, and business geographics.
Prerequisite(s): GEOG 417G and GEOG 419G or special instruction of the instructor.
Course Fee: $50

GEOS 524  Meteorology Science Teachers  3 Hours
Basic weather course with emphasis on new developments and applications in the classroom.

GEOS 525  Seminar in Political Geography  3 Hours
This course analyzes the world's geopolitical relationships in a seminar environment. Project-based course structure addresses statehood, society, independence movements, supranationalism, nationalism, economy. (Spring).
Prerequisite(s): GEOG 425 or the permission of the instructor.

GEOS 530  Seminar in Cultural Geography  4 Hours
Seminar-field experience. Covers cultural origins and dispersals, environmental perception and behavior, and resulting consequence upon the geographic landscape.
Prerequisite(s): GEOG 430, or permission of instructor.

GEOS 533  Seminar in Synoptic Meteorology  3 Hours
Seminar addresses the analysis and prediction of large-scale weather systems, such as extratropical cyclones and their associated fronts and jet streams, with an emphasis on a supervised research project.
Prerequisite(s): METR 324 and MATH 237 and PHYS 265, or permission of instructor.

GEOS 534  Historic Preservation Planning  3 Hours
Field application of historic preservation method and techniques.
Prerequisite(s): GEOG 434G.

GEOS 535  Seminar in Dynamic Meteorology II  3 Hours
Phenomena related to large-scale tropospheric dynamics. Topics include moist and dry thermodynamics, applications of balanced flow, boundary layer processes, and vorticity.
Prerequisite(s): GEOG 431G or permission of instructor.

GEOS 537  Seminar in Mesoscale Meteorology  3 Hours
Use of mesoscale analysis techniques in the prediction of convective precipitation systems, including severe thunderstorms, tornadoes, and hurricanes.
Prerequisite(s): METR 324, MATH 237, and PHYS 265, or permission of instructor.

GEOS 538  Seminar in Physical Meteorology  3 Hours
Microscale analytic techniques related to radiative transfer in the atmosphere, cloud and precipitation processes, and dry and moist thermodynamics.
Prerequisite(s): METR 324, MATH 237, and PHYS 265, or permission of instructor.

GEOS 539  Seminar in Atmospheric Modeling  3 Hours
An introduction to numerical weather and climate modeling techniques and models, with focus on modeling fundamentals, including dynamics, physical parameterizations, grids and resolutions, model structures and components. Includes hands-on experience with designing numerical experiments, configuring and running model simulations, post-processing model outputs, and visualization.
Prerequisite(s): CS 245 and METR 324.

GEOS 540  Advanced Regional Geography  3 Hours
The regional method as a basic approach to geographic research via one or more major regional units.
Prerequisite(s): Two courses in regional geography and consent of instructor.

GEOS 543  Environmental Science Concepts  3 Hours
Provides students a fundamental understanding of the inter-relationship between the science and technical disciplines that contribute to our understanding of the environment as a whole. Students are exposed to the unique challenges facing environmental scientists, both from a practitioner and researcher perspective. Students learn to utilize their discipline-specific background in conjunction with an understanding of the roles and impacts of other disciplines to solve environmental problems.

GEOS 544  Practical Environmental Ethics  3 Hours
Examination of ethical theory as it relates to environmental issues such as resource allocation, population growth, and technology. Ethical theory is evaluated in terms of its practical contributions to effective environmental understanding, decision-making, and everyday life.
Prerequisite(s): GEOG 280 or equivalent course.

GEOS 550  Advanced Studies in Economic Geography  3 Hours
An examination of the major theories in economic geography.
Prerequisite(s): GEOG 350 and permission of instructor.

GEOS 555  Global Climate Change  3 Hours
Explores the science behind climate change, including how models, observations, and proxies are used to understand and predict past and future climate, international perspectives on global climate change, and mitigation strategies put forth by the Intergovernmental Panel on Climate Change.
Prerequisite(s): GEOG 280, or instructor's permission.

GEOS 559  Hydrological Fluid Dynamics  3 Hours
Focus on how fluids respond to the application of forces and their impact on the movement of natural waters within the context of the hydrologic cycle. (Field trips required.)
Prerequisite(s): GEOG 310 or GEOL 510 and MATH 136 (or equivalent) with a C or better.

GEOS 565  Karst Geoscience  3 Hours
Focus on the geological, geomorphological, and hydrological processes of karst landscapes, including human-environment interactions over time, with emphasis on the characterization, distribution, and function of various karst systems. Field trips and field-based exercises are required.
Prerequisite(s): GEOG 500, or permission of instructor.
GEOS 571 Applied Natural Resource Management 3 Hours
Seminar approach to understanding natural resource management in the United States and internationally through analysis of past and present environmental problems and implemented alternative solutions.

GEOS 575 GIS Analysis and Modeling 3 Hours
Develops expertise with a broad range of spatial analysis functions applied with a cartographic modeling framework.
Prerequisite(s): GEOG 317 or GISC 317 or instructor's permission.

GEOS 576 GIS Programming 3 Hours
Planning and implementing GIS within an organization. Designing and developing GIS applications to support spatial decision making.
Prerequisite(s): GEOG 417G and CS 146.

GEOS 577 Special Topics in Geographic Information Systems 3 Hours
Applications of Geographic Information Systems (GIS) technologies to applied research in urban and regional planning, geology, environmental modeling, transportation, locational analysis, criminology, public health, and internet GIS.
Prerequisite(s): GEOG 417G and GEOG 419G.

GEOS 580 Seminar Urban Geography 3 Hours
Analysis of problems of American cities.

GEOS 584 Applied Environmental Planning 3 Hours
Analysis and application of advanced topics and results of recent research in environmental and general planning.

GEOS 585 Advanced Studies in Population Geography 3 Hours
Seminar approach to regional and world problems in human population.
Prerequisite(s): Permission of instructor.

GEOS 587 Environmental Law, Regulations, and Policy 3 Hours
An introduction to major environmental legislation for air, water, toxic and hazardous pollutants; and related legislative, administrative, and judicial developments. The course provides a broad overview of legal practices and focuses on specific regulatory programs.

GEOS 590 Experimental Design and Data Analysis 3 Hours
Statistical consideration in experimental design: Covariance, multiple regression, factorial design, incomplete block designs, etc.
Prerequisite(s): Permission of instructor.
Equivalent(s): AGRI 590.

GEOS 595 Geoscience Practicum 3-6 Hours (repeatable max of 6 hrs)
Supervised geoscience practicum experience in a cooperating government or private agency, business, or community.
Prerequisite(s): GEOS 500, GEOS 502 and GEOS 520.

GEOS 599 Thesis Writing and Research 1-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

GEOS 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

German (GERM)

GERM 436G Advanced German Composition and Conversation 3 Hours
Intensive practice in written and spoken German, enabling the student to write letters, reports, essays, and descriptions and to discuss literary, cultural, and political topics.

GERM 435G German Literature 19/20th Century 3 Hours
Major German, Austrian, and Swiss writers of the 19th and 20th centuries, with emphasis on prose and drama.

GERM 436G German Literature of Classic Period 3 Hours
The outstanding works of Goethe, Schiller, and other authors of the late 18th and early 19th centuries.
Prerequisite(s): GERM 314.

GERM 437G German Literature and Film 3 Hours
A study of German film and film adaptations of German literature. Emphasis on textual analysis, special film terminology, theoretical approaches to film, writing about film.

GERM 555 Topics inGermanic Literature and Culture 3 Hours (repeatable max of 6 hrs)
This course will examine different topics of interest in German literary and cultural studies.
Prerequisite(s): Graduate status.

Gerontology (GERO)

GERO 501 Perspectives in Aging 3 Hours
Overview of the fundamental theories, issues and concepts in gerontology. Includes individual and societal aging; and disciplinary perspectives of adaptations and changes to aging.

GERO 503 Policy Foundations of Aging Services 3 Hours
Provides students with knowledge of the policy process and the politics of aging. Focuses on aging policy development and analysis by offering insight into relevant aging issues.

GERO 505 Development and Change of Aging Programs 3 Hours
Prepares students to develop gerontology programs and services for diverse aging populations. Provides students with the knowledge and skills necessary to develop and/or administer services in the field of aging.

GERO 510 Current Issues in Aging 3 Hours (repeatable max of 6 hrs)
Addresses selected topics in aging presented at an advanced level considered key for gerontology professionals.

GERO 581 Global Aging 3 Hours
Provides an understanding of international population aging and explores the problems and solutions encountered in different sociocultural contexts for dealing with challenges and opportunities of aging.

GERO 590 Independent Study in Aging Studies 1-3 Hours (repeatable max of 3 hrs)
Supervised individual study and/or field-based experience in a topic or area of Gerontology of particular interest to the student.

Gifted and Talented Education (GTE)

GTE 536 Nature and Needs of Gifted, Creative, and Talented Students 3 Hours
Terminology, theories, issues and general approaches in educating gifted, creative, and talented young people.

GTE 537 Curriculum, Strategies, and Materials for Gifted Students 3 Hours
The curriculum and the learning environment in meeting the unique and advanced needs of gifted students. Strategies particularly suitable for the gifted.

GTE 538 Practicum for Teachers of Gifted Students 3 Hours
Supervised experiences to integrate the knowledge and skills needed to plan, implement, and evaluate effective learning experiences for gifted, creative, and talented students.
Prerequisite(s): GTE 536, GTE 537, and PSY 432G.

GTE 539 Assessment and Identification of Gifted and Talented Children 3 Hours
Methods and techniques for assessing and identifying children who are gifted and talented.
GTE 540 Developing Creativity and Leadership in Gifted Youth 3 Hours
Theoretical and practical aspects of Creativity and Leadership as related to identification and programming for gifted children and youth. Best practices in helping children and youth develop creativity and leadership. Prerequisite(s): GTE 536.

GTE 636 Issues in Gifted Education and Talent Development 3 Hours
Issues, current problems, and trends in gifted education and talent development. Emphasis on current research and literature.

GTE 637 Seminar in Gifted Education and Talent Development 3 Hours
Current issues and practices in gifted education. Topics will vary. Prerequisite(s): EDEN 500 or equivalent research methods course approved by instructor; GTE 636 or concurrent enrollment.

Health Care Administration (HCA)

HCA 401G Fundamentals of Health Care Financial Management 3 Hours
Basic principles of financial management for health care organizations. Financial ratios applicable to health providers and insurance companies; issues in the healthcare revenue cycle and value chain; recognizing sources of risk in reimbursement; and addressing risk in financial plans.

HCA 459G Global Health Service-Learning Practicum 3-6 Hours (repeatable max of 6 hrs)
Designed to provide students in health professions with a global service-learning experience. Integrates student knowledge and skills with practical applications in a global health context, based on the student career objectives and the health needs of the served communities. Prerequisite(s): Permission of instructor. Grade Mode: Pass/Fail

HCA 520 Statistical Application in Health Care 1 Hour (repeatable max of 3 hrs)
This course covers basic statistical applications in SPSS and MS Excel. Familiarity with personal computers is assumed. Corequisite(s): PH 520.

HCA 530 Independent Investigation in Health Care Administration 1-6 Hours (repeatable max of 6 hrs)
Research problems or projects in the area of health care administration.

HCA 540 Health Care Organization and Management 3 Hours
Organization and management principles, theories and practices in the health care environment. The U.S. health care system, the role of the administrator, facilities operations and evaluation, and health administration research.

HCA 541 Strategic Management & Marketing of Health Services 3 Hours
Marketing principles, theories, and practices in the health care environment. Structured opportunities to study health care marketing literature and to develop skills in marketing plan development.

HCA 542 Health Care Human Resources Administration 3 Hours
Principles and practices of human resource administration in the health care field. The unique characteristics of professional, technical, skilled and unskilled health care workers explored and emphasized.

HCA 543 Health Care Quality and Accountability 3 Hours
Critical knowledge of health care quality and required accountability within the health care industry. The major topics of quality assurance, risk management, utilization management, JCAHO and NCQA standards, Six Sigma, and continuous quality improvement will be discussed. Prerequisite(s): HCA 540.

HCA 544 Healthcare Systems Design and Behavior 3 Hours
Systems approach to effective and efficient management of health services delivery. Application, analysis and evaluation of organizational design and behavior principles to the health care delivery components. Factors such as structure, work design, operations, and performance that affect decision-making are explored.

HCA 545 Managerial Finance for Health Services 3 Hours
Methods of financing the delivery of health services in the U.S. Includes budgetary mechanisms and managerial finance techniques for measuring, monitoring, analyzing, and controlling costs for both the providers and consumers of healthcare services. Prerequisite(s): HCA 540 and BA 505.

HCA 546 Graduate Internship 1-6 Hours (repeatable max of 6 hrs)
Supervised, full-time experience in a facility or in an agency approved by the Department of Public Health. Grade Mode: Pass/Fail

HCA 551 Health Care Jurisprudence 3 Hours
Provides an overview of the American legal system as it relates to the health care industry. Topics include duty owed (patients and organizations), ethics, malpractice, risk management, quality, accountability, rights without obligations (of patients, practitioners, and management), and current trends in health care law.

HCA 555 Healthcare Preparedness and Leadership 3 Hours
Disaster planning, Bioterrorism, other weapons of mass destruction, events, emergency response systems management, federal, state, and local coordinating activities, leadership principles, leadership complexities regarding healthcare professionals, and ethical dilemmas in critical leadership scenarios will be discussed. Prerequisite(s): HCA 540.

HCA 556 Ambulatory Care/Rural Health 3 Hours
Explores operational management techniques related to ambulatory care settings identifying dynamics unique to outpatient settings. Special focus is on rural areas and their diverse management challenges. Prerequisite(s): HCA 540.

HCA 564 Health Systems Informatics 3 Hours

HCA 565 Information Systems Laboratory 1 Hour (repeatable max of 3 hrs)
Management of health care data using MS Excel and MS Access. Basic familiarity with personal computers is assumed.

HCA 571 Managed Care 3 Hours
Overview of managed care and organized delivery systems, including history, organizational structures, financing, cost containment strategies, and policy issues. Prerequisite(s): HCA 540.

HCA 572 Special Topics in Health Services 3 Hours
Survey of current topics within the field of health care administration. This course varies in content from term to term and may require field trips to area organizations.

HCA 574 Decision Making in Health Care 3 Hours
Basic decision models and decision making tools useful for managing uncertainty and solving health care management problems. The course is concerned with a wide variety of applied and theoretical archetypes, as well as modeling and quantitative techniques currently used in health care management. Prerequisite(s): HCA 540.
HIST 402G Colonial History of America to 1776  3 Hours
A study of the founding and development of the colonies, emphasizing political, social, cultural, and economic institutions.

HIST 442G The Age of Jackson, 1815-1850  3 Hours
A detailed study of social, political, and economic events from the War of 1812 through the War with Mexico.

HIST 448G American Biographies  3 Hours
The lives of famous Americans, the times in which they lived, and the skills of their biographers.

HIST 449G Korea and Vietnam  3 Hours
A detailed study of both the Korean and Vietnam conflicts and how they related to the overall foreign policy of the U.S.

HIST 450G Diplomatic History of the US to 1898  3 Hours
An analysis of American diplomacy from the colonial period through the Spanish-American War.

HIST 451G Diplomatic History of the US since 1898  3 Hours
An analysis of American diplomacy from the Spanish-American War to the present.

HIST 460G Traditional East Asia  3 Hours
A study of the political, socioeconomic, intellectual, and cultural history of China and Japan to 1600.

HIST 462G History of the Middle East  3 Hours
A study of the history, religion, and culture of the Middle East from the rise of Islam until the present.

HIST 464G Latin America and the United States  3 Hours
An intensive study of the relations between Latin America and the United States.
HIST 531  A Cultural History of Alcohol  3 Hours
An examination of the role that alcohol plays in historical development among various world cultures over time. Instructor may choose to focus on a specific region and/or time period.

HIST 535  Historiography  3 Hours
A survey of historical writing from ancient times to the present, with emphasis on European and American historians of the nineteenth and twentieth centuries.

HIST 540  Colonial North America to 1763  3 Hours
The background, founding, and development of the North American colonies, emphasizing political, social, cultural, and economic institutions.

HIST 541  The American Revolution and Early Republic 1763-1815  3 Hours
A study of the origins, progress, and immediate aftereffects of the American Revolution from the Crisis of the 1760s through the War of 1812, including local, regional, and global contexts.

HIST 543  Civil War and Reconstruction, 1850-1877  3 Hours
A study of the origins of the war, including an analysis of the military, social, cultural, and diplomatic events, as well as the significant developments of Reconstruction. Occasional field trips to Civil War sites.

HIST 544  Gilded Age America  3 Hours
A study of American history and culture from the end of the Reconstruction to the early twentieth century, emphasizing social, political, cultural, and regional development.

HIST 545  American Legal History to 1865  3 Hours

HIST 546  American Legal History Since 1865  3 Hours

HIST 547  History of American Popular Culture  3 Hours
Introduction to the central role popular culture has played in the United States history and consciousness from the nineteenth century to the present.
Prerequisite(s): Graduate student status.

HIST 552  American Urban History  3 Hours
The rise of the city from colonial times to the present, focusing on the economic base of urban expansion, the social and cultural scene, the pattern of urban politics, urban services, municipal administration, and the image of the city in popular thought.

HIST 553  American Women's History  3 Hours
Social, cultural, and political history of American women from pre-colonial times to the present.

HIST 554  Discovery and Interpretation of Local History  3 Hours
Materials, methodology and techniques employed in local history research and its integration with other fields.

HIST 556  Kentucky History  3 Hours
A study of the political, economic, social, and cultural development of the state from pioneer days. Local development is also stressed.

HIST 557  The Old South  3 Hours
This course analyzes intellectual, cultural, political, economic, and racial ideologies of the American south, focusing on the period between 1800 and 1860.

HIST 558  The New South  3 Hours
This course analyzes intellectual, cultural, political, economic, and racial ideologies of the American south from the civil war until the end of the twentieth century.

HIST 559  Immigrants in American History  3 Hours
No course description is available

HIST 563  The Atlantic World  3 Hours
A study of the areas touched by the Atlantic Ocean in the period from the 1300's through the early 1900's, focusing on the intersections of African, Native American, and European cultures.

HIST 569  Cooperative Education in History  3 Hours (repeatable max of 6 hrs)
Practical experience in a supervised work situation with a cooperating library, museum, archives, or other appropriate historical organization.

HIST 574  History of Religion in America  3 Hours
Survey of the development of religion in America. Among topics: separation of church and state and American civil religion.

HIST 581  The Rise and Fall of the Confederacy  3 Hours
An overview of the Confederate States of America. Topics covered will include nationalism, race, politics, religion, and leadership.

HIST 590  Advanced Individual Study  3 Hours (repeatable max of 6 hrs)
A research problem or intensive readings directed by a faculty member.
Prerequisite(s): 3.0 average in at least 9 hours at the graduate level.

HIST 599  Thesis Research/Writing  1-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

HIST 600  Maintain Matriculation  1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

HIST 605  Seminar in Ancient History  3 Hours (repeatable max of 6 hrs)
A seminar that focuses on the historical developments in and cultural achievements of Ancient Greece or Ancient Rome.

HIST 606  Seminar in European History  3 Hours (repeatable max of 6 hrs)
Graduate seminar in such diverse areas as the Middle Ages, Renaissance, Reformation, and Nazi Germany.

HIST 609  Seminar in Early Modern Europe, 1350-1750  3 Hours (repeatable max of 6 hrs)
Selected thematic and geographically focused topics on political, social and cultural developments of Early Modern Europe.

HIST 611  Seminar in Urban History  3 Hours
Rotating-topic seminar explores major themes, theoretical approaches, and scholarly literature in urban history.

HIST 612  Seminar in Modern Europe, 1750-Present  3 Hours (repeatable max of 6 hrs)
Selected thematic and geographically focused topics on political, social, and cultural developments in Modern Europe.

HIST 615  Seminar in Non-Western History  3 Hours (repeatable max of 6 hrs)
Seminar on a selected topic or area of the non-Western world, including China, Japan, Middle East, Africa and Latin America.

HIST 619  Seminar in US Diplomatic Relations  3 Hours (repeatable max of 6 hrs)
A study of issues, problems, and accomplishments in American foreign relations during the twentieth century.

HIST 622  Seminar in American Borderlands and the West  3 Hours (repeatable max of 6 hrs)
A study of American borderlands and/or the regional West with a concentration on social, cultural, and political developments.

HIST 630  Seminar in US History  3 Hours (repeatable max of 6 hrs)
Graduate seminar in such diverse areas as Colonial America, the Federalist era, the Slavery Controversy, the U.S. since 1945.
HIST 631  Seminar in Kentucky History  3 Hours  
A study of political, economic, social, and cultural developments in Kentucky from pioneer days to the present.

HIST 641  Readings in American History  3 Hours (repeatable max of 6 hrs)  
A broad survey of readings designed to acquaint students with current historiographical trends, and place those trends in the context of the field. May cover various time periods.

HIST 644  Readings in European History  3 Hours (repeatable max of 6 hrs)  
A broad survey of readings designed to acquaint students with current trends in European historiography. May cover various time periods.

Horticulture (HORT)

HORT 401G  Landscape Plants II  2 Hours  
Identification, recognition and use of landscape plants; with emphasis on evergreens, annuals, perennials and bulbs, winter effect and flowering sequence of deciduous trees and shrubs will be included.  
Corequisite(s): HORT 402G.  
Prerequisite(s): HORT 401G.

HORT 402G  Landscape Plants II Lab  1 Hour  
A laboratory course correlated with HORT 401G.  
Corequisite(s): HORT 401G.  
Prerequisite(s): HORT 402G or permission of instructor.

HORT 403G  Landscape Design and Construction  2 Hours  
Design of residential and commercial landscapes; techniques and materials for construction of landscape features such as decks, patio covers, walls, patios, pools and irrigation are presented.  
Corequisite(s): HORT 404G.  
Prerequisite(s): HORT 402G or permission of instructor.

HORT 404G  Landscape Design and Construction Lab  1 Hour  
A laboratory course correlated with HORT 403G.  
Corequisite(s): HORT 403G.

HORT 405G  Nursery Management  2 Hours  
Developing, planning, planting, and maintaining a modern plant nursery of container and field grown stocks of trees, shrubs, and ground covers. An introduction to the organization and management of a landscape plant nursery for container and field grown stock. Students will design and plan a working nursery for south central Kentucky.  
Corequisite(s): HORT 406G.  
Prerequisite(s): AGRO 110.

HORT 406G  Nursery Management Lab  1 Hour  
A laboratory course correlated with HORT 405G.  
Corequisite(s): HORT 405G.

HORT 407G  Plant Propagation  2 Hours  
Plant propagation is studied and practiced as an art and a science. Sexual and asexual techniques include propagation by seed, cuttings, grafting, layering, division and tissue culture.  
Corequisite(s): HORT 408G.  
Prerequisite(s): AGRO 110.

HORT 408G  Plant Propagation Lab  1 Hour  
A laboratory course correlated with HORT 407G.  
Corequisite(s): HORT 407G.

HORT 412G  Modern Fruit Production  3 Hours  
Production, harvesting, post-harvest handling, and marketing of the major tree and small fruits of the temperate region. Emphasis is given to those crops adaptable to Kentucky.  
Prerequisite(s): AGRO 110.

HORT 419G  Vegetable Production  3 Hours  
Production of vegetables that are particularly suited for Kentucky, considering variety selection, culture, harvesting, processing, and marketing.  
Prerequisite(s): AGRO 110 or permission of instructor.

HORT 426G  Viticulture  3 Hours  
An introductory study of grape culture including morphology and growth habit, geographical distribution, dormant pruning techniques, canopy management, management of grapevine pests, and vineyard establishment/maintenance.  
Prerequisite(s): AGRO 110 and AGRO 350 or permission of instructor.

HORT 475G  Selected Topics Horticulture  1-3 Hours (repeatable max of 6 hrs)  
Special topics acquaint advanced undergraduate students with scientific developments of current interest in agriculture. Appropriate topic titles are assigned. Lecture and assignments vary with credit.  
Prerequisite(s): Consent of instructor.

HORT 675  Advanced Topics in Horticulture  1-3 Hours  
No course description is available.

Hospitality Mgt/Dietetics (HMD)

HMD 581  Professional Preparation for a Dietetic Internship  1 Hour  
An intensive preparation which includes assessment of student competency, rules of conduct, review of principles of clinical nutrition, food service management, and community nutrition. Field trips at student expense.  
Prerequisite(s): Admission to the Dietetic Practice Graduate Certificate Program.

HMD 583  Foodservice Systems Management  3 Hours  
Combined didactic and supervised practice course that focuses on foodservice systems management in a functional setting. Students will utilize analytical and decision-making skills for designing foodservice management systems and for solving management and operational problems at approved training sites.

HMD 584  Community Nutrition  3 Hours  
Combined didactic and supervised practice course in community nutrition. Special attention is given to the assessment, planning, intervention, and evaluation of programs targeted to populations with high nutritional risk and diverse backgrounds.  
Prerequisite(s): Consent of instructor.

HMD 586  Medical Nutrition Therapy in Practice  3 Hours  
Combined didactic and supervised practice course that focuses on patient care in health care facilities. Assessment and management of nutritional problems encountered in patients in acute and chronic care settings will be emphasized using the nutrition care process.  
Prerequisite(s): Admission to the Dietetic Practice Graduate Certificate Program.

HMD 587  Seminar in Concepts and Methods of Dietetic Practice  2 Hours  
Capstone seminar including discussions, didactic practice and presentations in the field of dietetics.  
Prerequisite(s): Admission to the Dietetic Practice Graduate Certificate Program.

Industrial Technology (IT)

IT 510  Investigations in Industrial Technology  3 Hours  
Individual research under the direction of a graduate faculty member.
Instructional Design (ID)

ID 560  Instructional Design Foundations  3 Hours
Systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field; Adapt and apply the process in a flexible and innovative manner.

ID 570  Systematic Instructional Design  3 Hours
Systematic instructional design procedures to design, produce, and evaluate a unit of instruction.
Prerequisite(s): ID 560 or instructor permission.

ID 572  Improvement Analysis in the Workplace  3 Hours
Foundational information and activities to develop the skills necessary to be successful in completing performance systems analysis in a variety of workplace settings.
Prerequisite(s): ID 570 or Instructor permission.

ID 575  Special Topics in Instructional Design  1-6 Hours (repeatable max of 6 hrs)
An in-depth examination of a topic of current interest and relevance to instructional design professionals.
Prerequisite(s): ID 570 and permission of instructor.

ID 577  Management of Instructional Systems  3 Hours
Management of all phases of instructional development projects, including planning, team selection and building, scheduling, budgeting, monitoring, and evaluating. Emphasizes practical skill development and the use of management tools and systems.
Prerequisite(s): ID 570 or approval of instructor.

ID 583  Training Design and Development  3 Hours
Production of training materials in a variety of settings. Design, develop and conduct formative evaluation of a training session for an external client.
Prerequisite(s): ID 570 or instructor approval.

ID 585  Distance Education Opportunities and Challenges  3 Hours
Critical concepts, issues, technologies, and models of distance education. Explores the design and technologies of quality interactive education at a distance.

ID 587  Trends and Issues in Instructional Design  3 Hours
History of instructional design; major contributors, ID theorists, issues and trends likely to impact the field, and professional organizations.

ID 588  Multimedia Design  3 Hours
Application of multimedia design principles in educational and training settings. Students will design and develop a multimedia instructional or training module for business and industry, government, military, P-12, and higher educational institutions.
Prerequisite(s): ID 560 and ID 570 or instructor approval.

ID 590  Practicum in Instructional Design  1-6 Hours (repeatable max of 6 hrs)
Supervised, field-based, practical experience for students within the ID program.
Prerequisite(s): ID 570 and instructor permission.

ID 595  Internship in Instructional Design  3 Hours
Supervised, field-based internship under an appropriate field-based supervisor and faculty member in an approved setting. Development and application of an authentic professional quality product and professional portfolio will be the capstone project.
Prerequisite(s): Completion of all of the required courses and at least 24 semester hours of program course work admission to candidacy approved; and instructor permission.

Interdisc. Early Childhood Ed. (IECE)

IECE 423G  Interdisciplinary Services for Young Children with Low Incidence Disabilities  3 Hours
Characteristics of children birth through five years with low incidence disabilities (e.g. autism, sensory impairments, physical impairments), as well as assessment and instructional strategies. The role of the transdisciplinary team, including family members, in providing services will be emphasized. Field experience is required; students are responsible for their own transportation.
Prerequisite(s): Instructor permission.

IECE 520  Organizing Programs for Early Childhood Special Education  3 Hours
Rationale for IECE (B-5), service delivery options, teaming issues, and atypical development specific to sensory, physical and cognitive disabilities. Thirty clock hours field experiences required.
Prerequisite(s): Admission to IECE Master of Arts in Education or Planned Sixth Year programs; or instructor's permission.

IECE 521  Assessment in Early Childhood Special Education  3 Hours
Assessment process specific to children B-5, both with and without disabilities, and their families. Thirty clock hours field experiences required.
Prerequisite(s): IECE 522.

IECE 522  Family-Focused Services  3 Hours
Students apply family systems theory to family assessment, the development of family plans, and the implementation-evaluation of family-centered services. Thirty hours of field experiences are required.
Prerequisite(s): IECE 520.

IECE 523  Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education  3 Hours
Planning, designing, and selecting curricula, including learning environments and instruction, for children birth through kindergarten, both with and without disabilities, and their families. Field experience is required; students are responsible for their own transportation.
Prerequisite(s): IECE 521 and IECE 522.

IECE 524  Internship in Early Childhood Special Education  3 Hours (repeatable max of 6 hrs)
Supervised work with children B-5, both with and without disabilities, and their families.
Prerequisite(s): ELED 509, CD 486G, SPED 523; With the advisor's permission ELED 509 and SPED 523 may be taken concurrently.

IECE 525  Special Topics in Interdisciplinary Early Childhood Education  1-3 Hours (repeatable max of 6 hrs)
In-depth reading, investigation, and discussion of current research, issues, and/or trends in Interdisciplinary Early Childhood Education.
Prerequisite(s): IECE 520 and IECE 521 and IECE 522 or instructor permission.

IECE 526  Special Topics in Interdisciplinary Early Childhood Education  1 Hour (repeatable max of 3 hrs)
Practical application in clinical settings of critical skills for interdisciplinary early childhood educators. Students are responsible for transportation to assigned sites.
Prerequisite(s): IECE 522 and instructor permission.

IECE 530  Advanced IECE Curriculum Development  3 Hours
Advanced curriculum and program development for children birth through 5 years of age in schools, centers, or home settings, including collaboration with families and professionals, continuous assessment, and program evaluation. Field experiences required.
Prerequisite(s): TCFL 500, or admission to the advanced certification program in IECE.
IECE 550  Advanced Early Childhood Assessment  3 Hours
Identification and diagnostic procedures for developmental delay and
at-risk conditions in infants, toddlers, and preschoolers. Continuous
assessment of children’s developmental, instructional, behavioral, and
environmental needs; evaluation of effectiveness of services and family
involvement. Field experience required.
Prerequisite(s): TCHL 500, IECE Certification or admission to the
advanced certification program in IECE.

Interdisciplinary Education (IED)

IED 703  Equity Pedagogy and Issues of Diversity  3 Hours
Issues and effects of diversity in contemporary society. Topics include:
race, gender, ethnicity, class, language differences, and student ability.
Relationship of diversity to preparation, recruitment, instruction, equity
pedagogy, professional development, policy, curriculum, assessment,
achievement gaps and student learning.
Prerequisite(s): Admission to Educational Leadership Doctoral Program
or permission of instructor.

IED 704  Leadership and the Ethics of Teaching  3 Hours
Historical and contemporary perspectives on leadership and the ethics
of teaching, including topics such as power, cultural leadership change,
instructional leadership, and building community.
Prerequisite(s): Admission to Educational Leadership Doctoral Program
or permission of instructor.

Journalism (JOUR)

JOUR 427G  School Journalism  3 Hours
A course designed to meet the state requirements for secondary
certification in journalism. Explores resources available to journalism
teachers and the responsibility of publication advisors.

JOUR 481G  Problems in Mass Communication  3 Hours
Study of contrived and real problems involving research, planning and
implementation.

Kinesiology (KIN)

KIN 501  Research Methods in Kinesiology  3 Hours
An examination of the methods, materials, techniques, and planning
of research studies used and conducted in the various disciplines of
kinesiology. (To be taken in the first term of enrollment.)

KIN 503  Advanced Motor Learning and Control  3 Hours
Theories and principles of learning as they apply to the acquisition of
gross motor skills. Emphasizes the interpretation and practical application
of experimental data.

KIN 504  Advanced Exercise Physiology  3 Hours
A comprehensive study of the acute responses and chronic adaptations
resulting from exercise or other stressors on the physiological function
of the human body. Particular attention will be given to applied learning, as
well as to review and critique current research.

KIN 505  Foundations of Curriculum Construction  3 Hours
Principles, procedures, and criteria for curriculum construction and
revision, course building, and lesson planning.

KIN 508  Adaptive Physical Education  3 Hours
In-depth study of instruction of disabled children in mainstream and/
or special physical education classes. Knowledge and skills necessary
to assess, plan intervention, and instruct mild, moderate, severely/
profoundly disabled children in physical education.

KIN 509  Sport in Multicultural Society  3 Hours
An examination/understanding of the role of sport in America, its impact
on the social structure and the leadership behaviors needed to ensure that
the societal impact of sport is congruent with traditional American
values.

KIN 513  Coaching Theory  3 Hours
The theory and analysis of leadership behavior in interscholastic
athletics with an emphasis on developing leadership knowledge,
personal behavior qualities and job related skills applicable in diverse
interscholastic athletic settings.

KIN 514  Lab Methods in Exercise Physiology  3 Hours
Theory and application of laboratory techniques germane to research in
Exercise Physiology. Includes musculoskeletal, cardiovascular,
metabolic, and human performance testing.

KIN 515  Advanced Measurement and Evaluation  3 Hours
Study and application of assessment tools and statistical techniques
commonly used in kinesiology research. Includes regression modeling,
single and multi-factor analysis of variance, and repeated measures
designs.

KIN 516  Administrative Practice in KRS  3 Hours
Provide useful information and techniques related to the administration of
physical education programs in both school and other settings. Students
will focus on leadership that enhances the organization, management,
planning and implanting programs and facilities.

KIN 518  Advanced Statistics in Kinesiology  3 Hours
Study and application of statistical techniques commonly used in
kinesiology research. Includes regression modeling, single and
multifactor analysis of variance, and repeated measures designs.
Prerequisite(s): Acceptance into Kinesiology graduate program.

KIN 520  Teaching Strategies in Physical Education  3 Hours
Study and application of teaching strategies utilized in the elementary
and secondary physical education setting.

KIN 521  Analysis and Criticism of Professional Literature in
Physical Education  3 Hours
Analysis and critical evaluation of professional literature in the field of
physical education and exercise science.

KIN 522  Advanced Exercise Testing and Prescription  3 Hours
Focuses on the use of exercise in the treatment and diagnosis of
various major disease states. Provides the student with an advanced
understanding of electrocardiogram (ECG) monitoring, interpretation,
graded exercise testing, blood pressure measurement, interviewing skills,
screening, risk stratification, and pharmacology. Emphasizes exercise
prescription for clinical populations, such as those with endocrinological/
metabolic disorders, cardiovascular disease, respiratory disease, and
neuromuscular disorders.

KIN 523  Seminar in Exercise Physiology  3 Hours
Advanced study of contemporary knowledge and current professional
research centering on various selected topics to the field of exercise
science.

KIN 524  Applied Biomechanics  3 Hours
Advanced study of the mechanical, neuromuscular, and anatomical
bases of human movement.

KIN 525  Fitness Management  3 Hours
The course will provide content addressing the current industry standards
and guidelines for operating private, corporate and clinical fitness facilities
and fitness management scenarios and case studies will be used to apply
the course content to the field setting.
Prerequisite(s): Admission in the MS in Kinesiology or permission of
instructor.

KIN 528  Dynamics of Injury Management  3 Hours
Integrates the knowledge, skills and values that Certified Athletic
Trainers must possess to evaluate and treat athletic injuries and refer to
appropriate medical personnel.
Prerequisite(s): Admission to Athletic Training Concentration or
permission of instructor.
KIN 530 Independent Investigation in Kinesiology 1-3 Hours (repeatable max of 3 hrs) 
Research problems or projects in the scientific, organizational, administrative, or supervisory areas of kinesiology.

KIN 596 Practicum in Exercise Physiology 3 Hours 
Work and/or laboratory experience in Exercise Physiology practical settings in progression towards completion of the graduate program. Liability insurance is required.

KIN 598 Capstone Research Experience in Exercise Physiology 1-6 Hours (repeatable max of 6 hrs) 
Designed for non-thesis students in the Master's Program in Kinesiology to gain appropriate research experience prior to completing the program. Taken in the final semester of the program. 
Prerequisite(s): Graduate standing, admission to Master's program in Kinesiology.

KIN 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs) 
The master's thesis is to be directed by a member of the Graduate Faculty of the Department. (Each semester) 
Grade Mode: Pass/Fail

KIN 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs) 
Continued enrollment for thesis completion. 
Grade Mode: Non-graded

Leadership Studies (LEAD)

LEAD 500 Effective Leadership Studies 3 Hours 
An in-depth investigation of the basics of effective leadership including current and historical leadership theories. Assessment of leadership styles will be a key component. 
Prerequisite(s): Graduate standing or graduate application and completion of the admission process for Graduate Certificate in Leadership Studies.

LEAD 525 Leadership Ethics 3 Hours 
Study of contemporary ethical issues facing leaders with an emphasis on examining and analyzing ethical issues for sound solutions. 
Prerequisite(s): Graduate standing.

LEAD 540 Leading Teams 3 Hours 
Study of issues impacting team leaders and members; emphasis on examining and analyzing solutions for effective team leadership. 
Prerequisite(s): Graduate standing or instructor's permission.

LEAD 550 Leadership in Global Context 3 Hours 
Study and analysis of cultural impacts on successful leadership in various global areas. Focus on cultural theories and models that influence leadership across contexts. 
Prerequisite(s): Graduate standing or instructor's permission.

LEAD 560 Applied Research Methods in Organizational Leadership 3 Hours 
This course examines applied research methods used to develop solutions to questions and issues faced by leaders in organizations. 

LEAD 575 Leadership Special Topics 3 Hours (repeatable max of 6 hrs) 
Applications of leadership theories and methodologies in selected fields, including the sciences, engineering, urban planning, the arts, public health, education, and business, and for study abroad programs. 
Prerequisite(s): LEAD 500.

LEAD 597 Capstone in Leadership Studies 3 Hours 
Course is designed for individual student analysis of a topic of interest relative to contemporary organizations. Project will be comprehensive and multidisciplinary in approach, thereby requiring integration of concepts from various disciplines included in the program. 
Grade Mode: Pass/Fail

LEAD 598 Independent Study in Organizational Leadership 1-6 Hours (repeatable max of 6 hrs) 
Individual research, literature review or professional development project in a specific area of leadership, in close cooperation with supervising faculty. 
Prerequisite(s): Permission of Instructor.

LEAD 600 Capstone in Leadership Experience 1-6 Hours (repeatable max of 6 hrs) 
An opportunity to synthesize applied leadership principles at the graduate level and apply them in real-life settings. Students will demonstrate leadership abilities over extended periods of time in challenging contexts that allow for advanced problem solving. 
Prerequisite(s): After completion of all other courses approved for the Graduate Certificate in Leadership Studies or concurrent with the last course needed for fulfillment of the certificate. 
Grade Mode: Pass/Fail

Library Media Education (LME)

LME 407G Literature/Young Adults 3 Hours 
Selection and evaluation of materials, reading guidance, and programming for young people, adolescence through young adult.

LME 409G Selected Topics 1-3 Hours (repeatable max of 6 hrs) 
Problematic study of a selected topic under the direction of a faculty member. A formal research paper or annotated bibliography is required. 
Prerequisite(s): Permission of supervising faculty member.

LME 410G Storytelling 3 Hours 
Storytelling literature, story selection and sources. Practice in oral communication.

LME 411G Creative Media Experiences for Children 3 Hours 
Methods and procedures for developing creativity in children. The design and evaluation of materials and activities in a variety of media formats for school and library settings. Includes program development.

LME 445G Introduction Educational Technology 3 Hours 
Instruction and laboratory experiences in the basic theory and application of educational technology to the design, production, evaluation, and utilization of various communication media formats.

LME 448G Technology Applications in Education 3 Hours 
Uses of technology in education for instruction and instructional management. Emphasis on evaluation and utilization of appropriate software and hardware.

LME 475G Workshop 1-3 Hours 
Workshop classes of variable content focused on library media practice and integration of educational technology.

LME 501 Program Organization and Administration 3 Hours 
Development and administration of the library media program to support the educational goals of the school. Includes school/community needs assessment, program design, implementation of evaluation, budget, and other management areas.

LME 502 Collection Management 3 Hours 
Principles of collection management to meet the needs of the school library media program. Evaluation, selection and acquisition of print, non-print and electronic resources. Examination and development of collection policies and procedures, including acceptable use policies and copyright.

LME 506 Classification and Cataloging 3 Hours 
Classification, descriptive and subject cataloging for print and other media forms. Compliance with national standards including MARC record format.
LME 508 Information Sources and Services 3 Hours
Information sources and services in school library media centers. Evaluation and use of print and electronic general reference sources, including search techniques. Emphasis on reference interview process, information literacy, and development of pathfinders.

LME 509 Investigations in Educational Technology 1-3 Hours (repeatability max of 6 hrs)
The completion of a formal research study in educational technology or the creation of an educational technology prototype under the supervision of a faculty member.

LME 512 Issues in Library Media Education 3 Hours
Types of information centers and their history, state and national accreditation standards, the development of communication and information technologies, the impact of technology on education, and career opportunities. Attention to legal issues like intellectual freedom, censorship, and information access.

LME 516 Advanced Children's Literature 3 Hours
Materials available to meet the needs of children including outstanding authors, illustrators, topical issues, and the reviewing of children's books.

LME 519 Special Topics in Educational Technology 3 Hours (repeatability max of 6 hrs)
Special topics in the field of educational technology.

LME 527 Thematic Approach to Young Adult Literature 3 Hours
Thematic examination of literary genres and non-print media appropriate for young adults, ages 12-18. Includes management and service components for effective young adult literature programs.

LME 535 Survey of Educational Technology Practices 3 Hours
Focus on instructional design and communication models appropriate to effective utilization of multimedia for instruction and training. Application of various multimedia to design, produce, and evaluate instructional/training projects.

LME 537 Principles of Educational Technology Applications 3 Hours
Uses of technology for instruction and instructional management. Emphasis on instructional techniques, evaluation and utilization of appropriate instructional software, productivity tools, and the Internet for various subjects, grade levels, and needs of diverse learners.
Prerequisite(s): LME 535.

LME 545 Educational Technology Production 3 Hours
Product design and production techniques for education and training. Utilization of various software and hardware configurations to produce electronic prototypes.
Prerequisite(s): LME 537.

LME 547 Integration of Educational Technology 3 Hours
Application of principles of instructional design to the integration of technology into education and training programs.
Prerequisite(s): LME 537.

LME 550 Emerging Technology in Education 3 Hours
Survey of new and significant technology developments and integration strategies in education; research on applications and their effectiveness on P-12 pupil learning; application of new technologies to design, produce, and assess P-12 learning.
Prerequisite(s): LME 535 or instructor approval.

LME 589 Field Experience in Library Media Education 3 Hours
Field experience in an appropriate setting under supervision of a certified library media specialist for LME students seeking initial Kentucky teaching certification in school library media at the graduate level.
Prerequisite(s): Permission of the instructor; admission to professional education.

LME 590 Practicum 1-3 Hours
Students seeking initial Kentucky teaching certification at the graduate level must be admitted to Professional Education prior to enrollment. Field-based experience in an appropriate setting under a certified library media specialist or a qualified technology coordinator.
Prerequisite(s): Permission of the instructor; completion of 24 hours of course work including LME 501, LME 512, LME 535, and LME 537; and admission to candidacy.

LME 591 Advanced Practicum in Library Media Education 1 Hour
Students seeking initial Kentucky teaching certification must be admitted to Professional Education prior to enrollment. Field-based experience in an appropriate setting under a certified library media specialist; the course is for students in a certification-only or Rank I program for P-12 School Media Librarian.
Prerequisite(s): LME 501, LME 512, LME 537, and instructor permission.

LME 592 Internship in Library Media Education 3 Hours
Field based experience in an appropriate setting under supervision of a certified library media specialist. For students seeking initial Kentucky teaching certification at the graduate level.
Prerequisite(s): Permission of the instructor; completion of 24 hours of course work including LME 501, LME 512, LME 535, and LME 537; admission to candidacy and admitted to professional education.
Course Fee: $200

LME 599 Thesis Research/Writing 1-6 Hours (repeatability max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

LME 600 Maintain Matriculation 1-6 Hours (repeatability max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

LME 737 Educational Technology Leadership 3 Hours
Emphasis on educational technology leadership, professional development, and instructional management. Topics include equitable access, technology plans, meeting needs of diverse learners with technology, and technology integration strategies.

Literacy (LTCY)

LTCY 500 Fundamentals of Reading and Related Language Arts 3 Hours
A survey of models of the reading process, research on oral and written language development, and significant approaches to reading instruction. Provides instruction for fundamental understanding of the theoretical rationale of the reading and related language arts processes. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.
Prerequisite(s): Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission.

LTCY 501 Reading and Writing for Learning 3 Hours
Instruction in the ways reading and writing are interrelated processes, facilitate learning from print, and woven together to better prepare students for the critical reading, critical thinking, and writing expectations of college and career. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.
Prerequisite(s): Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission.

LTCY 502 Differentiating Literacy Instruction 3 Hours
Exploration of differentiated literacy instruction focusing on modification of instructional content, process, assessment, and student product to meet the needs of all learners. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.
Prerequisite(s): Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission.
LTCY 503  Assessment and Evaluation of Reading and Writing  3 Hours
An introduction to assessment and evaluation of readers and writers. Includes experience in reviewing, matching, and administering assessments. Using data to inform instruction, including formative and summative assessments. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.
Prerequisite(s): Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission.

LTCY 504  Strategy-Based Reading and Writing Intervention  3 Hours
Job-embedded (field work) to design and implement instructional techniques for use with individuals or groups experiencing difficulty with literacy skills. Emphasis on tutorial and small group applications. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.
Prerequisite(s): Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission.

LTCY 505  Job-Embedded Literacy Methods  3 Hours
Job-embedded integration of literacy methods and practices within a community or technical college or other instructor approved educational setting outside P-12 designed to prepare students to provide sound reading assessment and instruction for literacy learners. The course must be completed in the last semester before completion of the Literacy in Post-Secondary Settings Certificate. Students are responsible for own transportation to designated sites.
Prerequisite(s): Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission.

LTCY 510  Methods of Teaching Literacy to Adolescents  3 Hours
Theoretical foundation and current best practices for literacy instruction. Emphasis on literacy lesson and unit planning. Field experiences are required; students are responsible for own transportation.
Prerequisite(s): Admission to an initial certification program in the School of Teacher Education.

LTCY 518  Literacy Learning and Technology  3 Hours
Survey of use of technology to promote the development of reading, writing, and teaching and learning via electronic formats. Topics include integration of technology into literacy instruction that supports diverse literacy learners and designing appropriate reading and language arts technology-based projects for literacy learners.
Prerequisite(s): Admission to the MAE in Literacy Education program or permission of instructor.

LTCY 519  Foundations Reading Instruction  3 Hours
Analysis of the reading process with emphasis on the psychological and physiological foundations of the reading act.

LTCY 520  Clinical Diagnosis of Reading Variability  3 Hours
The nature and causes of reading disabilities and investigation of general and specific principles and approaches to diagnosis. Actual case studies using both group and individual tests in diagnosis.
Prerequisite(s): LTCY 519 and admission to the MAE/Literacy Program, or instructor permission.

LTCY 521  Reading Intervention  3 Hours
Instructional techniques for use with individuals or groups involved in remedial reading instruction; materials and procedures; clinical experiences with remedial students.
Prerequisite(s): LTCY 520 and admission to the MAE/Literacy Program.

LTCY 522  Investigations in Reading  1-3 Hours (repeatable max of 3 hrs)
Individual investigation of the research and descriptive literature in the field of reading.
Prerequisite(s): LTCY 528 and admission to the MAE/Literacy Program.

LTCY 523  Diagnostic Reading Procedures for Classroom Teachers  3 Hours
Emphasizes practical methods of reading appraisal, diagnostic procedures, and materials essential for developing teaching strategies in reading instruction.
Prerequisite(s): LTCY 519 or instructor permission.

LTCY 524  Content Area Literacy  3 Hours
Reading and study skills strategies and techniques to increase student achievement in content-area classes.
Prerequisite(s): LTCY 519 or instructor permission.

LTCY 527  Literacy Learning and Cultural Differences  3 Hours
Introduction to social factors, cultural factors, and aspects of language that affect teaching and learning of literacy, particularly in reading, writing, and the language arts; application of multicultural perspectives to curriculum development and classroom literacy practices.
Prerequisite(s): LTCY 519 or instructor permission.

LTCY 528  Literacy Research Methods and Evaluation  3 Hours
Investigation and critical analysis of literacy research and theory, and completion of literacy related-research project.
Prerequisite(s): LTCY 519 and admission to the MAE/Literacy Program.

LTCY 599  Thesis Research and Writing  3-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

LTCY 600  Maintain Matriculation  1 Hour (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

LTCY 624  Seminar in Literacy Issues and Trends  3 Hours (repeatable max of 9 hrs)
Study of literacy research focusing on issues and trends within the discipline of literacy education. No more than 6 hours may be counted toward the MAE-Literacy Education program.
Prerequisite(s): LTCY 519 or instructor permission.

LTCY 695  Internship in Literacy Supervision  3 Hours (repeatable max of 6 hrs)
In-depth practice of the process for supervising reading professionals in assessing and researching reading problems (first semester) and developing clinical interventions (second semester).
Prerequisite(s): LTCY 521 and instructor permission.

Management (MGT)

MGT 570  Business Government Law  3 Hours
Development, implementation, and impact of major public policies toward business. Includes antitrust, consumer protection, conservation and environmental control, etc.

Marketing (MKT)

MKT 529  Independent Study in Marketing  1-3 Hours
Supervised independent study of a topic or problem culminating in a scholarly paper or problem solving report.

Mathematics (MATH)

MATH 403G  Geometry for Elementary and Middle School Teachers  3 Hours
Both formal and informal methods are used to explain the basic concepts of Euclidean geometry. Emphasis is given to the investigative approach, organizational skills, and problem solving. (Not applicable for the M.S. degree in Mathematics or the M.A.E. degree in Secondary Education.)
Prerequisite(s): MATH 205 and MATH 206 with a grade of C or better OR permission of instructor based on mathematical background and experience.
MATH 405G Numerical Analysis I 3 Hours
Computer arithmetic, roots of equations, polynomial approximation and interpolation, numerical differentiation and integration. Computer solutions of problems will be required.
Prerequisite(s): MATH 237 or MATH 307 or MATH 310; and CS 180 or CS 146 or permission of instructor.
Equivalent(s): CS 405G.

MATH 406G Numerical Analysis II 3 Hours
The solution of linear systems by direct and iterative methods, matrix inversion, the calculation of eigenvalues and eigenvectors of matrices. Initial and boundary value problems in ordinary differential equations. Computer solution of problems will be required.
Prerequisite(s): MATH 237, MATH 307 and MATH 331; and either MATH 405 or CS 405.

MATH 409G History of Mathematics 3 Hours
History of mathematics from ancient times through the development of calculus with emphasis on famous problems. Provides knowledge and appreciation useful in the classroom. Term papers will be required. (Not applicable to the M.S. degree in Mathematics.)
Prerequisite(s): Graduate standing with at least 6 hours of undergraduate mathematics or permission of instructor.

MATH 411G Problem Solving for Elementary and Middle School Teachers 3 Hours
Integrates concepts developed in algebra, geometry, logic, statistics, probability, and elementary number theory. Students are encouraged to use problem-solving strategies, models, and technologies, and to create problems of their own. (Not applicable to the M.S. degree in Mathematics or the M.A.E. in Secondary Education.)
Prerequisite(s): MATH 205, MATH 206, and MATH 308 with a grade of C or better, OR permission of instructor based on mathematical background and experience.

MATH 413G Algebra and Technology for Middle Grades Teachers 3 Hours
The use of graphing calculators and computer software to explore algebraic ideas including patterns, functions, equations, inequalities, linear programming, curve fitting, and practical applications of algebra and technology. (Not applicable to the M.S. degree in Mathematics or the M.A.E. degree in Secondary Education.)
Prerequisite(s): MATH 117 or MATH 136 with a grade of C or better, OR permission of instructor based on mathematical background and experience.

MATH 415G Algebra and Number Theory 3 Hours
Survey of modern algebra and number theory. Includes number systems, divisibility, congruences, groups and their application to number theory.
Prerequisite(s): MATH 315 or MATH 317.

MATH 417G Algebraic Systems 3 Hours
The theory of finite groups and related algebraic systems. Lagrange's Theorem, Sylow Theorems, and the structure of finite groups are studied. Applications of group theory to the study of algebraic problems and symmetry.
Prerequisite(s): MATH 317.

MATH 421G Problem Solving for Secondary Teachers 3 Hours
Utilizes various techniques and technology to solve mathematical problems. Integrates concepts from algebra, geometry, trigonometry, probability, statistics, number theory, discrete mathematics, linear algebra, and calculus. (Not applicable to the M.S. degree in mathematics.)
Prerequisite(s): MATH 307 and MATH 310; MATH 382 and MATH 323, or permission of instructor.

MATH 423G Geometry II 3 Hours
An axiomatic development of plane hyperbolic geometry which presupposes a development of absolute geometry.
Prerequisite(s): MATH 323.

MATH 429G Probability/Statistics II 3 Hours
Multivariate probability distributions; sampling distributions, statistical inference; point and interval estimation, properties of estimators; hypothesis testing; regression and correlation; analysis of variance; non-parametric methods.
Prerequisite(s): MATH 237, MATH 382.

MATH 431G Intermediate Analysis I 3 Hours
Topics in analysis chosen from inverse and implicit function theorems, differentiation, integration, infinite series, series of functions, and introductory functional analysis.
Prerequisite(s): MATH 337 with a grade of C or better.

MATH 435G Partial Differential Equations 3 Hours
Equations of first and second order; elliptic, hyperbolic and parabolic equations of mathematical physics using separation of variables and Fourier series.
Prerequisite(s): MATH 237, MATH 307, and MATH 331.

MATH 439G Topology I 3 Hours
Introduction to topology including topics selected from: topological spaces, mappings, homeomorphisms, metric spaces, surfaces, knots, manifolds, separation properties, compactness and connectedness.
Prerequisite(s): MATH 317 or permission of instructor.

MATH 450G Complex Variables 3 Hours
Complex number plane, analytic functions of a complex variable, integration, power series, calculus of residues, conformal representation, applications of analytic function theory.
Prerequisite(s): MATH 237.

MATH 470G Introduction to Operations Research 3 Hours
Principles and techniques of operations research including linear programming, integer programming, quality theory, sensitivity analysis, and dynamic programming.
Prerequisite(s): MATH 237 and MATH 307 or permission of instructor.

MATH 482G Probability & Statistics II 3 Hours
Multivariate probability distributions; sampling distributions, statistical inference; point and interval estimation, properties of estimators; hypothesis testing; regression and correlation; analysis of variance; non-parametric methods.
Prerequisite(s): MATH 237, MATH 382.

MATH 500 Readings in Mathematics 1-3 Hours (repeatable max of 6 hrs)
Students read and present papers that have appeared in (or have been accepted by) mathematical journals. Topics covered are determined by areas of interest.
Prerequisite(s): Undergraduate major in mathematics.

MATH 501 Introduction to Probability and Statistics I 3 Hours
Interpreting and analyzing univariate and bivariate data; probability and sampling distributions; simulation. (Not applicable to the M.S. degree in Mathematics.)
Prerequisite(s): Admission to the Master of Arts in Mathematics program or permission of instructor.

MATH 502 Introduction to Probability and Statistics II 3 Hours
Review of linear algebra, Markov chains, decision theory, linear programming and game theory.
Prerequisite(s): MATH 183 or MATH 382 or MATH 501; or permission of instructor.

MATH 503 Introduction to Analysis 3 Hours
Examination of selected topics in elementary calculus including sequences, series, limits, continuity, the derivative, and the Riemann integral. Introductory material includes logic, set theory, and functions.
Prerequisite(s): Admission to the Master of Arts in Mathematics program or permission of instructor.
MATH 504 Application of Technology to Problems in Mathematics 3 Hours
Integration of technology to solve problems in areas of mathematics including calculus, applied statistics, probability, geometry, and algebra. (Not applicable to the M.S. degree in Mathematics.)
Prerequisite(s): Admission to the Master of Arts in Mathematics Program or permission of instructor.

MATH 506 Mathematical Applications for Middle Grades Teachers 3 Hours
Sets, logic, dimensional analysis, functions and modeling, and discrete mathematics with a focus on real-world applications. Not applicable for MS and MA in Mathematics.
Prerequisite(s): Middle Grades Mathematics Certification or permission of instructor.

MATH 507 Mathematics Concepts for Elementary Teachers 3 Hours
Course intended for graduate students in Elementary Education only. Focuses on mathematics and strategies to effectively teach Kentucky Mathematics Core Content in grades K-5.

MATH 508 Number Concepts for Elementary and Middle Grades Teachers 3 Hours
Mathematical structures of integers and rational numbers; numeration systems; elementary number theory; special sequences and numerical of relationships; applications of fractions, decimals, percents, ratio, proportion, exponents, and scientific notation. (Not applicable to M.S. degree in Mathematics or M.A.E. degree in Secondary Education.)
Prerequisite(s): MATH 205, MATH 206 and MATH 308 or permission of instructor.

MATH 510 Intermediate Statistics 3 Hours
Extended coverage of experimental design and data collection. Statistical inference including confidence intervals, estimation, tests of significance, comparison of population parameters, and chi-square procedures. (Not applicable to the M.S. degree in Mathematics.)
Prerequisite(s): MATH 501.

MATH 511 Algebra from an Advanced Perspective 3 Hours
Intended for teachers wishing to develop a deeper understanding of high school algebra and calculus. Examines links among different fields of mathematics and connections among high school, mathematics, college mathematics and higher mathematics. (Not applicable to the M.S. degree in Mathematics.)
Prerequisite(s): Admission to the Master of Arts in Mathematics program or permission of instructor.

MATH 512 Geometry from an Advanced Perspective 3 Hours
Intended for teachers wishing to develop a deeper understanding of underlying concepts of geometry. Examines relationships among different fields of mathematics and connections among high school mathematics, college mathematics and higher mathematics. (Not applicable to the M.S. degree in Mathematics.)
Prerequisite(s): MATH 511 with a "C" or better or permission of instructor.

MATH 514 Applications and Modeling for Teachers 3 Hours
Utilizes concepts from many fields of mathematics to explore how high school and college mathematics are used in real world settings. Intended for secondary teachers. (Not applicable to the M.S. degree in Mathematics.)
Prerequisite(s): Mathematics major, mathematics minor, or permission of the instructor.

MATH 517 Topics from Algebra 3 Hours
Theory of rings, fields, and vector spaces. Topics include: polynomial rings, principal ideal domains, unique factorization domains, field extensions, Galois theory.
Prerequisite(s): MATH 417.

MATH 529 Applied Probability 3 Hours
Prerequisite(s): MATH 431 or MATH 237 and permission of instructor.

MATH 531 Advanced Differential Equations 3 Hours
Power series solutions, existence and uniqueness theorems, stability and Liapunov's method, regular singular points, perturbations of periodic solutions.
Prerequisite(s): MATH 331, MATH 431.

MATH 532 Real Analysis 3 Hours
Function spaces, additive set functions, outer measure; measurable functions, integration.
Prerequisite(s): MATH 431 or permission of instructor.

MATH 535 Advanced Applied Mathematics-I 3 Hours
Eigenvalue and boundary value problems, orthogonal expressions in function spaces, classic polynomials, Sturm-Liouville theory, Fourier and Laplace transforms.
Prerequisite(s): MATH 331, MATH 431.

MATH 536 Advanced Applied Mathematics-II 3 Hours
Integral equations, calculus of variations, maximization of linear functionals, maximum gradient method.
Prerequisite(s): MATH 535.

MATH 539 Topology II 3 Hours
Homotopy, homology theory.
Prerequisite(s): MATH 439.

MATH 540 Stochastic Processes 3 Hours
Theory and application of stochastic processes; random walks; Markov chains; Poisson processes; birth and death processes; queues; renewal and branching processes; computer simulations.
Prerequisite(s): MATH 529 or MATH 382, with a grade of C or better, or consent of instructor.

MATH 541 Graph Theory 3 Hours
Introduction to the basic concepts of graph theory. Topics include Eulerian circuits, Hamiltonian cycles, coloring problems and planar graphs.
Prerequisite(s): Undergraduate major in mathematics or permission of instructor.

MATH 542 Advanced Topics in Discrete Mathematics 3 Hours
Combinatorics, ordered sets and lattice theory, modeling with difference equations, discrete calculus, dynamic equations on time scales.
Prerequisite(s): MATH 310 and MATH 317.

MATH 545 Complex Analysis 3 Hours
Analytic continuation, conformal mapping, Riemann surfaces, and univalent functions.
Prerequisite(s): MATH 450.

MATH 547 Topics in Operations Research 3 Hours
Specific area(s) of operations research.
Prerequisite(s): MATH 470, or consent of instructor.

MATH 550 Special Topics in Mathematics 3 Hours (repeatable max of 6 hrs)
No course description is available.
Prerequisite(s): Permission of instructor.

MATH 589 Graduate Seminar: Communicating Mathematics and Technical Writing 3 Hours
This course will familiarize graduate students in mathematics with the many different areas of mathematics and active research topics in the field as well as give them an opportunity to practice effective oral presentation skills. Students will also learn mathematical typesetting with LaTeX.
MATH 599  Thesis/Research  1-6 Hours (repeatable max of 6 hrs)  Thesis research and writing directed by faculty committee.  
Grade Mode: Pass/Fail  
MATH 600  Maintaining Matriculation  1-6 Hours (repeatable max of 6 hrs)  Continued enrollment for thesis completion.  
Grade Mode: Non-graded  

Middle Grades Education (MGE)  
MGE 534  Seminar in Mathematics Education  3 Hours  Covers newer concepts in curriculum and methods of instruction, current research and problems in mathematics education.  
Prerequisite(s): Permission of instructor.  
Equivalent(s): SEC 534.  
MGE 545  Investigations in Classroom Teaching  1-3 Hours (repeatable max of 3 hrs)  Opportunity for middle school teachers to engage in concentrated study of specific problems and/or development of specific skills related to effective classroom instruction.  
MGE 570  Workshop - Workshop in Middle School Education  1-3 Hours (repeatable max of 6 hrs)  Activity-centered on a relevant area of study.  
MGE 571  Middle Grades Curriculum  3 Hours  Examination of programs designed for the young adolescent. Functions, organizations, planning, and evaluation of the curriculum. Includes special curricular areas.  

Modern Languages (MLNG)  
MLNG 410G  Second Language Acquisition  3 Hours  Introduction to principal theories of the acquisition of a second or foreign language. Explores how language learning styles and strategies relate to language acquisition and implications for the classroom.  
MLNG 420G  Multimedia Technologies in Teaching Foreign Languages  3 Hours  Pedagogical and hands-on training for in-service teachers. Students may gain permission of instructor to enroll in a section for a language other than French, German, or Spanish.  
Prerequisite(s): For graduate enrollment: teacher certification in French, German, or Spanish or permission of instructor.  
MLNG 474G  Teaching Foreign Language  3 Hours  Develops skills, procedures and strategies for teaching foreign language in middle and secondary schools. Field experiences in public schools and/or appropriate settings away from campus are required for this course. Students are responsible for arranging their own transportation to designated or assigned sites.  
Corequisite(s): SEC 453.  
MLNG 480G  Topics in Modern Language Cultures and Pedagogy  1-3 Hours (repeatable max of 6 hrs)  Topics in modern language cultures and societies, including literature and the arts, social issues, and current events, as well as aspects of language pedagogy. Students enroll in course sections for the language of their major.  

Music (MUS)  
MUS 500  Theory Seminar  3 Hours  Study and application of analytical techniques as they apply to the formal structure of music.  
MUS 509  Music Curriculum in the Elementary and Middle Schools  3 Hours  Includes advanced study of contemporary elementary music education trends, methodologies, instructional techniques, and materials. Expands contemporary instructional methods.  
MUS 511  Research Methods in Music  3 Hours  The philosophical, historical and experimental research methods in music/music education and their application within 21st century teaching-learning contexts.  
MUS 512  Music Education Workshop  1-3 Hours (repeatable max of 6 hrs)  A variable topic workshop.  
MUS 513  Independent Directed Study/Music Education  3 Hours (repeatable max of 12 hrs)  Research projects in music education.  
MUS 514  Secondary Music Curriculum  3 Hours  Includes advanced study of 21st century music education curriculum, instruction, assessment, and research-based practices applicable for teaching junior and senior high school performing and non-performing courses. Classroom management strategies and use of multiple modes of technology applicable for teaching and assessing music will be addressed.  
MUS 517  Arts/Humanities for P-5 Instruction  3 Hours  Developmentally appropriate dance, drama/theatre, music, and visual art content (structural elements and purposes) and artistic processes (skills inherent within each art form) within the context of humanities (historical periods and multi-cultures), culminating in the design of interdisciplinary arts units for P-5 instruction.  
MUS 518  Advanced Conducting  3 Hours  Course designed to sharpen and enhance skills as an ensemble conductor. Emphasis on specific conducting problems, rehearsal techniques and score study.  
MUS 519  Conducting Seminar  3 Hours (repeatable max of 6 hrs)  A survey of topics and materials related to the analytical and pedagogical aspects of instrumental or choral conducting.  
MUS 520  Advanced Pedagogy  3 Hours  In-depth study and application of pedagogical principles for the applied music teacher in a private studio setting.  
MUS 525  Music and the Human Experience  3 Hours  An investigation and study of the art of music encompassing the historical, philosophical, psychological and sociological tenets of the discipline.  
MUS 530  Music Literature  3 Hours  Investigation of a specialized area not covered in other music literature courses.  
MUS 538  Independent Directed Study/Theory-Literature  3 Hours  Supervised private research culminating in a scholarly paper.  
MUS 540  Choral Union  1 Hour (repeatable max of 4 hrs)  Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are an elective and require advisor approval for music degrees.  
MUS 541  University Choir  1 Hour (repeatable max of 4 hrs)  Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are an elective and require advisor approval for music degrees.  
MUS 544  University Orchestra  1 Hour (repeatable max of 4 hrs)  Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are an elective and require advisor approval for music degrees.
MUS 545 Chamber Singers 1 Hour (repeatable max of 4 hrs)
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are elective and require advisor approval for music degrees.

MUS 547 Marching Band 1 Hour
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are elective and require advisor approval for music degrees.

MUS 548 Band 1 Hour (repeatable max of 4 hrs)
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are elective and require advisor approval for music degrees.

MUS 549 Chamber Music 1 Hour (repeatable max of 4 hrs)
Students enrolled in this course have attained considerable ability as a performer and must audition. This course can include all types of instrumental and choral chamber music literature.

MUS 550 Applied Music Secondary 1 Hour (repeatable max of 4 hrs)
Applied study intended for beginners and requires no audition.

MUS 553 Applied Music Principal 2 Hours (repeatable max of 8 hrs)
Applied study assumes graduate-level proficiency.

MUS 571 Jazz Ensemble 1 Hour (repeatable max of 4 hrs)
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are elective and require advisor approval for music degrees.

MUS 574 Opera Theatre 1 Hour
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are elective and require advisor approval for music degrees.

MUS 625 Graduate Capstone Project 3 Hours
Independent study and preparation for the Graduate Capstone Project in either music education, conducting or pedagogy.
Prerequisite(s): MUS 511 or MUS 518 or MUS 520.

Nursing (NURS)

NURS 415G Complementary Health Care 3 Hours
Selected holistic modes of healing will be explored. Focus will be on history, research findings, theoretical basis and legal implications.

NURS 450G Rural Health and Safety 3 Hours
Students will explore a variety of health and safety issues unique to rural populations. The interdisciplinary team concept will be used throughout the course to foster collaboration that facilitates sharing of the expertise of students and faculty.

NURS 492G Faith Community Nursing 3 Hours
Builds upon practice of community health nursing to develop skills needed to provide nursing care for individuals and groups in faith communities. RNs earn Faith Community Nurse Certificate upon completion.
Prerequisite(s): Senior level BSN or permission of instructor.

NURS 500 Advanced Physiological and Pathophysiological Concepts 4 Hours
Normal physiological and pathophysiological mechanisms of disease are used to explain human responses to potential and actual health problems across the life span as a foundation for clinical practice, decision-making and management.
Prerequisite(s): Admission to graduate nursing program or completion of baccalaureate in nursing.

NURS 501 Nursing, Politics and Health Policy 2 Hours
Focuses on health care economics and policy analysis of current health care problems and issues. Emphasizes the role of the advanced practice nurse in health policy formulation and political action.
Prerequisite(s): Admission to graduate program.

NURS 503 Advanced Health Assessment 2 Hours
Emphasis is on advanced health assessment skills and techniques of interviewing that are utilized by the nurse in a primary or acute care setting. Diagnostic laboratory studies will also be discussed as they relate to the nurse in Advanced Professional Practice.
Prerequisite(s): NURS 506.

NURS 504 Theoretical Foundations of Professional Nursing 3 Hours
This course provides the student with a basis for theory development, analysis of selected conceptual and theoretical frameworks for advanced professional nursing practice, and provides knowledge concerning ANA’s Social Policy Statement, and role socialization in advanced nursing practice. In addition, the concepts of case management and management care will be analyzed as approaches to advanced nursing practice.
Prerequisite(s): Admission to MSN program, NURS 506 or permission of the instructor.
Corequisite(s): NURS 506.

NURS 505 Advanced Health Assessment Clinical 1 Hour
Students will demonstrate advanced health assessment skills and techniques in the clinical setting.
Corequisite(s): NURS 503.
Grade Mode: Pass/Fail
Course Fee: $25

NURS 506 Transition to Advanced Nursing Practice 1 Hour
Focuses on the transition from the professional nursing role to an advanced nursing practice role. Legal, ethical and advanced practice issues are emphasized.
Prerequisite(s): Admission to graduate nursing program.

NURS 507 Advanced Psychiatric Nurse Practitioner Assessment and Clinical Interviewing Techniques 1 Hour
Emphasis is on the advanced psychiatric assessment and techniques of interviewing including health promotion/disease prevention skills utilized by the advanced psychiatric mental health nurse practitioner. The population focus approach utilizes the current Diagnostic and Statistical Manual for diagnosing psychopathology through case studies and experiential exercises. Includes the application of health behavior theories when assessing health promotion and/or maintenance in populations.
Prerequisite(s): NURS 503, NURS 505 and Admission to graduate Psychiatric Mental Health Nurse Practitioner program.

NURS 508 Advanced Issues in Professional Nursing 1 Hour
Analysis and synthesis of content from NURS 501/NURS 506 and new content regarding political, legal, socioeconomic, and technological issues that impact advanced nursing practice.

NURS 509 Practice Management for Advanced Practice Nurses 1 Hour
Focuses on legal and regulatory issues and business skills important to the management of a primary care practice for advanced practice nurses.
Corequisite(s): NURS 554.

NURS 510 Graduate Nursing Research 3 Hours
This course is designed to increase excitement about nursing research and facilitate the search for knowledge through research. A strong conceptual framework linking research with practice, theory, knowledge and philosophy will be stressed.
Prerequisite(s): NURS 504 and Graduate Statistics.
NURS 511 Advanced Psychiatric Nurse Practitioner III 1 Hour
Emphasis is on exploration, discussion, and analysis of current advanced psychiatric-mental health nurse practitioner topics. Includes current practice trends, medicolegal, ethical, business and other issues related to PMHNP practice.
Corequisite(s): NURS 527.
Prerequisite(s): NURS 525 and NURS 526 and Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor.

NURS 512 Research Applications 2 Hours
Includes interpretation, critique and communication of research findings; examine sources and application process for research funding. Written papers, oral presentations and projects required.
Prerequisite(s): Admission to graduate nursing program and completion of NURS 510.

NURS 513 Advanced Pharmacology for Nurse Educators 3 Hours
The advance study of pharmacotherapeutics of select drug groups with implications for patients from across the lifespan. The pharmacokinetics, pharmacogenetics, and pharmacodynamics of drugs are reviewed. Emphasis is on the importance of the nurse educator's role in teaching safe and effective medication management.

NURS 515 Advanced Pharmacology 4 Hours
Pharmacologic applications for primary care practice designed to prepare nurse practitioners for prescribing drugs within their scope of practice. Basic pharmacologic principles and the pharmacologic actions of major drug classes will be discussed in relation to physiologic systems with emphasis on the application of these agents to primary care practice.
Prerequisite(s): Admission to graduate nursing program or completion of baccalaureate program in nursing.

NURS 517 Advanced Applied Pharmacology 3 Hours
The advance study of pharmacotherapeutics of select drug groups with implications for patients from across the lifespan. The pharmacokinetics, pharmacogenetics, and pharmacodynamics of drugs are reviewed. Emphasis is on the importance of the nurse educator's role in teaching safe and effective medication management.

NURS 518 Clinical Teaching in Nursing 3 Hours
Essentials of clinical nursing instruction, including management of clinical experiences, clinical teaching strategies, evaluation of students, and legal/ethical problems encountered in clinical instructions.
Prerequisite(s): Admission to MSN program or permission of instructor.

NURS 519 Advanced Pathophysiology for Nurse Educators 2 Hours
Normal physiological and pathophysiological mechanisms of disease are used to explain human responses to potential and actual health problems across the lifespan as a foundation for the nurse educator to educate nursing students.
Prerequisite(s): Admission to MSN Program or permission of instructor.

NURS 520 Teaching in Schools of Nursing 3 Hours
This course is designed to assist the student to develop skills necessary for teaching nursing. Focus will be on development of the teaching - learning plan, identification of appropriate teaching strategies, development of appropriate evaluation methods, and socialization activities for nursing faculty.
Prerequisite(s): Admission to the MSN Nurse Educator program, DNP program, or permission of instructor.

NURS 521 Statistics in Health Care 3 Hours
Fundamental statistical concepts and techniques addressed include levels of measurement, measurement reliability and validity, and common statistical techniques. The emphasis will be on the application of statistics in health care research to improve clinical outcomes.

NURS 522 Teaching in Schools of Nursing Internship 2 Hours
This course provides the student the opportunity to implement the nurse-faculty role in an academic setting. The student works with a nurse-faculty to gain actual experience teaching nursing and refining techniques learned about the teaching-learning process.
Prerequisite(s): Completion of both NURS 518 and NURS 520.

NURS 523 Adv Psychiatric Nurse Practitioner I: Diag/Mgmt Psych Disorders in Adults and Elderly 3 Hours
Provides the student with opportunities to integrate and apply psychiatric frameworks, theories, and research findings related to common acute and chronic psychiatric disorders among adults and elderly patients. Emphasis is on the developmental issues of adult and elderly patients, psychopharmacological modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment.
Corequisite(s): NURS 524.
Prerequisite(s): NURS 507 AND Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor.

NURS 524 Advanced Psychiatric Nurse Practitioner I: Clinical 2 Hours
During clinical experiences, foundational competencies for advanced psychiatric nursing practice will be addressed and practiced. Students will conduct comprehensive and systematic psychiatric assessments, diagnose common psychiatric illnesses, implement pharmacologic and psychosocial interventions, and evaluate treatment outcomes for adult and elderly patients with mental health problems and psychiatric disorders. A variety of settings across the healthcare continuum will be utilized. Multidisciplinary and interprofessional collaboration, a function of the Psychiatric Mental Health Nurse Practitioner (PMHNP), is integrated into clinical experiences. Course requires 12 hours per week clinical time.
Corequisite(s): NURS 523.
Prerequisite(s): NURS 507 AND Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor.

NURS 525 Adv Psychiatric Nurse Practitioner II: Diag/Mgmt Psych Disorders in Child, Adolescent, Young Adult 3 Hours
Provides the student with opportunities to integrate and apply psychiatric frameworks, theories, and research findings related to common acute and chronic psychiatric disorders among child, adolescent, and young adult patients. Emphasis is on the developmental issues of child, adolescent, and young adult patients, psychopharmacological modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment.
Corequisite(s): NURS 526.
Prerequisite(s): NURS 523, NURS 524 AND Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor.

NURS 526 Advanced Psychiatric Nurse Practitioner II: Clinical 2 Hours
During clinical experiences, foundational competencies for advanced psychiatric nursing practice will be addressed and practiced. Students will conduct comprehensive and systematic psychiatric assessments, diagnose common psychiatric illnesses, implement pharmacologic and psychosocial interventions, and evaluate treatment outcomes for child, adolescent, and your adult patients with mental health problems and psychiatric disorders. A variety of settings across the healthcare continuum will be utilized. Multidisciplinary and interprofessional collaboration, a function of the Psychiatric Mental Health Nurse Practitioner (PMHNP), is integrated into clinical experiences. Course requires 12 hours per week clinical time.
Corequisite(s): NURS 525.
Prerequisite(s): NURS 523, NURS 524 AND Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor.

Grade Mode: Pass/Fail
NURS 547  Advanced Psychiatric Nurse Practitioner III: Internship 5 Hours
This is the culminating clinical experience where students demonstrate theories and roles, along with competencies for advanced psychiatric nursing practice. Students will conduct comprehensive and systematic psychiatric assessments, diagnose common acute and chronic psychiatric illnesses, implement pharmacologic and psychosocial interventions, and evaluate treatment outcomes across the lifespan for patients with mental health problems and psychiatric disorders. A variety of settings across the healthcare continuum will be utilized. Multidisciplinary and interprofessional collaboration, a function of the Psychiatric Mental Health Nurse Practitioner (PMHNP), is integrated into clinical experiences. Course requires 20-25 hours per week clinical time.
Corequisite(s): NURS 511.
Prerequisite(s): NURS 525, NURS 526 AND Admission to the Psychiatric Mental Health Nurse Practitioner program, or permission of instructor.
Grade Mode: Pass/Fail

NURS 528  Leadership and Management in Nursing Administration 3 Hours
Integrates nursing, business and related theory to provide a framework for examination of issues related to efficient and effective administration and management of resources for patient care delivery.
Prerequisite(s): NURS 504, NURS 506, NURS 510, and completion of 3-4 support courses, or permission of instructor.

NURS 530  Nursing Administration Practicum 3 Hours
This course will provide an opportunity to develop advanced nursing administration skills in the management of human resources and analysis of models for the organization of nursing services.
Prerequisite(s): NURS 528.
Grade Mode: Non-graded

NURS 531  Clinical Teaching in Nursing Education 2 Hours
Essentials of clinical nursing instruction, including management of clinical experiences, clinical teaching strategies, evaluation of students, and legal/ethical problems encountered in clinical instructions.
Prerequisite(s): Admission to MSN program or permission of instructor.

NURS 532  Teaching in Nursing: Roles and Professional Issues 2 Hours
Provides an overview of the role of the nurse educator in academic settings. Includes selected topics relevant to successful transition to an academic role such as legal, ethical, and professional issues.
Prerequisite(s): Admission to MSN program or permission of instructor.

NURS 546  Primary Care of the Infant, Child, and Adolescent 3 Hours
Focuses on infant, child, and adolescent health. Emphasis will be on health maintenance, management of common health problems, and health education. The role of the nurse as primary care practitioner in a variety of settings will be examined.
Prerequisite(s): NURS 500, NURS 503, NURS 504.
Corequisite(s): NURS 547.

NURS 547  Primary Care of the Infant, Child and Adolescent Clinical 2 Hours
Focuses on the clinical care of the infant, child, and adolescent health in the primary care setting. Emphasis will be on health maintenance, management of common health problems, and health education.
Prerequisite(s): NURS 500, NURS 503, NURS 504.
Corequisite(s): NURS 546.
Grade Mode: Pass/Fail
Course Fee: $40

NURS 548  Primary Care of the Adult 3 Hours
Focuses on adult health. Emphasis will be on health maintenance, management of common health problems, and health education. The role of the nurse as primary care practitioner in a variety of settings will be examined.
Prerequisite(s): NURS 500, NURS 503, NURS 504.
Corequisite(s): NURS 549.

NURS 549  Primary Care of the Adult Clinical 2 Hours
Focuses on clinical care of the adult. Emphasis will be on health maintenance, management of common health problems, and health education. The role of the nurse as primary care practitioner in a variety of settings will be examined.
Prerequisite(s): NURS 500, NURS 503, NURS 504.
Corequisite(s): NURS 548.
Grade Mode: Pass/Fail
Course Fee: $40

NURS 554  Primary Care Internship 5 Hours
This course is a clinical practicum and the student will focus on children, adolescents, adults and the aged. The role of the nurse as a primary health care provider in a variety of settings will be explored. Minimum of twenty-eight hours per week.
Prerequisite(s): Completion of NURS 546/NURS 547 and NURS 548/NURS 549.
Grade Mode: Pass/Fail
Course Fee: $40

NURS 560  Curriculum Development in Nursing Education 2 Hours
Provides the theory and processes to develop, design, and evaluate nursing curricula and programs. The use of curriculum accreditation standards that guide curriculum development and evaluation is studied to direct nursing faculty in curriculum development. Develops the National League for Nursing (NLN) Core Competencies for Nurse Educators 4: Participate in curriculum design and evaluation of program outcomes.
Prerequisite(s): Admission to the program.

NURS 561  Distance Education & Technology in Nursing 2 Hours
Provides an overview of the basics of technology in nursing education including distance learning and web-based course design and simulation. Includes the theoretical underpinnings as well as suggestions for practical application in the nursing education. Includes skills related to web-based course design and evaluation and use of high-fidelity simulators. Develops the National League for Nursing (NLN) Core Competencies for Nurse Educators I: Facilitate learning: Uses information skillfully to support the teaching-learning process.
Prerequisite(s): Admission to Program or permission of instructor.

NURS 563  Teaching in Healthcare Organizations 2 Hours
Develops skills and competencies specific to the role of the nurse educator in staff development for hospitals and other healthcare organizations. Provides opportunity to build competencies for the staff development professional identified by the American Nurses Credentialing Center (ANCC) as preparation for advanced certification in Nursing Professional Development.
Prerequisite(s): Admission to program or permission of instructor.

NURS 564  Teaching in Healthcare Organizations Practicum 1 Hour
This is a practicum experience to facilitate the nurse educator in developing skills and competencies needed for successful implementation of the roles of the hospital or health care organization education specialist. The nurse works with an experienced preceptor to implement planned learning activities for a total of 60 contact hours. Provides opportunity to build competencies for the staff development professional identified by the American Nurses Credentialing Center (ANCC) as preparation for advanced certification in Nursing Professional Development.
Prerequisite(s): NURS 563 or permission of instructor.
Grade Mode: Pass/Fail
NURS 565 Teaching Strategies in Nursing Education  2 Hours
Builds upon educational theory presented in NURS 504 Advanced Nursing Theory, emphasizing andragogy and issues related to learner diversity. Analyzes teaching strategies and modalities relevant to classroom and clinical teaching in nursing education in structured and unstructured settings.
Prerequisite(s): Admission to MSN program or permission of instructor.

NURS 590 Special Topics in Nursing  1-3 Hours (repeatable max of 6 hrs)
Supervised individual or group study on special topics in nursing.
Prerequisite(s): Permission of instructor.

NURS 591 Special Topics in Nursing  1-6 Hours (repeatable max of 6 hrs)
Individual or group study on special topics in clinical nursing.
Prerequisite(s): Permission of the instructor.
Grade Mode: Pass/Fail

NURS 599 Thesis Research and Writing  1-6 Hours (repeatable max of 6 hrs)
During this course the student will work under the direction of a faculty advisor to complete a thesis.
Prerequisite(s): Admission to graduate nursing program and completion of NURS 510.
Grade Mode: Non-graded

NURS 600 Maintaining Matriculation  1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Prerequisite(s): NURS 510 and NURS 599.
Grade Mode: Non-graded

NURS 601 Orientation to Doctor of Nursing Practice  2 Hours
An immersion experience that introduces the DNP student to program outcomes and policies. DNP roles and responsibilities, and faculty expectations. Laboratory experiences include leadership and self-assessment activities.
Prerequisite(s): Admission to Doctor of Nursing Practice (DNP) program.

NURS 605 Leadership in Nursing Practice  3 Hours
Expands theory related to clinical prevention and population health to improve health outcomes through interdisciplinary collaboration, consultation and management of patient care.
Prerequisite(s): NURS 506, NURS 500, NURS 503.

NURS 606 Advanced Clinical Practice  1 Hour
Designs, coordinates and evaluates patient care outcomes for a patient population.
Prerequisite(s): NURS 605 or may take concurrently.

NURS 620 Biostatistics for Healthcare Professionals  3 Hours
Application of quantitative analysis approaches to evaluation of epidemiological based data using descriptive and inferential statistical methods. Discussion and application to a Healthcare dataset.
Prerequisite(s): PH 520 or equivalent.

NURS 630 Advanced Epidemiology  3 Hours
Integrates epidemiologic principles for decision-making in Healthcare for improved patient and population outcomes. It is intended for DNP and other Healthcare leaders.
Prerequisite(s): NURS 700 and NURS 620 or permission of instructor.

NURS 650 Emergency/Urgent Care I  2 Hours
This course is the first of two didactic courses intended to prepare the NP for beginning practice in emergency department/urgent care settings. Focus is on recognition and management strategies of health deviations, including acute and chronic exacerbation/maintenance of conditions from the lifespan perspective. The patient population is individuals and families who seek care in emergency/urgent care settings. Care is addressed from an interdisciplinary framework and includes legal/ethical factors.
Prerequisite(s): Admission to the Emergency/Urgent Care Certificate Program or permission of instructor.

NURS 651 Emergency/Urgent Care Clinical I  2 Hours
This course is the first of two didactic courses intended to prepare the NP for beginning practice in the emergency department/urgent care settings. Focus is on the application of skills and competencies related to the didactic and theory taught in NURS 650 Emergency/Urgent Care I.
Corequisite(s): NURS 650.
Prerequisite(s): NURS 650 or permission of instructor.

NURS 652 Emergency/Urgent Care II  2 Hours
This course is the second of two didactic courses intended to prepare the NP for beginning practice in emergency department/urgent care settings. Focus is on the application of skills and competencies related to the didactic and theory taught in NURS 652 Emergency/Urgent Care II.
Corequisite(s): NURS 652 or permission of instructor.
Prerequisite(s): NURS 650, NURS 651 or permission of instructor.

NURS 653 Emergency/Urgent Care Clinical II  2 Hours
This course is the second of two clinical courses intended to prepare the NP for beginning practice in the emergency department/urgent care setting. Focus is on the application of skills and competencies related to the didactic and theory taught in NURS 653 Emergency/Urgent Care Clinical II.
Corequisite(s): NURS 653 or permission of instructor.

NURS 662 Assessment and Evaluation in Nursing Education  2 Hours
Assessment and evaluation strategies in nursing education are explored with an emphasis on the test plan design based upon the National Council of Licensing Examination (NCLEX), developing, analyzing, and revising classroom tests and competency validation of clinical nursing skills. Components and processes of program evaluation focuses on the nursing program, curriculum, environment, and university outcomes. Develops the National League for Nursing (NLN) Competencies for Nurse Educators. Competency 3: Use assessment and evaluation strategies and Competency 6: Pursue continuous quality improvement in the nurse educator role.

NURS 700 Healthcare Leadership and Organizational Theory  3 Hours
Synthesizes leadership theory and organizational models within the context of the health care industry. Models of human resource management, change management, strategic planning, program development and implementation will be explored with an emphasis on the DNP's role in complex health care organizations.
Prerequisite(s): PH 520 or equivalent, admission to program or permission of instructor.

NURS 701 Leadership in Health Policy  3 Hours
Critical analysis of current issues in health policy. Develops nursing leadership role to influence health policy and improve the healthcare delivery system and patient outcomes.
Prerequisite(s): Admission to DNP program.

NURS 712 Evidence-Based Practice  3 Hours
Provides students with the knowledge and tools to critique, synthesize and differentiate evidence related to health problems of specific populations. Students will explore evidence-based practices that have been used to address health problems in their areas of interest.
Prerequisite(s): NURS 504 or equivalent, NURS 510 or equivalent, NURS 700, and NURS 620, or permission of instructor.

NURS 714 Economic and Financial Influences in Healthcare Systems  3 Hours
Application and critical appraisal of economic and financial theories in appreciating market dynamics, utilities, incentive structures, and driving and restraining forces in healthcare changes.
Prerequisite(s): NURS 620.
NURS 740 Technology in Healthcare  3 Hours
Focuses on technology as applied to nursing and healthcare. Theory and experiential learning (computer systems, technology) are necessary for utilizing technology and a clinical component is included.
Prerequisite(s): NURS 700 or permission of instructor.

NURS 750 Program Development and Evaluation in Healthcare  3 Hours
Analysis and application of theory related to the evaluation of programs and evidenced-based interventions designed to improve the healthcare of populations in a variety of healthcare settings. Working independently or in a team, the DNP student will assess the quality and cost effectiveness of programs in selected healthcare organizations.
Prerequisite(s): NURS 712.

NURS 755 Quality Improvement in Healthcare  3 Hours
Provides theoretical foundations for application of quality improvement tools and methods to improve process/systems, knowledge to lead quality improvement/patient safety initiatives in healthcare systems.
Prerequisite(s): NURS 712 or consent of instructors.

NURS 765 Institutional Review Board Process in Nursing  1 Hour
Overview of the institutional review board (IRB) process with development of an IRB for the capstone project.
Prerequisite(s): NURS 750 and NURS 755.

NURS 780 Clinical Practicum  3,6 Hours (repeatable max of 6 hrs)
Students will synthesize, integrate, and translate newly acquired knowledge and skills to implement and evaluate a capstone project. Clinical experiences are individually designed within the context of the healthcare system and/or patient population focus of the student's interest. Student must complete a total of six credit hours.
Prerequisite(s): NURS 750, NURS 755, NURS 765.
Grade Mode: Pass/Fail

NURS 800 Maintaining Matriculation  1-3 Hours (repeatable max of 3 hrs)
This course is for Doctor of Nursing Practice (DNP) students who have completed 6 hours of NURS 780 and have not completed their project and/or technical report in the DNP program.
Prerequisite(s): NURS 780.
Grade Mode: Pass/Fail

Philosophy (PHIL)

PHIL 401G Readings in Philosophy  3 Hours (repeatable max of 6 hrs)
An intensive study of selected philosophic classics or readings in a selected area of philosophy.

PHIL 415G Advanced Logic  3 Hours
Advanced topics in First Order Logic, through Quantification Theory with Identity, and topics in the Philosophy of Logics. The course will emphasize Computer Assisted Instruction (CAI) and will use the campus VAX network.
Prerequisite(s): Permission of the Instructor.

PHIL 425G Philosophy and Old Age  3 Hours
Examination of philosophical themes bearing on old age, such as: meaning, memory, selfhood, autonomy, immortality, euthanasia, filial obligation, intergenerational justice, authority, dignity, virtue/vice, beauty.

PHIL 427G Philosophy of Law  3 Hours
A study of theories on the nature and origin of law, basic legal concepts (obligation, right, equality, liberty, justice), legal moralism, church and state, civil disobedience, and other topics.
Prerequisite(s): Graduate student status and one philosophy course or permission of instructor.

PHIL 499G Independent Research in Philosophy  3 Hours (repeatable max of 12 hrs)
Directed study and research in one area of philosophy. The research will culminate in an acceptable thesis.

Physics (PHYS)

PHYS 404G Laboratory Optics  1 Hour
The conclusions and concepts of optics and techniques of experimental optics.
Corequisite(s): PHYS 441G.

PHYS 409G Laboratory Exper Physics/Research Tech  1 Hour
Laboratory techniques in experimental research, includes drawing and fabrication of apparatus, technical photography, and statistical treatment of data.
Prerequisite(s): Two years of college physics.

PHYS 410G Physics for Teachers  3 Hours
A broad study, including laboratory experiences, of the areas of physics relevant to science teaching in grades K-12. For pre-service for in-service teachers who have a minimal physics background. Instruction will be differentiated according to student needs. Applicable toward a major or minor in physics only for those students obtaining teacher certification.

PHYS 431G Radiation Biophysics  4 Hours
The properties of the various forms of radiation and their interactions with, and effects on, living matter. Laboratory offers training in monitoring ionizing radiations and techniques of radioactive isotopes.
Prerequisite(s): PHYS 201-PHYS 202 or PHYS 231-PHYS 232.
Grade Mode: Non-graded

PHYS 440G Electromagnetism I  3 Hours
Introduction to the study of classical electromagnetic fields, including electrostatics.

PHYS 441G Optics  3 Hours
Geometrical and physical optics including wave propagation, refraction, dispersion, diffraction, and polarization.
Corequisite(s): PHYS 404G.
Prerequisite(s): One year of college physics and one year of calculus.

PHYS 445G Electromagnetism II  3 Hours
Study of classical electrodynamics with emphasis on Maxwell's equations, electromagnetic waves, dispersion and radiation.

PHYS 450G Classical Mechanics II  3 Hours
A continuation of PHYS 350. Includes motion in central potentials, dynamics of systems of particles, rigid body motion.

PHYS 465G Geophysics  3 Hours
General and exploration geophysics. Topics include the origin of the earth and the solar system, the earth's interior, gravity and isostasy, seismology, upper atmosphere, continents and ocean basins, etc.
Equivalent(s): GEOl 465G.
Prerequisite(s): GEOL 111 and one year of college physics or permission of the instructor.

PHYS 475G Topics/Physics  1-3 Hours (repeatable max of 6 hrs)
Directed study under the supervision of a faculty member.

PHYS 480G Quantum Mechanics  3 Hours
Fundamental principles of quantum mechanics including the hydrogen and helium atoms, the harmonic oscillator, and the Schroedinger wave equation.
Prerequisite(s): PHYS 320, PHYS 350, PHYS 450.

PHYS 501 Classical Dev in Physics  3 Hours
Physics for junior high and high school teachers covers the discovery of physical laws, the origin of forces, motion, energy, momentum, conservation, principles, wave phenomena, and electromagnetics.
PHYS 502 Modern Develop/Physics  3 Hours
Physics for junior high and high school teachers. Covers atomic structure, the nucleus, elementary particles, probability and uncertainty, and special relativity. Emphasizes the impact of twentieth century discoveries on the foundations of physical law.

PHYS 503 Physics Demonstration  3 Hours
Designed to acquaint the junior high and high school teacher with laboratory equipment and demonstrations for use in secondary education.

PHYS 505 Investigations/Physics  3 Hours
Topics of individual interest relating to the teaching of physics.

PHYS 506 Overview of Homeland Security  1 Hour
Special requirements: Instructor permission required if not enrolled into graduate program in Homeland Security Sciences. A weekly seminar course available as an in-class group discussion, a real-time webcast, or a downloadable PEG file from the departmental website. Seminar speakers from Department of Homeland Security, businesses, and other recognized national and international experts, will provide an overview of the Homeland Security area. To be taken during the first semester of matriculation.

PHYS 510 Methods in Math Physics  3 Hours
No course description is available

PHYS 511 Quantitative Modeling for Physics Instruction I: Mechanics  3 Hours
An in-depth study of topics in physics typically taught at the high school level. Emphasizes both the content of physics as well as the process of effectively communicating the content to secondary students. Topics include kinematics, Newton's laws of motion, energy, momentum and other topics in mechanics.
Prerequisite(s): One year of math-based physics at the college level.

PHYS 512 Quantitative Modeling for Physics Instruction II: Electromagnetism  3 Hours
An in-depth study of topics in physics typically taught at the high school level. Emphasizes both the content of physics as well as the process of effectively communicating the content to secondary students. Topics include electric and magnetic fields, and circuits.
Prerequisite(s): One year of math-based physics at the college level.

PHYS 516 Classroom Physics Teaching: Theory and Practice  3 Hours
Designed to assist new physics instructors in teaching physics. Includes constructing and using laboratory equipment, implementing research-based curriculum, and assessments in physics.
Prerequisite(s): PHYS 511 or PHYS 512; must be instructor in a physical science course as verified by a letter from the school principal or equivalent.

PHYS 518 Classroom Applications of Physics and Science Education Research  3 Hours (repeatable max of 6 hrs)
Help instructors to make practical connections between discipline-based science education research in physics and other areas with their own classroom teach. Students will read original research, document examples in classroom, and evaluate and modify curricular materials.
Prerequisite(s): PHYS 511 or PHYS 512; must be instructor in a physical science course as verified by a letter from the school principal or equivalent.

PHYS 519 Physical Science Education Research Methods  3 Hours
Equips physics and physical science instructors to design and carry out practical educational research projects with the goal of improving instruction. Covers research methodologies in physics and other discipline-based science education research (DBSER), designing and carrying out research projects with the goal of informing classroom instruction.
Prerequisite(s): PHYS 518.

PHYS 520 Atomic and Molecular  3 Hours
No course description is available

PHYS 530 Statistical Physics  3 Hours
No course description is available

PHYS 540 Electromagnetic Theory  3 Hours
No course description is available

PHYS 550 Classical Mechanics  3 Hours
No course description is available

PHYS 560 Introduction to Physics Applications in Homeland Security  3 Hours
A preparatory course in Homeland Security Science for students with limited physics background. An overview of physics applicable to Homeland Security Sciences. Topics include atomic and nuclear physics, optics and analytical techniques.

PHYS 570 Nuclear / Radiological Detection and Remediation  3 Hours
An advanced study of the fundamental principles of nuclear physics and their applications for detection and remediation of nuclear and radiological threats.
Corequisite(s): PHYS 571.
Prerequisite(s): PHYS 560.

PHYS 571 Nuclear / Radiological Detection and Remediation Laboratory  1 Hour
Required for students enrolled in PHYS 570 (Nuclear/Radiological Detection and Remediation). Students perform laboratory experiments in applications of nuclear physics for detection and remediation of nuclear and radiological threats. Students will gain experience in computedized data acquisition and data analysis using modern techniques and equipment.
Corequisite(s): PHYS 570.
Prerequisite(s): PHYS 560.

PHYS 580 Quantum Theory  3 Hours
No course description is available

PHYS 590 Physical Principles of CBE Detection and Remediation  3 Hours
The course explores physical principles behind chemical agent, biological agent and explosives detection and remediation, and examines current detection techniques and systems deployed.
Corequisite(s): PHYS 591.
Prerequisite(s): PHYS 570 or equivalent.

PHYS 591 Physics CBE Detection and Remediation Laboratory  1 Hour
Explores physical principles behind chemical agent, biological agent and explosives detection and remediation. Examines current detection techniques and systems deployed.
Corequisite(s): PHYS 590.
Prerequisite(s): PHYS 570 or equivalent.

PHYS 598 Graduate Seminar  0.5 Hours
No course description is available

PHYS 599 Thesis Research / Writing  1-6 Hours (repeatable max of 6 hrs)
Thesis research/writing.
Corequisite(s): PHYS 570 or CHEM 572 or BIOL 552 (core courses of Level 2).
Grade Mode: Pass/Fail

PHYS 600 Maintain Matriculation  1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

PHYS 660 Theory of Solids  3 Hours
No course description is available
Political Science (PS)

PS 500 Workshops in Public Administration 1.5 Hour (repeatable max of 6 hrs)
Emphasizes important and changing topics relevant to people working in the public, not-for-profit, and private sectors. The course will make use of practitioners in a variety of settings (local, state, federal) to bring important information to students who can apply what they have learned in their own job settings. Course topics will vary by semester and will include grant writing, strategic planning, lobbying, and others.
Grade Mode: Pass/Fail

PS 501 Methods of Political Inquiry 3 Hours (repeatable max of 6 hrs)
Emphasizes important and changing topics relevant to people working in the public, not-for-profit, and private sectors. Course will make use of practitioners in a variety of settings (local, state, federal) to bring important information to students who can apply what they have learned in their own job settings. Course topics will vary by semester to include grant writing, strategic planning, lobbying and others.

PS 505 Washington Internship and Seminar 3-6 Hours
An individualized internship and/or seminar experience in Washington, D.C. tailored to the student’s area of interest. Placement is determined by the department academic advisor in collaboration with Washington professionals.
Grade Mode: Pass/Fail

PS 510 Problems in National Government 3 Hours
Research, reports, and discussion of selected aspects of national government.

PS 511 Seminar in State and Local US Government 3 Hours
Selected problems of state governments and their sub-units.

PS 512 Kentucky Government and Politics 3 Hours
This course will trace the role and influence of various political and social institutions in the state’s political development and their implications for the current political and governmental situation.

PS 520 Elements of Public Administration 3 Hours
Introductory survey of governmental administration; emphasizes relationships between political issues and the practice of administration in all areas of the public sector.

PS 524 Administrative Law 3 Hours
A study of the development of and trends in administrative law with emphasis on the problems caused by the exercise of quasi legislative and quasi judicial powers by administrative agencies.

PS 538 Ethics and Bureaucracy 3 Hours
Examines the ethical side of public decision making and the values or ends the American political system is designed to promote and protect.

PS 540 Seminar in Public Sector Organization 3 Hours
Analysis of behavior and problems of public organizations in democratic environments. Links societal values to administrative structure and behavior.

PS 541 Public Personnel Administration 3 Hours
A systematic survey of public personnel administration in the U.S. Discusses the development of modern personnel systems in the public sector and emphasizes contemporary trends at the state and local level as well as the national level of government.

PS 542 Government Financial Administration 3 Hours
A study of the financial administration process of government with emphasis on local government. Subjects covered range from budgeting to risk management.

PS 543 Politics/Administration/Rural Communities 3 Hours
A study of political and administrative institutions, processes, and issues associated with local governments in rural communities.

PS 545 Seminar in Public Policy Analysis 3 Hours
Theoretical approaches to the analysis of public policy, policy-making, and policy implementation and to such topics as health and welfare, poverty, education, and urban affairs.

PS 546 Public Policy Evaluation 3 Hours
Seminar examining the various approaches and techniques for evaluating public programs.

PS 549 Special Problems in Public Administration 3 Hours
Seminar approach to contemporary problems in public organizations reflecting political/managerial developments; topics reflect both student and professional needs.

PS 580 Independent Directed Study 3 Hours (repeatable max of 6 hrs)
Faculty guidance of student research in one or more selected fields of political science.

PS 597 Professional Seminar in Public Administration 3 Hours
Principles and techniques in the practice of public administration. Case studies and contact with field professionals will be emphasized.

PS 598 Internship in Public Administration 3 Hours
Work experience in a public sector or non-profit agency combined with faculty direction.
Grade Mode: Pass/Fail

Psychological Sciences (PSYS)

PSYS 423G Psychology of Adult Life and Aging 3 Hours
Psychological processes in adulthood and aging. Emphasis on contemporary theories, methodological issues, and interactions of psychological, biological, social, and environmental factors in adulthood and aging.
Prerequisite(s): PSY 100/PSYS 100.

PSYS 424G Topics in Developmental Psychology 3 Hours (repeatable max of 6 hrs)
A consideration of special topics to acquaint students with theoretical and research issues of particular interest in developmental psychology.
Prerequisite(s): PSY 220/PSYS 220 or PSYS 321 or equivalent and graduate standing.

PSYS 431G Psychology of Language 3 Hours
Overview of scientific study of human language abilities, with primary emphasis on individual psychological mechanisms.
Prerequisite(s): A research methods course or permission of the instructor.

PSYS 440G Abnormal Psychology 3 Hours
Introduction to abnormal psychology emphasizing forms of abnormal behavior, etiology, developmental factors, interpretations, behavioral manifestations and treatment programs.
Prerequisite(s): PSY 100/PSYS 100.

PSYS 450G Psychology of Personality 3 Hours
Overview of the major theoretical approaches to the study of personality, including historical as well as contemporary theorists, avenues of analysis, and concepts.
Prerequisite(s): Six hours of psychology including PSY 100/PSYS 100, or permission of instructor.
PSYS 451G  Psychology of Religion  3 Hours
Study Classical theories and current research in the psychology of religion.
Prerequisite(s): Nine hours of psychology including PSY 100/PSYS 100, graduate standing, PSY 210/PSYS 210, PSY 313/PSYS 313 and PSYS 450 are preferred but not essential.

PSYS 453G  Psychology of Women  3 Hours
Scientific study of the behavior and mental processes of girls and women. Topics include gender differences and similarities, inclusion of females in psychological research, psychological development of girls and women, sexuality, and mental health issues.
Prerequisite(s): Six hours of psychology, including PSY 100/PSYS 100.

PSYS 463G  Evolutionary Psychology  3 Hours
A survey of the research methods and core concepts of evolutionary psychology as they apply to human adaptive problems, including problems of survival, sex and mating, parenting and kinship, and aggression.
Prerequisite(s): PSY 100/PSYS 100 or equivalent and graduate standing.

PSYS 465G  Psychopharmacology  3 Hours
Examination of psychoactive drugs and their effects upon the brain and neural mechanisms responsible for mind and behavior.
Prerequisite(s): Graduate standing and permission of instructor.

PSYS 473G  Training in Business and Industry  3 Hours
Theories, research and methods of training needs analysis, program design, implementation, and evaluation.
Prerequisite(s): PSYS 370 or MGT 311 or permission of instructor.

PSYS 510  Advanced Research Methods in Psychology  3 Hours
Examination of methodological concepts and issues in the conduct of psychological research.
Prerequisite(s): Admission to the M.S. in Psychology or permission of the instructor.

PSYS 512  Analysis of Variance  3 Hours
Examines the theory and application of between- and within-subjects designs, mixed designs, and other data analytic techniques with an emphasis on analysis of variance.
Prerequisite(s): Admission to the M.S. in Psychology or permission of the instructor.

PSYS 513  Correlation and Regression Analysis  3 Hours
Advanced analysis techniques appropriate to psychological research. Emphasizes regression analysis, partial correlation, moderated multiple regression, and analysis of covariance.
Prerequisite(s): Admission to the M.S. in Psychology or permission of the instructor.

PSYS 518  Statistics and Psychometric Theory  3 Hours
Introduction to psychometric theory. Emphasis on statistic techniques and construction of psychological measurement instruments.
Prerequisite(s): Admission to the M.S. in Psychology or permission of the instructor.

PSYS 520  Individual Differences and Human Diversity  3 Hours
Research and theory in aspects of human diversity, including intelligence, motivation, personality, achievement, and aptitudes. Both individual and group differences are addressed, and sources of diversity are explored.

PSYS 521  Advanced Child Developmental Psychology  3 Hours
Particular emphasis on a critical review of current research in child development.
Prerequisite(s): Admission to the M.S. in Psychology or permission of the instructor.

PSYS 530  Conditioning and Learning  3 Hours
Advanced discussion and critical analysis of theoretical approaches to associative learning with particular emphasis on experimental studies of Pavlovian and instrumental conditioning, motivation, and problem-solving.
Prerequisite(s): Admission to the M.S. in Psychology or permission of the instructor.

PSYS 533  Advanced Topics in Cognition  3 Hours
Advanced overview of human cognition. Covers theory and research on the topics of learning, memory, attention, judgment and decision making, and problem-solving.
Prerequisite(s): Admission to the M.S. in Psychology or permission of the instructor.

PSYS 551  Social Psychology of Organizations  3 Hours
The dynamics of groups and organizations. Current theory and research in psychology of organizations.

PSYS 552  Advanced Social Psychology  3 Hours
Behavior of the individual in relation to social contexts. Topics include group dynamics, attitude formation and change, social influence processes, socialization, and language use in communication.
Prerequisite(s): Admission to the M.S. in Psychology or permission of the instructor.

PSYS 555  Cognitive Neuroscience  3 Hours
Graduate level introduction to the functional role of brain structure and activity in cognition and behavior.
Prerequisite(s): Graduate Standing or permission of instructor.

PSYS 567  Advanced Physiological Psychology  3 Hours
Overview of the I/O discipline with an emphasis on job analysis and compensation.
Prerequisite(s): PSYS 570.

PSYS 570  Job Analysis and Compensation  3 Hours
Overview of the I/O discipline with an emphasis on job analysis and compensation.
Prerequisite(s): PSYS 570.

PSYS 572  Organizational Psychology  3 Hours
Selected topics relevant to work organizations. Emphasizes current theories and research practices.
Prerequisite(s): PSYS 570.

PSYS 579  Internship in Industrial-Organizational Psychology  1-3 Hours (repeatable max of 6 hrs)
Internship experience for IO psychology graduate students. Student is required to locate appropriate internship site; site must be approved by faculty prior to registration.
Prerequisite(s): PSYS 570, PSYS 571, AND PSYS 572.

PSYS 581  Professional and Ethical Issues in Psychological Sciences  3 Hours
Graduate level course on professional and ethical issues for basic and applied psychological sciences
Prerequisite(s): Graduate standing or permission of instructor.

PSYS 590  Readings of Research Psychology  1-3 Hours (repeatable max of 3 hrs)
Individual readings or research. Arrangements must be made before enrollment.
Prerequisite(s): Departmental permission only.
Grade Mode: Pass/Fail

PSYS 595  Practicum in Psychological Sciences  3 Hours
Supervised practical experience in a research setting.
Prerequisite(s): Admission to the M.S. in Psychology Program.
PSYS 597  Trends and Scientific Approaches in Psychological Thinking  1-3 Hours (repeatable max of 3 hrs)
New developments and special topics in contemporary psychological research.

PSYS 599  Thesis Research/Writing  1-6 Hours (repeatable max of 6 hrs)
Research hours dedicated to the completion of psychology graduate program thesis.
Prerequisite(s): Admission to the M.S. in Psychology Program.
Grade Mode: Pass/Fail

PSYS 600  Maintaining Matriculation  1 Hour (repeatable max of 6 hrs)
Maintains matriculation
Prerequisite(s): Admission to the M.S. in Psychology Program.
Grade Mode: Non-graded

PSYS 640  Psychopathology  3 Hours
Major forms of child and adult psychopathology with emphasis upon recent research, classification systems, the modification of deviant behavior and developmental patterns of learning and motivation variables.

PSYS 641  Theories of Psychotherapy  3 Hours
Selected theories and techniques of psychotherapy and counseling. Also covers group therapy, clinical topics, and professional and ethical issues.
Prerequisite(s): Permission of instructor.

PSYS 670  Equal Employment Opportunity, the Law, and Ethical Considerations  3 Hours
Issues relevant to providing equal employment opportunity: EEOC and FEA guidelines regarding selection practices; review of major court decisions and their implications for the conduct of selection; professional and ethical considerations in the practice of I/O psychology.
Prerequisite(s): PSYS 570.

PSYS 673  Advanced Training in Business and Industry  3 Hours
Theories, research and methods of training needs analysis, program design, implementation, and evaluation.
Prerequisite(s): PSYS 571, or permission of instructor.

PSYS 770  Legal Issues for Organizational Leaders  3 Hours
Prerequisite(s): Admission to EdD Program or permission of instructor.

PSYS 771  Human Resources Management and Personnel Decisions for Organizational Leaders  3 Hours
Survey of leadership roles in managing human resources in organizations to achieve both individual and organizational objectives and ensure effective work practices in dynamic work environments. Topics include selection and placement of employees, evaluation of employee performance, compensation and benefits, and effective utilization of human capital.
Prerequisite(s): Admission to the EdD program or permission of instructor.

PSYS 773  Employee Training and Development Issues for Organizational Leaders  3 Hours
Review of training needs assessment, issues in the design and development of training programs, evaluation of training programs, methods and delivery systems for training, managing the training function and special issues in training.
Prerequisite(s): Admission to the EdD program or permission of instructor.

Psychology (PSY)

PSY 412G  Psychology of Motivation and Emotion  3 Hours
A study of the principal theories of motivation and emotion. Examination of needs, cognition, and social aspects. Includes a critical review of research and application of these theories to human behavior.
Prerequisite(s): PSY 100 or PSYS 100.

PSY 421G  Psychology of Early Adolescence  3 Hours
Focuses on theory and research related to cognitive, personality, and social development in early adolescence. Theories are applied to important developmental contexts such as peers, families, and learning environments. Designed for students planning to meet middle grades certification requirements. Either PSY 421 or PSY 422, but not both, may be taken to satisfy the requirements of the psychology major or minor. PSY 421 may not be used to satisfy the Developmental Course Category restricted elective requirement for the major.
Prerequisite(s): PSY 100 or PSYS 100.

PSY 422G  Adolescent Psychology  3 Hours
Introduction to behavior and development from early adolescence to adulthood, emphasizing a critical review of research and literature.
Prerequisite(s): PSY 100 or PSYS 100.

PSY 424G  Topics in Developmental Psychology  3 Hours (repeatable max of 6 hrs)
A consideration of special topics to acquaint students with theoretical and research issues of particular interest in developmental psychology.
Prerequisite(s): graduate standing.

PSY 432G  Psychology of the Gifted and Creative  3 Hours
The course covers identification of gifted children and adults with an emphasis upon the development of educational programs which maximize the development of giftedness. Included will be a critical review of research and literature in the areas of giftedness and creativity.
Prerequisite(s): PSY 100 or PSYS 100.

PSY 435G  Moral Development and Education  3 Hours
An in-depth study of and reflection upon psychological theories of morality, moral development, moral functioning, and current models of moral education and professional identity.
Prerequisite(s): PSY 100 or PSYS 100 or equivalent and graduate standing.

PSY 436G  Applied Cognitive Psychology  3 Hours
Focus on the application of empirical cognitive findings to real-world memory tasks, reasoning, and problem solving. Topics covered include attentional processes applied to distracted driving, memory formation and retrieval as they relate to eyewitness testimony and recovered memories, and strategies for compensating for our limited short-term memory capacity.
Prerequisite(s): Permission of instructor.

PSY 440G  Abnormal Psychology  3 Hours
Introduction to abnormal psychology emphasizing forms of abnormal behavior, etiology, developmental factors, interpretations, behavioral manifestations and treatment programs.
Prerequisite(s): PSY 100/IPSY 100.

PSY 441G  Psychological Aspects of Alcoholism  3 Hours
Intensive study of theories and research regarding alcoholism; emphasis on application of psychological theories to the treatment of alcoholism.

PSY 442G  Beginning Skills in Psychological Interviewing  3 Hours
Paraprofessional skills for conducting structured and unstructured interviews in non-therapy settings. Emphasizes skills development but also covers some theoretical material.
Prerequisite(s): Six hours in psychology including PSY 100 or PSYS 100 and permission of instructor.
PSY 443G Behavior Modification 3 Hours
Introduction to theory and application of behavior modification techniques. Emphasizes the use of behavior modification in education, child rearing, clinics and self modification. Course activities or assignments may require the individual to disclose personal information. 
Prerequisite(s): Six hours of psychology including PSY 100 or PSYS 100, and permission of instructor.

PSY 455G Introduction to Clinical Practice of Psychology 3 Hours
Survey of theories, models, and techniques in clinical, counseling, and school psychology. Includes emphasis on professional ethics for psychologists. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): PSY 440.

PSY 470G Psychology and Law 3 Hours
Psychological knowledge that is pertinent to the legal system. Emphasis on how human characteristics and psychological factors influence attitudes, decisions, and behavior throughout the legal process. Field trips to off-campus locations will be required. Students are responsible for arranging their own transportation.
Prerequisite(s): PSY 100/PSYS 100 or equivalent and graduate standing.

PSY 499G Senior Seminar in Psychology 3 Hours (repeatable max of 6 hrs)
Seminar in which major concepts and issues in psychology are considered. Directed reading, guest lectures, field trips, and/or oral reports by students are utilized.

PSY 505 Statistical Software for Behavioral Scientists 3 Hours
Develops proficiency in use of statistical software for mainframe and personal computers. Emphasis on SPSS. Data base management for the PC also addressed.
Prerequisite(s): Three hours of undergraduate statistics and graduate standing or permission of instructor.

PSY 510 Advanced Educational Psychology 3 Hours
Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

PSY 511 Psychology of Learning 3 Hours
Theories of learning including conditioning, social learning, reinforcement, problem solving, motivation, and structure of the learning situation.

PSY 514 Program Evaluation 3 Hours
Examination of program accountability. Emphasizes all phases of evaluation. Also covers decision making processes.

PSY 519 Psychological Perspectives on Classroom Behavior 3 Hours
Strategies and techniques designed for coping with problem behaviors in the classroom. Covers both preventative and problem encounter measures.

PSY 520 Individual Differences and Human Diversity 3 Hours
Research and theory in aspects of human diversity, including intelligence, motivation, personality, achievement, and aptitudes. Both individual and group differences are addressed, and sources of diversity are explored.

PSY 540 Behavior Problems of Childhood and Adolescence 3 Hours
The major forms of psychopathology in children and adolescents, with emphasis upon recent research, classification systems and developmental patterns. Also covers clinical and school treatment of behavior problems encountered in the school setting.

PSY 541 Professional Issues and Ethics in Psychology 3 Hours
Ethics codes, professional behaviors, and legal issues in applied psychology.

PSY 545 Clinical Child Psychology: Theory and Practice 3 Hours
For psychology or mental health profession students desiring to work with mental health problems in children and adolescents.
Prerequisite(s): PSY 540 or PSY 640 or permission of instructor.

PSY 550 Assessment of Individual Intellectual Functioning: Theories and Issues 3 Hours
Review of the theory and development of individually administered cognitive assessments used as basic tools in education and clinical diagnosis. Includes examination of issues in their use and interpretation.
Prerequisite(s): Permission of instructor.

PSY 561 Advanced Assessment in Educational Settings 3 Hours
Interpretation and integration of assessment information for use in educational settings. Includes tests, behavior ratings scales, ecological analysis, systematic observations, and functional behavioral assessment.
Prerequisite(s): PSY 560 and permission of instructor.

PSY 562 Practicum in Psychological Assessment 1-3 Hours (repeatable max of 6 hrs)
Supervised experience in the administration and interpretation of instruments and practices used in the assessment of intellectual abilities and learning problems in educational or clinical settings. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): Permission of instructor.

PSY 590 Readings of Research Psychology 1-3 Hours (repeatable max of 9 hrs)
Individual readings or research. Arrangements must be made before enrollment.
Prerequisite(s): Departmental permission only.
Grade Mode: Pass/Fail

PSY 591 Internship in College Teaching 3 Hours
Problems and methods of teaching at the college level. Students enrolled in this course will concurrently teach a course in introductory or general psychology.

PSY 592 Psychology Internship 3 Hours (repeatable max of 6 hrs)
Applied supervised experiences for clinical and school psychologists. Students must meet minimum hour requirements as specified by the programs. Students are responsible for their own transportation to internship sites.
Prerequisite(s): Permission of instructor.

PSY 597 Trends and Scientific Approaches in Psychological Thinking 1-3 Hours (repeatable max of 6 hrs)
New developments and special topics in contemporary psychological research.

PSY 599 Thesis Research 1-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

PSY 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

PSY 625 Seminar in School Psychology 3 Hours (repeatable max of 6 hrs)
Readings and discussion on current issues in the field of school psychology.
Prerequisite(s): Acceptance to the school psychology program or by permission of instructor.

PSY 637 Theories of Addiction 3 Hours
This course involves introduction to theoretical, philosophical and historical premises of addictions. Topics include professional ethics, diversity, family roles and relationships, and dual diagnosis.
Equivalent(s): CNS 637, SWRK 637.
Prerequisite(s): Admission to or completion of approved graduate program in helping profession, and instructor's permission.
PSY 640 Psychopathology 3 Hours
Major forms of child and adult psychopathology with emphasis upon recent research, classification systems, the modification of deviant behavior and developmental patterns of learning and motivation variables.

PSY 641 Theories of Psychotherapy 3 Hours
Selected theories and techniques of psychotherapy and counseling. Also covers group therapy, clinical topics, and professional and ethical issues.
Prerequisite(s): Permission of instructor.

PSY 642 Clinical Interviewing and Psychotherapy 3 Hours
Continuation of PSY 641 with emphasis on group, family, and marital psychotherapy.
Prerequisite(s): PSY 641 and permission of instructor.

PSY 643 Academic Assessment and Intervention 3 Hours
Diagnostic instruments and procedures for assessing educationally-related disabilities. Emphasis on current laws and regulations regarding special education, academic interventions, and Individualized Education Programs. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): PSY 560, PSY 561 and permission of instructor.

PSY 645 Consultation in Educational and Mental Health Settings: Theory and Practice 3 Hours
Designed to provide theory and practice to mental health professionals. Theories and methods of mental health consultation in depth. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

PSY 647 Addictions: Assessment, Diagnosis, and Treatment Planning 3 Hours
This course involves the selection, administration, and interpretation of assessment methods and techniques used to diagnose addiction disorders, as well as the development of appropriate treatment plans and issues involved in treatment planning.
Equivalent(s): CNS 647, SWRK 647.
Prerequisite(s): Admission to or completion of approved graduate program in a helping profession, and instructor permission.

PSY 651 Clinical Neuropsychology for Applied Psychologist 3 Hours
Basic neural anatomy and functioning and biological systems will be presented along with the effect those systems have on behavior. Effective applied interventions for people who have neurological problems will be covered.
Prerequisite(s): Acceptance to a graduate program in the Department of Psychology or by permission of instructor.

PSY 660 Assessment of Personality and Socio-Emotional Functioning 3 Hours
Personality diagnosis using objective and projective techniques with emphasis on current research interpretation, and communication of assessment information.
Prerequisite(s): PSY 560 and permission of instructor.

PSY 662 Practicum in Psychology 1-3 Hours (repeatable max of 6 hrs)
Supervised practice in schools, clinics, specialized training centers, hospitals, industry, and research settings. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): Permission of instructor.

PSY 667 Counseling Substance Abusers and Their Families 3 Hours
Counseling issues related to substance abuse diagnosis, treatment and aftercare program.
Equivalent(s): CNS 647, SWRK 647.

PSY 699 Specialist Project 1-6 Hours (repeatable max of 6 hrs)
Specialist project research and writing directed by faculty committee.
Grade Mode: Pass/Fail

PSY 700 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for specialist project completion.
Grade Mode: Non-graded

PSY 701 History and Systems of Applied Psychology 3 Hours
Survey of the history of clinical and school psychology with an emphasis on the theories and systems that drove the creation of these professions. Current trends in current clinical and school psychology and their impact on the fields will be examined.
Prerequisite(s): Admission to the Applied Psychology Psy.D. Program or permission of instructor.

PSY 741 Family Systems in Therapy 3 Hours
Review theories of family systems and the implications for therapy and working with families. Applies family systems assessment and therapy techniques to referral concerns.
Prerequisite(s): Admission to the Applied Psychology Psy.D. Program or permission of instructor.

PSY 751 Clinical Psychopharmacology 3 Hours
Overview of clinical psychopharmacology, including medication side effects and signs, contemporary prescribing practices, and working with medical professionals. Students will learn theoretical and biological bases of psychotropic medications.

PSY 766 Assessment of Autism Spectrum Disorder 3 Hours
Examines methods, instruments, and skills of assessing Autism Spectrum Disorder. Supervised practice with assessment instruments. Students are responsible for their own transportation to assessment sites.
Prerequisite(s): Admission to the Applied Psychology Psy.D. Program or permission of instructor.

PSY 777 Foundations of Supervision 3 Hours
Examination of theories, ethics and issues in clinical supervision. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

PSY 785 Doctoral Seminar in School Psychology 3 Hours
Readings and discussion on current issues in the field of psychology relevant to doctoral level school psychologists, such as systems level consultation, supervision, and private practice.
Prerequisite(s): Admission to the Applied Psychology Psy.D. Program or permission of instructor.

PSY 791 Advanced Psychology Practice 3 Hours
Advanced field experience for doctoral students. Applied Students are responsible for their own transportation to practicum sites.

PSY 792 Advanced Practicum in School Interventions 3 Hours
Supervised practice in development of advanced problem solving strategies and competencies for intervening with children and adolescents. Students are responsible for their own transportation to practicum sites.
Prerequisite(s): Admission to the Applied Psychology Psy.D. Program or Permission of Instructor.

PSY 799 Dissertation in Psychology 1-3 Hours (repeatable max of 6 hrs)
Research undertaken to complete requirements for the doctorate in applied psychology.
Prerequisite(s): Acceptance to the Psy.D. Applied Psychology program and by permission of instructor.
Grade Mode: Pass/Fail
PSY 801  The Profession of Clinical Psychology  3 Hours
Survey of the issues and opportunities in the applied practice of psychology. The legal, financial, professional, and ethical issue of applied practice will be addressed.
Prerequisite(s): Admission to the Applied Psychology Psy.D. Program or Permission of Instructor.

PSY 862  Advanced Psychotherapy Interventions  3 Hours
(repeatable max of 6 hrs)
Practise in evidence-based, contemporary psychotherapy techniques. Students will learn advanced and emerging techniques to complement existing therapeutic skills.

PSY 877  Advanced Clinical Supervision  3 Hours
Advanced topics in supervision including specialized settings, challenging supervisees, and technology and supervision. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): PSY 777.

PSY 895  Pre-Doctoral Internship  3 Hours  (repeatable max of 6 hrs)
Full-time applied psychology internship following the guidelines for the American Psychological Association. Taken at end of doctoral training coursework.
Prerequisite(s): Acceptance to the Psy.D. Applied Psychology program and by permission of instructor.
Grade Mode: Pass/Fail

Public Health (PH)

PH 402G  Worksite Health Promotion  3 Hours
This course will provide specific concepts and skills needed in worksite health promotion using comprehensive health promotion and education techniques. This course will also discuss policy issues, program planning and special population interactions that are unique to the worksite setting.
Prerequisite(s): PH 390.

PH 443G  Health Problems of the Aged  3 Hours
Covers ecological factors affecting human health and longevity, current health problems, and research on health and disease as they relate to the aged.

PH 444G  Death Education  3 Hours
Man's relationship to death and dying, coming to terms with eventual death, coping with death of loved ones and with fear of death. Includes suicide prevention. Field trips are required.
Prerequisite(s): Three hours of social or behavioral science.

PH 447G  Human Values/Health Sciences  3 Hours
Analysis of the difficult ethical, legal, and social dilemmas confronting the health care delivery system, patients, medical practitioners, and other health care professionals in contemporary American society.
Prerequisite(s): PH 261 and PH 381 or appropriate background in the social, behavioral, biological, or allied health sciences.

PH 450G  Rural Health and Safety  3 Hours
Students will explore a variety of health and safety issues unique to rural populations. The interdisciplinary team concept will be used throughout the course to foster collaboration that facilitates sharing of the expertise of the students and faculty. One Saturday meeting will be required for a team building activity.

PH 461G  Comprehensive School Health Program  3 Hours
Examination and application of the components of the comprehensive school health program. Discussion of the role of administrators, teachers, counselors and health service personnel in conducting, coordinating and evaluating the comprehensive school health program. Includes visitation in public schools.
Prerequisite(s): PH 381.

PH 465G  Health/Safety/Elementary School  3 Hours
Nature and purpose of school health and safety in the elementary school, including curriculum development, instructional content areas, appraising students' health, and evaluation.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PH 564</td>
<td>Public Health Issues in Women's Health</td>
<td>3 Hours</td>
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<tr>
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<td>Practice of Drug Abuse Prevention</td>
<td>3 Hours</td>
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<tr>
<td>PH 575</td>
<td>Health Education &amp; Promotion Program Planning</td>
<td>3 Hours</td>
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<td>PH 576</td>
<td>Education and Communication Techniques in Public Health Education</td>
<td>3 Hours</td>
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<td>PH 577</td>
<td>Environmental Toxicology</td>
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<td>Introduction to Public Health</td>
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<td>PH 581</td>
<td>Methods Public Health Education</td>
<td>3 Hours</td>
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<tr>
<td>PH 582</td>
<td>Epidemiology</td>
<td>3 Hours</td>
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<td>PH 583</td>
<td>Public Health Administration</td>
<td>3 Hours</td>
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<td>PH 584</td>
<td>Principles of Environmental Health</td>
<td>3 Hours</td>
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<td>PH 585</td>
<td>International Health</td>
<td>3 Hours</td>
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<td>Violence Prevention</td>
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<td>PH 587</td>
<td>Health Behavior</td>
<td>3 Hours</td>
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<td>PH 588</td>
<td>Public Health Capstone</td>
<td>3 Hours</td>
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<td>PH 589</td>
<td>Thesis Research/Writing</td>
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<td>PH 600</td>
<td>Maintain Matriculation</td>
<td>1 Hour</td>
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<tr>
<td>PH 620</td>
<td>Advanced Biostatistics</td>
<td>3 Hours</td>
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<tr>
<td>PH 630</td>
<td>Advanced Epidemiology</td>
<td>3 Hours</td>
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**Prerequisite(s):**
- Public Health Issues in Women's Health (PH 564)
- Admn Compr School Health Program (PH 567)
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- Air Quality Management (PH 571)
- Practice of Drug Abuse Prevention (PH 572)
- Health Education & Promotion Program Planning (PH 575)
- Education and Communication Techniques in Public Health Education (PH 576)
- Environmental Toxicology (PH 577)
- Introduction to Public Health (PH 580)
- Methods Public Health Education (PH 581)
- EPID 520 or equivalent

**Grade Mode:**
- Pass/Fail
- Non-graded

**Course Fee:** $50
Public Relations (PR)

PR 543 Strategic Public Relations Writing for Sport 3 Hours
Addresses public relations writing and multimedia distribution requirements for reaching a variety of sport audiences in today's digital age.
Prerequisite(s): RSA 521.

PR 547 Issues in Sport Media Relations 3 Hours
Provides a strategic framework for understanding sport information management and preparation by focusing on the relationship among sport organizations, spokespeople and media.
Prerequisite(s): RSA 521.

Recreation (REC)

REC 404G Recreation Facility Management 3 Hours
A practical orientation to management for a variety of recreation facilities.

REC 420G Commercial Recreation Tourism 3 Hours
Commercial recreation and tourism, including the establishment, supervision, and operation of areas and facilities.
Prerequisite(s): REC 200, REC 302, and REC 306.

REC 424G Camp and Conference Center Administration 3 Hours
Organization and administration of camp and conference center programs and facilities including history, trends, staffing, client needs, finance, marketing, and legal issues.

REC 426G Facility Planning and Design 3 Hours
Facility planning and design process with emphasis on the unique features on many different areas and types of facilities. Field experiences required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

REC 428G Community Centers and Playgrounds 3 Hours
An intensive investigation of playground and community center operations.

REC 430G Recreation Resource Management 3 Hours
Multi-use natural resource management concepts, issues in resource management and the synthesis of concept and practical knowledge into real and simulated applications of land use and environmental problems related to the leisure service industry. Field trips required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

REC 434G Environmental Interpretation 3 Hours
Environmental interpretation in leisure and educational settings. Includes interpretive design of exhibits and facilities. Emphasizes the development of presentation and program skills.

REC 435G Outdoor Expedition Planning 3 Hours
Principles and techniques for planning, designing, implementing and evaluating extended outdoor expedition programs. Overnight field trips required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

REC 437G Outdoor Leadership Expedition 3 Hours
Outdoor Leadership capstone course involving a backcountry expedition, leadership development, and teaching techniques. Successful students will receive the Wilderness Education Association Outdoor Leader Certification. Overnight, extended field trips required. Field experiences required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.
Prerequisite(s): REC 435G or instructor permission.
Course Fee: $800

REC 482G Recreation Workshop 1-3 Hours (repeatable max of 9 hrs)
Workshops are designed to study special areas relating to the recreation profession. Workshops may be experiential in nature or may follow a traditional class format. Field experiences and/or study at regional campus locations are usually required. Students are responsible for their own transportation to off-campus meetings. University transportation provided when possible.

Recreation and Sport Admin (RSA)

RSA 501 Research Methods in Recreation and Sport 3 Hours
Research terminology, design, methods, data analysis, and manuscript preparation in recreation and sport.

RSA 513 Recreation and Sport Administration 3 Hours
Leadership and management of recreation and sport agencies with an emphasis on strategic planning, policy, human resources, programming, governance, and organizational behavior and culture.

RSA 515 Recreation and Sport Facility Development 3 Hours
Facility development process with emphasis on the unique features of many different types of facilities. Field experiences required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

RSA 517 Legal Issues in Recreation and Sport 3 Hours
Legal systems, legal concepts, and landmark cases influencing the recreation and sport industry.

RSA 519 Fiscal Practices in Recreation and Sport 3 Hours
Financial principles and practices relevant in recreation settings. Topics include economic principles, financial management and organization, income sources, fundraising, pricing, and budgeting.

RSA 521 Public Relations in Recreation and Sport 3 Hours
Specialized application of effective communication techniques for building relationships with internal and external constituencies that support marketing from the general practice of public relations.

RSA 523 Theoretical Foundations of Recreation and Sport 3 Hours
Philosophy, theory, and ethics of recreation and sport, including current professional trends in the field.

RSA 530 Advanced Studies in Recreation and Sport 3 Hours (repeatable max of 6 hrs)
Specific and detailed analysis of issues in recreation and sport incorporating individualized instruction between student and faculty.
Prerequisite(s): Restricted enrollment pending faculty approval.

RSA 532 Environmental Education Resources 3 Hours
Experiential learning with environmental education resources. Emphasis is placed on Kentucky based interpretation of the natural environment. Field experiences required and students are required to provide their own means of transportation to field sites.

RSA 534 Facility Management 3 Hours
This course integrates the various management functions of public assembly facilities. Students focus on advanced management principles, practices and methods.

RSA 536 Event Management 3 Hours
This course integrates the various management functions associated with conducting successful events. Students focus on advanced management principles, practices and methods.

RSA 538 Facility and Event Security Management 3 Hours
Emphasis on efficient methods of security management in the recreation and sport (facility and event) industry, with a focus on an interagency approach.
RSA 542  Investigation of Current Interscholastic Athletics Issues  3 Hours
A capstone experience for the concentration in IAA that will involve an in depth investigation of the various issues addressed throughout this program of study. Does not count toward certification or rank change in Kentucky.

RSA 543  Sports Medicine Administration for Interscholastic Athletics  3 Hours
An in-depth study of the many issues administrators and coaches face in supporting and developing an interscholastic sports medicine program within a school or school district. Does not count towards certification or rank change in Kentucky.

RSA 544  Practicum in Interscholastic Sport  3 Hours
Cooperative field experiences in approved interscholastic sport settings where students obtain professional administrative and/or programming experiences with agency and university supervision.

RSA 546  Leadership and Ethics in Sports Health Care  3 Hours
Provides knowledge and skills related to leadership and ethical behavior and decision making in a variety of athletic training employment settings.
Prerequisite(s): Admission to Athletic Training Concentration or permission of instructor.

RSA 554  Student-Athlete Development  3 Hours
Develop an understanding of the historical and contemporary issues faced by student-athletes at colleges and universities. Content includes support services guidelines in the areas of academics, personal issues, and career preparation/planning.

RSA 556  Governance in Intercollegiate Athletics  3 Hours
Provides a thorough examination of intercollegiate athletics governing bodies (i.e., NCAA, NAIA, NAAC, NJCAA). Emphasis placed upon governing hierarchy, responsibilities of individual institutions, conference affiliations, and membership requirements.

RSA 558  Compliance in Intercollegiate Athletics  3 Hours
Provides an in-depth analysis of NCAA rules and regulations relating to intercollegiate athletics. Topics include ethical conduct, employment issues, amateurism, recruiting, eligibility (academic and general requirements), financial aid, awards and benefits, playing and practice schedules, and enforcement.

RSA 560  Issues in Nonprofit Administration  3 Hours
Historical, philosophical, and theoretical examination of the nonprofit sector, voluntary action, and philanthropy. Including the comparative perspectives, scope, and significance of the sector. Critical issues related to nonprofit governance, leadership, and board/committee development.

RSA 565  Nonprofit Grant Writing and Fundraising  3 Hours
Principles, practices, techniques, and ethics of nonprofit grant writing and fundraising. Philanthropy, relationship building, and comprehensive fund development processes. Special emphasis placed on writing grants and developing fundraising strategies.

RSA 570  Fiscal Administration in the Nonprofit Sector  3 Hours
Financial management, accountability, stewardship, planning, and transparency for nonprofit organizations. Financial literacy with emphasis placed on planning and reporting processes requisite for establishing and maintaining federal nonprofit status.

RSA 585  Nonprofit Practicum  3 Hours
Capstone supervised professional experience in approved nonprofit settings where students obtain professional nonprofit experience with agency and faculty supervision.

RSA 590  Practicum in Recreation and Sport  3 Hours (repeatable max of 6 hrs)
Cooperative field experiences in approved recreation and sport settings where students obtain professional administrative and/or programming experience with agency and faculty supervision. This course requires off campus travel. Students are responsible for their own transportation to off campus meetings.

RSA 598  Master's Project in Recreation and Sport  3 Hours
Directed investigation of a faculty approved topic in recreation and sport culminating with the submission of a paper for publication.
Prerequisite(s): Instructor Certification.

RSA 599  Thesis Research/Writing  1-6 Hours (repeatable max of 6 hrs)
The master's thesis is to be directed by a member of the Graduate Faculty of the Department. (Each semester)
Grade Mode: Pass/Fail

RSA 600  Maintain Matriculation  1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

Religious Studies (RELS)

RELS 401G  Religious Studies Seminar  3 Hours (repeatable max of 12 hrs)
A seminar with rotating topics designed primarily for advanced students in religious studies.

RELS 430G  Christianity to 1517  3 Hours
Provides an in-depth study of the many issues administrators and coaches face in supporting and developing an interscholastic sports medicine program within a school or school district. Does not count towards certification or rank change in Kentucky.
Prerequisite(s): Admission to Athletic Training Concentration or permission of instructor.

RELS 431G  Christianity 1517 to the Present  3 Hours
Provides an in-depth study of the many issues administrators and coaches face in supporting and developing an interscholastic sports medicine program within a school or school district. Does not count towards certification or rank change in Kentucky.

RELS 499G  Independent Research Religious Studies  3 Hours
Directed study and research in one area of religious studies.

RELS 500  Theory and Method in the Study of Religion  4 Hours
An introduction to key theoretical and methodological approaches to the comparative study of religion - including sociological, psychological, anthropological, textual and other approaches.

RELS 501  Seminar in Religious Studies  3 Hours
Specific issues in one of the areas of concentration.

RELS 510  Seminar in Religious Literature  3 Hours (repeatable max of 12 hrs)
Selected literature from one or more major religious traditions.

RELS 520  Seminar in Religious History  3 Hours (repeatable max of 12 hrs)
Significant topics, movements, or events in the development of one major religious traditions.

RELS 530  Seminar in Religious Thought  3 Hours (repeatable max of 12 hrs)
Selected topics or thinkers from one or more major religious traditions.

RELS 598  Independent Study in Religion  1-3 Hours (repeatable max of 6 hrs)
Directed study and research in selected topics in religious studies.

RELS 599  Thesis Writing  1-3 Hours (repeatable max of 6 hrs)
Directed research and writing toward the completion of a master's thesis.
Grade Mode: Pass/Fail

RELS 600  Maintaining Matriculation  1 Hour (repeatable max of 3 hrs)
Continued enrollment for thesis completion.

RELS 601  Graduate Seminar in Religious Studies  4 Hours (repeatable max of 12 hrs)
An intensive study of one or more central aspects of religion, focusing on one or more religious traditions. Content areas of the seminar will vary by semester and instructor.
Prerequisite(s): Graduate student in religious studies or consent of the instructor.
RELS 602 Thesis and Project Development Seminar 1 Hour
A forum for graduate students in religious studies to facilitate the development of thesis or project proposals.
Prerequisite(s): Graduate student in religious studies.

RELS 603 Thesis and Project Capstone Colloquium 1 Hour
A forum for graduate students in religious studies to facilitate the completion of thesis or projects. Includes a concluding colloquium for the public presentation of work.
Prerequisite(s): Graduate student in religious studies.

SMED 501 Designing Instructional Sequences in Secondary Math and Science 3 Hours
Theory and practice of designing and delivering high quality inquiry-based math & science instruction. Students explore and practice the guided inquiry process, create lesson plans, and implement lessons with secondary students.
Prerequisite(s): Admission to GSKyTeach Program.
Corequisite(s): SMED 510 and SMED 520.

SMED 510 Advanced Topics in Knowing and Learning in Mathematics and Science 3 Hours
Exploration of essential questions specifically relevant to teaching mathematics and science. Standards for knowing how they are used, how knowing and learning are structured, and how what is known changes and develops.
Prerequisite(s): Admission to GSKyTeach Program.
Corequisite(s): SMED 501 and SMED 520.

SMED 520 Management for Positive Learning Environments 3 Hours
Application of learning theories in instructional settings with diverse student populations. Emphasizes proactive, positive classroom management for teaching and learning. Fieldwork required; students are responsible for arranging their own transportation to sites.
Prerequisite(s): Admission to GSKyTeach program.
Corequisite(s): SMED 501 and SMED 510.

SMED 530 Literacy Support for Diverse Learners in Mathematics and Science 3 Hours
Designing literacy instruction for diverse learners in mathematics and science.
Prerequisite(s): Successful completion of at least one graduate SMED course.

SMED 560 Developing Professional Learning Communities for Instructional Improvement 3 Hours
Students form secondary professional learning communities with Mentor and Master Teachers and analyze student performance data to improve teaching/learning.
Prerequisite(s): Admission to GSKyTeach program and permission of instructor.

SMED 589 Science and Mathematics Education Internship Seminar 3 Hours
Connects theory to practice by helping students complete teaching tasks that demonstrate performance related to Kentucky’s New Teacher Standards.
Corequisite(s): SMED 590.

SMED 590 Teaching Internship 8 Hours
Supervised student teaching experience across fall and spring semesters in assigned off-campus site. Students are responsible for their own transportation to off-campus site.
Prerequisite(s): Admission to GSKyTeach program, Teacher Education, and student teaching.
Corequisite(s): SMED 589.

SMED 620 Collaborative Research to Improve Mathematics and Science Teaching 3 Hours
Development of skills needed to design and develop a data based action research project to be implemented during the semester.
Prerequisite(s): Admission to GSKyTeach program and permission of instructor.

SMED 630 Action Research Seminar 1 Hour
Students present results of instructional innovation and develop conclusions about practice or process implemented in secondary math or science classroom.
Prerequisite(s): SMED 620.

Science/Math Education (SMED)

SMED 501 Designing Instructional Sequences in Secondary Math and Science 3 Hours
Theory and practice of designing and delivering high quality inquiry-based math & science instruction. Students explore and practice the guided inquiry process, create lesson plans, and implement lessons with secondary students.
Prerequisite(s): Admission to GSKyTeach Program.
Corequisite(s): SMED 510 and SMED 520.

SMED 510 Advanced Topics in Knowing and Learning in Mathematics and Science 3 Hours
Exploration of essential questions specifically relevant to teaching mathematics and science. Standards for knowing how they are used, how knowing and learning are structured, and how what is known changes and develops.
Prerequisite(s): Admission to GSKyTeach Program.
Corequisite(s): SMED 501 and SMED 520.

SMED 520 Management for Positive Learning Environments 3 Hours
Application of learning theories in instructional settings with diverse student populations. Emphasizes proactive, positive classroom management for teaching and learning. Fieldwork required; students are responsible for arranging their own transportation to sites.
Prerequisite(s): Admission to GSKyTeach program.
Corequisite(s): SMED 501 and SMED 510.

SMED 530 Literacy Support for Diverse Learners in Mathematics and Science 3 Hours
Designing literacy instruction for diverse learners in mathematics and science.
Prerequisite(s): Successful completion of at least one graduate SMED course.

SMED 560 Developing Professional Learning Communities for Instructional Improvement 3 Hours
Students form secondary professional learning communities with Mentor and Master Teachers and analyze student performance data to improve teaching/learning.
Prerequisite(s): Admission to GSKyTeach program and permission of instructor.

SMED 589 Science and Mathematics Education Internship Seminar 3 Hours
Connects theory to practice by helping students complete teaching tasks that demonstrate performance related to Kentucky’s New Teacher Standards.
Corequisite(s): SMED 590.

SMED 590 Teaching Internship 8 Hours
Supervised student teaching experience across fall and spring semesters in assigned off-campus site. Students are responsible for their own transportation to off-campus site.
Prerequisite(s): Admission to GSKyTeach program, Teacher Education, and student teaching.
Corequisite(s): SMED 589.

SMED 620 Collaborative Research to Improve Mathematics and Science Teaching 3 Hours
Development of skills needed to design and develop a data based action research project to be implemented during the semester.
Prerequisite(s): Admission to GSKyTeach program and permission of instructor.

SMED 630 Action Research Seminar 1 Hour
Students present results of instructional innovation and develop conclusions about practice or process implemented in secondary math or science classroom.
Prerequisite(s): SMED 620.

Secondary Education (SEC)

SEC 445G Introduction Education Technology 3 Hours
Instruction and laboratory experiences in the basic theory and application of educational technology to the design, production, evaluation, and utilization of various media.
Equivalent(s): LME 445G.

SEC 528 Seminar in the Teaching of Secretarial Subjects 3 Hours
Materials, methods, techniques, and devices for teaching typewriting, shorthand, and the related skilled subjects. Review and application of research findings to this area.

SEC 529 TEACHING BOOKKEEPING 3 Hours
Purposes, materials, methods, and techniques for teaching bookkeeping and basic business. Review and application of research findings to this area.

SEC 534 Seminar in Mathematics Education 3 Hours
Covers newer concepts in curriculum and methods of instruction, current research and problems in mathematics education.
Prerequisite(s): Permission of instructor.
Equivalent(s): MGE 534.

SEC 535 Seminar in Music Education 3 Hours
Historical, philosophical and psychological foundations of music education; application of the principles of education to the music program. Emphasis on current trends in education thought and their implications for instruction, supervision, administration, and evaluation in music education.

SEC 537 Seminar in Science Education 3 Hours
Includes the history and comparative study of science teaching, curriculum and course content changes, materials available, evaluation, methods in science teaching, professional organizations, and research in science education.
Prerequisite(s): Permission of instructor.

SEC 538 Seminar in Social Studies Education 3 Hours
Covers newer concepts in curriculum and methods of instruction as well as current research in social studies education.
Prerequisite(s): Permission of instructor.

SEC 539 Seminar in Agriculture Education 3 Hours
Current problems in the organization, teaching supervision, administration, and evaluation of agricultural education programs. Investigation, papers, and reports.
SEC 545 Investigations in Classroom Teaching 1-3 Hours
(repeatable max of 3 hrs)
Opportunity for secondary teachers to engage in the concentrated study of specific problems and/or the development of specific skills related to effective classroom instruction.

SEC 546 Seminar in English Language Arts Methods 3 Hours
Develops the skills, procedures, and strategies for teaching English and Language Arts in secondary school. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): EDU 520.

SEC 570 Workshop - Secondary Education 1-3 Hours (repeatable max of 6 hrs)
No course description is available

SEC 573 Methods of Teaching Business and Marketing Education 3 Hours
Develops the skills, procedures, and strategies for teaching business and marketing education in the middle and secondary school. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): Instructor permission, admitted to the MAT in Secondary Education, and admitted to teacher education.

SEC 580 Curriculum 3 Hours
Philosophy, principles and practices of curriculum improvement.

SEC 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

SEC 699 Specialist Project 1-6 Hours (repeatable max of 6 hrs)
Specialist project research and writing directed by faculty committee.
Grade Mode: Pass/Fail

SEC 700 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for specialist project completion.
Grade Mode: Non-graded

Social Rsp & Sustain Community (SRSC)

SRSC 510 Perspectives on Social Justice 3 Hours
A consideration of major perspectives concerning social justice issues.

SRSC 515 Utopias, Dystopias, & Intentional Communities 3 Hours
A study of fictional and historical utopias, dystopias, and intentional communities, with particular attention to environmental concerns.

SRSC 520 Community-based Research Methods 3 Hours
The study of and training in community-based participatory research across different disciplines, focusing on shared perspectives that apply sustainable, community-based problem solving.

SRSC 525 Place and the Problem of Healing 3 Hours
A study of place as it relates to environmental and human/animal suffering and healing.

SRSC 530 Social Policy 3 Hours
A study of the convergences and discontinuities between social justice and social policy using critical interdisciplinary theories.

SRSC 540 Community-Building for Sustainability 3 Hours
Direct participation and research in a topic related to sustainable community-building
Prerequisite(s): SRSC 510, SRSC 520.

SRSC 579 Independent Study in Social Responsibility & Sustainable Communities 3 Hours
Supervised individual study and/or field-based experience in a topic of particular relevance to the M.A. in Social Responsibility & Sustainable Communities.
Prerequisite(s): Permission of the instructor and the SRSC advisor.

SRSC 590 Sustainability Symposium 3 Hours
Culminating residency requirement for students seeking the Master's in Social Responsibility & Sustainable Communities. Includes group site evaluations and concluding symposium.
Prerequisite(s): SRSC 510, SRSC 520, SRSC 540, ECON 530, and LEAD 500.

SRSC 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)
For students pursuing the thesis option of the Master's in Social Responsibility & Sustainable Communities.
Prerequisite(s): SRSC 520 and 21 earned hours in the program.
Grade Mode: Pass/Fail

SRSC 600 Maintain Matriculation 1 Hour (repeatable max of 6 hrs)
For students needing to maintain matriculation.
Prerequisite(s): Permission of instructor.
Grade Mode: Non-graded

Social Work (SWRK)

SWRK 433G Ethical Issues and Dilemmas in Social Work 3 Hours (repeatable max of 6 hrs)
An examination of professional ethics and common ethical dilemmas in social work. Models of ethical decision making are applied in case vignettes.
Prerequisite(s): permission of instructor.

SWRK 436G Services to Children 3 Hours (repeatable max of 6 hrs)
A survey of institutional and community services with focus on principles of social services for children and their families.

SWRK 501 Cultural Competency in Social Work Practice 3 Hours (repeatable max of 6 hrs)
Not appropriate for advanced standing MSW students. Expands culturally competent standards of practice used in making effective assessments and providing interventions across cultures, including rurality.
Prerequisite(s): Admission to the MSW program or permission of the instructor.

SWRK 510 Human Behavior in the Social Environment 3 Hours (repeatable max of 6 hrs)
Examines behavior within the context of families, groups, organizations, communities, and cultures. Topics include developmental stages of the individual within multiple systems with a particular focus on issues of diversity.
Prerequisite(s): Admission to the MSW Program or permission of the instructor.
SWRK 520 Generalist Social Work Practice   3 Hours (repeatable max of 6 hrs)

Presents micro level theories as they apply to individuals and families. Foundation level skills are tied to theory for practice including communication skills, case management skills, and assessment skills. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites. 
Prerequisite(s): Admission to the MSW program.
Corequisite(s): SWRK 560.

SWRK 522 Group Dynamics in Social Work Practice   3 Hours (repeatable max of 6 hrs)

An introduction to group work based interventions in social work, including dynamics of group interaction, stages of group development, and group types. Experiential exercises are used to promote understanding of group processes.
Prerequisite(s): SWRK 501, SWRK 510, SWRK 520, and SWRK 560. 
Corequisite(s): SWRK 561.

SWRK 523 Rural Community Organization and Development   3 Hours (repeatable max of 6 hrs)

Teaches knowledge, skills, and values of advanced macro level social work practice with a focus on complex skills in community development, economic development, and organizational change within the rural community.
Prerequisite(s): SWRK 501, SWRK 510, and SWRK 520.

SWRK 530 Foundation of Social Welfare Policy   3 Hours (repeatable max of 6 hrs)

Foundations to social policy, social welfare, and the American society. Introduction to analytical and critical thinking about social welfare policy and processes.
Prerequisite(s): Admission to the MSW program or permission of the instructor.

SWRK 540 Foundations of Social Work Research Methods   3 Hours (repeatable max of 6 hrs)

Basic skills, knowledge, and values of social work research methods. Introduces single subject design and program evaluation.
Prerequisite(s): Admission to the MSW program or permission of the instructor.

SWRK 560 Foundation Field Practicum I   3 Hours (repeatable max of 6 hrs)

A beginning application of advanced social work principles and practice skills in a human services environment. Field experiences in an appropriate off-campus setting is required. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): Admission to the MSW program.
Corequisite(s): SWRK 520.
Grade Mode: Pass/Fail

SWRK 561 Foundation Field Practicum II   3 Hours (repeatable max of 6 hrs)

Continued application of advanced social work principles and practice skills in a human services environment. This is a continuation of SWRK 560. Field experiences in an appropriate off-campus setting are required. Students are responsible for arranging their own transportation to designating or assigned sites.
Prerequisite(s): SWRK 520 and SWRK 560.
Corequisite(s): SWRK 522.
Grade Mode: Pass/Fail

SWRK 571 Introduction to Kentucky Child Welfare Practice   3 Hours

Focuses on understanding problems and issues faced by children and families within an ecological framework. Examination of the complexities of social work practice within the Kentucky child welfare system.
Prerequisite(s): Permission of the instructor.

SWRK 572 Family Violence: Social Work Practice   3 Hours

Provides students with the research, practice, and policy knowledge necessary for understanding, assessing, and intervening in various forms of family violence - child, partner, elder and sibling abuse. Additionally, students examine their own values, beliefs, and biases related to working in this area of social work practice in the public child welfare system.
Prerequisite(s): Permission of instructor.

SWRK 573 Assessment and Case Management of Child Sexual Abuse   3 Hours

Prepares students to identify family dynamics associated with childhood sexual abuse, advocacy, crisis assistance and intervention. Students gain knowledge and skills required to interview children, families, and offenders, assess needs, make appropriate referrals, and prepare for the placement of the child. Students will learn the social worker's role in a multi-disciplinary team and increase their preparation for and participation in related judicial proceedings.
Prerequisite(s): Permission of instructor.

SWRK 574 Enhancing Safety and Permanency for Children   3 Hours

Students develop professional social work practice knowledge and skills in the delivery of services to children and youth in foster and out of home care as well as families (birth, relative, foster, and adoptive) who care for them. Students are prepared to enhance the safety and permanency of children receiving services from the Kentucky Cabinet for Health and Family Services. Students are responsible for their own transportation.
Prerequisite(s): Permission of instructor.

SWRK 576 Advanced Casework Practice in Child Welfare   3 Hours

Training in advanced levels of casework in a child welfare practice setting. This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 577 and SWRK 578.
Prerequisite(s): Permission of the Credit for Learning (CFL) Program.
Corequisite(s): SWRK 577 and SWRK 578.

SWRK 577 Supervision of Advanced Casework in Child Welfare   3 Hours

Core concepts and competencies in casework supervision in child welfare. This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 576 and SWRK 577.
Prerequisite(s): Permission of the Credit for Learning (CFL) Program.
Corequisite(s): SWRK 576 and SWRK 578.

SWRK 578 Coaching and Mentoring Child Welfare Practice   3 Hours

Supervision, coaching and mentoring theory, research, practices, and policies in child welfare. This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 576 and SWRK 577.
Prerequisite(s): Permission of the Credit for Learning (CFL) Program.
Corequisite(s): SWRK 576 and SWRK 578.

SWRK 579 Partnership in Assessing Children and Families   3 Hours

Provides students with a comprehensive introduction to assessment and provision of ongoing services in cases of child maltreatment as well as abuse and neglect of vulnerable adults.
Prerequisite(s): Approval of instructor.

SWRK 610 Social Work Administration and Supervision   3 Hours

Develop the knowledge, skills and values necessary for advanced practice focusing on the social work roles of administration and supervision.
Prerequisite(s): Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor.
SWRK 612 Social Work in Diverse Rural Areas 3 Hours
(repeatable max of 6 hrs)
Addresses issues of diversity, including rurality, in multi-level advanced social work practice for Advanced Standing students.
Prerequisite(s): Admission to Advanced Standing MSW Program or permission of instructor.

SWRK 620 Advanced Psycho-Social Approaches for Rural Practice 3 Hours (repeatable max of 6 hrs)
Focuses on knowledge, skills, and values for advanced micro level social work within a rural area. Topics include clinical interventions with individuals, families, and groups, empowerment and interdisciplinary approaches.
Prerequisite(s): Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program.
Corequisite(s): SWRK 660.

SWRK 622 Integrated Social Work Practice with Families 3 Hours (repeatable max of 6 hrs)
This course builds on the knowledge and skills gained in the generalist social work practice classes. Knowledge and skills related to the social work processes for planned change using engagement, assessment, planning, implementing, evaluating, terminating, and follow up in working with families will be taught.
Prerequisite(s): Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program; SWRK 610, SWRK 620, SWRK 623 and SWRK 660.
Corequisite(s): SWRK 661.

SWRK 623 Social Work Clinical Assessment and Intervention 3 Hours (repeatable max of 6 hrs)
Focuses on clinical processes of assessment and diagnosis for rural-centered social work practice. Topics include theories within the Bio-Psycho-Social paradigm, frameworks for organizing and formulating diagnostic understanding with diverse populations.
Prerequisite(s): Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor.

SWRK 630 Rural Social Welfare Policy 3 Hours (repeatable max of 6 hrs)
Focuses on policy analysis with emphasis on skills in legislative advocacy and decision making related to social policy and services for rural areas. Includes local and state government decision-making.
Prerequisite(s): Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program.
Corequisite(s): SWRK 660.

SWRK 637 Theories of Addiction 3 Hours (repeatable max of 6 hrs)
This course involves introduction to theoretical, philosophical and historical premises of addictions. Topics include professional ethics, diversity, family roles and relationships, and dual diagnosis.
Equivalent(s): CNS 637, PSY 637.
Prerequisite(s): SWRK 660. Admission to or completion of approved graduate program in helping profession, and instructor's permission.

SWRK 640 Applied Social Work Research 3 Hours (repeatable max of 6 hrs)
Focuses on skills, knowledge, and values for evaluation of advanced rural social work emphasis on single subject design and program evaluation. Students conduct a research project on their practice.
Prerequisite(s): Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program.
Corequisite(s): SWRK 661.

SWRK 647 Addictions: Assessment, Diagnosis and Treatment Planning 3 Hours (repeatable max of 6 hrs)
This course involves the selection, administration, and interpretation of assessment methods and techniques used to diagnose addiction disorders, as well as the development of appropriate treatment plans and issues involved in treatment planning.
Equivalent(s): CNS 647, PSY 647.
Prerequisite(s): Admission to or completion of approved graduate program in a helping profession, and instructor permission.

SWRK 660 Advanced Field Practicum I 3 Hours (repeatable max of 6 hrs)
An advanced application of social work principles and practice skills in a human services environment with a specific population. Field experiences in an appropriate off-campus setting are required. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program.
Corequisite(s): SWRK 620.
Grade Mode: Pass/Fail

SWRK 661 Advanced Field Practicum II 3 Hours (repeatable max of 6 hrs)
The capstone course, a continuation of SWRK 660. Application of advanced social work principles and practice skills in a human services environment with a specific population. Field experiences in appropriate off-campus settings are required. Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program; SWRK 620 and SWRK 660.
Corequisite(s): SWRK 662.
Grade Mode: Pass/Fail

SWRK 667 Counseling Substance Abusers and Their Families 3 Hours (repeatable max of 6 hrs)
Counseling issues related to substance abuse diagnosis, treatment and aftercare programs; family roles and relationships; the counselor's role in elementary, secondary, post-secondary school and community drug abuse programs.
Equivalent(s): CNS 667, PSY 667.

SWRK 671 Social Work and the Law 3 Hours (repeatable max of 6 hrs)
Introduction to legal issues in social work. Identifies similarities and differences between legal and ethical obligations and dilemmas. Topics include courtroom evidence, procedure and testimony.
Prerequisite(s): Admission to the MSW program or permission of the instructor.

SWRK 672 Child Sexual Abuse 3 Hours (repeatable max of 6 hrs)
Dynamics, causes, and effects of child sexual abuse across the life span. Focuses on interventions, skills, and knowledge for working with families and individuals experiencing child sexual abuse.
Prerequisite(s): Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor.

SWRK 673 Grief and Loss: Issues and Interventions 3 Hours (repeatable max of 6 hrs)
Dynamics of grief and loss. Theories/models for interventions that are relevant for advanced direct social work practice in rural settings.
Prerequisite(s): Admission to the MSW program or permission of the instructor.
SWRK 675 Expressive Therapies in Social Work Practice 3 Hours (repeatable max of 6 hrs)
This course will focus on the use of expressive therapies in social work practice from a holistic perspective that embraces alternative practices for personal change and growth. Students will obtain knowledge from various theories and models with interventions that are relevant for individual, family and group social work practice which extends what is known as the traditional "talking cure".
Prerequisite(s): Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor.

SWRK 676 Social Work with Migrants 3 Hours (repeatable max of 6 hrs)
Examine terms associated with migrants, the history of immigration in the U.S., cultural competency and migrant populations, theoretical underpinnings, effective interventions, the most vulnerable migrant groups, and the role of social work.
Prerequisite(s): MSW admission or permission of the instructor.

SWRK 678 Environmental Justice: Theory, Policy, and Practice 3 Hours (repeatable max of 6 hrs)
Examines the relationship between environmental practice and social inequity, with grounding in relevant theories, policies, practice and evaluation of micro, mezzo, and macro intervention.

SWRK 679 Professional Social Work Writing Seminar 3 Hours
Common social work writing tasks include documentation of client services, psychosocial assessments including diagnostic impressions, court reports often including recommendations for removal of children or jail time, grant proposals, and additional discipline specific writing requirements. This course will help students develop advanced social work writing skills in these areas critical for successful advanced professional practice.

SWRK 695 Special Topics in Social Work 3 Hours (repeatable max of 6 hrs)
An in-depth examination of a selected topic in social work. Topics will vary.
Prerequisite(s): Admission to the MSW program or permission of the instructor.

SWRK 696 Selected Readings in Social Work 3 Hours (repeatable max of 6 hrs)
An independent study with a faculty member focusing on the development of a literature review or thesis topic pertaining to an agreed upon area within rural centered social work practice.
Prerequisite(s): Completion of the 1st year of MSW or advanced standing.

SWRK 699 Selected Research in Social Work 3.6 Hours
An independent study with a faculty member focusing on the completion of the research proposal initiated in SWRK 698.
Prerequisite(s): SWRK 698.
Grade Mode: Pass/Fail

Sociology (SOCL)

SOCL 408G Survey Applications 3 Hours
Student involvement in the design, conduct, analysis, and dissemination of an actual social survey research project.
Prerequisite(s): SOCL 300 and SOCL 302 or their equivalent and permission of instructor.

SOCL 420G Political Sociology 3 Hours
Political behavior within a sociological perspective. Includes social cohesion, legitimacy, political socialization, and power structures.
Prerequisite(s): Nine hours of sociology or consent of instructor.

SOCL 434G Organized Crime 3 Hours
The study of both traditional and nontraditional organized crime from a sociological perspective.
Prerequisite(s): Graduate standing.

SOCL 435G Family Violence 3 Hours
This course is designed to provide the student with a sociological perspective on family violence in the United States. Emphasis is placed on child abuse and wife abuse. Research, theory, laws, treatment and prevention are analyzed.
Prerequisite(s): Six hours of sociology.

SOCL 440G Medical Sociology 3 Hours
Comprehensive examination of the social organization of the health care industry in the U.S. Focus on origins and development of medicine, social epidemiology, the social construction of illness and illness behavior, the professionalization of medicine and patterns of social interaction between health providers and patients.

SOCL 450G Occupations and Professions 3 Hours
Deals with occupation specialization and the nature of occupational organization. Examines a variety of occupations and professions to determine the place of work in the lives of their members.
Prerequisite(s): SOCL 346 or consent of instructor.

SOCL 470G Environmental Sociology 3 Hours
Explores environmental thought within the sciences and the general public, including shifting worldviews, social movements and social structural change associated with sustainability, environmental justice, and the rights of nature.
Prerequisite(s): ENG 300, three credit hours of sociology, or consent of instructor.

SOCL 489G Sociology Study Abroad 1-3 Hours (repeatable max of 3 hrs)
Sociological and cultural study in international locations. No more than three hours may be applied toward the M.A. in sociology.
Prerequisite(s): Consent of instructor.

SOCL 500 Seminar Teaching Sociology 2 Hours
Workshop for students who plan to teach sociology.

SOCL 501 Practicum in the Teaching of Sociology 1 Hour
Seminar for students who are teaching sociology.
Prerequisite(s): SOCL 500 and 16 additional graduate hours in sociology.

SOCL 505 Proseminar in Sociology 1 Hour
Socializes graduate students into the discipline and profession of sociology and acquaints them with department faculty and their interests.
Prerequisite(s): First-year graduate student standing in Sociology program.
Grade Mode: Pass/Fail

SOCL 510 Qualitative Methods of Social Research 3 Hours
Covers epistemological and philosophical bases of qualitative inquiry; research design and data analysis in participant observation, in-depth interviewing, hermeneutic content analysis, and discourse analysis; issues in validity, reliability, and ethics of qualitative research.
Prerequisite(s): Admission to program or consent of instructor.

SOCL 512 Sociological Theory 3 Hours
Analysis of current sociological theories, including a survey of recent approaches to the construction and application of systematic theoretical models.
Prerequisite(s): Six hours of sociology or consent of instructor.

SOCL 513 Quantitative Methods of Social Research 3 Hours
Covers concept definition, model building, and research design appropriate to problem and data. Includes a review of representative research studies to acquaint the sociology major with advanced social research methodology, techniques, and procedures.
Prerequisite(s): Six hours of sociology or consent of instructor.
SOCL 514  Advanced Social Statistics  3 Hours
Deals with forms of statistical analysis commonly applied to sociological research data. Includes multiple and partial correlation and regression, one- and two-way analysis of variance, path and nonlinear function analysis, interaction effects, and introduction to factor analysis.
Prerequisite(s): Basic statistics at the undergraduate level or consent of instructor.

SOCL 515  Advanced Data Analysis  3 Hours
Deals with multivariate forms of statistical analyses commonly applied to quantitative sociological research data. Covers applications and extensions of the general linear model, including dummy variable regression, analysis of variance and covariance, etc.
Prerequisite(s): SOCL 513, SOCL 514 or equivalent.

SOCL 525  Survey of Criminal Justice Studies  3 Hours
Survey of the development and implementation of the criminal justice system and the societal responses that emerged to deal with the social problem of crime.

SOCL 530  Penology  3 Hours
Examination of theories, research, laws, and public policies associated with punishment on a social control mechanism. Emphasis on social purposes and efficiency of correctional institutions.

SOCL 531  Deviant Behavior  3 Hours
Deals with types of deviant behavior with emphasis on criminality, delinquency, drug addiction, and alcoholism. Also covers current sociological theory and research in the field.
Prerequisite(s): Six hours of sociology or consent of instructor.

SOCL 532  Criminology  3 Hours
Theories of crime causation and current research in the areas of criminology and corrections and methodological research considerations.
Prerequisite(s): Six hours of sociology or permission of instructor.

SOCL 533  Criminology and Law  3 Hours
Examine the structure, organization, and content of criminal law. Topics include development and elements of law as they relate to social control.

SOCL 534  Neighborhoods and Crime  3 Hours
Overview of ecology of crime, with emphasis on criminological theories, factors that influence neighborhood-level crime rates, and effects that neighborhood characteristics have on individuals.

SOCL 535  Family Violence  3 Hours
Examination of family violence within the United States. Emphasis placed on spousal violence and child abuse but also on violence within other intimate relationships.

SOCL 536  Juvenile Delinquency  3 Hours
Analysis of current issues relating to children who come into contact with the juvenile justice system.

SOCL 537  Comparative Criminology  3 Hours
Survey of theoretical and empirical work examining the structural and cultural forces influencing cross-national crime patterns and trends, international law, and specific legal systems.

SOCL 538  Victimology  3 Hours
Survey of the major theories and research in victimology. Topics include violent victimization, sexual assault, child abuse, and response of criminal justice system to victims.

SOCL 541  Demography  3 Hours
A review of the demographic processes such as mortality, fertility, and migration, with emphasis on measurements, methods, and analytical techniques.
Prerequisite(s): Six hours of sociology or permission of instructor.

SOCL 542  Community  3 Hours
Ecological and social concepts of the community and its structure and function.
Prerequisite(s): Six hours of sociology or consent of instructor.

SOCL 545  Rural Poverty  3 Hours
Explores the nature and scope of poverty in contemporary rural America. Current theories of and policy solutions to poverty will be critically examined. Students are responsible for arranging their own transportation for optional field trips.

SOCL 546  Gender, Crime, and Justice  3 Hours
Examines crime, criminal justice, and gender. Explores how constructions of masculinity, femininity, and features of sexuality affect victims, offenders, and professionals in the criminal justice system.

SOCL 547  Life-course Criminology  3 Hours
Examination of theories and empirical research associated with onset, escalation, persistence, and desistance of violent offending over the human life-course.

SOCL 548  Race, Class, and Crime  3 Hours
Examination of relationships between race and social class in crime patterns and in the etiology of offending and victimization.

SOCL 551  Sociology of the Family  3 Hours
Analysis of the family institution; the impact of modern culture on the family.
Prerequisite(s): Six hours of sociology or consent of instructor.

SOCL 561  Advanced Social Interaction: Self in Society  3 Hours
The self in social environment, especially face-to-face interaction as individuals interpret, influence, and react to others actions. Emphasis on identity, roles, and definitions of the situation.
Prerequisite(s): Six hours of sociology or permission of the instructor.

SOCL 571  Topical Seminar Sociology  3 Hours (repeatable max of 9 hrs)
Significant topics, issues, or developments in the discipline.

SOCL 572  Environmental Criminology  3 Hours
Explores criminological solutions to environmental problems. Issues addressed include the nature of environmental offenders and victims, environmental justice, and criminal justice solutions to specific environmental problems.

SOCL 595  Directed Study  1-3 Hours (repeatable max of 6 hrs)
Individual research in a specific area of sociology in close cooperation with supervising faculty.
Prerequisite(s): Consent of instructor and department head.

SOCL 596  Applied Research Project  3 Hours
Students will work with an advisor/mentor to develop an applied research project that incorporates information learned in the Master of Arts in Criminology Curriculum.

SOCL 598  Internship in Sociology  3-6 Hours (repeatable max of 6 hrs)
Practical experience in a supervised work situation with a cooperating agency.
Prerequisite(s): Twenty-four graduate credit hours earned and the research tool successfully completed.

SOCL 599  Thesis Research/Writing  1-6 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

SOCL 600  Maintain Matriculation  1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

Spanish (SPAN)

SPAN 470G  Advanced Oral Spanish  3 Hours
Conversation units, dramatic sketches, original oral topics.
Prerequisite(s): SPAN 370.
Course Fee: $7
SPAN 471G  Advanced Spanish Composition  3 Hours
Examination of selected literary works; original compositions on selected topics.
Prerequisite(s): SPAN 371.

SPAN 476G  20th Century Spain  3 Hours
Chronological study of the culture of Spain through literary masterpieces of the present century. Ideas and characteristics of cultural and literary periods in Spain and approaches to literary texts will be discussed.

SPAN 490G  Hispanic Cinema  3 Hours
Introduces students to the cinematic work of Latin American, Spanish and US-Hispanic-Latino film artists and develops critical interpretative skills that enhance appreciation of films.
Prerequisite(s): Graduate standing.

SPAN 499G  Advanced Studies in Spanish  1-4 Hours (repeatable max of 6 hrs)
For guided independent study in culture, language, or literature. May be used with consent of full-time program faculty members for work accomplished during study abroad. Number of credit hours will be determined in consultation with instructor.
Prerequisite(s): Permission of instructor.

SPAN 555  Topics in Hispanic Literature and Culture  3 Hours (repeatable max of 6 hrs)
This course will examine different literary and cultural topics of interest in Hispanic studies.
Prerequisite(s): Graduate status.

SPAN 578  Seminar: Hispanic Literature or Language  3 Hours (repeatable max of 6 hrs)
No course description is available

**Special Education (SPED)**

SPED 419G  Assistive Technology in the Special Education Classroom  3 Hours
This class is designed to provide an overview of assistive technology and augmentative/alternative communication devices and their application in the special education classroom. This class will enable participants to develop sound and inclusive technology plans that meet the needs of students with moderate to severe disabilities.
Prerequisite(s): SPED 516.

SPED 421G  Special Education and the Law: Inter/App  3 Hours
Focus is on laws and regulations and the education of children and youth with disabilities. Laws and regulations, the developments that led to them, and their implications for schools, students, and parents are discussed, analyzed, and applied to practical situations.
Prerequisite(s): SPED 516.

SPED 422G  Collaboration and Inclusion in School and Community Settings  3 Hours
This course provides an overview of methods which facilitate collaboration across disciplines to support diverse learners in regular classrooms and community settings. Field experiences are required.
Prerequisite(s): SPED 516.

SPED 431G  Language Intervention: Strategies and Materials  3 Hours
Preparation of teachers to work as consultants in a team model; exploration of local, state and regional agencies involved with individuals diagnosed with ASD. Supervised practicum required at designated sites.
Prerequisite(s): SPED 610 and Masters.

SPED 432G  Applied Behavior Analysis  3 Hours
Setting realistic classroom performance objectives for individuals with disabilities. Terminology and methodology in managing a learning environment with appropriate record keeping systems. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for providing their own transportation.
Prerequisite(s): An introductory course in Exceptional Education 3 hours, SPED 331 and SPED 333 6 hours (undergraduate prerequisites/graduate deficiencies).

SPED 460G  Special Problems  1-3 Hours
Investigation of a special problem from an area of individual interest.
Prerequisite(s): Permission of instructor.

SPED 480G  SPECIAL PROBLEMS  1 Hour
No course description is available

SPED 515  Education of Exceptional Children  3 Hours
Introductory course for initial certification in Exceptional Education. Induction issues in special education are examined.

SPED 516  The Exceptional Child: Perspectives and Issues  3 Hours
Focus is on the characteristics, priorities, resources and issues of children who are disabled, delayed or gifted and their families. Emphasis is on current results of research and perspectives on today's children, families, schools and communities. Descriptions, issues and techniques for each area of exceptionality including learning disabilities, emotional/behavioral disorders, mentally challenged, autism, giftedness, physically challenged, health concerns, communication disorders, hearing loss, blindness or low vision, and traumatic brain injury will be included.

SPED 517  Transition Services and Programs for Individuals with Disabilities  3 Hours
Transition planning for individuals with disabilities. Interagency collaboration, vocational assessment, and life-skills competencies within the general curriculum are addressed.
Prerequisite(s): SPED 516 and SPED 530 and SPED 531.

SPED 518  Seminar: Contemporary Challenges in Special Education  3 Hours
Issues in special education. Classroom experiences to develop awareness and sensitivity to educational needs.
Prerequisite(s): Minimum of 12 hours of graduate level course work in Exceptional Education, Instructor permission.

SPED 523  Curriculum/Methods in Early Childhood Special Education  3 Hours
Selection/development of curricula materials for planning, implementation, and evaluation of intervention with children P-5 who have disabilities.
Prerequisite(s): IECE 521, IECE 522, IECE 523.

SPED 530  Advanced Assessment Techniques  3 Hours
Experiences will be provided for students to enhance their knowledge of issues, techniques, and interpretations of various assessment procedures and instruments.

SPED 531  Advanced Prescriptive Teaching  3 Hours
Adapting the learning environment to the learner. The identification and modification of various aspects of specialized learning environments are examined.

SPED 532  Families, Professionals and Exceptionalities  3 Hours
Interpreting programs for individuals with disabilities to maximize family involvement. Emphasizes the attitudes, skills, and knowledge taught in the educational program.
SPED 533 Seminar: Curriculum for Learning and Behavior Disorders 3 Hours
Development, adaptation, and evaluation of curricula, methods, materials, and resources. Implementing and evaluating instructional programs for students with mild disabilities is stressed.
Prerequisite(s): SPED 516 and SPED 530 and SPED 531.

SPED 534 Research in Exceptional Child Education 3 Hours
(repeatable max of 6 hrs)
Reading, interpreting and conducting research related to students with disabilities, parents, and teachers. An independent research project is required.

SPED 535 Curriculum for Individuals with Moderate and Severe Disabilities 3 Hours
No course description is available

SPED 590 Advanced Internship in Exceptional Education 3 Hours
(repeatable max of 6 hrs)
Clinically supervised instructional practice in an approved setting for development of advanced skills and experience.
Prerequisite(s): Must pass PRAXIS II.
Grade Mode: Pass/Fail
Course Fee: $50

SPED 595 Advanced Preparation Capstone for Special Education 3 Hours
A capstone course in Special Education for advanced candidates seeking an additional teacher certification area. Practice in implementing instructional skills and procedures. Field observation hours required.
Prerequisite(s): SPED 590 and SPED 594.
Grade Mode: Pass/Fail

SPED 599 Thesis Research and Writing 3 Hours (repeatable max of 6 hrs)
Thesis research and writing directed by faculty committee.
Grade Mode: Pass/Fail

SPED 600 Maintaining Matriculation 3 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.
Grade Mode: Non-graded

SPED 610 Characteristics of Autism Spectrum Disorders 3 Hours
Comprehensive review of ASD from the perspectives of various disciplines. Theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues. Thirty field experience hours required.
Prerequisite(s): Master's degree in education or related field.

SPED 611 Collaborative Interventions for Students with Autism Spectrum Disorders 3 Hours
Preparation of teachers to work as consultants in a team model; exploration of local, state and regional agencies involved with individuals diagnosed with ASD. Supervised practicum required at designated sites.
Prerequisite(s): SPED 610 and Masters.

SPED 612 Instructional Strategies and Design for Students with Autism Spectrum Disorders 3 Hours
Development of competencies and philosophies of instructional design specific to teaching students with ASD. Emphasis on research-based instructional strategies, plans and classroom structures.
Prerequisite(s): Masters.

SPED 613 Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorders 3 Hours
Development of competencies in assessing, designing, and implementing social skills instruction and behavioral programming for students with Autism Spectrum Disorders.
Prerequisite(s): Masters.

SPED 619 Assistive technological and Communication Interventions for Students with Autism Spectrum Disorders 3 Hours
Investigation of assistive and instructional technology, as well as alternative and augmentative communication devices to implement with students with ASD and PDD.
Prerequisite(s): SPED 610 and Masters.

SPED 620 Seminar in the Administration of Special Education 3 Hours
Current trends and issues in the administration and supervision of special education programs.
Equivalent(s): EDAD 620.

SPED 625 Practicum in the Administration of Special Education 3 Hours
Supervised practice in educational organizations for persons preparing to become a Director of Special Education.
Equivalent(s): EDAD 625.

SPED 630 Special Education Law and Finance 3 Hours
Comprehensive study of existing school law codes for special education; budgeting and financial accounting for local, state and federal monies; and, grant writing and reporting.

Speech-Language Pathology (SLP)

SLP 500 Research Methodology in Communication Sciences and Disorders 3 Hours
Interpretation of empirical research designs used in the field of speech-language pathology and audiology. Includes understanding the various statistical analysis used to determine research outcomes and their relevance to clinical practice.

SLP 501 Early Intervention in Speech-Language Pathology 3 Hours
Theory and practice in the assessment and intervention of speech and language disorders in the infant/toddler population.
Prerequisite(s): Admission to graduate program in SLP or permission of instructor.

SLP 502 Motor Speech Disorders 3 Hours
The etiologies, communication characteristics, appraisal and treatment of motor speech disorders in children and adults.

SLP 503 Advanced Diagnostic Procedures 3 Hours
Teaches in depth assessment, interpretation of results and clinical report writing skills. Focus on identification of pediatric to geriatric persons with communication disabilities in various clinical settings. Addresses assessment in multicultural populations. Elaboration and extension of basic diagnostic skills and techniques.

SLP 504 Seminar in Language Disorders of Childhood 3 Hours
Topics cover language disorders from infancy through adolescence; discussion of an integrated model of language, reading, and writing intervention; discussion of multicultural and bilingual issues.

SLP 505 Orofacial Anomalies 3 Hours
Etiology, diagnosis, and management of speech/language dysfunctions associated with cleft palate and other syndromes resulting from neuropathologies.

SLP 506 Dysfluency 3 Hours
Literature review of stuttering and other fluency disorders with emphasis on assessment and clinical management of fluency disorders in children and adults.

SLP 507 Aphasia 3 Hours
Symptomatology, etiology, differential diagnosis, and remediation of adult dysphasia.
SLP 508 Voice Disorders 3 Hours
Diagnosis and remediation techniques for voice disorders in children and adults. Rehabilitation of the laryngectomee including use of electrolarynx, esophageal speech, and other voice substitutes.

SLP 509 Speech Science 3 Hours
Study and review of current research in acoustics, speech production, and speech perception. Emphasis on physiological, acoustical and biomedical recording, measurement and interpretation of speech signals. Includes lab activities with various equipment.

SLP 510 Seminar in Professional Issues 3 Hours
Current local, regional, and national issues that impact service delivery by the speech pathologist and audiologist. Includes ethics and requirements for state and American Speech-Language Hearing Association certification and licensure.

SLP 511 Neurology Speech Language 3 Hours
Neuroanatomical and physiological development with emphasis on normal reflexes affecting motor and perceptual speech and language patterns. Stresses assessment and treatment procedures in neurologically impaired children and adults.

SLP 512 Seminar in Phonology 3 Hours
Study of phonological process theory and therapy approaches for persons, preschool age through adult, with communication disabilities.

SLP 513 Cognitive Linguistic Disorders 3 Hours
Designed to develop a working knowledge of neural based communicative linguistic disorders, with an emphasis on traumatic brain injury, dementia, and other etiologies that cause cognitive linguistic disorders. Students will gain knowledge in identification, assessment and therapeutic strategies of neuroanatomical bases and classification of cognitive linguistic disorders.

SLP 514 Dysphagia 3 Hours
Characteristics, intervention protocols and treatment techniques for individuals with a diagnosis of dysphagia. Case studies and clinical observations of patients with dysphagia will prepare students for clinical placement.

SLP 515 Rehabilitation Audiology 3 Hours
Methods and procedures for evaluating hearing loss and the selection and fitting of amplification across the lifespan will be addressed. Intervention techniques and counseling will be discussed.

SLP 517 Normal Language Development 3 Hours
Introduction to development of speech and language across the lifespan with emphasis on comprehensive child development. Topics include development of speech and language, play, cognition, socialization, and emerging literacy.

SLP 518 Advanced Alternative and Augmentative Communication Modalities 3 Hours
Surveys terminology and service delivery for alternative and augmentative communication; specifies the rationale for high or low tech device selection based on client needs.

SLP 520 Clinical Methods in Speech-Language Pathology 1 Hour
Introduction to clinical policies and procedures in speech-language pathology

SLP 521 Seminar in Professional Issues (repeatable max of 2 hrs)
Prerequisite(s): Permission of instructor.

SLP 522 Clinical Externship 2,3 Hours
Advanced, supervised, clinical practicum that provides varied on-campus experiences with clients presenting communication disorders. Maximum of one hour allowed per semester.

SLP 525 Special Topics in Communication Disorders 3 Hours
Study of phonological process theory and therapy approaches for neurologically impaired children and adults. Rehabilitation of the laryngectomee including use of electrolarynx, esophageal speech, and other voice substitutes.

SLP 526 International Speech-Language Pathology 3 Hours
Knowledge and understanding of how speech and language services are rendered in other countries will be gained through study abroad.

SLP 527 Speech-Language Pathology and Autism Spectrum Disorders 3 Hours
Development of strategies for speech-language pathologists to assess and treat the social and communication needs of those with autism spectrum disorders.

SLP 557 Speech-Language Pathology and Autism Spectrum Disorders 3 Hours
Development of strategies for speech-language pathologists to assess and treat the social and communication needs of those with autism spectrum disorders.

SLP 558 Interprofessional Practice Across the Lifespan 3 Hours
Principles of interprofessional collaboration and exploration of roles of family/caregivers and health care and educational professionals; interprofessional communication, decision making and collaborative team problem solving as it relates to a variety of settings across the lifespan.

SLP 570 Administration and Supervision in Speech Language Pathology 3 Hours
Review of the types of supervision found in speech-language pathology at the pre-professional and professional levels; the administration of speech programs in various settings will be described; ASHA and CAA standards will be targeted.

SLP 571 Administration and Supervision in Speech Language Pathology (repeatable max of 6 hrs)
An in-depth examination of a topic of current interest and relevance to speech-language pathologists.

SLP 577 Seminar in Professional Issues 1 Hour
Prerequisite(s): Permission of instructor.

SLP 577 Seminar in Professional Issues 1 Hour
Prerequisite(s): Permission of instructor.

SLP 579 Seminar in Professional Issues 1 Hour
Prerequisite(s): Permission of instructor.

SLP 580 Clinical Observation 1 Hour
Provides graduate speech-language pathology students with opportunities to observe, evaluate, then analyze a variety of professional assessment and intervention sessions. A minimum of 25 hours of treatment or assessment of communication disorders in children or adults is required.

SLP 583 Special Topics in Communication Disorders 1-3 Hours
Independent but guided inquiry of pre-approved topics in the field of Speech Pathology-Audiology. Not substituted for course offered same term.

SLP 588 Clinical Methods in Speech-Language Pathology 1 Hour
Introduction to clinical policies and procedures in speech-language pathology

SLP 588 Clinical Methods in Speech-Language Pathology 1 Hour
Prerequisite(s): Acceptance to SLP graduate program and permission of instructor.

SLP 589 Special Topics in Communication Disorders 1-3 Hours
Independent but guided inquiry of pre-approved topics in the field of Speech Pathology-Audiology. Not substituted for course offered same term.

SLP 590 Clinical Internship 1 Hour (repeatable max of 2 hrs)
Advanced, supervised, clinical practicum that provides varied on-campus experiences with clients presenting communication disorders. Maximum of one hour allowed per semester.

SLP 591 Clinical Internship 2,3 Hours (repeatable max of 6 hrs)
Advanced, supervised clinical experience in a variety of settings external to the campus. Maximum of 3 hours per semester.

SLP 594 Clinical Externship 2,3 Hours (repeatable max of 6 hrs)
Advanced, supervised clinical experience in a variety of settings external to the campus. Maximum of 3 hours per semester.

SLP 595 International Speech-Language Pathology 3 Hours
Knowledge and understanding of how speech and language services are rendered in other countries will be gained through study abroad.

Prerequisite(s): Permission of instructor.
SLP 599 Thesis Research and Writing 3 Hours (repeatable max of 6 hrs)
Faculty supervised research project on a topic related to speech-language pathology.
Prerequisite(s): SLP 500, Admission to graduate program in SLP and Permission of Instructor.
Grade Mode: Pass/Fail

Statistics (STAT)

STAT 549 Statistical Methods I 3 Hours
Principles of applied statistical research. Elements of data collection and experimental design. Parametric and non-parametric methods for analyzing interval, ordinal and categorical data, including confidence intervals and hypothesis testing, single factor ANOVA, simple and multiple linear regression and correlation. Emphasis will be placed on analyzing real data.
Prerequisite(s): Permission of instructor.

STAT 550 Statistical Methods II 3 Hours
Continuation of STAT 549. Topics include multiple linear regression, generalized linear model, two-way ANOVA and more general factorial design, block and nested design, mixed and random effect models, analysis of covariance. Emphasis on analyzing real data using statistical software packages, such as SAS, SPSS, or R.
Prerequisite(s): STAT 549 with a grade of B or better; or permission of instructor.

Sustainability (SUST)

SUST 512 Foundations of Sustainability 3 Hours
Examination of the social, economic, and environmental principles of sustainability, with a focus on case studies at both local and global levels.

SUST 514 Environmental Justice and Public Spaces 3 Hours
An examination of environmental justice and place, including historical movements and case studies of the uses and misuses of public space and resources.

SUST 517 Sustainable Places 3 Hours
Examines key features and principles of sustainable places, including advantages of, challenges to, and the importance of governance in creating sustainable places (communities, cities, countries).

SUST 518 Organizational Change for Sustainability 3 Hours
An examination of approaches to organizational change for comprehensive sustainable performance, including analysis of institutional barriers and examples of successful change strategies.

Teacher Leadership (TCHL)

TCHL 500 Foundations of Teacher Leadership 3 Hours
Survey course covering foundational concepts of leadership, especially as they relate to the role of teacher leaders in P-12 settings. Includes orientation assessments leading to individualized programs for students.
Prerequisite(s): Admission to a master's or 5th year non-degree program that leads to advanced teacher preparation.

TCHL 520 Principles of Action Research for Teacher Leaders 3 Hours
Principles of action research as it is applied to educational settings.
Prerequisite(s): TCHL 500 or admission to a program that leads to graduate initial teacher certification.

TCHL 530 Curriculum Development 3 Hours
Study of curriculum design and evaluative techniques used by P-12 teachers. Covers research-based strategies for implementing integrated, differentiated curriculum. Students must have access to technology resources and/or equipment identified by instructor.
Prerequisite(s): TCHL 500.

TCHL 540 Classroom Instruction: Instructional Strategies 1 Hour
Examination of research-based best practices for designing and implementing classroom instruction in diverse P-12 classroom settings.
Prerequisite(s): TCHL 500.

TCHL 544 Equitable School and Community Partnerships 1 Hour
Study of school and community partnerships designed to build equitable schools for students and families resulting in increased student achievement.
Prerequisite(s): TCHL 500.

TCHL 545 Classroom Instruction Strategies 3 Hours
Examination of advanced classroom instructional strategies for designing and implementing classroom instruction in diverse P-12 classroom settings resulting in increased student achievement.
Prerequisite(s): TCHL 500.

TCHL 548 Classroom Instruction: Managing the Learning Environment 1 Hour
Study of classroom management principles and interventions.
Prerequisite(s): TCHL 500.

TCHL 550 Student Assessment I: Fundamentals of Student Assessment 1 Hour
Develops an understanding of validity, reliability, descriptive statistics, and professional aspects of evaluating students to improve student learning.
Prerequisite(s): TCHL 500.

TCHL 554 Student Assessment II: Standardized Testing 1 Hour
Examination of both national norm-referenced and state criterion-referenced tests and utilization of accountability data in planning for school improvement.
Prerequisite(s): TCHL 500.

TCHL 555 School and Classroom Assessment 3 Hours
Development of advanced skills for designing classroom assessments and analyzing school/classroom assessment data.
Prerequisite(s): TCHL 500.

TCHL 558 Student Assessment III: Classroom Tests and Instruments 2 Hours
Development of advanced skills for designing and creating classroom assessment instruments.
Prerequisite(s): TCHL 500.

TCHL 559 Action Research Design for Teacher Leaders 1 Hour
Fundamental principles of designing an action research project as it is applied to in educational settings. Students will be required to design an action research prospectus.
Prerequisite(s): TCHL 500 and completion of 18 hours; or instructor permission.

TCHL 560 Action Research Capstone for Teacher Leaders 3 Hours
Development, design, implementation, and analysis of action research in educational settings. Students will conduct an action research project and present the results in an advisor-designated setting. Should be taken in the student's next-to-last semester.
Prerequisite(s): TCHL 559 completed within a year before beginning TCHL 560; Completion of 21 hours and all courses in the professional education component of the program, or instructor approval.
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