


GRADUATE CATALOG

2018-19



The Graduate School at WKU
1906 College Heights Blvd. #11010
Wetherby Administration Building 207
Bowling Green, Kentucky 42101-1010
(270) 745-2446 • wku.edu/graduate

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THE GRADUATE SCHOOL AT WKU

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

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. In addition to main campus (<http://www.wku.edu/tour>), 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.

The Graduate School (<http://www.wku.edu/graduate>) at WKU offers graduate education in 103 degree and certificate programs. The University confers the 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, and Doctor of Psychology. WKU also offers non-degree Rank I and II and certification-only teacher education programs. The Undergraduate Catalog (<http://catalog.wku.edu/undergraduate>) provides information regarding baccalaureate degrees, associates degrees, and undergraduate certificates, as well as undergraduate policies, procedures, and student services.

Campus Directory

The complete WKU Campus Directory (<https://acsapps.wku.edu/pls/prod/dirpkg.prompt>) includes contact information for students, faculty, staff, and departments.

WKU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

This catalog was prepared in the Graduate School at Western Kentucky University and paid for from state funds (KRS 57.375). All statements in this publication are announcements of present policy only and are subject to change at any time without prior notice. They are not to be regarded as offers to contract.

Upon request, this publication is available in alternate format for persons with disabilities. Please contact: Matt Davis, Coordinator, Student Accessibility Resource Center, Dero Downing Student Union, Room 1074, (270) 745-5004. Western Kentucky University is an equal opportunity institution of higher education and upon request provides reasonable accommodation to individuals with disabilities. www.wku.edu/eoo.

STATEMENT OF COMPLIANCE

History of WKU

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 College of Health and Human Services was established in 2002, and the Division of Extended Learning and Outreach launched in 2003. 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 professional practice 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 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

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

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 long 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 & Governance

President of the University

Dr. Timothy C. Caboni

Board of Regents

Dr. Phillip W. Bale, Chair, Glasgow KY
 Mr. Gillard B. Johnson III, Vice Chair, Nicholasville KY
 Mr. Frederick A. Higdon, Secretary, Lebanon KY
 Mrs. Linda Ball, Lexington KY
 Mr. David S. Brinkley, Staff Regent, Alvaton KY
 Dr. Claus D. Ernst, Faculty Regent, Bowling Green KY
 Ms. Julie Harris Hinson, Prospect KY
 Mr. Stephen Mayer, Student Regent, Louisville KY
 Mr. Jason L. McKinney, Alvaton KY
 Mr. George Nichols III, Potomac MD
 Mr. J. David Porter, Lexington KY

WKU President's Cabinet

Dr. Timothy C. Caboni, President
 Dr. Terry Ballman, Provost and Vice President for Academic Affairs
 Mr. John Paul Blair, Interim Vice President for Philanthropy and Alumni Engagement
 Dr. Lynne Holland, Assistant Vice President, Dean of Students and Chief Diversity Officer
 Mr. Brian Kuster, Vice President for Enrollment and Student Experience
 Ms. K. Ann Mead, Senior Vice President for Finance and Administration
 Mr. Bryan B. Russell, Chief Facilities Officer
 Mr. Todd Stewart, Director of Athletics

Ms. Robbin Taylor, Vice President for Public Affairs
 Ms. Deborah T. Wilkins, General Counsel

Academic Deans

Dr. Catherine Carey (Interim), Gordon Ford College of Business
 Dr. Cheryl Davis, (Interim) The Graduate School
 Ms. Susann deVries, University Libraries
 Dr. Dennis George (Interim), College of Health and Human Services
 Dr. Corinne Murphy, College of Education and Behavioral Sciences
 Dr. Lawrence Snyder, Potter College of Arts & Letters
 Dr. Cheryl Stevens, Ogden College of Science and Engineering

College Heights Foundation Board of Directors

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 Mr. Joe B. Natcher, Jr.
 Ms. Wanda J. Scott
 Mr. Freddie Travis

Graduate Faculty

WKU Graduate Faculty (p. 175) 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. Academic Affairs (<http://www.wku.edu/faculty>) maintains a comprehensive list of WKU faculty, including distinguished professors.

All courses offered for graduate credit at WKU must be taught by graduate faculty. Membership in the graduate faculty may be acquired through two methods. First, membership may be granted through the hiring process. The department head or program director/ coordinator should recommend graduate faculty status at the time of hire. The College Dean will review the recommendation, approve, and forward the recommendation to the Graduate Dean for approval. Second, membership may be granted to current faculty members via a recommendation by the faculty member's department head or program director/coordinator. The College Dean must review the recommendation, (dis)approve, and forward to the Graduate Dean for approval.

Nominations and recommendations are based upon the general criteria of evidence of scholarly attainment, active participation in research, scholarly activities and/or professional accomplishments which are recognized or commended by professional organizations in the candidate's field and professional standing. Graduate faculty should also express a willingness to direct the study of graduate students. College deans, department heads, or program director/coordinator should evaluate faculty for graduate faculty status as part of the annual review procedure in accordance with the general criteria listed above.

(Approved by Graduate Council 12/10/15)

Accreditations

Western Kentucky University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, specialist, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Western Kentucky University.

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

Architectural Science: The Association of Technology, Management, and Applied Engineering (<http://www.atmae.org>) (ATMAE) (BS Program)

Art: National Association of Schools of Art and Design (<https://nasad.arts-accredit.org>) (NASAD) Commission on Accreditation (AB in Art History, AB in Visual Studies (Art Ed and Studio concentrations); and BFA in Visual Arts (Graphic Design and Studio concentrations))

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

Civil Engineering: Engineering Accreditation Commission of ABET (<http://www.abet.org>) (BS Program)

Construction Management: The Association of Technology, Management, and Applied Engineering (<http://www.atmae.org>) (ATMAE) (BS Program)

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

Dance: National Association of Schools of Dance (<https://nasd.arts-accredit.org>) (NASD) Commission on Accreditation (AB Program)

Dental Hygiene: Commission on Dental Accreditation of American Dental Association (<https://www.ada.org/en/coda>) (CODA-ADA) (AS and BS)

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

Early Childhood Education: National Association for the Education of Young Children (<https://www.naeyc.org/accreditation>) (NAEYC) (AA Program)

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

Electrical Engineering: Engineering Accreditation Commission of ABET (<http://www.abet.org>) (BS Program)

Engineering Technology Management: The Association of Technology, Management, and Applied Engineering (<http://www.atmae.org>) (ATMAE) (MS)

Healthcare Administration: Association of University Programs in Health Administration (<http://www.aupha.org/home>) (AUPHA) (BS Program)

Health Information Management: Commission on Accreditation for Health Informatics and Information Management Education (<http://www.cahiim.org>) (CAHIIM) (BS Program)

Interior Design: National Association of Schools of Art and Design (<https://nasad.arts-accredit.org>) (NASAD) Commission on Accreditation (BS Interior Design and Fashion Merchandising (Interior Design concertation))

Journalism: Accrediting Council on Education in Journalism and Mass Communications (<http://www.acejmc.org>) (ACEJMC) (Undergraduate Program)

Long Term Care Administration: National Association of Long Term Care Administrator Boards (<https://www.nabweb.org>) (NAB) (BS in Healthcare Administration with a Long-term Administration Certificate)

Manufacturing Engineering Technology: The Association of Technology, Management, and Applied Engineering (<http://www.atmae.org>) (ATMAE) (BS Program)

Mechanical Engineering: Engineering Accreditation Commission of ABET (<http://www.abet.org>) (BS Program)

Music: National Association of Schools of Music (<http://nasm.arts-accredit.org>) (NASM) Commission on Accreditation (AB, BM and MM)

Nursing: Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>) (CCNE) (BSN, MSN and DNP) and Accreditation Commission for Education in Nursing (ACEN) (ASN Program)

Physical Therapy: Commission on Accreditation in Physical Therapy Education (<http://www.captonline.org/home.aspx>) (CAPTE) (DPT)

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

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

Recreation Administration: Council on Accreditation of Parks, Recreation, Tourism and Related Professions (<https://www.nrpa.org/certification/accreditation/coaprt>) (COAPRT) (BS Program)

Social Work: Council on Social Work Education (<http://www.cswe.org>) (CSWE) (BSW and MSW)

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

Theatre: National Association of Schools of Theatre (<https://nast.arts-accredit.org>) (NAST) Commission on Accreditation (AB in Theatre and BFA in Performing Arts)

University Notices

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, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniform service, veteran status, or physical or mental disability. 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, please consult any of these sources: WKU Policies (<http://www.wku.edu/policies>), WKU Student Handbook (<http://www.wku.edu/handbook>), Undergraduate Catalog (<https://www.wku.edu/undergraduatecatalog>) and this Graduate Catalog.

The following person has been designated to serve as the University's Title IX Coordinator.

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

Information regarding WKU Title IX (<https://www.wku.edu/eoo/titleix>) compliance, policies, and procedures are published online. Information or assistance may also be requested from:

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
600 Martin Luther King Jr. Place, Suite 268
Louisville, KY 40202
(800) 669-4000 or TTY (800) 669-6820

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 class 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 (registrar@wku.edu)
 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 2009 fall semester and who completed an associate degree or a baccalaureate degree within six years (through August, 2015). For this cohort of beginning students, the graduation rate is 43.59%.

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 5-week sessions in spring, summer and fall terms, 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 2018

Classes Begin	Monday, August 27
5 Week Session I Begins	Monday, August 27
Labor Day (university closed)	Monday, September 3
5 Week Session I Ends	Friday, September 28
5 Week Session II Begins	Monday, October 1
Fall Break (no classes, offices open)	Thursday-Friday, October 11-12
Second Bi-Term Begins	Thursday, October 18
5 Week Session II Ends	Friday, November 2
5 Week Session III Begins	Monday, November 5
Thanksgiving Holiday (university closed)	Wednesday-Friday, November 21-23
5 Week Session III Ends	Friday, December 7
Final Examinations	Monday-Friday December 10-14
Commencement	Saturday, December 15
Final Grades Due	Tuesday, December 18

Winter Term 2019

Classes Begin	Wednesday, January 2
MLK Day (University closed)	Monday, January 21
Final Examinations	Friday, January 18

Spring Semester 2019

Classes Begin	Tuesday, January 22
5 Week Session I Begins	Tuesday, January 22
5 Week Session I Ends	Friday, February 22
5 Week Session II Begins	Monday, February 25
Spring Break (no classes; offices open)	Monday-Friday, March 4-8
Second Bi-Term Begins	Monday, March 11
5 Week Session II Ends	Friday, April 5
5 Week Session III Begins	Monday, April 8
5 Week Session III Ends	Friday, May 10
Final Examinations	Monday-Friday May 6-10
Commencement Weekend	Friday-Sunday May 10-11
Final Grades Due	Tuesday, May 14

Summer Term 2019

May Sessions

Classes Begin	Monday, May 13
Memorial Day (university closed)	Monday, May 27

June I Sessions	
Classes Begin	Monday, June 3
June II Sessions	
Classes Begin	Monday, June 10
July I Sessions	
Classes Begin	Monday, July 8
Independence Day (university closed)	Wednesday, July 4
July II Sessions	
Classes Begin	Monday, July 15
Summer Term Ends	Thursday, August 8

ADMISSION

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

Students seeking a graduate degree, graduate certificate, or enrollment as a non-degree student must apply for admission by completing the online graduate application (<http://www.wku.edu/apply>) and paying a non-refundable application fee. Graduate program application requirements and deadlines vary by program. Admission to 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. Baccalaureate degree or higher, or equivalent international degree, from a regionally accredited institution of higher education.
2. Minimum cumulative grade point average (GPA) of 2.75 or greater on baccalaureate degree or equivalent international degree or minimum GPA of 3.0 on a degree higher than a baccalaureate or equivalent international degree.
3. Evidence of English proficiency (international students only)

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.

(Approved by Graduate Council 12/7/17)

Admission Decision

The Graduate School will notify applicants of the admission decision which will include one of four types:

- Good standing - admitted
- Conditional - admitted with conditions
- Denied - not admitted
- Program full - not admitted due to program capacity

Conditional Admission

If a student does not meet all university and program admission requirements, and if the academic program's review of the student's record indicates the likelihood of success, the student may be granted conditional admission by the Dean of the Graduate School upon the recommendation of the program.

The conditions of admission will be specified in the admission notification. All conditions of admission must be fulfilled upon the completion of twelve hours of coursework. Programs are responsible for monitoring the progress of students admitted conditionally and will notify the Graduate School when conditions have been met. Students who do not meet conditions of admission upon earning twelve hours will be dismissed.

(Approved by Graduate Council 11/10/16)

Alternate Admission

Applicants who do not meet admission requirements may request alternate admission whereby background and experience are considered by the academic program and Graduate School. Academic departments may have more specific guidelines on alternate admission requirements.

(Approved by Graduate Council 11/13/14)

Application Process

1. Complete the online graduate application (<http://www.wku.edu/apply>).
2. Submit an official, course-by-course transcript(s) in English from educational institutions reflecting all undergraduate and/or post-baccalaureate study. Transcripts will not be accepted from the student; WKU transcripts are on file and no submission is necessary.
3. Submit required admission documents as defined by the individual academic program.

Additional criteria required for International Student admission:

4. Submit an official degree certificate from each college or university from which a degree was received with English translation.
5. Non-native English speakers must submit evidence of English proficiency by one of the following:
 - a. official Test of English as a Foreign Language (TOEFL) minimum score of 79 (internet-based) or 550 (paper-based) taken within the past two years; or
 - b. official International English Language Testing System (IELTS) minimum score of 6.5 taken within the past two years; or
 - c. successful completion of the English Language Services Program at Level 112; or
 - d. successful completion of English as a Second Language International (ESLI) at WKU.
 - e. evidence of English proficiency is *not* required for graduates of an accredited United States undergraduate or graduate institution or other institutions approved by the Graduate Dean.

NOTE: Graduate admission is independent of the immigration process. For further information regarding immigration please contact the International Student Office (<http://www.wku.edu/iso>).

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.

(Approved by Graduate Council 11/13/14)

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.

Concurrent Enrollment

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.

Readmission

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

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.

ENROLLMENT

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; academic standing audits; thesis and dissertation review and publication; administration of Joint Undergraduate Master's Programs (JUMP); graduate catalog publication; and final degree audits. Graduate Records works closely with individual academic advisors, program coordinators, the University Registrar, Graduate Council, and other university personnel to advocate for and support graduate students.

Minimum Credit

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-master's 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.

(Approved by Graduate Council 8/15/13)

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. Search "JUMP" in this catalog for a complete list of programs and contact the academic department for additional information.

Undergraduate Student Enrollment in Graduate Courses

Undergraduate students at Western Kentucky University may request to enroll in graduate courses by submitting an "Undergraduate Taking Graduate Courses" form to the Graduate School. Conditions for approval include:

- having earned at least 75 undergraduate credit hours;
- and, having a minimum cumulative GPA of 3.0.

Undergraduate students may accumulate a maximum of 12 graduate credits. In addition, undergraduate students are restricted to a maximum of 15 hours enrollment per term, including graduate and undergraduate credits. All graduate coursework will be on the graduate transcript. To move the coursework to the undergraduate transcript students should contact the Office of the Registrar. (Approved by Graduate Council 12/10/15)

Program of Study

All graduate degree 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. Final approval rests with the Graduate School.

Students in graduate education programs which lead to teacher certification must have their programs of study approved by the WKU Educator Certification Officer prior to submission to the Graduate School.

A maximum of 12 hours of graduate course work may be duplicated on one additional graduate degree.

(Approved by Graduate Council 3/17/16)

Certificate seeking students do not need to submit a program of study form and will follow the curriculum as published in the Graduate Catalog at the time of admission.

Academic Advising

Upon admission to a graduate program, each student is assigned a major advisor 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 know all policies and procedures pertaining to graduate study. Students may request an advisor change (http://www.wku.edu/graduate/students/advisor_change_request.php) via the Graduate School website.

Research 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 such experiences as completion of a research tool course, successful completion a foreign language examination, publication of a thesis, professional practice experience, etc.

(Approved by Graduate Council 11/13/14)

Transfer Credit

WKU accepts transfer credit(s) earned at regionally accredited institutions of higher education. Students transferring credit from an international institution must submit an official transcript evaluation of credit from an international credential evaluation service recognized by the National Association of Credential Evaluation Services (NACES) before equivalencies are determined. All transfer coursework must be documented on an official transcript with a grade of "B" or better. Application of transfer credits toward program is subject to approval by the appropriate academic department.

Plus and minus grades are recorded as the letter grade only. In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. At least one-half of credits applied toward degree or certificate requirements must be earned at Western Kentucky University.

(Approved by Graduate Council 3/17/16)

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.

(Approved by Graduate Council 3/20/14)

Program of Study Change

Programs of study may be amended. Final approval should be obtained prior to enrollment in the course(s) affected by the requested change.

Admission to Candidacy

Admission to Candidacy is required for *Doctor of Education and Doctor of Psychology* students which includes passing a qualifying exam or equivalent assessment. Admission to Candidacy is administered by the respective programs and successful completion is reported to the Graduate School.

Registration

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. 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.

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.

Transcripts

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. Graduate Assistants may deviate from the defined course load as described in the Financial Assistance (p. 19) section of this catalog.

As per United States federal requirements pertaining to students with F1 or J1 visa status, international students are restricted to no more than the equivalent of one on-line/distance education class or 3 credits per semester may count towards the full-time course of study requirement, if an online or distance education course does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. If the student's course of study is in a language study program, no on-line or distance education classes may be counted toward the full course of study requirement.

Course Numbering

700 and above	Doctoral courses
400G-499G, 500-699	Graduate courses
000-499	Undergraduate courses

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.
X	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 Withdrew.
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. Restricted to specific courses designed to span more than one term. Unless approved otherwise, an IP designation unresolved at the end of 3 years after its assignment will be converted to an F.

(IP Grading Policy Approved by Graduate Council 11/10/16)

Equivalent Courses

Equivalent courses have different subject area prefixes but the same curriculum, learning outcomes, course number, title, abbreviated title, credit hours, prerequisites and/or corequisites, grade type (e.g., A – F, Pass / Fail) and catalog course listings.

Prerequisite(s)

A prerequisite represents prior specific or general academic knowledge, background, or student classification required in order to enroll in a specific course.

Corequisite(s)

A corequisite is a requirement which must be fulfilled concurrently with another course, unless successfully completed as a prerequisite.

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 class 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. Other course 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.

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.

Thesis, Specialist Project, or Dissertation

Students pursuing a thesis option in a master's or specialist degree program must complete at least 6 hours of credit in 599-Thesis Research Writing or 699-Specialist Project, respectively. Students pursuing a doctoral degree requiring a dissertation must earn a minimum of 9 hours of credit in 799-Dissertation Research. All thesis, specialist project, and dissertation hours will use a pass/fail grading system. Thesis & Dissertation Guidelines (<http://www.wku.edu/graduate/students/thesis>) are published by the Graduate School.

All thesis, specialist project, and dissertation hours will be graded pass/fail. During the time that the thesis, specialist project, or dissertation is in progress but not yet completed, the director should submit a grade of IP (In Progress). Upon successful completion of all requirements the director should request that the grades of IP be changed to grades of P (Pass). If the thesis project is deemed to be of unacceptable quality by the thesis director, then the grades of IP should be changed to grades of F (Fail).

(Approved by Graduate Council 11/8/12)

Research Committee

Students pursuing graduate programs requiring a thesis, specialist project or dissertation are mentored by a research committee of three to four members including a chair. A member of WKU's graduate faculty must serve as the chair. An individual who is not a member of WKU's graduate faculty may serve on a committee. Students may assist in the formation of the committee, but final approval of the composition of the thesis, specialist project, or dissertation 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 and academic preparation. The defense is arranged by the committee chair and the student, and is given before the final draft is completed. Each member of the committee should be given a minimum of two (2) weeks notification before the defense to read and review the research. 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 (<https://www.wku.edu/graduate/students/thesis>) are posted annually.

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 a student 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 may 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 satisfactory completion of either a written or oral examination or an approved capstone course. The comprehensive exam and thesis/specialist project/dissertation defense may be combined in those degree programs that require a defense. Examinations for professional licensure or certification cannot be used for, or in place of, the comprehensive examination/capstone. 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 hours in an approved program;
- Have no more than 9 hours remaining in the approved program;
- Complete additional requirements as specified in writing by faculty in the program department.

For thesis/specialist project/dissertation students, the oral examination committee will be the approved research committee. For non-thesis students, the major advisor, 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 concentration, or a significant amount of course work in an area outside the major program, 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 comprehensive exam is graded pass/fail determined by a majority committee vote. The research committee chair is responsible for submitting the results of the comprehensive examination/capstone to the Graduate School. For non-thesis students, the primary advisor is responsible for submission.

Minimum Registration

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

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 may 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.

Degree and Certificate Completion

All degree and certificate requirements must be completed by the student by the last day of the term. The Graduate School begins auditing degrees and certificates for completion the week following the final day of the term. The degree audit confirms that the student has:

1. applied for graduation;
2. completed all coursework on the approved Program of Study within the time limit (p. 24);
3. completed a comprehensive exam/capstone (degrees only);
4. submitted a thesis, specialist project, or dissertation approved by the Graduate School (if required);
5. earned a minimum cumulative and program GPA of 3.0;
6. no incomplete grades on the transcript; and,
7. met all financial requirements.

Degree audits are completed within four to six weeks after the term concludes. Upon recommendation of the audit, the University Registrar confers the degree and/or certificate in May, August, or December. Students may check their transcript for completion on TopNet (https://acsapps.wku.edu/pls/prod/twbkwbis.P_WKULogin?ret_code=5) (Student Services/Student Records/Unofficial Academic Transcript). Degrees and certificates will be mailed within 3-6 weeks after the conclusion of the term. The Graduate School does not confirm degree or certificate completion prior to award; however, enrollment verification (http://www.wku.edu/registrar/enrollment_verification.php) may be requested.

FINANCIAL INFORMATION

Tuition & 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 2018 semester rates and are subject to change by the Kentucky Council on Postsecondary Education or Western Kentucky University. Refer to Tuition and Fees (<http://www.wku.edu/bursar>) for current rate information.

	Per Semester ¹	Cost Per Credit Hour ¹
Resident		\$607
Non-Resident (Domestic)		\$899
Non-Resident (International)		\$962
Military Veteran/Dependent Resident		\$607
Active Military (Excluding Doctoral Programs)		\$250
Kentucky P-12 Educator		\$415
Distance Learning (Excluding DNP & DPT)		\$707
WKU On Demand		\$607
Professional MBA	\$5,826	
Doctor of Educational Leadership, Resident		\$589
Doctor of Educational Leadership, Military Veteran/Dependent Resident		\$589
Doctor of Educational Leadership, Non-Resident (Domestic)		\$873
Doctor of Educational Leadership, Non-Resident (International)		\$962
Doctor of Nursing Practice, Resident		\$663
Doctor of Nursing Practice, Non-Resident		\$858
Doctor of Physical Therapy, Resident		\$643
Doctor of Physical Therapy, Non-Resident		\$909
Doctor of Psychology, Resident		\$607
Doctor of Psychology, Military Veteran/Dependent Resident		\$607

Doctor of Psychology, Non-Resident (Domestic) \$899

Doctor of Psychology, Non-Resident (International) \$962

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.

International graduate students are eligible for tuition scholarships.

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 part-time graduate students on a per hour basis. These fees do not apply to the Distance Learning rates, Kentucky P-12 Educator, 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.

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>). As required by this regulation, WKU also has an approved Residency Policy (<http://www.wku.edu/policies/docs/254.pdf>).

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. Additionally, Kentucky, along with 14 other southern states, participates in the Academic Common Market (<http://home.sreb.org/acm/choosestate.aspx>) – 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.

Program Fees and 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.

Doctoral Program Fees

In addition to the program tuition rates, students must pay the following doctoral fees:

Doctor of Education, \$196 per credit hour
 Doctor of Nursing Practice (MSN-DNP Concentration), \$221 per credit hour
 Doctor of Physical Therapy, \$300 per semester
 Doctor of Psychology, \$202 per credit hour

Course Fees

Occasionally an additional fee is charged for a specific course. Refer to the Course Fees Chart (<http://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 (<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. The fee covers 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 \$10.00 fee is charged for an official transcript. Official transcripts may be ordered through the Office of the Registrar (<http://www.wku.edu/registrar>).

Payment

WKU Office of Billings & Receivables
Potter Hall, Room 208
Monday - Friday, 8:00 a.m. – 4:00 p.m. (Summer hours may vary)

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.

- Cash, check or money order is accepted.
- Payments must be made in U.S. dollars drawn on a U.S. bank.
- Checks should be made payable to Western Kentucky University (postdated checks cannot be accepted).
- Credit card payments cannot be accepted via phone, on the electronic billing statement, or in the office. Please refer to the Credit Cards and Electronic Payments options below.

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. 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. If a student registers and decides not to attend, the student must withdraw from all classes prior to the first day of classes on TopNet or by notifying the Office of the Registrar in writing to ensure that the student will not owe tuition and late payment fees and receive "F" grades. The student is responsible for his or her own enrollment status.

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 or diploma 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. 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.

Checks

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. All checks should be made payable to Western Kentucky University. Always return the bottom portion of the invoice. 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

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, Mastercard, Discover or American

Express credit card for a convenience fee of 2.75 percent of the amount of the payment.

To make a credit card payment with a convenience fee online, visit Tuition Management Systems (<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 WKU Student ID number. 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.)

Electronic Payments

Make an electronic payment from your checking or savings account without a convenience fee. Visit Tuition Management Systems (<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". You will be prompted to enter your WKU Student ID number.

You can make an e-check payment via telephone by contacting TMS at 800-722-4867. (At the menu, press 3 to make a one-time payment.)

International Payments (Flywire)

Western Kentucky University has partnered with Flywire to offer an innovative and streamlined way to make a payment from your home country. Founded by a former international student, Flywire's mission is to save money for international students and their families that would otherwise be lost on bank fees and unfavorable foreign exchange rates.

With Flywire, 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)
- options may include bank transfer, debit/credit card in your home currency, electronic payment, or other local options.

Flywire Customer Support Information:

Phone: 617-207-7076
 US Toll-Free: 1-800-346-9252
 Email: support@flywire.com (<http://catalog.wku.edu/graduate/financial/emailto:support@flywire.com>)
 Web: <https://www.flywire.com/help>

No matter your time zone, Flywire will have a dedicated multilingual customer support team available to you via live chat, email and phone to answer any of your questions.

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 manageable 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 2018 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 2019 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 \$45 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 at Tuition Management Systems (<http://wku.afford.com>), and even gives you a chance to win a \$5,000 Tuition Management Systems Scholarship. Visit Tuition Management Systems (<http://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 posted Refund Policy (http://www.wku.edu/bursar/refund_policy.php) and schedules. 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.

Refunds via BankMobile Disbursements - The "ONLY" Way to Select How You Will Receive University Refunds

Western Kentucky University has partnered with BankMobile Disbursements to deliver financial aid refunds and other credit balances to students. All refunds are disbursed through BankMobile Disbursements. Upon registration, students will be mailed a unique personal code in a bright green envelope. Students will use the unique personal code to select their refund preference.

Refunds are delivered to students by the option that they choose when selecting their refund preference at www.refundselection.com (<https://www.refundselection.com/refundselection/#/welcome/continue>):

1. Electronic deposit to an existing bank account of your choice.
2. Electronic deposit to BankMobile Vibe, an optional account.

The University will not issue refund checks, so students must choose an option for receiving any refunds due to them. The funds are sent from the University to BankMobile Disbursements who then disburses the refunds according to the choice a student has made during the selection process.

For questions about the refund selection process please contact the Card/Collections Office (wkudebitcard.questions@wku.edu), (270) 745-5551.

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. (See Academic Affairs Policy 1.3070)
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). (See

Academic Affairs Policy 1.1130)

Requirements for 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 Graduate Assistant Teaching Institute (GATI) offered through the Center for Innovative Teaching and Learning (CITL), or a similar departmentally-administered program approved by the CITL.
8. Graduate Assistant Instructors (GAI) must receive regular in-service training, which may be completed by participation in seminars offered by the Center for Innovative Teaching and Learning (CITL) or with departmentally-based mentoring to assist the student in the teaching process.
9. Students must 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

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

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 Remission

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.

Distinguished Minority Fellows Award

WKU is committed to assisting individuals from underrepresented minority groups in obtaining their higher education goals. The Distinguished Minority Fellows Award 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 B ill, 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.

ACADEMIC POLICIES

The Graduate Catalog in its entirety represents University Policy (Policy 1.0003 (<https://www.wku.edu/policies/docs/263.pdf>)) which must be followed and met before a credential is awarded. The Dean of the Graduate School is charged with the administration of Graduate School policies and certifies that candidates have fulfilled their requirements for advanced degrees and certificates. The Graduate Dean is advised by the Graduate Council (<http://www.wku.edu/graduatecouncil>), a standing committee of the University Senate (<http://www.wku.edu/senate>). The University reserves the right to make changes as necessary in course offerings, curricula, academic policies, rules and regulations. The student is responsible for knowing and fulfilling all degree and certificate related requirements.

Other university policies are detailed in this catalog under:

- Admission (p. 11)
 - Application
 - Readmission
 - Concurrent Enrollment
 - Change of Program
- Enrollment (p. 13)
 - Registration
 - Repeating Courses
 - Transfer Credit
- Financial Information (p. 19)
- Student Conduct (p. 164)

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 the academic program and a 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. 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 higher. If the GPA remains below a 3.0 after completing 9 hours of coursework on probation, the student will be academically dismissed from Graduate School. Individual academic programs may also apply more restrictive criteria regarding probation and dismissal. Students may be dismissed by the program for failing to make satisfactory progress toward a degree or certificate. Students will be dismissed from the program for having failed twice the comprehensive examination for the graduate degree. Dismissal from an academic 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 will be obtained. The Appeal of Graduate Policy must be submitted to the Graduate School the semester following dismissal and provide evidence of 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 time frame. 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.

(Approved by Graduate Council 5/9/13)

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.

(Approved by Graduate Council 2/14/13)

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.

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.

Appeal of Graduate Policy

Appeals of Graduate Policy published in this Catalog are considered by the Dean of the Graduate School.

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 that 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 meeting with faculty member (Step 1). 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 shall attempt to mediate a settlement. The department head shall keep a written record of the proceedings, including the recommended solution.

The department head's recommended solution is to be considered by both the faculty member and the student as a recommendation and not as a decision that is binding.

Step 3 (College Level)

Should the student be unable to receive the satisfaction desired at the departmental level, the complaint may be taken to the college level. Written notification of the complaint must be submitted to the college dean or his/her designated representative within two weeks after the conference with the department head (see Step 2). Upon receipt of the notification, the college dean or his/her representative shall provide the student a copy of the procedural guidelines to be followed by the College Complaint Committee. The procedural guidelines shall provide for a conference with both the student and the faculty member present for joint discussion of the complaint with the Committee.

The College Complaint Committee will be responsible for scheduling the conference within two weeks following the submission of a written complaint to the chairman of the College Complaint Committee including as much detail as the student cares to include. The written complaint should clearly state what is considered to be unreasonable and/or unfair practices or procedures. Neither the faculty member nor the student will be allowed representation at the conference. The College Complaint Committee shall hear both sides of the complaint and render a decision.

The decision shall be sent in writing to the Provost/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/Vice President for Academic Affairs shall be responsible for enforcing the decision of the College Committee. The Office of the 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 4 (University Level)

Should the student or 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/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 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 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/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
 - Discrimination is always reported to the Office of Equal Opportunity Employment (EEO)
 - Student-to-student harassment is reported to Office of Student Conduct
 - Student-to-faculty/employee harassment is reported to the Office of Equal Opportunity Employment (EEO)
-

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Dr. Corinne M. Murphy, Dean
2038 Gary A. Ransdell Hall
(270) 745-4662
cebs@lists.wku.edu

Mission

The College of Education and Behavioral Sciences is composed of the School of Teacher Education; the Educational Leadership Doctoral Program; and 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, 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.

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 criminal background check, all dated within one year prior to admission to teacher education.
4. Submit an appropriate photograph for the teacher admission file.
5. File a statement indicating a commitment to uphold the Professional Code of Ethics for Kentucky School Personnel.

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; 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 Miller's Analogy Test,
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/educatorservices/artc/index.php or by contacting the Office of Professional Educator 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 for a minimum of 70 days in an instructional setting, 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 Professional Educator Services a current TB risk assessment, a current physical exam, and a current 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);

- 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);
- 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 Professional Educator Services the following documents:

- A completed Application for Kentucky Teacher Certification or Change in Salary Rank (CA-1),
- Official transcripts of all graduate and undergraduate course work,
- Verification by the superintendent or personnel director of full-time classroom teaching experience at the appropriate grade level(s), and
- 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 provides 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.)

- A minimum of 32 semester hours of graduate courses must be completed, with a minimum GPA of 2.5;
- 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;
- A minimum of 12 hours must be in professional education courses, and a minimum of 9 hours must be in cognate areas;
- Course work taken by correspondence is not accepted; and
- 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. 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, and Supervisor of Instruction. 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 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.

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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.

CEBS Interdisciplinary Programs

- Education and Behavioral Science Studies, Master of Arts in Education (042) (p. 30)
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Education and Behavioral Science Studies, Master of Arts in Education (042)

Program Coordinator

Janet L. Applin, janet.applin@wku.edu, (270) 745-4335

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 must meet minimum Graduate School requirements for admission. Applicants may be considered for admission if they have a GPA of 3.0 in the last 30 hours of coursework, undergraduate and graduate.

Upon admission, applicants will be required to complete an applicant statement form (<http://www.wku.edu/cebs/programs/graduate/ebss/contact.php>) 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 these goals.

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 or complete the thesis option. Non-thesis students must pass comprehensive exams as exit criteria for the program. 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.

Code	Title	Hours
Required Courses		
EDFN 500	Research Methods (or advisor approved equivalent)	3
	Professional Foundations Course	3
	Strategies/Methodologies of Education or Behavioral Sciences Course	3
	Developmental Issues Course	3
	Professional Development Course ^{1,2}	3
EDU 595	Directed Study in Education or Behavioral Sciences ²	3
Electives		
	Select an option below	12
Total Hours		30

¹ Or other practicum or seminar course requiring field-based, practical application approved in advance by advisor.

² A thesis may be substituted for the Professional Development and Capstone Course requirements. Students who elect the thesis option will enroll in 6 hours of EDU 599 or other thesis course, with approval of the thesis director.

Education Studies Option

Code	Title	Hours
	Select 3 hours of advisor-approved pedagogy-related, strategies, or methods course	3
	Select 9 hours of content courses ¹	9
	Total Hours	12

¹ Courses from non-education fields must be approved by advisor.

Behavioral Science Studies Option

Code	Title	Hours
	Courses selected with advisor approval from Counseling, Psychology, Applied Human Sciences, Sociology, Social Work, or other behavioral science areas. ¹	12
	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

The Ed.D. in Educational Leadership (doctoral.studies@wku.edu) 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 (equaling 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 requirements pertaining to students with F1 or J1 visa status, international students are restricted to no more than the equivalent of one on-line/distance education class or 3 credits per semester may count towards the full-time course of study requirement, if an online or distance education course does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class.

Concentration(s)

- Organizational Leadership (ELOL)
- P-12 Administrative Leadership (ELPS)
- Postsecondary Education Leadership (ELPL)
- Teacher Leadership (ELTL)

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. Each student's academic background and professional experiences will be assessed at the time of admission.

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

- 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.
- Submission of a writing sample (requested during the admission review process) if applicants took the GRE without the Analytical Writing portion or if Analytical Writing score falls below preferred minimum.

International students are encouraged to apply and must submit the following additional documents for admission consideration:

- 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.)
- Evidence of adequate financial resources

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:

Code	Title	Hours
	Orientation course	3
	Core leadership courses	9
	Core research and statistics courses	9
	Job embedded internship	6
	Dissertation	9-12
	Program Specialization Courses	21-24
	Total Hours	60

Code	Title	Hours
Required Courses		
EDLD 702	Educational Leadership Doctoral Program Orientation ¹	3
EDLD 710	Leadership Theories and Ethics	3
EDLD 720	Individual and Group Issues in Leadership	3
EDLD 730	Leading the Organization	3
EDLD 712	Research Methods and Design for Educational Leaders	3
EDLD 722	Measurement and Survey Methods for Educational Leaders	3
EDLD 732	Program Evaluation for Educational Leaders	3
EDLD 798	Educational Leadership Doctoral Program Internship	6
EDLD 799	Dissertation Research ²	9-12
Program Specialization Courses		
	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 (21-24 hours)

Organizational Leadership

Code	Title	Hours
BA 751	Strategic Leadership	3
BA 752	Leading Innovation, Creativity and Change	3
	Advisor approved electives	15-18
	Total Hours	21-24

P-12 Administrative Leadership

Code	Title	Hours
EDAD 707	Educational Leadership Policies and Politics	3
	Advisor approved electives	18-21
	Total Hours	21-24

Postsecondary Education Leadership

Code	Title	Hours
EDFN 675	Higher Education in America	3
EDFN 685	Issues in Higher Education	3
	Advisor approved electives	15-18
	Total Hours	21-24

Teacher Leadership

Code	Title	Hours
	Advisor approved electives	21-24
	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

Jill Duba Sauerheber (jillduba.sauerheber@wku.edu), Department Head
Gary A. Ransdell Hall 2011
(270) 745-4799

Programs

- Addictions Education, Certificate (0492) (p. 33)
- Career Services, Certificate (0468) (p. 33)
- Certification Only, Counseling (159) (p. 34)
- College and Career Readiness, Certificate (1737) (p. 35)
- Counseling, Master of Arts in Education (043) (p. 35)
- Counselor Education, Specialist in Education (112) (p. 36)
- International Student Services, Certificate (0415) (p. 37)
- School Counseling, Master of Arts in Education (046) (p. 37)
- Standard Guidance, Rank I (048) (p. 38)
- Student Affairs in Higher Education, Master of Arts in Education (145) (p. 39)

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

Associate Professor

Monica G. Burke, PhD (Education, Educational Administration and Supervision), University of Southern Mississippi, 1997

Lacretia T. Dye, PhD (Counselor Education), Western Michigan University, 2012

Assistant Professor

Andrea K. Jenkins, PhD (Counseling), Old Dominion University, 2015

Cheryl P. Wolf, PhD (Mental Health Counseling), University of Florida, 2013

Addictions Education, Certificate (0492)

Program Coordinator

Andrea K. Jenkins, andrea.jenkins@wku.edu

This 15-hour interdisciplinary certificate program in addictions education prepares students to provide counseling or education services and/or support services to individuals abusing or experiencing addiction. Individuals who complete the program will be knowledgeable about the various components of addictions and will have skills related to their professional field such as prevention strategies, assessment procedures, intervention skills, treatment, and recovery support.

Program Admission

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

Program Requirements (15 hours)

Code	Title	Hours
Required Courses		
CNS 637	Theories of Addictions	3
CNS 647	Addictions: Assessment, Diagnosis and Treatment Planning	3
CNS 667	Counseling Substance Abusers and Their Families	3
CNS 596	Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship	3
Elective approved by certificate program coordinator		3
Total Hours		15

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)

Code	Title	Hours
Required Courses		
CNS 593	Career Development in Student Affairs and Higher Education	3
CNS 675	Advanced Career Counseling and Services Administration	3
CNS 595	Testing Internship	3
Electives		
Select six hours from the following:		6
CNS 556	Developmental Career Counseling	
CNS 572	The College Student Experience	
CNS 574	Student Development in Higher Education	
CNS 577	Counseling Concepts and Applications for Student Affairs Professionals	
CNS 610	Assessment and Accountability in Student Affairs and Higher Education	
Total Hours		15

Certification Only, Counseling (159)

Program Coordinator

Cynthia P. Mason, cynthia.mason@wku.edu, (270) 745-4953

The Certification Only, Counseling program is specific to the concentration selected (concentration codes shown in parentheses below).

Extension from Elementary or Secondary Guidance to P-12, Certification-Only (KGCS)

Students may pursue this certification as a certification-only program or as part of the Planned Sixth-Year/Rank I in Guidance.

Standard Guidance, Provisional to P-12, Certification-Only (KGCP)

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.

Concentration(s)

- Extension from Elementary or Secondary Guidance to P-12, Certification-Only (KGCS)
- Standard Guidance, Provisional to P-12, Certification-Only (KGCP)

Program Admission

Admission to the Certification Only, Counseling program is specific to the concentration selected (concentration codes shown in parentheses below).

Extension from Elementary or Secondary Guidance to P-12, Certification-Only (KGCS)

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.

Standard Guidance, Provisional to P-12, Certification-Only (KGCP)

Documentation 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)

Program requirements for the Certification Only, Counseling program are specific to the concentration selected (concentration codes shown in parentheses below).

Extension from Elementary or Secondary Guidance to P-12, Certification-Only (KGCS)

Code	Title	Hours
Required Courses		
CNS 568	Counseling Children and Adolescents	3
CNS 660	Organization and Administration of Guidance Services	3
Total Hours		6

Standard Guidance, Provisional to P-12, Certification-Only (KGCP)

Specific requirements for P-12 and Standard Guidance depend on the applicant's master's degree program and current certification. State regulations require individuals who possess guidance certification at the elementary (K-8) or secondary (5-12) level to complete requirements for P-12 Certification prior to obtaining Standard Guidance Certification.

Code	Title	Hours
Required Courses		
CNS 568	Counseling Children and Adolescents	3
CNS 660	Organization and Administration of Guidance Services	3
Total Hours		6

For individuals with current guidance certification at the elementary (grades K-8) or secondary (grades 5-12) level

Code	Title	Hours
Required Courses		
CNS 568	Counseling Children and Adolescents	3
CNS 660	Organization and Administration of Guidance Services	3
Total Hours		6

For individuals with P-12 guidance certification who have completed a 30 or 36-hour program in school counseling

Required Courses		
CNS 556	Developmental Career Counseling	3
CNS 666	Legal and Ethical Issues in Counseling	3
Total Hours		6

Code	Title	Hours
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For individuals with P-12 guidance certification who have completed a 48-hour program in school counseling consistent with CACREP school counseling standards

Required Courses		
CNS 666	Legal and Ethical Issues in Counseling	3
Select one of the following:		
CNS 592	Crisis, Trauma and Violence Counseling	3
CNS 637	Theories of Addictions	3
CNS 569	Play Therapy	3
Total Hours		6

Code	Title	Hours
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For individuals with P-12 guidance certification who have completed a 30 or 36-hour program in school counseling program approved to start Spring 2018 at WKU.

Required Courses		
CNS 558	Theories of Counseling	3
CNS 666	Legal and Ethical Issues in Counseling	3
Total Hours		6

College and Career Readiness, Certificate (1737)

Program Coordinator

Cheryl P. Wolf, cheryl.wolf@wku.edu, (270) 745-4484

This certificate program is for graduate students who are interested in the college and career readiness of P-12 students; with a specific focus on interacting and intervening with this target population, as well as developing professional relationships with school-related stakeholders. The College and Career Readiness (CCR) certificate is created to support the career and college readiness needs of local, regional, and national P-12 students. It will be offered on WKU's Bowling Green campus; courses will be taught by CNS faculty with the integration of experts from local businesses and schools. Students will have opportunities to participate in action research and service learning consultation activities. This certificate program will play a leading role in Kentucky's economic and social development by preparing CCR graduates to prepare P-12 students to join a high quality educated workforce in an area of local, regional, and national need. Additionally, it will meet the needs of area schools by providing specific training to the personnel being hired or asked to work with students in the areas of college and career readiness. It will also serve to help build and maintain networks between districts and industry in Bowling Green.

Program Admission

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

Program Requirements (15 hours)

Code	Title	Hours
Required Courses		
CNS 500	College and Career Readiness Foundations	3
CNS 501	College and Career Consultation & Collaboration	3
CNS 502	College and Career Program Development & Evaluation	3
CNS 503	Practicum in College and Career Readiness	3
CNS 556	Developmental Career Counseling	3
Total Hours		15

Counseling, Master of Arts in Education (043)

Program Coordinator

Andrea K. Jenkins, andrea.jenkins@wku.edu

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.

Concentration(s)

- Clinical Mental Health Counseling (CMHC)
- Marriage, Couple and Family Counseling (CMCF)

Program Admission

Application Deadline is October 15 for spring admission; and March 15 for fall admission. Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.

After completion of the interview, admissions decisions are made based on application ratings and interview evaluations collectively. The application process is competitive with a limited number of openings.

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

Completed applications include various application materials that must be completed by the application deadlines. Application portfolios should reflect thought, attention to detail, and appropriate effort. You are applying to a competitive graduate program; it is important that your portfolio represents you in a positive yet realistic manner. Please allow yourself at least a few weeks to complete the entire process.

All of the following materials should be submitted directly through the Graduate School application:

1. Graduate School Application Form - (<https://www.wku.edu/graduate>) requirements include a non-refundable application fee and official transcripts
2. Statement of Interest (<http://wku.edu/csa>)
3. A background check
4. Resume

In addition to the Graduate School application process, students entering the Student Affairs program may be asked to submit a Case Study Writing Sample. Once the completed application is received, separate instructions will be sent for completing this process.

STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW

Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission for the most highly rated candidates.

Applicants with moderate or lower rankings from the interviewers may receive letters indicating they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks. Program Coordinators will oversee the application process.

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

Program Requirements (60 hours)

Code	Title	Hours
Required Courses		
CNS 552	Testing and Assessment in Counseling	3
CNS 554	Group Counseling	3
CNS 555	Social and Cultural Diversity in Counseling	3
CNS 556	Developmental Career Counseling	3
CNS 557	Human and Family Development in Counseling	3
CNS 558	Theories of Counseling	3
CNS 559	Techniques of Counseling	3
CNS 560	Professional Studies in Clinical, Family and School Counseling	3
CNS 567	Mental Health Diagnosis and Treatment in Counseling	3
CNS 588	Family Systems Counseling	3
CNS 591	Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum ¹	3
CNS 592	Crisis, Trauma and Violence Counseling	3
CNS 596	Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship ^{1,2}	6

CNS 598	Research and Program Evaluation in Counseling	3
CNS 637	Theories of Addictions	3
Select a Concentration		12
Clinical Mental Health Counseling Concentration (CMHC)		
Select 12 hours of electives in consultation with an advisor		
Marriage, Couple, and Family Counseling Concentration (CMCF)		
CNS 582	Sex Therapy Techniques in Counseling	
CNS 583	Couples Counseling	
CNS 586	Parenting Issues	
Elective (3 hr) selected in consultation with advisor		
Total Hours		60

- ¹ To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain department 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.edu/csa/sc/comp_exam (http://www.wku.edu/csa/sc/comp_exam.php).

Counselor Education, Specialist in Education (112)

Program Coordinator

Cynthia P. Mason, cynthia.mason@wku.edu, (270) 745-4953

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.

Concentration(s)

- Teacher Education (TCHR)

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.

Code	Title	Hours
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.

Program Requirements (30 hours)

The student's committee directs the selection of course work, the required specialist project, and a final oral examination.

Code	Title	Hours
Required Courses		
EDFN 501	Educational Statistics	3
or PSYS 512	Analysis of Variance	
CNS 699	Specialist Project	6
Electives		
Select a minimum of 21 hours counseling courses approved by the student's committee		21
Total Hours		30

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)

Code	Title	Hours
Required Courses		
CNS 571	Introduction to Student Affairs in Higher Education	3
CNS 581	International Students and Services in Higher Education	3
CNS 595	Testing Internship	3
Electives		
Select six hours from the following with advisor approval: ¹		6
CNS 572	The College Student Experience	
CNS 574	Student Development in Higher Education	
CNS 670	Parameters of Law in Student Affairs and Higher Education	
CNS 555	Social and Cultural Diversity in Counseling	
GWS 555	Global and Cross-Cultural Perspectives on Women	
CNS 579	Seminar in Student Affairs (with a focus on international students/student services)	
Total Hours		15

¹ Other elective course(s) may be approved by faculty advisor.

School Counseling, Master of Arts in Education (046)

Program Coordinator

Lacretia T. Dye, lacretia.dye@wku.edu, (270) 745-3029

Program graduates will develop identities as professional school counselors. This 36-hour program leads to the Master of Arts in Education degree and provisional certification (concentration KGCP) for school counselors in all grade levels, primary through grade twelve.

Concentration(s)

- Standard Guidance, Provisional to P-12, Certification-Only (KGCP)

Program Admission

Application Deadline is October 15 for spring admission; and March 15 for fall admission. Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that

allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.

After completion of the interview, admissions decisions are made based on application ratings and interview evaluations collectively. The application process is competitive with a limited number of openings.

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

Completed applications include various application materials that must be completed by the application deadlines. Application portfolios should reflect thought, attention to detail, and appropriate effort. You are applying to a competitive graduate program; it is important that your portfolio represents you in a positive yet realistic manner. Please allow yourself at least a few weeks to complete the entire process.

All of the following materials should be submitted directly through the Graduate School application:

1. Graduate School Application Form - (<https://www.wku.edu/graduate>) requirements include a non-refundable application fee and official transcripts
2. Statement of Interest (<http://wku.edu/csa>)
3. A background check
4. Resume
5. Applicants not holding a current teaching certificate must submit results of a TB test and a physical.

In addition to the Graduate School application process, students entering the Student Affairs program may be asked to submit a Case Study Writing Sample. Once the completed application is received, separate instructions will be sent for completing this process.

STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW

Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission for the most highly rated candidates.

Applicants with moderate or lower rankings from the interviewers may receive letters indicating they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks. Program Coordinators will oversee the application process.

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

Program Requirements (36 hours)

The specific requirements for the MAE program in School Counseling are as follows:

Code	Title	Hours
Required Courses		
CNS 548	Principles and Practices	3
CNS 549	Counseling and Consultation	3
CNS 552	Testing and Assessment in Counseling	3
CNS 554	Group Counseling	3
CNS 555	Social and Cultural Diversity in Counseling	3
CNS 556	Developmental Career Counseling	3
CNS 557	Human and Family Development in Counseling	3
CNS 560	Professional Studies in Clinical, Family and School Counseling	3
CNS 559	Techniques of Counseling	3
CNS 568	Counseling Children and Adolescents	3
CNS 590	Practicum	3
CNS 598	Research and Program Evaluation in Counseling	3
Total Hours		36

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.

Standard Guidance, Rank I (048)

Program Coordinator

Cynthia P. Mason, cynthia.mason@wku.edu, (270) 745-4953

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.

Concentration(s)

- Individual Intellectual Assessment (IIA)
- Gifted Education Endorsement (KE37)
- Extension from Elementary or Secondary Guidance to P-12, Certification-Only (KGCS)

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.

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.

Code	Title	Hours
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		
Required Courses		
CNS 568	Counseling Children and Adolescents	3
CNS 660	Organization and Administration of Guidance Services	3
Total Hours		6

Code	Title	Hours
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		
Required Courses		
CNS 556	Developmental Career Counseling	3
CNS 666	Legal and Ethical Issues in Counseling	3
Total Hours		6

Code	Title	Hours
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		
Required Courses		
CNS 666	Legal and Ethical Issues in Counseling	3
Select one of the following:		
CNS 592	Crisis, Trauma and Violence Counseling	3
CNS 637	Theories of Addictions	
CNS 569	Play Therapy	
Total Hours		6

Code	Title	Hours
Rank I Program Requirements for Individuals With Standard Guidance Certification Who Have Completed a 30 or 36-Hour Program in School Counseling (For the Rank I, the total number of graduate hours earned must be at least 60.)		

Required Courses		
CNS 658	Seminar in Guidance and Counseling	3
Select five of the following courses not previously completed:		
CNS 592	Crisis, Trauma and Violence Counseling	15
CNS 637	Theories of Addictions	
CNS 569	Play Therapy	
CNS 584	Counseling Violent and Dysfunctional Families	
CNS 586	Parenting Issues	
CNS 562	Counseling Adolescents	
CNS 653	Brief Counseling	
Select one CNS elective with advisor approval		
Total Hours		18

Code	Title	Hours
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 (For the Rank I, the total number of graduate hours earned must be at least 60.)		

Required Courses		
Select two of the following:		
CNS 592	Crisis, Trauma and Violence Counseling	6
CNS 637	Theories of Addictions	
CNS 569	Play Therapy	
CNS 584	Counseling Violent and Dysfunctional Families	
CNS 586	Parenting Issues	
CNS 562	Counseling Adolescents	
CNS 653	Brief Counseling	
Select one CNS Elective with advisor approval		
Total Hours		9

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.

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

Application Deadline is October 15 for spring admission; and March 15 for fall admission. Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.

After completion of the interview, admissions decisions are made based on application ratings and interview evaluations collectively. The application process is competitive with a limited number of openings.

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

Completed applications include various application materials that must be completed by the application deadlines. Application portfolios should reflect thought, attention to detail, and appropriate effort. You are applying to a competitive graduate program; it is important that your portfolio represents you in a positive yet realistic manner. Please allow yourself at least a few weeks to complete the entire process.

All of the following materials should be submitted directly through the Graduate School application:

1. Graduate School Application Form - (<https://www.wku.edu/graduate>) requirements include a non-refundable application fee and official transcripts
2. Statement of Interest (<http://wku.edu/csa>)
3. A background check
4. Resume

In addition to the Graduate School application process, students entering the Student Affairs program may be asked to submit a Case Study Writing Sample. Once the completed application is received, separate instructions will be sent for completing this process.

STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW

Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission for the most highly rated candidates.

Applicants with moderate or lower rankings from the interviewers may receive letters indicating they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list,

the average time to be notified of your eligibility may be up to 6 weeks. Program Coordinators will oversee the application process.

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

Program Requirements (42 hours)

Code	Title	Hours
Required Core		
CNS 571	Introduction to Student Affairs in Higher Education	3
CNS 572	The College Student Experience	3
CNS 574	Student Development in Higher Education	3
CNS 577	Counseling Concepts and Applications for Student Affairs Professionals	3
CNS 585	Leadership and Administration in Student Affairs	3
CNS 594	Research Methods in Student Affairs	3
CNS 595	Testing Internship	6
CNS 605	Social and Cultural Diversity in Higher Education	3
CNS 610	Assessment and Accountability in Student Affairs and Higher Education	3
CNS 670	Parameters of Law in Student Affairs and Higher Education	3
Electives		
Select 9 hours from the following:		9
CNS 581	International Students and Services in Higher Education	
CNS 589	Group Dynamics in Student Affairs and Higher Education	
CNS 593	Career Development in Student Affairs and Higher Education	
CNS 603	Critical Issues and Strategies in Student Affairs and Higher Education	
CNS 604	Resource Management in Student Affairs and Higher Education	
CNS 675	Advanced Career Counseling and Services Administration	
Total Hours		42

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.

Department of Educational Administration, Leadership, and Research

Marguerita DeSander, Department Head
 Gary A. Ransdell Hall 3086
 (270) 745-4890
ealr@wku.edu

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 Professional Educator 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.

Programs

- Adult Education, Certificate (0450) (p. 41)
- Adult Education, Master of Arts in Education (047) (p. 41)
- Certification Only, Education Leadership (131) (p. 43)
- Community College Faculty Preparation, Certificate (162) (p. 46)
- Measurement, Evaluation, and Research, Post-Master's Certificate (0488) (p. 46)
- School Administration, Rank I (121) (p. 47)
- School Administration, Specialist in Education (098) (p. 49)

Faculty Professor

James I. Berger, PhD (Adult Education), University of Georgia, 2001
 Timothy C. Caboni, PhD, Vanderbilt University, 2001
 H. R. Capps, EdD, University of Virginia, 1970
 Gary W. Houchens, PhD (Educational Leadership Organizational Development), University of Louisville, 2008
 Antony D. Norman, PhD (Education- Educational Psychology), University of Virginia, 1990
 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
 Stacy R. Leggett, EdD (Educational Administration), George Washington University, 2015
 Thomas A. Stewart, EdD (Educational Leadership), Western Kentucky University, 2011
 Kristin Wilson, PhD (Higher Continuing Education), University of Missouri-Columbia, 2008

Assistant Professor

Lester A. Archer, PhD (Educ Leadership/Research), Louisiana State University AM College, 2017
 Kimberlee K. Everson, PhD (Educ Inquiry, Measurement, Evaluation), Brigham Young University, 2012

Visiting Associate Professor

Winifred L. Cohron, PhD (Educational Leadership Organizational Development), University of Louisville, 2009

Adult Education, Certificate (0450)

Program Coordinator

James I. Berger, jim.berger@wku.edu, (270) 745-3892

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)

Code	Title	Hours
Required Courses		
ADED 510	Introduction to Adult Education	3
ADED 520	Methods for Teaching Adults	3
ADED 530	Program Development for Adults	3
ADED 611	Adult Development and Learning	3
Total Hours		12

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.

Concentration(s)

- General (SCGE)
- Community and Technical College (SCTC)
- Higher Education (SCHE)
- Training and Development (SCTD)

Program Admission

Admission requires an earned degree from an accredited institution with (a minimum undergraduate GPA of 2.75 or a Master's degree with a GPA of 3.0) and ONE of the following:

- Portfolio submission (portfolio content requirements (http://www.wku.edu/aded/general_admission.php)); OR,

- Minimum GRE (August 2011 or later) scores: verbal, 139; quantitative, 139; analytical writing, 3.5.

Applicants who do not meet admission requirements may be considered for alternate admission under the College of Education and Behavioral Science's Alternate Admission policy. 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 additional hours of adult education, a research foundations course, two 3-hour electives, and 6 hours of capstone experience coursework. 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.

Code	Title	Hours
Required Courses		
EDFN 500	Research Methods (or equivalent as approved by advisor)	3
ADED 510	Introduction to Adult Education	3
ADED 520	Methods for Teaching Adults	3
ADED 611	Adult Development and Learning	3
ADED 530	Program Development for Adults	3
ADED 540	Philosophy and History of Adult Education	3
Electives		
Select six hours of the following or from other courses with prior approval of advisor:		6
ADED 598	Adult Education Seminar	
CNS 555	Social and Cultural Diversity in Counseling	
CNS 556	Developmental Career Counseling	
CNS 557	Human and Family Development in Counseling	
CNS 572	The College Student Experience	
CNS 574	Student Development in Higher Education	
CNS 577	Counseling Concepts and Applications for Student Affairs Professionals	
CNS 586	Parenting Issues	
CNS 667	Counseling Substance Abusers and Their Families	
CNS 670	Parameters of Law in Student Affairs and Higher Education	
SPED 516	The Exceptional Child: Perspectives and Issues	
SPED 518	Seminar: Contemporary Challenges in Special Education	
SPED 534	Research in Exceptional Child Education	
LTCY 519	Foundations of Literacy Instruction	
LTCY 523	Diagnostic Reading Procedures for Classroom Teachers	

LME 535	Survey of Educational Technology Practices	
LME 537	Principles of Educational Technology Applications	
PSY 510	Advanced Educational Psychology	
PSY 511	Psychology of Learning	
Capstone Experience		
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 (3 credit hours), and two capstone experience courses (6 credit hours). 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.

Code	Title	Hours
Required Courses		
EDFN 500	Research Methods (or equivalent as approved by advisor)	3
ADED 510	Introduction to Adult Education	3
ADED 520	Methods for Teaching Adults	3
ADED 611	Adult Development and Learning	3
EDFN 612	Seminar in Community College Teaching	3
Electives		
Select 18 hours of content specific courses related to the student's teaching discipline in technical or community colleges		18
Capstone Experience		
ADED 590	Practicum in Adult Education	3
ADED 597	Directed Study in Adult Education	3
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 research foundations, 6 hours of capstone experience, and 12 hours of additional adult and higher education 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.

Code	Title	Hours
Required Courses		
EDFN 500	Research Methods (or equivalent as approved by advisor)	3
ADED 510	Introduction to Adult Education	3

ADED 520	Methods for Teaching Adults	3
ADED 611	Adult Development and Learning	3
Electives		
Select 12 hours from the following or other courses as approved by your advisor:		12
ADED 530	Program Development for Adults	
EDFN 612	Seminar in Community College Teaching	
EDFN 675	Higher Education in America	
EDFN 685	Issues in Higher Education	
EDFN 724	Leadership in Community and Technical Colleges	
EDFN 726	Change Theory and Practice	
EDFN 728	Postsecondary Economics and Finance	
ID 560	Instructional Design Foundations	
ID 570	Systematic Instructional Design	
ID 572	Improvement Analysis in the Workplace	
ID 583	Training Design and Development	
ID 585	Distance Education Opportunities and Challenges	
Capstone Experience		
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

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 additional hours of required courses, 3 hours of research foundation, 6 hours of capstone experience, and 6 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.

Code	Title	Hours
Required Courses		
EDFN 500	Research Methods (or equivalent as approved by advisor)	3
ADED 510	Introduction to Adult Education	3
ADED 520	Methods for Teaching Adults	3
ADED 611	Adult Development and Learning	3
ADED 530	Program Development for Adults	3
ID 583	Training Design and Development	3
Electives		
Select 6 hours of the following or from other courses as approved by advisor:		6
ID 560	Instructional Design Foundations	
ID 570	Systematic Instructional Design	
ID 577	Management of Instructional Systems	
ID 585	Distance Education Opportunities and Challenges	
ID 587	Trends and Issues in Instructional Design	

ID 588	Multimedia 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 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	
Capstone Experience		
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

Certification Only, Education Leadership (131)

Program Coordinator

Stacy R. Leggett, stacy.leggett@wku.edu, (270) 745-4890

The Certification Only, Education Leadership program is specific to the concentration selected (concentration codes shown in parentheses below).

Director of Pupil Personnel Services, Endorsement (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.

School Principal, Endorsement (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 Professional Educator 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 Professional Educator 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.

Superintendent, Endorsement (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 of 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 requirements include:

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 CA-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.

Supervisor of Instruction, Endorsement (ILV1 and ILV2)

Applicants seeking certification for Supervisor of Instruction should be aware that reciprocity may not be offered by all states.

Concentration(s)

- Director of Pupil Personnel I (KDP1)
- Director of Pupil Personnel II (KDP2)
- Principal Level I (KP1)
- Principal Level II (KP2)
- Superintendent (KST)
- Supervisor of Instruction Level I (ILV1)
- Supervisor of Instruction Level II (ILV2)

Program Admission

Admission to the Certification Only, Education Leadership program is specific to the concentration selected (concentration codes shown in parentheses below).

Director of Pupil Personnel Services, Endorsement (KDP1 and KDP2)

- 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

School Principal, Endorsement (KP1 and KP2)

- A master's degree;
- 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;
- A GPA of 3.0 or higher on all graduate work;
- Complete a program admission packet requiring:
 - Letters of reference
 - Professional portfolio
 - Deficiency course assessments
 - School district agreement of support;

- Be recommended based on an interview with district practitioners and department faculty.

Superintendent, Endorsement (KST)

- Has completed Level I and II preparation requirements for administrative endorsement as principal or supervisor;
- Has a 3.2 GPA or above on all graduate work; and
- Submits recommendations.

Supervisor of Instruction, Endorsement (ILV1 and ILV2)

- 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

Program Requirements (12-45 hours)

Program requirements for the Certification Only, Education Leadership program are specific to the concentration selected (concentration codes shown in parentheses below).

Director of Pupil Personnel Services, Endorsement (KDP1 and KDP2)

Code	Title	Hours
Level I Requirements (24 hours)		
Required Courses		
EDFN 500	Research Methods	3
PSY 510	Advanced Educational Psychology	3
EDFN 576	Issues and Trends in Education	3
EDAD 640	Introduction to School Leadership	3
EDAD 583	Accounting for Pupil Personnel	3
EDAD 677	Legal Issues for Professional Educators	3
CNS 660	Organization and Administration of Guidance Services	3
Electives		
Select one of the following:		3
TCHL 530	Curriculum Development	
SPED 533	Seminar: Curriculum for Learning and Behavior Disorders	
SPED 535	Curriculum for Individuals with Moderate and Severe Disabilities	
EDAD 683	Leading Teaching and Learning	
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	
IECE 530	Advanced IECE Curriculum Development	
Level II Requirements (6 hours)		
EDAD 594	Seminar on Leadership: Auxiliary Programs in Education	3
EDAD 642	Leveraging Community Systems and Resources	3
Total Hours		30

School Principal, Endorsement (KP1 and KP2)

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.

Code	Title	Hours
Prerequisites		
EDAD 588	Allocation and Use of Resources	0-9
EDAD 677	Legal Issues for Professional Educators	
EDAD 684	Instructional Leadership	
Level I Requirements (18 hours)		
EDAD 640	Introduction to School Leadership	3
EDAD 641	Building Culture and Community	3
EDAD 642	Leveraging Community Systems and Resources	3
EDAD 643	Securing and Developing Staff	3
EDAD 644	Creating Organizational Structures and Operations	3
or EDAD 708	Administration of Fiscal Resources in Districts and Systems	
EDAD 645	Practicing the Principalship	3
Level II Requirements (12 hours)		
EDAD 694	Seminar in Educational Administration	6
Advisor approved electives		6
Total Hours		30-39

Students admitted to the principal certification Principal Level II certification program may apply to receive graduate credit for successful completion of the National Board Certified Teacher process as Level II electives. 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 principal Level II;
- hold current National Board Certification status.

The student must submit an application form to the chair of the Department of Educational Administration, Leadership, and Research who 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 (core) courses in the program. Once a recommendation for the awarding of hours for NBCT completion is approved by the department chair, the student must arrange for the American Council on Education (ACE) to send an official transcript documenting the student’s NBCT status to WKU’s Graduate School so that the credit may be entered on the student’s transcript. No charge will be assessed by WKU.

Superintendent, Endorsement (KST)

Code	Title	Hours
Complete a minimum of sixty (60) semester hours of graduate credit above the bachelor's degree in an approved certification program, including the following.		
Required Courses		
EDAD 639	The Superintendency	3
EDAD 649	School System Administration	3
EDAD 659	Strategic Planning in Education	3
EDAD 598	Field-Based Experience in Educational Administration ¹	3
Total Hours		12

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.

Supervisor of Instruction, Endorsement (ILV1 and ILV2)

Code	Title	Hours
Level I Requirements (33 hours)		
Required Courses		
EDFN 500	Research Methods	3
PSY 510	Advanced Educational Psychology	3
EDFN 576	Issues and Trends in Education	3
EDAD 640	Introduction to School Leadership	3
EDAD 684	Instructional Leadership	3
EDAD 686	Principles of Supervision	3
LTCY 519	Foundations of Literacy Instruction	3
SPED 516	The Exceptional Child: Perspectives and Issues	3
CNS 660	Organization and Administration of Guidance Services	3
Electives		
Select two from the following:		6
TCHL 530	Curriculum Development	
SPED 533	Seminar: Curriculum for Learning and Behavior Disorders	
SPED 535	Curriculum for Individuals with Moderate and Severe Disabilities	
EDAD 683	Leading Teaching and Learning	
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	
IECE 530	Advanced IECE Curriculum Development	
Level II Requirements (12 hours)		
EDAD 677	Legal Issues for Professional Educators	3
EDAD 642	Leveraging Community Systems and Resources	3
EDAD 594	Seminar on Leadership: Auxiliary Programs in Education	3
EDAD 694	Seminar in Educational Administration	3
Total Hours		45

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)

Code	Title	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
ADED 590	Practicum in Adult Education (or appropriate departmental internship) ¹	3
Total Hours		12

¹ Appropriate internship course will be determined by CCFP director and departmental faculty.

Measurement, Evaluation, and Research, Post-Master's Certificate (0488)

Program Coordinator

Kimberlee K. Everson, kimberlee.everson@wku.edu, (270) 745-2115

This certificate is designed for graduate students who need training in the areas of research methods, measurement, statistics, and program evaluation to engage in educational and social science research.

Program Admission

Applicants must hold 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. Required prerequisite courses with grades of "B" or higher include:

- EDFN 500 or EDLD 712; and
- EDFN 501 or equivalent.

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

Program Requirements (18 hours)

Code	Title	Hours
Required Courses		
EDLD 722	Measurement and Survey Methods for Educational Leaders	3
EDLD 732	Program Evaluation for Educational Leaders	3

EDFN 740	Intermediate Statistics and Design ¹	3
Electives		
Select 9 hours from the following: ²		9
EDFN 603	Qualitative Research in Education	
EDFN 703	Field Methods for Qualitative Research	
EDFN 744	Seminar in Advanced Research Methods ³	
EDAD 734	School Accountability and Teacher Evaluation	
Total Hours		18

¹ Students who have completed EDFN 601 may substitute it for EDFN 740.

² Students will work with their advisors to select elective courses.

³ EDFN 744 may be taken more than once for elective credit.

School Administration, Rank I (121)

Program Coordinator

Stacy R. Leggett, stacy.leggett@wku.edu, (270) 745-4890

The School Administration, Rank I program is specific to the concentration selected (concentration codes shown in parentheses below).

Director of Pupil Personnel Services (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.

School Principal (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 Professional Educator 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 Professional Educator 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.

Supervisor of Instruction (ILV1)

Applicants seeking certification for Supervisor of Instruction should be aware that reciprocity may not be offered by all states.

Concentration(s)

- Education Administration (ADM)
- Director of Pupil Personnel I (KDP1)
- Director of Pupil Personnel II (KDP2)
- Principal Level I (KP1)
- Principal Level II (KP2)
- Superintendent (KST)
- Supervisor of Instruction Level I (ILV1)

Program Admission

Admission to the School Administration, Rank I program is specific to the concentration selected (concentration codes shown in parentheses below).

Director of Pupil Personnel Services (KDP1 and KDP2)

- 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

School Principal (KP1 and KP2)

- A master's degree
- 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
- A GPA of 3.0 or higher on all graduate work
- Complete a program admission packet requiring:
 - Letters of reference
 - Professional portfolio
 - Deficiency course assessments
 - School district agreement of support;

- Be recommended based on an interview with district practitioners and department faculty

Supervisor of Instruction (ILV1)

- 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

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

Program Requirements (30-39 hours)

Program requirements for the School Administration, Rank I program are specific to the concentration selected (concentration codes shown in parentheses below).

Director of Pupil Personnel Services (KDP1 and KDP2)

Code	Title	Hours
Level I Requirements (24 hours)		
Required Courses		
EDFN 500	Research Methods	3
PSY 510	Advanced Educational Psychology	3
EDFN 576	Issues and Trends in Education	3
EDAD 640	Introduction to School Leadership	3
EDAD 583	Accounting for Pupil Personnel	3
EDAD 677	Legal Issues for Professional Educators	3
CNS 660	Organization and Administration of Guidance Services	3
Electives		
Select one of the following:		3
TCHL 530	Curriculum Development	
SPED 533	Seminar: Curriculum for Learning and Behavior Disorders	
SPED 535	Curriculum for Individuals with Moderate and Severe Disabilities	
EDAD 683	Leading Teaching and Learning	
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	
IECE 530	Advanced IECE Curriculum Development	
Level II Requirements (6 hours)		
Required Courses		
EDAD 594	Seminar on Leadership: Auxiliary Programs in Education	3
EDAD 642	Leveraging Community Systems and Resources	3
Total Hours		30

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 Principal (KP1 and KP2)

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.

Code	Title	Hours
EDAD 588	Allocation and Use of Resources	3
EDAD 677	Legal Issues for Professional Educators	3
EDAD 684	Instructional Leadership	3
EDAD 640	Introduction to School Leadership	3
EDAD 641	Building Culture and Community	3
EDAD 642	Leveraging Community Systems and Resources	3
EDAD 643	Securing and Developing Staff	3
EDAD 644 or EDAD 708	Creating Organizational Structures and Operations Administration of Fiscal Resources in Districts and Systems	3
EDAD 645	Practicing the Principalship	3
EDAD 694	Seminar in Educational Administration	6
Total Hours		33

Supervisor of Instruction (ILV1)

Code	Title	Hours
Level I Requirements		
EDFN 500	Research Methods	3
PSY 510	Advanced Educational Psychology	3
EDFN 576	Issues and Trends in Education	3
EDAD 640	Introduction to School Leadership	3
EDAD 684	Instructional Leadership	3
EDAD 686	Principles of Supervision	3
LTCY 519	Foundations of Literacy Instruction	3
SPED 516	The Exceptional Child: Perspectives and Issues	3
CNS 660	Organization and Administration of Guidance Services	3
Electives		
Select two courses from the following:		6
TCHL 530	Curriculum Development	
SPED 533	Seminar: Curriculum for Learning and Behavior Disorders	
SPED 535	Curriculum for Individuals with Moderate and Severe Disabilities	
EDAD 683	Leading Teaching and Learning	
EDAD 683	Leading Teaching and Learning	
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	
IECE 530	Advanced IECE Curriculum Development	
Total Hours		33

Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including at least 30 hours beyond 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, Specialist in Education (098)

Program Coordinator

Stacy R. Leggett, stacy.leggett@wku.edu, (270) 745-4890

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.

Concentration(s)

- Teacher Education (TCHR)

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 Administration, 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)

Code	Title	Hours
Required Course		
EDAD 699	Independent Specialist Project	6
Electives		
Select 30 hours beyond the master's degree with advisor approval		30
Total Hours		36

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.

Department of Psychology

Steve Winger and Pitt Derryberry, Co-Department Heads
Gary A. Ransdell Hall 3012
(270) 745-2695
psychology@wku.edu

Programs

- Applied Psychology, Doctor of Psychology (0476) (p. 50)
- Psychology, Master of Arts (092) (p. 51)
- School Psychology, Specialist in Education (147) (p. 52)

Faculty Professor

Joseph P. Cangemi, EdD (Higher Education), Indiana Uni Bloomin-USE 601401, 1974
Pitt Derryberry, PhD (Educational Psychology), The University of Alabama, 2001
Frederick G. Grieve, PhD (Psychology, Clinical Psychology), University of Memphis, 1996
Carl L. Myers, PhD (Psychology), Iowa State University, 1995
Steven R. Winger, PhD (Educational Psychology, Sports Psychology), Florida State University, 1998

Associate Professor

Lisa C. Duffin, PhD (Educational Studies, Educational Psychology), Purdue University Main Campus, 2009
Anthony R. Paquin, PhD (Psychology), Texas A M University, 1997
Jenni L. Redifer, PhD (Educational Psychology), University of Florida, 2012
Qin Zhao, PhD (Educational Psychology), University of Florida, 2008

Assistant Professor

Ryan L. Farmer, PhD, University of Memphis, 2015

Thomas J. Gross, PhD (Educational Psychology), Oklahoma State University Main Campus, 2013
 Adam B. Lockwood, PhD (Educational Psychology), Northern Arizona University, 2015
 Sarah E. Ochs, PhD (School Psychology), University of Houston, 2017
 Timothy S. Thornberry, PhD, Auburn University, 2013

Instructor I

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 outcomes, and propose, complete, and successfully defend a dissertation.

Code	Title	Hours
Required Courses		
EDFN 500	Research Methods	3
or EDFN 501	Educational Statistics	
or EDFN 740	Intermediate Statistics and Design	
or EDFN 744	Seminar in Advanced Research Methods	
PSY 701	History and Systems of Applied Psychology	3
PSY 751	Clinical Psychopharmacology	3
CNS 588	Family Systems Counseling	3
or PSY 741	Family Systems in Therapy	
PSY 777	Foundations of Supervision	3
PSY 799	Dissertation in Psychology	6
PSY 895	Pre-Doctoral Internship	6
Concentration		
Select a concentration		21
Total Hours		48

Clinical Concentration

Code	Title	Hours
PSY 642	Clinical Interviewing and Psychotherapy	3
PSY 862	Advanced Psychotherapy Interventions	3
CNS 552	Testing and Assessment in Counseling	3
or CNS 567	Mental Health Diagnosis and Treatment in Counseling	
or CNS 654	Educational and Intellectual Analysis of Children and Adults	
or PSY 560	Assessment of Individual Intellectual Functioning: Theories and Issues	
or PSY 561	Advanced Assessment in Educational Settings	
or PSY 562	Practicum in Psychological Assessment	
or PSY 643	Academic Assessment and Intervention	
or PSY 647	Addictions: Assessment, Diagnosis and Treatment Planning	
or PSY 660	Assessment of Personality and Socio-Emotional Functioning	
or PSY 766	Assessment of Autism Spectrum Disorder	
or SWRK 623	Social Work Clinical Assessment and Intervention	
ADED 611	Adult Development and Learning	3
or CNS 557	Human and Family Development in Counseling	
PSY 801	The Profession of Clinical Psychology	3
PSY 877	Advanced Clinical Supervision	3
PSY 791	Advanced Psychology Practice	3
Total Hours		21

School Psychology Concentration

Code	Title	Hours
PSY 785	Doctoral Seminar in School Psychology	3
PSY 792	Advanced Practicum in School Interventions	3
PSY 640	Psychopathology	3
PSY 520	Individual Differences and Human Diversity	3

Specialization

Select a specialization option		9
Therapies and Interventions with Children		
CNS 569	Play Therapy	
CNS 611	Advanced Play Therapy	
CNS 612	Expressive Arts Techniques in Counseling	
or CNS 613	Sandtray Techniques in Counseling	
OR		
Autism Spectrum Disorders		
PSY 766	Assessment of Autism Spectrum Disorder	
SPED 610	Characteristics of Autism Spectrum Disorders	
SPED 618	Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorders	
OR		
Educational Leadership		
Select three of the following (or equivalent courses):		
EDAD 585	Fundamentals of School Administration	
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		21

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.

Concentration(s)

- Clinical (MACL)

Program Admission

Applicants must have 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. 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. 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.

Code	Title	Hours
Required Courses		
PSYS 510 or EDFN 500	Advanced Research Methods in Psychology Research Methods	3
PSY 511 or PSYS 533	Psychology of Learning Advanced Topics in Cognition	3
PSYS 518 or EDFN 501	Statistics and Psychometric Theory Educational Statistics	3
PSY 520	Individual Differences and Human Diversity	3
PSY 541	Professional Issues and Ethics in Psychology	3
PSY 560	Assessment of Individual Intellectual Functioning:Theories and Issues	3
PSY 562	Practicum in Psychological Assessment	3
PSY 592	Psychology Internship	3
PSY 646 or PSYS 552	Social Psychology for Applied Practice Advanced Social Psychology	3
PSY 640	Psychopathology	3
PSY 641	Theories of Psychotherapy	3
PSY 651 or PSYS 567	Clinical Neuropsychology for Applied Psychologist Advanced Physiological Psychology	3
PSY 660	Assessment of Personality and Socio-Emotional Functioning	3
PSY 662	Practicum in Psychology	3
PSY 599	Thesis Research	6
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 equivalent¹ 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. 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 CASE. 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 (65 hours)

Code	Title	Hours
Required Courses		
PSY 510	Advanced Educational Psychology	3
PSY 511	Psychology of Learning	3
PSY 514	Program Evaluation and Research Methods	3
PSY 519	Psychological Perspectives on Classroom Behavior	3
PSY 540	Behavior Problems of Childhood and Adolescence	3
PSY 541	Professional Issues and Ethics in Psychology	3
PSY 545	Clinical Child Psychology: Theory and Practice	3
PSY 560	Assessment of Individual Intellectual Functioning:Theories and Issues	3
PSY 561	Advanced Assessment in Educational Settings	3
PSY 562	Practicum in Psychological Assessment	6
PSY 625	Seminar in School Psychology	3
PSY 592	Psychology Internship	6
EDFN 501 or PSY 617	Educational Statistics Reading and Understanding Statistics in Psychology	3
PSY 641	Theories of Psychotherapy	3
PSY 643	Academic Assessment and Intervention	3
PSY 645	Consultation in Educational and Mental Health Settings: Theory and Practice	3
PSY 662	Practicum in Psychology	5
PSY 699	Specialist Project	6
Total Hours		65

School of Professional Studies

Jeff Butterfield, Director
Tate Page Hall 218
(270) 745-8973
professionalstudies@wku.edu

Programs

- Organizational Leadership, Certificate (1723) (p. 53)
- Organizational Leadership, Master of Arts (0467) (p. 53)

Faculty

Professor

Dennis K. George, PhD (Environment Sci Engr), University of North Carolina Chapel Hill, 1994

Associate Professor

John P. Baker, EdD (Educational Leadership, Organizational Leadership), Western Kentucky University, 2011
Thomas J. Butterfield, PhD (Management Science Information Systems), University of Texas at Austin, 1994

Pedagogical Assistant Professor

Kristie B. Guffey, EdD (Educational Leadership, Organizational Leadership), Western Kentucky University, 2012

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)

Code	Title	Hours
Required Courses		
LEAD 500	Effective Leadership Studies	3
LEAD 600	Capstone in Leadership Experience	3
or NURS 530	Nursing Administration Practicum	
or NURS 780	Clinical Practicum	

Electives

Select 6 hours of advisor approved electives	6
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 the faculty).

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.

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

Program Requirements (30 hours)

Code	Title	Hours
Required Courses		
LEAD 500	Effective Leadership Studies	3
LEAD 525	Leadership Ethics	3
LEAD 600	Capstone in Leadership Experience	3
EDFN 500	Research Methods	3
or SOCL 513	Quantitative Methods of Social Research	
or LEAD 560	Applied Research Methods in Organizational Leadership	

Select one of the following courses:	3
LEAD 530 Organizational Change	
LEAD 540 Leading Teams	
LEAD 550 Leadership in Global Context	
LEAD 565 Leadership Coaching within Organizations	
Electives	
Select 15 hours from the following: ¹	15
ADED 611 Adult Development and Learning	
AMS 520 Resource Management	
AMS 671 Quality Management	
BA 505 Survey of Accounting Principles	
BA 592 Special Topics in Business	
CNS 555 Social and Cultural Diversity in Counseling	
CNS 585 Leadership and Administration in Student Affairs	
COMM 531 Global Leadership Communication	
COMM 561 Multinational Organizational Communication	
COMM 565 Communication and Conflict	
COMM 587 Communication in Intercultural Negotiation & Mediation	
EDFN 500 Research Methods	
GERO 501 Perspectives in Aging	
GERO 503 Policy Foundations of Aging Services	
GWS 625 Women and Leadership	
HCA 540 Health Care Organization and Management	
PS 520 Elements of Public Administration	
PS 538 Public Service Ethics	
PS 541 Human Resources Management in Public Administration	
SOCL 513 Quantitative Methods of Social Research	
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.

School of Teacher Education

Blair Thompson, (Interim) Director of the School of Teacher Education
 Gary A. Ransdell Hall 1092
 (270) 745-5414
 ste.gradprograms@wku.edu

Programs

- Advanced Behavior Management, Certificate (1736) (p. 55)
- Autism Spectrum Disorders, Certificate (0441) (p. 55)
- Certification Only, Teacher Education (132) (p. 56)
- Director of Special Education, Rank I (0426) (p. 60)
- Educational Technology, Certificate (167) (p. 61)
- Elementary Education for Teacher Leaders, Master of Arts in Education (0433) (p. 61)
- Elementary Education, Rank I (084) (p. 62)
- Elementary Education, Rank II (0430) (p. 63)
- Elementary Math Specialization P-5, Certificate (0485) (p. 63)

- Gifted Education and Talent Development, Master of Arts in Education (0482) (p. 64)
- Gifted Education and Talent Development, Specialist in Education (0490) (p. 66)
- Instructional Design, Certificate (0418) (p. 67)
- Instructional Design, Master of Science (0428) (p. 67)
- Interdisciplinary Early Childhood Education, Birth to Primary, for Initial Certification, Master of Arts in Teaching (0460) (p. 68)
- Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders, Master of Arts in Education (0461) (p. 69)
- Interdisciplinary Early Childhood Education, Rank I (156) (p. 70)
- Libraries, Informatics, and Technology in Education, Master of Science (0497) (p. 71)
- Library Media Education, Rank I (0429) (p. 71)
- Literacy Education, Master of Arts in Education (044) (p. 72)
- Literacy in Post-Secondary Settings, Certificate (0462) (p. 73)
- Middle Grades Education for Initial Certification, Master of Arts in Teaching (0458) (p. 73)
- Middle Grades Education for Teacher Leaders, Master of Arts in Education (0434) (p. 75)
- Middle Grades Education, Rank I (158) (p. 76)
- Middle Grades Education, Rank II (0431) (p. 77)
- Secondary Education for Initial Certification, Master of Arts in Teaching (0495) (p. 78)
- Secondary Education for Teacher Leaders, Master of Arts in Education (0435) (p. 79)
- Secondary Education, Rank I (124) (p. 80)
- Secondary Education, Rank II (0432) (p. 81)
- Special Education for Initial Certification, Learning and Behavior Disorders, Master of Arts in Teaching (0456) (p. 82)
- Special Education for Teacher Leaders, Learning and Behavior Disorders, Master of Arts in Education (0457) (p. 83)
- Special Education for Teacher Leaders, Moderate and Severe Disabilities, Master of Arts in Education (0438) (p. 85)

**Teacher education minors are offered in agriculture (001), art (002), biology (003), chemistry (005), consumer and family sciences (018), English (008), folk studies (009), French (010), geography (011), German (012), health education (014), physical education (023), physics (024), secondary education (035), and Spanish (038). Contact teacher certification for further information.*

Faculty Professor

Sylvia L. Dietrich, PhD (Education), University of Tennessee, Knoxville, 2000
 Stephanie K. Gandy, EdD (Curriculum and Instruction), Louisiana Tech University, 2002
 Cynthia R. Houston, PhD (Education (Curriculum and Instruction)), Southern Illinois University, 1996
 Jeanine M. Huss, PhD (Environmental Science), Oklahoma State University Main Campus, 2007
 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

John A. Moore, EdD (Instruction and Administration), University of Kentucky, 1995
 Pamela J. Petty, EdD (Education, Elementary Education), University of Tennessee, Knoxville, 2002
 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
 Xiaoxia Huang, PhD (Instructional Systems), Florida State University, 2007
 Nancy F. Hulan, PhD (Curriculum and Instruction), University of Louisville, 2010
 Elizabeth G. Kirby, EdD (Learning and Instruction), University of San Francisco, 2008
 Jema D. Knotts, PhD (Education, Special Education), Southern Illinois University Carbondale, 1997
 Michael L. McDonald, PhD (Practical Arts and Voc-Tech Education, Business Office Education), University of Missouri-Columbia, 1997
 Lisa D. Murley, PhD (Educational Administration), University of Louisville, 2005
 Andrea Paganelli, PhD (Instructional Leadership), The University of Alabama, 2010
 Rebecca R. Stobaugh, PhD (Educational Administration), University of Louisville, 2003
 Antonia M. Szymanski, PhD (Psychological and Quantitative Foundations), University of Iowa, 2011
 Janet L. Tassell, PhD (Curriculum Instruction), Indiana Uni Bloomin-USE 601401, 2002

Assistant Professor

Susan Keeseey, PhD (Physical Activity and Education Services), The Ohio State University Main Campus, 2012
 Erin E. Margarella, PhD (Curriculum and Instruction), University of South Florida, 2016
 Julia A. Mittelberg, PhD (Curriculum and Instruction), Kansas State University, 2014
 Christina R. Noel, PhD (Special Education), Vanderbilt University, 2013
 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

Clinical Assistant Professor

Wei Chen, PhD (Linguistics), University of Georgia, 2016
 Jeremy R. Logsdon, EdD (Educational Leadership, Postsecondary Leadership), Western Kentucky University, 2016

Advanced Behavior Management, Certificate (1736)

Program Coordinator

Christina R. Noel, christina.noel@wku.edu, (270) 745-4255

This certificate program offers five courses that specialize in behavior management techniques for school-aged children. Through the progression of the courses, candidates will learn how to define and assess problem behaviors, and develop evidence-based interventions

to decrease problem behaviors and increase pro-social behaviors and improve academic outcomes. This certificate is appropriate for anyone working in a P-12 setting and may include classroom teachers, school counselors, speech pathologists, occupational therapists, paraprofessionals, and other school related personnel. It may also be beneficial to parents, camp counselors, and after-school personnel. The courses are written with content appropriate for varied supervision roles that school personnel working with P-12 students may encounter. There are a number of courses that have similar content in the Psychology Master's program; however, the proposed certificate is created for professionals who are not interested in pursuing a graduate degree in psychology, but are interested in learning about targeted behavior management techniques. This certificate is targeted for these diverse roles.

Program Admission

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

Program Requirements (15 hours)

Code	Title	Hours
Required Courses		
SPED 501	Introduction to Applied Behavior Analysis	3
SPED 502	Positive Behavior Supports	3
SPED 503	Behavior Assessment	3
SPED 504	Instruction to Improve Behavior	3
SPED 505	Ethics Surrounding Behavior Issues	3
Total Hours		15

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)

Code	Title	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

Certification Only, Teacher Education (132)

Program Coordinator

Blair C. Thompson, blair.thompson@wku.edu, (270) 745-3296

Certification Only, Teacher Education is a non-degree seeking program for students seeking additional teacher certification in the following concentrations (concentration codes shown in parentheses below):

Director of Special Education, Endorsement (KDS1 and KDS2)

The Director of Special Education endorsement is an administrative certification in the state of Kentucky.

Elementary Mathematics Specialist P-5, Endorsement (KEM)

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.

Environmental Education P-12, Endorsement (KEV)

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.

Gifted and Talented Education P-12, Endorsement (KE37)

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.

Instructional Computer Technology P-12, Endorsement (KCT)

The Instructional Computer Technology Endorsement P-12 for teachers will be included in the Master of Science in Libraries, Informatics, and Technology in Education program. This endorsement may also be completed as an emphasis in another master's degree in Education; as an emphasis in a planned fifth-year (Rank II) or planned sixth-year (Rank I) program; or as a certification-only program.

Learning and Behavioral Disorders, Certification-Only (KLBD)

This certification program is designed to give special education professionals both a deep and practical knowledge of the content and pedagogy to teach students with Learning and Behavior Disorders (LBD) in P-12 settings. Candidates are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with mild to moderate disabilities and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

Library Media Education, Certification-Only (KML)

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.

Moderate and Severe Disabilities, Certification-Only (KMS)

This certification program is 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.

Teaching English as a Second Language (TESL), Endorsement (KE36)

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 coursework 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.

Teacher Leader, Endorsement (KTLE)

The Teacher Leader Endorsement is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. This endorsement is comprised of 16 hours of coursework that can count toward a master's degree, Rank II or Rank I certification, or other graduate program.

Concentration(s)

- Director of Special Education Level I (KDS1)
- Director of Special Education Level II (KDS2)
- Elementary Math Specialist P-5 (KEM)
- Environmental Education (KEV)
- Gifted Education Endorsement (KE37)
- Interdisciplinary Early Childhood Education (KIE)
- Kentucky Computer Technology (KCT)
- Learning and Behavior Disorders (KLBD)
- Moderate to Severe Disabilities (KMS)
- School Media Librarian (KML)
- Teacher Leader Endorsement (KTLE)
- Teaching English as a Second Language Endorsement (KE36)

Program Admission

Admission to the Certification Only, Teacher Education program is specific to the concentration selected (concentration codes shown in parentheses below).

Director of Special Education, Endorsement (KDS1 and KDS2)

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.

Elementary Mathematics Specialist P-5, Endorsement (KEM)

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.

Environmental Education P-12, Endorsement (KEV)

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.

Gifted and Talented Education P-12, Endorsement (KE37)

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.

Instructional Computer Technology P-12, Endorsement (KCT)

Applicants for the Instructional Computer Technology endorsement must hold a teaching certificate in any area of teaching.

Learning and Behavioral Disorders, Certification-Only (KLBD)

Applicants for the LBD Certification Program must hold a current Exceptional Education: Moderate and Severe Disabilities (MSD) teaching certificate with three years teaching in the field OR a master's in MSD 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. Note that students who do not meet the prerequisites of the core required courses will be required to complete the prerequisites of the core required courses as deficiencies.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll in no more than six hours before they apply to the Education Professional Standards Board (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 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 a current certificate.

Library Media Education, Certification-Only (KML)

- 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.

Moderate and Severe Disabilities, Certification-Only (KMS)

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.

Teaching English as a Second Language (TESL), Endorsement (KE36)

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.

Teacher Leader, Endorsement (KTLE)

If counting the endorsement hours toward a master's degree or other graduate program, the applicant 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 (12-33 hours)

Requirements for the Certification Only, Teacher Education program are specific to the concentration selected (concentration codes shown in parentheses below).

Director of Special Education, Endorsement (KDS1 and KDS2)

Code	Title	Hours
Prerequisite Courses		0-12
Graduate level research methods course completed within the past 10 years		
Introductory special education course completed within the past 10 years		
Select 6 hours from the following:		
SEC 580	Curriculum	
ELED 503	Organization of Elementary School Curriculum	
MGE 571	Middle Grades Curriculum	
EDAD 683	Leading Teaching and Learning	
Level I Director of Special Education		
EDAD 585	Fundamentals of School Administration	3
EDAD 677	Legal Issues for Professional Educators	3
SPED 620	Seminar in the Administration of Special Education	3

SPED 625	Practicum in the Administration of Special Education	3
SPED 630	Special Education Law and Finance	3
Level II Director of Special Education		
EDAD 598	Field-Based Experience in Educational Administration	3
EDAD 686	Principles of Supervision	3
Total Hours		15-33

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.

Elementary Mathematics Specialist P-5, Endorsement (KEM)

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.

Code	Title	Hours
Required Courses		
ELED 571	Leadership, Math and Technology Education	3
ELED 572	Math and Technology Methods for Diverse Learners	3
ELED 573	Math and Technology Assessment	3
Select 6 hours from the following:		6
MATH 411G	Problem Solving for Elementary and Middle School Teachers ¹	
MATH 507	Mathematics Concepts for Elementary Teachers ²	
MATH 508	Number Concepts for Elementary and Middle Grades Teachers ²	
Total Hours		15

¹ Required unless MATH 411 was taken as an undergraduate.

² Required for students who completed MATH 411 as an undergraduate.

Environmental Education P-12, Endorsement (KEV)

Code	Title	Hours
Required Courses		
ENVE 520	Introduction to Environmental Education	3
ENVE 580	Instructional Strategies in Environmental Education	3
Electives		
Select 6 hours from the following:		6
ENVE 585	Special Topics in Environmental Education ¹	
EDU 570	Educational Assessment for P-12 Learners	
GEOS 507	Geography for Teachers	
RSA 532	Environmental Education Resources	
REC 434G	Environmental Interpretation	

GEOL 511 The Dynamic Earth

Other courses may be chosen by the advisor and the environmental education endorsement coordinator

Total Hours 12

¹ Repeatable up to 6 hours.

Gifted and Talented Education P-12, Endorsement (KE37)

Code	Title	Hours
Required Courses		
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	3
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	3
PSY 432G	Psychology of the Gifted and Creative	3
GTE 538	Practicum for Teachers of Gifted Students	3
Total Hours		12

Instructional Computer Technology P-12, Endorsement (KCT)

Code	Title	Hours
Required Courses		
LITE 535	Survey of Educational Technology Practices	3
LITE 537	Principles of Educational Technology Applications	3
LITE 508	Informatics in Education	3
Select 3 hours from the following:		3
LITE 545	Educational Technology Production	
LITE 547	Integration of Educational Technology	
LITE 550	Emerging Technology in Education	
LITE 737	Educational Technology Leadership	
Total Hours		12

Learning and Behavioral Disorders, Certification-Only (KLBD)

Code	Title	Hours
Required Courses		
SPED 517	Transition Services and Programs for Individuals with Disabilities	3
SPED 533	Seminar: Curriculum for Learning and Behavior Disorders	3
SPED 595	Advanced Preparation Capstone for Special Education	3
EDU 522	Foundations of Differentiated Instruction	3
SPED 532	Families, Professionals and Exceptionalities	3
or LTCY 523	Diagnostic Reading Procedures for Classroom Teachers	
or ID 560	Instructional Design Foundations	
or LME 535	Survey of Educational Technology Practices	
Total Hours		15

Library Media Education, Certification-Only (KML)

Code	Title	Hours
Required Courses		
LME 501	Program Organization and Administration	3
LME 502	Collection Management	3
LME 506	Classification and Cataloging	3
LME 508	Information Sources and Services	3
LME 512	Issues in Library Media Education	3
LME 519	Special Topics in Educational Technology	3
LME 535	Survey of Educational Technology Practices	3
LME 537	Principles of Educational Technology Applications	3
LME 518	Advanced Children's Literature	3
or LME 527	Thematic Approach to Young Adult Literature	
Select one:		1-6
LME 590	Practicum (for students with a master's degree and teaching certificate)	
LME 591	Advanced Practicum in Library Media Education (for students with a Master of Science in Library Media Education and teaching certificate)	
LME 589 & LME 592	Field Experience in Library Media Education and Internship in Library Media Education (for students with a master's degree without prior teaching experience)	
Total Hours		28-33

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.

Moderate and Severe Disabilities, Certification-Only (KMS)

Code	Title	Hours
Required Courses		
SPED 517	Transition Services and Programs for Individuals with Disabilities	3
SPED 535	Curriculum for Individuals with Moderate and Severe Disabilities	3
SPED 595	Advanced Preparation Capstone for Special Education	3
Electives		
Select 6 hours with advisor approval		6
SPED 534	Research in Exceptional Child Education	
SPED 618	Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorders	
SPED 619	Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders	
EDU 522	Foundations of Differentiated Instruction	
LTCY 523	Diagnostic Reading Procedures for Classroom Teachers	
ID 560	Instructional Design Foundations	

LME 535	Survey of Educational Technology Practices	
Total Hours		15

Teaching English as a Second Language (TESL), Endorsement (KE36)

Code	Title	Hours
Required Courses		
ENG 407G	Linguistic Analysis	3
ENG 408G	Psycholinguistics and Sociolinguistics	3
ENG 565	Integrated Teaching English as a Second Language	3
ENG 566	Teaching and Testing ESL Grammar	3
ENG 471G	TESL Practicum	4
6 hours of one foreign language or fulfillment of the language requirements of the WKU Colonnade Program		0-6
Total Hours		16-22

Teacher Leader, Endorsement (KTLE)

Code	Title	Hours
Required Courses		
TCHL 500	Foundations of Teacher Leadership	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ¹	0-3
TCHL 555	School and Classroom Assessment ¹	0-3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3
Total Hours		10-16

¹ All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.

While enrolled in TCHL 500, students will use several documents, including KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with endorsement advisors an individualized program of study related to Kentucky Teacher Standards, Framework for Teaching Components, and professional goals. Students are expected to enroll in TCHL 500 at the beginning of the endorsement 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 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 GPA overall and in endorsement course work.

Director of Special Education, Rank I (0426)

Program Coordinator

Elizabeth G. Kirby, gail.kirby@wku.edu, (270) 745-3746

This 30 hour program leads to eligibility for administrative certification as a Level I Director of Special Education and a Rank I.

Concentration(s)

- Director of Special Education Level I (KDS1)
- Director of Special Education Level II (KDS2)

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)

Code	Title	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 of Graduate Level Curriculum Course 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 an advisor-approved curriculum course)	
Total Hours		12

Code	Title	Hours
Level I		
EDAD 585	Fundamentals of School Administration	3
EDAD 677	Legal Issues for Professional Educators	3
EDAD 620	Seminar in Administration of Special Education	3
EDAD 625	Practicum in the Administration of Special Education	3
EDAD 630	Special Education Law and Finance	3
SPED 533	Seminar: Curriculum for Learning and Behavior Disorders ¹	3
or SPED 535	Curriculum for Individuals with Moderate and Severe Disabilities	
or SPED 615	Instructional Strategies and Design for Students with Autism Spectrum Disorders	
ELED 503	Organization of Elementary School Curriculum ¹	3
SEC 580	Curriculum ¹	3
or MGE 571	Middle Grades Curriculum	

EDAD 682 or SPED 532	School-Community Relations ¹ Families, Professionals and Exceptionalities	3
SPED 518 or SPED 618 or PSY 519 or PSY 540	Seminar: Contemporary Challenges in Special Education ¹ Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorders Psychological Perspectives on Classroom Behavior Behavior Problems of Childhood and Adolescence	3
Level II		
EDAD 598	Field-Based Experience in Educational Administration	3
EDAD 686	Principles of Supervision	3
Total Hours		30-36

¹ Students may not use a course used as a prerequisite. Other equivalent course may be approved by advisor.

Filing a CA-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.

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)

Code	Title	Hours
Required Courses		
LME 535	Survey of Educational Technology Practices	3
LME 537	Principles of Educational Technology Applications	3
Select 6 hours with advisor approval of the following:		6
LME 545	Educational Technology Production	
LME 547	Integration of Educational Technology	
LME 550	Emerging Technology in Education	

LME 737	Educational Technology Leadership	
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.

Concentration(s)

- Elementary Math Specialist P-5 (KEM)
- Environmental Education (KEV)
- Gifted Education Endorsement (KE37)
- Kentucky Computer Technology (KCT)
- Teaching English as a Second Language Endorsement (KE36)

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 Eligibility¹ 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 [(GRE-V + GRE-Q) + (GPA x 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 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 Professional Educator 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 (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.

Code	Title	Hours
Required Courses		
Professional Education Component		
TCHL 500	Foundations of Teacher Leadership ¹	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ²	3
TCHL 555	School and Classroom Assessment ²	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3

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.

Electives

Specialization Component	15-21
Advisor-approved elementary education content course (3 hrs)	
Advisor-approved content-specific course (3 hrs)	
Additional elective courses (9-15 hrs) ³	
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.
- ³ 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, Rank I (084)

Program Coordinator

Lisa D. Murley, lisa.murley@wku.edu, (270) 745-8822

This non-degree program leads to eligibility for Rank I.

Concentration(s)

- Elementary Education (KEL)
- Elementary Math Specialist P-5 (KEM)
- Environmental Education (KEV)
- Gifted Education Endorsement (KE37)
- Kentucky Computer Technology (KCT)
- Teaching English as a Second Language Endorsement (KE36)

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.

Code	Title	Hours
Required Courses		
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 ¹	3
EDU 698	Seminar: Advanced Portfolio Project	2
Electives		

Professional education courses ²	6-9
Specialization courses ²	12
Total Hours	30

¹ An approved elective may be substituted if an introductory Exceptional Education course is on the student's transcript.

² Approved by advisor

Elementary Education, Rank II (0430)

Program Coordinator

Lisa D. Murley, lisa.murley@wku.edu, (270) 745-8822

This non-degree 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.

Concentration(s)

- Elementary Education (KEL)
- Elementary Math Specialist P-5 (KEM)
- Environmental Education (KEV)
- Gifted Education Endorsement (KE37)
- Kentucky Computer Technology (KCT)
- Teaching English as a Second Language Endorsement (KE36)

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.

Code	Title	Hours
Required Courses		
Professional Education Component		
TCHL 500	Foundations of Teacher Leadership ¹	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ²	3
TCHL 555	School and Classroom Assessment ²	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3
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.		
Electives		
Specialization Component		16-23
Elementary education course (3 hrs)		
Content-specific course (3 hrs)		
Additional Electives (10-17 hrs) ³		
Total Hours		33-39

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). 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 Math Specialization P-5, Certificate (0485)

Program Coordinator

Janet L. Tassell, janet.tassell@wku.edu, (270) 745-5306

The Elementary Math Specialization P-5 Certificate is designed to give education professionals a breadth of elementary mathematics content and mathematics pedagogy knowledge. It will also further develop collaborative skills needed to enhance mathematical knowledge for teaching in P-5 team teaching or co-teaching settings.

Students may include the certificate course work within the Specialization component of the Masters of Arts in Education (MAE), Planned 5th year, Planned 6th year/Rank I and EdS programs in Elementary Education/Teacher Leader.

This graduate certificate program requires 15 hours that may earned for the certificate only (stand-alone) or up to 12 hours may be incorporated into a degree program. This certificate may also be appropriate for:

- Out-of-state licensed, elementary teachers: Some states do not recognize the Elementary Math Specialist Endorsement as a licensing addition. Therefore, the “certificate” would be the route to show completion on their transcript.
- Middle or secondary licensed mathematics teachers or special education licensed teachers. For an Elementary Math Specialist Endorsement, EPSB requires teachers to hold an elementary license. Applicants in Elementary Education should check with their licensing entity to determine eligibility for the EMS Endorsement vs. EMS certificate to see which is available and the best fit.

This certificate program is designed for those applicants who do not hold, or are not eligible for, a teaching certificate for Elementary Education, Grades P-5 as is required for the Endorsement for Elementary Mathematics Specialist program.

For this Mathematics Specialist certificate, applicants must meet one the following criteria:

- Hold teacher certification/licensure for elementary teachers from out-of-state
- Hold teacher certification/licensure for middle grades or secondary mathematics or special education.

Applicants in Elementary Education should check with their licensing entity to determine eligibility for the EMS Endorsement vs. EMS certificate to see which is available and which is the best fit.

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

Program Requirements (15 hours)

Code	Title	Hours
Required Courses		
ELED 571	Leadership, Math and Technology Education	3
ELED 572	Math and Technology Methods for Diverse Learners	3
ELED 573	Math and Technology Assessment	3
Select 6 hours from the following:		6
MATH 411G	Problem Solving for Elementary and Middle School Teachers ¹	
MATH 507	Mathematics Concepts for Elementary Teachers	

MATH 508	Number Concepts for Elementary and Middle Grades Teachers	Total Hours
		15

- ¹ Students must complete MATH 411G unless MATH 411 was completed as an undergraduate student. If MATH 411 was completed, both MATH 507 and MATH 508 must be completed.

Gifted Education and Talent Development, Master of Arts in Education (0482)

Program Coordinator

Julia L. Roberts, julia.roberts@wku.edu, (270) 745-6480

The MAE in Gifted Education and Talent Development offers two concentrations, Advanced Certification for Teacher Leaders and Advanced Research Focus.

The Advanced Certification for Teacher Leaders concentration of the MAE in Gifted Education and Talent Development is designed to develop advanced certification for teachers who can positively impact student learning in their classrooms and schools with all children and young people, including those who are gifted and talented. 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. Candidates who complete the MAE will be eligible for a recommendation for Rank II and both the Gifted and Talented Education (KE37) and Teacher Leader (KTLE) endorsements.

Individuals holding a Rank II will be eligible for a Rank I with both the Gifted and Talented Education (KE37) and Teacher Leader (KTLE) endorsements.

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 or a Rank I if candidates already hold a Rank II certification and the gifted education endorsement.

The MAE in Gifted Education and Talent Development with the Advanced Research Focus concentration may be used to achieve Rank I. An additional three-hour practicum and a passing score on Praxis II in Gifted Education are required for those seeking the endorsement in gifted education. 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 research concentration is planned for those pursuing different pathways:

- educators pursuing a rank change
- educators pursuing a rank change and the endorsement in gifted education (additional three-hour practicum and passing score on the Praxis II in gifted education required)
- individuals who are pursuing an advanced degree in gifted education - not certified personnel and that would include, but not be limited to, international students, psychologists, and those planning to earn a Ph.D. or Ed.D.

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.

Concentration(s)

- Advanced Certification for Teacher Leaders (PCTL)
- Advanced Research Focus (PCRF)

Program Admission

Criteria vary, depending on the student's undergraduate institution and GPA as well as the concentration the student is pursuing.

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.

Advanced Research Focus Concentration

Applicants must meet the following:

- Submit application to the Graduate School and meet all Graduate School requirements
- Have earned a Master's degree from an accredited institution if pursuing a Rank I with this degree concentration

- Have a 3.0 on all graduate coursework
- Submit copies of all transcripts

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 Leaders 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.

Code	Title	Hours
Required Courses		
Professional Education Component		
TCHL 500	Foundations of Teacher Leadership ¹	3
TCHL 545	Classroom Instruction Strategies ²	3
TCHL 555	School and Classroom Assessment ²	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3
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.		
Required Courses		
Specialization Component		
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	3
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	3
GTE 539	Assessment and Identification of Gifted and Talented Children	3
GTE 540	Developing Creativity and Leadership in Gifted Youth	3
PSY 432G	Psychology of the Gifted and Creative	3
GTE 538	Practicum for Teachers of Gifted Students	3
Electives		
Select 0-6 hours with advisor approval ³		0-6
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 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 TCHL 545 and TCHL 555 are required for all students or the student must pass proficiency evaluations for these courses.

³ Students who test out of TCHL 545 or TCHL 555 must replace those courses with elective courses on their program of study. With advisor approval, students may select appropriate elective courses from:

- the discipline in which the student is certified;
- academic disciplines related to the P-12 common core standards;
- CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; or
- courses identified as prerequisites for instructional leader programs.

Candidates who choose not to take the proficiency evaluations or those who take the evaluations and do not demonstrate proficiency have the option of taking an additional 6 hours of elective coursework to add to their content or professional education knowledge.

Advanced Certification for Teacher Leaders Concentration Program Completion Requirements

- Successfully complete TCHL 560 (course grade of "B" or higher)
- Give acceptable presentation of action research in an approved venue
- Complete the gifted education practicum demonstrating the knowledge and skills to teach children with gifts and talents.

Informational Note: P-12 Gifted Endorsement requires passing score on the Praxis II in gifted education.

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.

Code	Title	Hours
Required Courses		
EDFN 500	Research Methods	3
PSY 432G	Psychology of the Gifted and Creative	3
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	3
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	3
GTE 539	Assessment and Identification of Gifted and Talented Children	3
GTE 540	Developing Creativity and Leadership in Gifted Youth	3
GTE 636	Issues in Gifted Education and Talent Development	3
GTE 637	Seminar in Gifted Education and Talent Development	3

EDU 599	Thesis Research and Writing	6
Electives		
Select 0-3 hours with advisor approval ¹		0-3
Total Hours		30-33

¹ Advisor-approved courses selected from disciplines in which student is certified or related courses relevant to the student's professional needs and goals.

Advanced Research Focus Concentration Program Completion Requirements

Candidates must successfully defend a thesis and have at least a 3.0 GPA overall and in program coursework.

Gifted Education and Talent Development, Specialist in Education (0490)

Program Coordinator

Julia L. Roberts, julia.roberts@wku.edu, (270) 745-6480

The Specialist Degree in Gifted Education and Talent Development prepares leaders to understand and implement strategies, procedures, and policies that allow children and youth with gifts and talents to achieve their potentials and to provide in-depth learning experiences to develop expertise in gifted education and talent development.

Program Admission

Applicants must have a master's degree from an accredited institution of higher education or an equivalent international institution of higher education. The applicant must have a 3.0 grade-point-average in the master's program.

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

Program Requirements (30 hours)

Code	Title	Hours
Required Courses		
EDFN 500	Research Methods	3
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students	3
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	3
GTE 539	Assessment and Identification of Gifted and Talented Children	3
GTE 540	Developing Creativity and Leadership in Gifted Youth	3
GTE 636	Issues in Gifted Education and Talent Development	3
GTE 637	Seminar in Gifted Education and Talent Development	3
PSY 432G	Psychology of the Gifted and Creative	3
EDU 699	Specialist Project	6
Total Hours		30

Instructional Design, Certificate (0418)

Program Coordinator

Xiaoxia Huang, xiaoxia.huang@wku.edu, (270) 745-4322

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)

Code	Title	Hours
Required Courses		
ID 560	Instructional Design Foundations	3
ID 570	Systematic Instructional Design	3
Electives		
Select two courses from the following: ¹		6
ID 575	Special Topics in Instructional Design	
ID 590	Practicum in Instructional Design	
ID 572	Improvement Analysis in the Workplace	
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 588	Multimedia Design	
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, (270) 745-4322

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, minimum scores:
 - i Prior to August 2011: verbal, 380; quantitative, 540; analytical writing, 3.5.
 - ii After August 2011: verbal, 145; quantitative, 145; analytical writing, 3.5.
 - b. Admission with GMAT, minimum scores:
 - i verbal, 21; quantitative, 32; integrated reasoning, 3; analytical writing, 3.5.

3. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:
- 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 least a 3.2 GPA on their last 60 hours of appropriate undergraduate credit for the degree.
 - 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:
 - A letter of application that provides a rationale for admission without a GRE or GMAT score.
 - A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.
 - A current vita.
 - At least two letters of recommendation:
 - 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.
 - 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.
 - 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.

Code	Title	Hours
Required Courses		
EDFN 500	Research Methods ¹	3
ID 560	Instructional Design Foundations	3
ID 570	Systematic Instructional Design	3
ID 587	Trends and Issues in Instructional Design	3
ID 590	Practicum in Instructional Design	3
ID 595	Internship in Instructional Design ²	3
Electives		
Professional Emphasis - Select 12 hours from the following: ³		12
ID 575	Special Topics in Instructional Design	
ID 590	Practicum in Instructional Design	

ID 572	Improvement Analysis in the Workplace
ID 577	Management of Instructional Systems
ID 583	Training Design and Development
ID 588	Multimedia Design
ID 585	Distance Education Opportunities and Challenges
With advisor approval students may take up to 6 hours of adult education, educational technology, or other appropriate courses	
Total Hours	30

- Or advisor approved equivalent. Students may transfer in a previous graduate research course with a grade of B or higher that meets the Graduate School Currency of Courses policy. If the course is over six years old, students may take a Research Competency Exam to satisfy this requirement and replace the 3 hours with an elective.
- 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.
- 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, for Initial Certification, Master of Arts in Teaching (0460)

Program Coordinator

Elizabeth G. Kirby, gail.kirby@wku.edu, (270) 745-3746

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)

Code	Title	Hours
Required Courses		
EDFN 500 or TCHL 520	Research Methods Principles of Action Research for Teacher Leaders	3
FACS 577	Child Development Theory and Research ¹	3
CD 486G	Language Disorders ¹	3
PSY 645	Consultation in Educational and Mental Health Settings: Theory and Practice	3
SLP 517	Normal Language Development	3
SPED 523	Curriculum/Methods in Early Childhood Special Education	3
IECE 520	Organizing Programs for Early Childhood Special Education	3
IECE 521	Assessment in Early Childhood Special Education	3
IECE 522	Family-Focused Services	3
IECE 523	Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education	3

IECE 524	Internship in Early Childhood Special Education ²	3
IECE 526	Special Topics in Interdisciplinary Early Childhood Education	1
Total Hours		34

¹ Or advisor approved electives

² 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

Elizabeth G. Kirby, gail.kirby@wku.edu, (270) 745-3746

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.

Code	Title	Hours
Required Courses		
Professional Education Component		
TCHL 500	Foundations of Teacher Leadership ¹	3
IECE 530	Advanced IECE Curriculum Development	3
TCHL 560	Capstone Project for Teacher Leadership	3
IECE 520	Organizing Programs for Early Childhood Special Education	3
IECE 550	Advanced Early Childhood Assessment	3
Specialization Component		
TCHL 520	Principles of Action Research for Teacher Leaders	3
FACS 577	Child Development Theory and Research ²	3
CD 486G	Language Disorders ²	3
IECE 423G	Interdisciplinary Services for Young Children with Low Incidence Disabilities	3
Electives		
Advisor approved electives		9
Total Hours		36

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 36 hours related to Kentucky IECE Teacher Standards and professional goals.

² Or advisor approved elective

Interdisciplinary Early Childhood Education, Rank I (156)

Program Coordinator

Elizabeth G. Kirby, gail.kirby@wku.edu, (270) 745-3746

This non-degree program is designed to prepare educators to work with children both with and without special needs, age's birth through kindergarten and their families. 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.

Concentration(s)

- Interdisciplinary Early Childhood Education (KIE)

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.

Code	Title	Hours
Prerequisites		
SPED 330	INTRO EXCEP EDUC DIV IN LRNG	3
SPED 516	The Exceptional Child: Perspectives and Issues	3
Total Hours		6

Code	Title	Hours
Professional Education		
SLP 517	Normal Language Development	3
CD 486G	Language Disorders	3
IECE 521	Assessment in Early Childhood Special Education	3
IECE 522	Family-Focused Services	3
IECE 524	Internship in Early Childhood Special Education	3
IECE 523	Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education	3
SPED 523	Curriculum/Methods in Early Childhood Special Education	3

Content Area Courses

IECE 520	Organizing Programs for Early Childhood Special Education	3
FACS 577	Child Development Theory and Research	3
SWRK 436G	Services to Children	3

PSY 645	Consultation in Educational and Mental Health Settings: Theory and Practice	3
Total Hours		33

Libraries, Informatics, and Technology in Education, Master of Science (0497)

Program Coordinator

Margaret G. Maxwell, marge.maxwell@wku.edu, (270) 745-2435

The Master of Science with an emphasis in libraries, informatics, and technology in education. Students seeking additional teacher certification will earn the School Librarian certification and the Instructional Computer Technology Endorsement.

The Master of Science degree is a 30-hour program. A 27-hour core of courses and one restricted elective are required. This degree may be used for the Kentucky Rank II or Rank I salary levels.

Program Admission

Students who seek advanced teacher certification must hold teaching certification.

Students may complete this program without seeking teacher certification if they intend to seek employment in a setting other than public education (where teacher certification is required). This program does not provide initial teacher certification.

Admission requirements:

- Submission of graduate application to the Graduate School
- Submission of official transcripts of all college work
- Submission of copy of teaching certificate if you are seeking advanced certification in School Librarian and Instructional Computer Technology Endorsement
- 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. If you are not seeking teacher certification, please indicate this in your letter.
- 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 libraries, informatics, and technology in education.

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

Program Requirements (30 hours)

The Master of Science in Libraries, Informatics, and Technology in Education requires a minimum of 30 hours.

Code	Title	Hours
Required Courses		
LITE 501	Program Organization	3
LITE 512	Issues in Libraries, Informatics, and Technology in Education	3
LITE 535	Survey of Educational Technology Practices ¹	3
LITE 537	Principles of Educational Technology Applications ²	3
LITE 506	Organization of Information	3
LITE 508	Informatics in Education ⁴	3
LITE 518	Advanced Children's Literature and Collections	3
LITE 527	Advanced Young Adult Literature and Collections	3
LITE 590	Practicum in Libraries, Informatics, and Technology in Education ³	3
Select one of the following:		3
LITE 545	Educational Technology Production	
LITE 547	Integration of Educational Technology	
LITE 550	Emerging Technology in Education	
LITE 737	Educational Technology Leadership	
Total Hours		30

¹ Prerequisite for LITE 537.

² Transfer credit is not accepted for LITE 537 because it requires development and implementation of an instructional design project that is a foundational component of the practicum.

³ The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum course. LITE 590 is considered the professional practice experience for this program.

⁴ LITE 508 is the research methods course for this program.

Certification Examination

While a certification examination is not a requirement to earn 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.

Library Media Education, Rank I (0429)

Program Coordinator

Margaret G. Maxwell, marge.maxwell@wku.edu, (270) 745-2435

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.

Concentration(s)

- Environmental Education (KEV)
- Gifted Education Endorsement (KE37)
- Kentucky Computer Technology (KCT)
- Library Media (LMLM)
- School Media Librarian (KML)
- Teaching English as a Second Language Endorsement (KE36)

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.

Code	Title	Hours
Required Courses		
Professional Education Component		
SPED 516	The Exceptional Child: Perspectives and Issues	3
LTCY 518	Literacy Learning and Technology	3
LME 519	Special Topics in Educational Technology	3
LME 550	Emerging Technology in Education	3
Electives		
Specialization Component ¹		18
Total Hours		30

- ¹ 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 improve 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.

Concentration(s)

- Reading P-12 (KRE)

Program Admission

Admission to the Literacy Education program requires:

1. GRE scores (converted with undergraduate GPA to a GAP score) or Alternate Portfolio:
 - a. Scores August 2011 and after: minimum GAP score of 578 or higher [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)], with a minimum verbal and quantitative score of 139 each. Applicants must also achieve an Analytical Writing score of 3.5 or higher. While this is not a requirement for the WKU Graduate School entry, it is used in the application process of this program.
 - b. 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.
 - c. Applicants with teaching degrees from an accredited university and a 3.5 undergraduate GPA or higher have the option to submit an alternate portfolio in lieu of GRE scores. Alternate Portfolios must include the following and will be submitted to Literacy Program representative and reviewed by Literacy graduate faculty:
 - i An introductory letter explaining your interest in and intention to pursue the MAE in Literacy Education (if there are questionable areas in your transcript or work samples, explain them here)
 - ii At least two letters of recommendation from professors, cooperating teachers with whom you have worked, or others who can accurately share information about your teaching, course work, or character
 - iii Two or three work samples demonstrating your experience in education, which can include any of the following:

1. Your Key Assessment from LTCY 420 and LTCY 421 or an equivalent undergraduate literacy course
 2. Copies of lesson plans (specific to reading/writing/ language arts) with post-teaching assessment pieces and reflections
 3. Leadership project materials from your student teaching experience
2. 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 (30 hours)

Code	Title	Hours
Required Courses		
Professional Education Component		
LTCY 519	Foundations of Literacy Instruction	3
LTCY 520	Clinical Diagnosis of Reading Variability	3
LTCY 521	Reading Intervention	3
LTCY 524	Content Area and Disciplinary Literacy	3
LTCY 527	Literacy Learning and Cultural Differences	3
LTCY 528	Literacy Research Methods and Evaluation	3
Electives		
Specialization Component, Select one of the following: 3		
LTCY 523	Diagnostic Reading Procedures for Classroom Teachers	
LTCY 624	Seminar in Literacy Issues and Trends	
ENG 597	Special Topics in English	
LTCY 695	Practicum for Literacy Professionals	
LTCY 515	Socio-Cognitive Theories of Comprehension	
Select one from the following: 3		
PSY 510	Advanced Educational Psychology	
PSY 511	Psychology of Learning	
PSY 519	Psychological Perspectives on Classroom Behavior	
PSY 540	Behavior Problems of Childhood and Adolescence	
ELED 503	Organization of Elementary School Curriculum	
MGE 571	Middle Grades Curriculum	
SPED 516	The Exceptional Child: Perspectives and Issues	
SEC 580	Curriculum	
LME 518	Advanced Children's Literature	
LME 527	Thematic Approach to Young Adult Literature	
SPED 523	Curriculum/Methods in Early Childhood Special Education	
PSY 432G	Psychology of the Gifted and Creative	
GTE 537	Curriculum, Strategies, and Materials for Gifted Students	
ENG 408G	Psycholinguistics and Sociolinguistics	
Thesis/Non-Thesis Option		
Select one of the following options: 6		
Thesis:		

LTCY 599	Thesis Research and Writing	
Non-Thesis Option:		
LTCY 522 & LTCY 624	Investigations in Reading and Seminar in Literacy Issues and Trends	
Total Hours		30

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) 745-3510

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)

Code	Title	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 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 Professional Educator 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.

Concentration(s)

- Alternate Route to Certification (EARC)
- Standard (ESTN)
- Residency for Science and Math (ERSM)

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 CASE 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 (36 hours) and Alternate Route to Certification Concentration (36 hours)**

(for English/Language Arts, Social Studies, Mathematics, and Science (Middle Grades 5-9))

Code	Title	Hours
Required Courses		
Professional Education Component		
EDU 589	Advanced Internship for the MAT	6
EDU 520	Planning for Instruction ¹	3
PSY 510	Advanced Educational Psychology	3
LTCY 510	Methods of Teaching Literacy to Adolescents	3
EDU 522	Foundations of Differentiated Instruction	3
EDU 570	Educational Assessment for P-12 Learners	3
TCHL 520	Principles of Action Research for Teacher Leaders	3
or EDFN 500	Research Methods	
LME 535	Survey of Educational Technology Practices	3
Program-specific content methods course approved by the advisor		
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 (30 hours)

(for Science and Mathematics Education (e.g. GSKyTeach))

Code	Title	Hours
Required Courses		
Professional Education Component		
SMED 590	Teaching Internship	8
SMED 501	Designing Instructional Sequences in Secondary Math and Science	3
SMED 510	Advanced Topics in Knowing and Learning in Mathematics and Science	3
SMED 589	Science and Mathematics Education Internship Seminar	3
SMED 530	Literacy Support for Diverse Learners in Mathematics and Science	3
SMED 520	Management for Positive Learning Environments	3
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.

Concentration(s)

- Environmental Education (KEV)
- Gifted Education Endorsement (KE37)
- Kentucky Computer Technology (KCT)
- Teaching English as a Second Language Endorsement (KE36)

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 Eligibility¹ 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 1, 2011, a GAP score $(\text{GRE} \times \text{undergraduate GPA})$ 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 Professional Educator 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.

Code	Title	Hours
Required Courses		
Professional Education Component		
TCHL 500	Foundations of Teacher Leadership ¹	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ²	3
TCHL 555	School and Classroom Assessment ²	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3

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.

Electives

Specialization Component	14-21
Advisor-approved content-specific course (3 hrs)	
Additional Electives (8-15 hrs) ³	
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, Rank I (158)

Program Coordinator

John A. Moore, john.moore@wku.edu, (270) 745-5415

This non-degree program leads to eligibility for Rank I.

Concentration(s)

- Environmental Education (KEV)
- Gifted Education Endorsement (KE37)
- Kentucky Computer Technology (KCT)
- Middle Grades English (K30)
- Middle Grades Math (K71)
- Middle Grades Science (K50)
- Middle Grades Social Studies (K20)
- Teaching English as a Second Language Endorsement (KE36)

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.

Code	Title	Hours
Required Courses		
Professional Education Component		
EDU 601	Seminar: Advanced Professional Development Plan ¹	1
ELED 603	Advanced Seminar Elementary Curriculum	3
EDU 604	Management Learning Environment	3
SPED 516	The Exceptional Child: Perspectives and Issues ²	3
EDU 698	Seminar: Advanced Portfolio Project ³	2
Electives		
Advisor-approved professional courses		6
Advisor-approved specialization courses		12
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.

Middle Grades Education, Rank II (0431)

Program Coordinator

John A. Moore, john.moore@wku.edu, (270) 745-5415

This non-degree 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.

Concentration(s)

- Business and Marketing Education (KBU)
- Environmental Education (KEV)
- Gifted Education Endorsement (KE37)
- Kentucky Computer Technology (KCT)
- Middle Grades English (K30)
- Middle Grades Math (K71)
- Middle Grades Science (K50)
- Middle Grades Social Studies (K20)
- Teaching English as a Second Language Endorsement (KE36)

Program Admission

Applicants must have or be eligible for a teaching certificate¹ 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.

Code	Title	Hours
Required Courses		
Professional Education Component		
TCHL 500	Foundations of Teacher Leadership ¹	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ²	3
TCHL 555	School and Classroom Assessment ²	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3
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.		
Electives		
Specialization Component		17-23
Advisor-approved content-specific courses (6 hrs)		
Advisor-approved education course (3 hrs)		
Additional Electives (8-14 hrs) ³		
Total Hours		33-39

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.

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).

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 Initial Certification, Master of Arts in Teaching (0495)

Program Coordinator

Martha M. Day, martha.day@wku.edu, (270) 745-4411

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.
2. Standard Concentration for Art, Biology, Chemistry, Chinese, Business and Marketing Education, Earth and Space Science, English/Language Arts, Family and Consumer Sciences, French, German, Mathematics, Music, Physical Education, 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 Intern-ship 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 Professional Educator 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.

Concentration(s)

- Alternate Route to Certification (EARC)
- Standard (ESTN)
- Residency for Science and Math (ERSM)

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.
- Submit state minimum passing scores for GRE or CASE 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 CASE 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) and Standard Concentration (36 hours)

(Alternate Route to Certification Concentration is for 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 is 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)

Code	Title	Hours
Required Courses		
Professional Education Component		
EDU 589	Advanced Internship for the MAT	6
EDU 520	Planning for Instruction ¹	3
PSY 510	Advanced Educational Psychology	3
LTCY 510	Methods of Teaching Literacy to Adolescents	3
EDU 522	Foundations of Differentiated Instruction	3
EDU 570	Educational Assessment for P-12 Learners	3
TCHL 520	Principles of Action Research for Teacher Leaders	3
or EDFN 500	Research Methods	
LME 535	Survey of Educational Technology Practices	3
Program-specific content methods course approved by advisor		
		3
Electives		
Advisor approved content electives ²		6
Total Hours		36

¹ Must be taken in the first 6 hours.

² Courses must be approved by the advisor in consultation with a representative from the candidate's teaching discipline.

Residency Concentration (30 hours)

(for Science and Mathematics Education [e.g. GSKyTeach])

Code	Title	Hours
Required Courses		
Professional Education Component		
SMED 590	Teaching Internship	8
SMED 501	Designing Instructional Sequences in Secondary Math and Science	3
SMED 510	Advanced Topics in Knowing and Learning in Mathematics and Science	3
SMED 589	Science and Mathematics Education Internship Seminar	3
SMED 530	Literacy Support for Diverse Learners in Mathematics and Science	3
SMED 520	Management for Positive Learning Environments	3
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

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.

Concentration(s)

- Environmental Education (KEV)
- Gifted Education Endorsement (KE37)
- Kentucky Computer Technology (KCT)
- Teaching English as a Second Language Endorsement (KE36)

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 Eligibility¹ 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 $(GRE \times \text{undergraduate GPA})$ 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 Professional

Educator 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.

Code	Title	Hours
Required Courses		
Professional Education Core		
TCHL 500	Foundations of Teacher Leadership ¹	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ²	3
TCHL 555	School and Classroom Assessment ²	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	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.

Electives

Specialization Component	15-21
Advisor-approved content-focused courses (6 hrs)	

Electives (9-15 hrs) ³

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, Rank I (124)

Program Coordinator

Rebecca R. Stobaugh, rebecca.stobaugh@wku.edu, (270) 745-4497

This non-degree program leads to eligibility for Rank I.

Concentration(s)

- Agriculture (KAG)
- Art (KAR)
- Biology (KBI)
- Business and Marketing Education (KBU)
- English and Allied Language Arts (KEN)
- Environmental Education (KEV)
- Family and Consumer Sciences (KFA)
- French (KFR)
- German (KGR)
- Gifted Education Endorsement (KE37)
- Health Education (KHE)
- Industrial Sciences (KIT)
- Kentucky Computer Technology (KCT)
- Mathematics (KMA)
- Music Education (KMU)
- Physical Education (KPE)

- Social Studies (KSS)
- Spanish (KSP)
- Teaching English as a Second Language Endorsement (KE36)

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.

Code	Title	Hours
Required Courses		
Professional Education Component		
EDU 604	Management Learning Environment	3
EDU 501	Seminar: Designing Professional Development Plan ¹	2
EDU 596	Seminar: Portfolio Development and Professional Educator Growth Plan ²	1-2
Electives		
Related Professional Courses (Chosen with advisor)		
Select one of the following options:		7-13
Option A (Secondary Education Major):		
Select 13 hours including SPED 516		
Option B (Secondary Education Minor):		
Select 7 hours including SPED 516 ³		
Related Specialization Courses (Chosen with advisor)		
Select one of the following options:		12-18
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, Rank II (0432)

Program Coordinator

Rebecca R. Stobaugh, rebecca.stobaugh@wku.edu, (270) 745-4497

This non-degree 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.

Concentration(s)

- Agriculture (KAG)
- Art (KAR)
- Biology (KBI)
- Business and Marketing Education (KBU)
- English and Allied Language Arts (KEN)
- Environmental Education (KEV)
- Family and Consumer Sciences (KFA)
- French (KFR)
- German (KGR)
- Gifted Education Endorsement (KE37)
- Health Education (KHE)
- Industrial Sciences (KIT)
- Kentucky Computer Technology (KCT)
- Mathematics (KMA)
- Music Education (KMU)
- Physical Education (KPE)
- Social Studies (KSS)
- Spanish (KSP)
- Teaching English as a Second Language Endorsement (KE36)

Program Admission

Applicants must have or be eligible for a teaching certificate¹ 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 EP5B 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.

Code	Title	Hours
Required Courses		
Professional Education Core		
TCHL 500	Foundations of Teacher Leadership ¹	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ²	3
TCHL 555	School and Classroom Assessment ²	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3
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.		
Electives		
Specialization Component		17-23
Advisor-approved content-specific courses (6 hrs)		
Advisor-approved education course (3 hrs)		
Additional Electives (8-14 hrs) ³		
Total Hours		33-39

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.

³ With advisor approval, students may select appropriate elective courses from: 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; and approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).

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.
-

Special Education for 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 (CA-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 Core Academic Skills for Educators (CASE).
- 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)

Code	Title	Hours
Required Courses		
SPED 515	Education of Exceptional Children	3
LME 535	Survey of Educational Technology Practices	3
PSY 510	Advanced Educational Psychology	3
SPED 518	Seminar: Contemporary Challenges in Special Education	3
SPED 530	Advanced Assessment Techniques	3
LTCY 519	Foundations of Literacy Instruction	3
SPED 531	Advanced Prescriptive Teaching	3
SPED 533	Seminar: Curriculum for Learning and Behavior Disorders	3
SPED 534	Research in Exceptional Child Education	3
SPED 630	Special Education Law and Finance	3
SPED 590	Advanced Internship in Exceptional Education ¹	6
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 certificate¹ 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 GPA² for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate¹ 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 GPA² for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate¹ in any certifiable area, 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. 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 (31-43 hours)

Code	Title	Hours
Required Courses		
Professional Education Component		
TCHL 500	Foundations of Teacher Leadership	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ¹	3
TCHL 555	School and Classroom Assessment ¹	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3
Mid-Point Assessment Requirements		
To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if 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 are encouraged to take only 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.		
Required Courses		
Core Specialization Component 9-12		
SPED 516	The Exceptional Child: Perspectives and Issues ²	
SPED 530	Advanced Assessment Techniques	
SPED 630	Special Education Law and Finance	
SPED 595	Advanced Preparation Capstone for Special Education ³	
Select one of three pathways based on prior certification		12-15

1. Advanced Pathway (for students holding prior LBD certification) 12 hours	
Required Course	
LTCY 527	Literacy Learning and Cultural Differences
Select 9 hours	
SPED 531	Advanced Prescriptive Teaching ⁴
PSY 540	Behavior Problems of Childhood and Adolescence
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students ⁴
IECE 520	Organizing Programs for Early Childhood Special Education
ELED 571	Leadership, Math and Technology Education
LME 535	Survey of Educational Technology Practices
2. Certification Pathway (for students holding prior MSD certification) 12-15 hours	
Select 12 hours	
SPED 531	Advanced Prescriptive Teaching ⁴
SPED 533	Seminar: Curriculum for Learning and Behavior Disorders ⁴
SPED 517	Transition Services and Programs for Individuals with Disabilities ⁴
LTCY 527	Literacy Learning and Cultural Differences ⁴
GTE 536	Nature and Needs of Gifted, Creative, and Talented Students ⁴
EDU 522	Foundations of Differentiated Instruction ⁴
LME 535	Survey of Educational Technology Practices
Optional Elective: Teacher candidates may take SPED 534 upon advisor approval if appropriate for future educational and career goals. Taking SPED 534 will add an additional 3 hours to the program.	
3. Certification Pathway (for students holding certification in any other area than Exceptional Education LBD or MSD) 15 hours	
Required Courses	
SPED 517	Transition Services and Programs for Individuals with Disabilities ⁴
SPED 518	Seminar: Contemporary Challenges in Special Education
SPED 531	Advanced Prescriptive Teaching ⁴
SPED 532	Families, Professionals and Exceptionalities ⁴
SPED 533	Seminar: Curriculum for Learning and Behavior Disorders ⁴
Total Hours	31-43

¹ TCHL 545 and TCHL 555 are required for all students or the student must 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.

² Teacher candidates who enter the program without having completed an introductory exceptional education course must complete SPED 516 which will add an additional 3 hours to the required total program hours.

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 Learning and Behavior Disorders 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.

⁴ Field based requirement.

Program 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 course work.

Special Education for Teacher Leaders, Moderate and Severe Disabilities, Master of Arts in Education (0438)

Program Coordinator

Elizabeth G. Kirby, gail.kirby@wku.edu, (270) 745-3746

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.

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 certificate¹ 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 GPA² for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate¹ 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 GPA² for all previous coursework (undergraduate and graduate) must have or

be eligible for a teaching certificate¹ 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 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. 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.

Code	Title	Hours
Required Courses		
Professional Education Core		
TCHL 500	Foundations of Teacher Leadership ¹	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ²	3
TCHL 555	School and Classroom Assessment ²	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3

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 achieve 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.

Required Courses

Core Specialization Component		
SPED 530	Advanced Assessment Techniques	3
SPED 630	Special Education Law and Finance	3
SPED 595	Advanced Preparation Capstone for Special Education ³	3
Advanced Certification Pathway Courses		
SPED 619	Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders	3
MSD Certification choose:		9
SPED 612	Collaboration with Schools and Agencies for Individuals with Autism Spectrum Disorders	
SPED 615	Instructional Strategies and Design for Students with Autism Spectrum Disorders	
SPED 618	Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorders	
LDB Certification choose:		9
SPED 535	Curriculum for Individuals with Moderate and Severe Disabilities	
SPED 518	Seminar: Contemporary Challenges in Special Education	
SPED 532	Families, Professionals and Exceptionalities	
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 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.

COLLEGE OF HEALTH AND HUMAN SERVICES

Dr. Dennis George, (Interim) Dean
Academic Complex 208
(270) 745-2425
chhs@wku.edu

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 eight 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; Applied Human Sciences; Communication Sciences and Disorders; Nursing; Kinesiology, Recreation, and Sport; Physical Therapy; Public Health; and Social Work. The College oversees the South Central Kentucky Area Health Education Center, the Center for Environmental and Workplace Health, the Center for Applied Science in Health and Aging, and the WKU Cardiopulmonary Resuscitation 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 IVS, 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 or school academic requirements and federal and/or state mandates. Departments and schools 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.

South Central Kentucky Area Health Education Center (AHEC)

www.wku.edu/scahec/
Lucy Juett, Director
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 educational 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.

CHHS Center for Environmental and Workplace Health (CEWH)

www.wku.edu/cewh

Dr. Ritchie Taylor (ritchie.taylor@wku.edu), Director
(270) 745-8975

The mission of CEWH is to address environmental, occupational, and workplace health and safety issues through innovative education, research, partnerships, and service.

Objectives of the Center:

Promote research, creativity and scholarly activity by faculty and students.

Prepare students for lifelong learning and success.

Enhance the diversity and international profile of faculty, staff and student populations.

Expand WKU's economic impact on the region through student, faculty, and staff engagement.

The CEWH serves to address environmental, occupational, and workplace safety and health research in the region. This Center engages faculty, staff, and students through innovative research that enhances education, partnerships, and service offered by the College of Health and Human Services. The Center brings together disciplines throughout the College and WKU to improve the health of the community and workers by understanding the risks and conditions associated with environmental and occupational diseases and injuries, to explore methods for reducing risks and for preventing or minimizing exposure to hazardous conditions in the environment and workplace, and to translate significant scientific findings into prevention practices, products, and innovations that will effectively reduce environmental and work-related hazards, illnesses, and injuries.

CHHS Center for Applied Science in Health and Aging (CASHA)

Dr. Jason Crandall (jason.crandall@wku.edu), Director
(270) 745-2077

The CASHA was created in CHHS to engage in rigorous research to promote health, vitality, and human potential in the aging community through innovative education, research, partnerships, and service. CASHA will collaborate with community organizations and university partners to identify and address needs in the aging community. Findings will inform research, policy, practice, and program development. CASHA will integrate disciplinary perspectives in physical activity, health, human development, and cognitive psychology to optimize human potential. In addition, the Center seeks to develop the knowledge, skills, and dispositions of emerging scholars and practitioners by providing experiential and developmental learning opportunities for undergraduate and graduate students.

WKU Cardiopulmonary Resuscitation (CPR) Training Center

www.wku.edu/chhs/cpr

Angie Drexler (angie.drexler@wku.edu), Coordinator
(270) 745-3762

The mission of the WKU CPR training center is dedicated to upholding the standard of the American Heart Association in accountability for instructors as well as excellent classroom training for the campus and the community. Classes are available to all faculty and staff, as well as anyone in the public. The types of classes available include Healthcare Provider, Heartsaver First Aid and CPR, Heartsaver Pediatric First Aid and CPR, and instructor courses for all disciplines.

Departments and Programs

- Department of Allied Health (<http://catalog.wku.edu/graduate/health-human-services/allied-health>)
- Department of Applied Human Sciences (p. 89)
 - Aging Studies, Certificate (0419) (p. 89)
 - Child and Family Studies, Master of Science (0489) (p. 89)
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- School of Kinesiology, Recreation and Sport (p. 100)
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 - Intercollegiate Athletic Administration, Certificate (0481) (p. 101)
 - Kinesiology, Master of Science (0454) (p. 101)
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 - Recreation and Sport Administration, Master of Science (095) (p. 103)
- School of Nursing (p. 104)
 - Family Nurse Practitioner, Post-MSN Certificate (0449) (p. 105)
 - Nursing Practice, Doctor of Nursing Practice (0011) (p. 105)
 - Nursing, Master of Science in Nursing (149) (p. 107)
 - Psychiatric Mental Health Nurse Practitioner, Post-MSN Certificate (0479) (p. 108)

Department of Applied Human Sciences

Travis Wilson, Department Head
Academic Complex 303
(270) 745-4352
ahs@wku.edu

Programs

- Aging Studies, Certificate (0419) (p. 89)
- Child and Family Studies, Master of Science (0489) (p. 89)
- Dietetic Practice, Certificate (0451) (p. 90)

Faculty

Professor

Danita M. Kelley, PhD (Nutritional Science), University of Kentucky, 1994

Associate Professor

Dora Babb, PhD (Human Environmental Sciences, Human Development and Family Science), Oklahoma State University Main Campus, 2010
Darbi J. Haynes-Lawrence, PhD (Special Education), Indiana Uni Bloomington 601401, 1998

Karen G. Mason, PhD (Nutritional Science), University of Kentucky, 2002
Heather M. Payne-Emerson, PhD (Nutritional Science), University of Kentucky, 2010

Doris A. Sikora, PhD (Human Ecology), University of Tennessee, Knoxville, 1997

Travis K. Wilson, MARCH (Architecture), University of Oklahoma Norman, 1998

Assistant Professor

Qingfang Song, PhD (Developmental Psychology), Cornell University, 2016

Adam R. West, PhD (Human Development and Family Science), University of Texas at Austin, 2013

Visiting Assistant Professor

Fatemeh Soltani, PhD (Health Leisure Human Perf), Oklahoma State University Main Campus, 2015

Instructor I

Jane H. Simmons, MS, Western Kentucky University, 1977

Aging Studies, Certificate (0419)

Program Coordinator

Travis K. Wilson, travis.wilson1@wku.edu, (270) 745-5915

<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)

Code	Title	Hours
Required Courses		
GERO 501	Perspectives in Aging	3
GERO 503	Policy Foundations of Aging Services	3
GERO 505	Development and Change of Aging Programs	3
Electives		
Select 3 hours from the following: ¹		3
ADED 520	Methods for Teaching Adults	
ADED 530	Program Development for Adults	
ADED 611	Adult Development and Learning	
FACS 585	Nutrition for the Elderly	
GERO 510	Current Issues in Aging	
GERO 581	Global Aging	
GERO 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.

Child and Family Studies, Master of Science (0489)

Program Coordinator

Adam R. West, adam.west@wku.edu, (270) 745-5138

This program is designed to provide advanced study in the growth and development of the individual and family. The program builds competence in human development, integration of theory into practice, program development, and research—preparing graduates to critically evaluate and synthesize issues related to children, youth, and families. Fieldwork is incorporated in the curriculum.

Program Admission

1. An overall GPA of at least 2.75 (on a 4.0 scale) for all hours earned past the first 60-semester or 90-quarter hours of the baccalaureate degree.
2. A 2-3 page letter of professional intent describing professional interests and career goals.
The letter of professional intent should be a measure of an applicant's writing style and writing ability and is expected to be well organized, free of typing and grammatical errors, and clearly written. It should have an introduction, clearly stated purpose, and contents that demonstrate the best impression of the applicant's writing. The

letter of professional intent should articulate and demonstrate your specific qualifications for the program of study. We are interested in an applicant's reasoning for their intended course of study; therefore, each of the following points must be addressed:

- Why do you want to pursue this degree?
 - What are your career goals once you complete the program?
 - Describe an impactful situation or experience you have had working with children, youth, and/or families.
 - Describe the most important characteristics and qualities needed by professionals in working with children, youth, and/or families and where you stand relative to developing them.
3. Three letters of reference from previous instructors, colleagues, or supervisors indicating the applicant's ability to succeed in graduate classes.

Program Requirements (30 hours)

Code	Title	Hours
Required Courses		
FACS 510	Professional Development Seminar in Family and Consumer Sciences	3
FACS 511	Grant Writing for Child and Family Programs	3
EDFN 500	Research Methods	3
FACS 577	Child Development Theory and Research	3
or FACS 550	Youth and Family Theory and Research	
FACS 580	Internship	3-6
or FACS 599	Thesis Research/Writing	
Electives ¹		12-15
FACS 540	Infant and Toddler Development and Research	
FACS 541	Home Based Positive Behavioral Supports	
FACS 542	Stress and Coping in Children	
FACS 543	Global Perspectives of Child and Family	
FACS 544	Issues in Child Care and Early Education	
FACS 551	Community, Child, & Youth Program Development	
FACS 560	Family Diversity	
FACS 561	Adult Development and Aging in the Family	
FACS 562	Advanced Family Resource Management	
FACS 575	Independent Study in Family and Consumer Sciences	
FACS 598	Special Topics in Family and Consumer Sciences	
EDFN 603	Qualitative Research in Education	
EDFN 501	Educational Statistics	
Total Hours		30

¹ Electives must be approved by advisor.

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. 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/ahs/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)

Code	Title	Hours
Required Courses		
HMD 583	Foodservice Systems Management	3
HMD 584	Community Nutrition	3
HMD 586	Medical Nutrition Therapy in Practice	3
HMD 587	Seminar in Concepts and Methods of Dietetic Practice	3
Total Hours		12

Department of Communication Sciences and Disorders

Jean Neils-Strunjas, Department Head
Academic Complex 104
(270) 745-4541
communicationdisorders@wku.edu

Accreditation

The Master of Science education program in speech-language pathology at Western Kentucky University is accredited by:

The Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (<http://caa.asha.org>)

2200 Research Boulevard, #310
Rockville, MD 20850

800-498-2071 or 301-296-5700
 accreditation@asha.org

Programs

- Speech-Language Pathology, Master of Science (0466) (p. 91)

Faculty

Professor

Jean Neils-Strunjas, PhD (Communication Sciences), Case Western Reserve University, 1984

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

Jo L. Shackelford, EdD (Educational Leadership, Postsecondary Leadership), Western Kentucky University, 2012

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

Brian K. Weiler, MS (Hearing and Speech Sciences), Vanderbilt University, 2007

Clinical Associate Professor

Jeffrey A. Barefoot, AUD (Audiology), A T Still University of Health Sciences, 2013

Leisa S. Hutchison, MSED (Special Education, Speech and Communication Disorders), University of Kentucky, 1986

Leigh A. Roden-Carrier, EdD (Educational Leadership, P-12 Leadership), Western Kentucky University, 2011

Instructor I

Janice C. Smith, PhD (Rehabilitation Sciences), University of Kentucky, 2015

Speech-Language Pathology, Master of Science (0466)

Program Coordinator

Lauren E. Bland, lauren.bland@wku.edu, (270) 745-8860

This program is designed to prepare professional speech-language 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 Speech-Language Pathology 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
- GRE Writing score of 3.5
- Baccalaureate degree from a regionally accredited institution in the profession, OR outside of the profession and the following courses:
 - a. Normal Speech & Language Development
 - b. Science of Speech & Hearing
 - c. Phonetics
 - d. Language Disorders
 - e. Articulation Disorders
 - f. Speech Anatomy & Physiology
 - g. Audiology
 - h. Diagnostic or Assessment Procedures

The degree and/or prerequisite course(s) in communication sciences and disorders must be completed, in progress, or on the applicant's undergraduate plan of study when applying to the program.

- 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.)
- Clinical observation through a university program (25 hours of clinical observation supervised by a certified speech-language pathologist or audiologist) is preferred but not required
- The following prerequisite courses in basic sciences must be completed, in progress, or on the applicant's undergraduate plan of study when applying to the program:
 - a. Biological Science (science of living things such as biology, human anatomy)
 - b. Physical Science (science of non-living things such as acoustics, physics, or chemistry)
 - c. Social Science (psychology, sociology, anthropology)
 - d. Statistics

All prerequisite or basic science courses must be completed before beginning the graduate program.

- Essential Functions: Students must enter the program with a minimum level of ability in specific areas termed essential functions. Students must be able to meet minimum essential skills with or without reasonable accommodation during their internship or externship experience.

Applicants must also submit along with an application to the Graduate School:

1. 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.
2. 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.
3. Official GRE score report. Exam must be completed within the past 5 years.

4. Official transcripts from all colleges attended.
5. Departmental Application must be completed and submitted to the Department of Communication Sciences and Disorders
6. Finalists may be contacted to provide a short video presentation and/or interview to assess interpersonal communication.

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
- Interpersonal communication

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. Graduate Students in Speech-Language Pathology can fulfill the summative evaluation requirement by successful completion of one of the following: 1) passing a comprehensive examination; or, 2) passing a master's thesis defense. Students must pass the comprehensive examination or pass their thesis defense in the final semester of enrollment prior to graduation according to the deadline set by the graduate school.

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.

Code	Title	Hours
Required Courses		
SLP 500	Research Methodology in Communication Sciences and Disorders	3
SLP 501	Early Intervention in Speech-Language Pathology	3
SLP 502	Motor Speech Disorders	3
SLP 504	Child Language Disorders	3
SLP 506	Fluency Disorders	3
SLP 507	Aphasia	3
SLP 508	Voice Disorders	3
SLP 509	Speech Science	3
SLP 511	Neurology Speech Language	3
SLP 512	Seminar in Phonology	3
SLP 513	Cognitive Linguistic Disorders	3
SLP 514	Dysphagia	3
SLP 515	Rehabilitation Audiology	3
SLP 579	Seminar in Professional Issues	1
Select one of the following:		2
SLP 590	Clinical Internship (repeated for 2 hours)	
SLP 590 & SLP 588	Clinical Internship and Clinical Methods in Speech-Language Pathology	
SLP 591	Clinical Externship	6
Electives		
Select 12 hours of electives ¹		12
Total Hours		60

¹ SLP 518 must be taken as an elective if the undergraduate equivalent has not been completed.

Department of Physical Therapy

Elizabeth Norris, (Interim) Department Head
 Medical Center Health Complex 3300
 (270) 745-4071
physicaltherapy@wku.edu

Accreditation

The Doctor of Physical Therapy Program at Western Kentucky University is accredited by:
 The Commission on Accreditation in Physical Therapy Education (CAPTE) (<http://www.capteonline.org>)
 1111 North Fairfax Street
 Alexandria, Virginia 22314
 (703) 706-3245
accreditation@apta.org

Programs

- Physical Therapy, Doctor of Physical Therapy (0013) (p. 93)

Faculty

Associate Professor

Kurt R. Neely, 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

David L. Bell, DPT, University of Kentucky, 2012
 Karen E. Furgal, DPT (Physical Therapy), SUNY at Stony Brook, 2008

Physical Therapy, Doctor of Physical Therapy (0013)

Program Coordinator

Elizabeth S. Norris, elizabeth.norris@wku.edu, (270) 745-3188

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 Director 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. Ray VanWye (ray.vanwye@wku.edu), (270) 745-4925.

Program Admission

Admission to the program is competitive and limited to 32 students per class. Complete applications that are received by the application due dates 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 are required to earn a baccalaureate degree from an accredited college or university prior to matriculation.
2. Prerequisite Courses: Prospective candidates must complete the following prerequisite courses:
 - Human Anatomy (1 semester with lab) OR Human Anatomy & Physiology I (1 semester with lab).
 - Biology (2 semesters with labs)
 - General Chemistry (2 semesters with labs)
 - General Physics (2 semesters with labs)
 - Psychology (1 semester)
 - Statistics (1 semester)
 - No grade lower than a C (i.e. C-, D, F) is acceptable in the above prerequisite courses.
3. Grade Point Average (GPA): A minimum undergraduate GPA of 3.0 on a 4.0 scale, for both cumulative and prerequisite courses.
4. Graduate Record Exam (GRE):
 - There is no minimum GRE score
 - A composite score of 300 or higher on the verbal and quantitative sections of the GRE is recommended.
 - A score of 4 out of 6 on the analytical writing section of the GRE is recommended.
5. Doctor of Physical Therapy Program application materials:
 - a. Prospective students are required to apply online using the Physical Therapist Centralized Application Service (PTCAS)
 - i submit official transcripts from all college, university, and professional coursework for PTCAS verification
 - ii submit official GRE scores to PTCAS using code 0557
 - iii two letters of recommendation
 1. the first letter of recommendation is required from a licensed physical therapist
 2. the second letter of recommendation is required from a current or previous professor, an advisor, or a current or previous employer/supervisor
 - iv refer to the PTCAS WKU program profile website for further information regarding completing your application

- b. Applicants are required to complete the WKU Graduate School application
- submit official transcripts from all college, university, and professional coursework to the WKU Graduate School
 - submit official GRE scores to the WKU Graduate School via ETS using code 0557
 - refer to the WKU Graduate School website for clarification regarding the application process
6. Technical Standards: Students are required to enter the program with a minimum level of ability in specific areas termed “technical standards.” For successful admission into the program, students are required to meet the 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. Your application to the WKU DPT program signifies you have reviewed and understand the Technical Standards provided on the WKU DPT program website. In addition, upon admission you will be required to sign documentation that you understand the implications and content in each section, as well as signify whether you will or will not require reasonable accommodations.
7. An interview may be required.

Please refer to the admission section (<http://catalog.wku.edu/graduate/admission/application>) of this catalog for Graduate School admission requirements.

Program Requirements (118 hours)

Code	Title	Hours
Required Courses		
DPT 700	Orientation to Physical Therapy	1
DPT 705	Topics in Physical Therapy	1
DPT 711	Principles of Physical Assessment I	1
DPT 712	Principles of Physical Assessment II	2
DPT 713	Principles of Physical Assessment III	2
DPT 715	Patient Care Techniques	3
DPT 720	Gross Human Anatomy I	2
DPT 721	Gross Human Anatomy I Lab	1
DPT 722	Gross Human Anatomy II	2
DPT 723	Gross Human Anatomy II Lab	1
DPT 724	Pathophysiology	4
DPT 726	Orthopaedic Foundations	3
DPT 727	Health Promotion and Wellness in Physical Therapy	2
DPT 728	Clinical Exercise Physiology	2
DPT 729	Pharmacology in Physical Therapy	2
DPT 736	Neuroanatomy	3
DPT 738	Motor Control	2
DPT 739	Foundations for Physical Rehabilitation	3
DPT 740	Physical Modalities	3
DPT 742	Diagnostic Testing and Imaging	2
DPT 745	Integumentary System	2
DPT 746	Orthopaedic Assessment	4
DPT 747	Women's Health in Physical Therapy	2
DPT 748	Prosthetics and Orthotics	2
DPT 749	Neurological Assessment	1

DPT 751	Supervised Clinical Education I	4
DPT 752	Supervised Clinical Education II	5
DPT 753	Supervised Clinical Education III	7
DPT 754	Supervised Clinical Education IV	9
DPT 760	Professional Issues	2
DPT 761	Physical Therapy Management and Administration I	1
DPT 762	Physical Therapy Management and Administration II	3
DPT 770	Orthopaedic Rehabilitation	4
DPT 771	Neurological Rehabilitation	4
DPT 772	Cardiopulmonary Rehabilitation	3
DPT 774	Spine Assessment and Intervention	3
DPT 775	Screening for Referral	4
DPT 778	Geriatric Physical Therapy	1
DPT 779	Pediatric Physical Therapy	3
DPT 781	Research in Physical Therapy I	3
DPT 782	Research in Physical Therapy II	3
DPT 783	Research in Physical Therapy III	3
DPT 784	Research in Physical Therapy IV	1
DPT 785	Research in Physical Therapy V	1
DPT 790	Physical Therapy Seminar	1

Total Hours 118

Department of Public Health

William Mkanta, Department Head
Academic Complex 133
(270) 745-4797
public.health@wku.edu

Programs

- Environmental and Occupational Health Science, Master of Science (0473) (p. 95)
- Environmental Health and Safety, Certificate (0427) (p. 96)
- Global Health Administration, Certificate (1735) (p. 96)
- Health Administration, Master of Health Administration (153) (p. 96)
- Health Education, Certificate (0494) (p. 97)
- Public Health, Master of Public Health (152) (p. 97)
- Workplace Health Promotion, Certificate (0465) (p. 98)

Faculty

Professor

Vijay Golla, PhD (Occupational Environmental Health (Industrial Hygiene)), University of Iowa, 2007
Cecilia M. Watkins, PhD (Human Ecology, Community Health), University of Tennessee, Knoxville, 2000

Associate Professor

Gregory E. Ellis-Griffith, PhD (Administration/Health Services), University of Alabama at Birmingham, 2010
Gary M. English, PhD (Health PE Recreation), University of New Mexico Main Campus, 1988

Marilyn M. Gardner, PhD (Health Ed Promotion), The University of Alabama, 1999
 Janice R. Hunt-Shepherd, MHA (Health Administration), Western Kentucky University, 2005
 Gretchen M. Macy, EdD (Kinesiology and Health Promotion), University of Kentucky, 2012
 William N. Mkanta, PhD (Health Services Research), University of Florida, 2005
 Ritchie D. Taylor, PhD (Environmental Science), University of North Texas, 2002

Assistant Professor

Abeer D. Alamri, PhD (Healthcare Ethics), Duquesne University, 2016
 Xiuhua Ding, PhD (Epidemiology and Biostatistics), University of Kentucky, 2016
 Colin Farrell, PhD (Medical Sociology), University of Alabama at Birmingham, 2010
 Michelle C. Reece, PhD (Public Health), East Tennessee State University, 2014

Instructor I

Melanie D. Eaton, MBA (Business Administration), Western Kentucky University, 2003

Environmental and Occupational Health Science, Master of Science (0473)

Program Coordinator

Ritchie D. Taylor, ritchie.taylor@wku.edu, (270) 745-8975

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 School admission 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: 1) GAP score of 550 and minimums of 139 for the GRE Verbal Score and 139 for the GRE Quantitative Score; 2) a cumulative GPA from a U.S. accredited university of at least a 3.2 on a 4.0 scale; or, 3) 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)

Code	Title	Hours
Required Courses		
PH 520	Biostatistics for Public Health	3
PH 582	Epidemiology	3
PH 584	Principles of Environmental Health	3
EOHS 550	Principles of Occupational Safety and Health	3
EOHS 560	Environmental Management and Risk Assessment	3
EOHS 577	Environmental Toxicology	3
Electives		
Select 12 hours (thesis option) or 15 hours (applied practice experience option) from the following EOHS electives: ¹		12-15
EOHS Electives		
PH 501	Research Methods	
EOHS 510	Watershed Management and Science	
EOHS 570	Industrial Hygiene	
EOHS 571	Air Quality Management	
EOHS 572	Environmental and Occupational Epidemiology	
EOHS 580	Solid and Hazardous Wastes	
EOHS 595	Public Health Management of Disasters	
PH 620	Advanced Biostatistics	
PH 630	Advanced Epidemiology	
Workplace Health Promotion Electives		
PH 502	Health Promotion in the Workplace	
PH 503	Health Assessment in Workplace	
PH 575	Program Planning in Public Health Practice	
PH 576	Education and Communication Techniques in Public Health Education	
PH 587	Health Behavior	
Culminating Experience		
PH 599	Thesis Research/Writing (6 hours) ²	3-6
or EOHS 546	Environmental & Occupational Health Science Internship	
or PH 588	Public Health Capstone	
Total Hours		36

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 240 hours. Students who select PH 588 complete an integrative learning experience that synthesizes core courses into an applied practice experience addressing a current issue focused on environmental and occupational health science or health promotion in the workplace. As part of these options, each student must develop a portfolio that details the internship or applied practice experience. Each portfolio will follow a rubric of required elements. The graduate advisor, in conjunction with the EOHS internship coordinator, must approve the internship. The graduate advisor in conjunction with the Applied EOHS Project instructor must approve the applied project. Internships and projects will require that the student keeps a daily log of activities, compiles weekly summaries, and documents the major objectives associated with the internship or project. The portfolio will include all internship or project documentation and the final presentation for the internship or project. Students completing the internship or project are required to make an oral defense of their portfolio to their graduate committee and present their work to faculty and students. Each portfolio will include a written professional quality report appropriate to graduate level education.

Environmental Health and Safety, Certificate (0427)

Program Coordinator

Ritchie D. Taylor, ritchie.taylor@wku.edu, (270) 745-8975

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)

Code	Title	Hours
Required Courses		
EOHS 577	Environmental Toxicology	3
PH 584	Principles of Environmental Health	3
EOHS 580	Solid and Hazardous Wastes	3
Electives		
Select 6 hours of the following: ¹		6

EOHS 510	Watershed Management and Science	
EOHS 550	Principles of Occupational Safety and Health	
EOHS 560	Environmental Management and Risk Assessment	
EOHS 571	Air Quality Management	
EOHS 572	Environmental and Occupational Epidemiology	
EOHS 595	Public Health Management of Disasters	
Total Hours		15

¹ Other elective courses may be chosen with advisor approval.

Global Health Administration, Certificate (1735)

Program Coordinator

William N. Mkanta, william.mkanta@wku.edu, (270) 745-5260

This program is designed to prepare students with knowledge in global engagement in health administration, health policy, health systems and service delivery.

Program Admission

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

Program Requirements (15 hours)

Code	Title	Hours
Required Courses		
HCA 547	Global and Comparative Health Systems	3
HCA 559	Global Health Service-Learning Practicum	3
Electives		
HCA 541	Strategic Management & Marketing of Health Services	3
or HCA 543	Health Care Quality and Accountability	
or HCA 586	Health Economics & Policy	
GERO 581	Global Aging ¹	3
or GWS 555	Global and Cross-Cultural Perspectives on Women	
PH 583	Public Health Administration ¹	3
or PH 585	International Health	
Total Hours		15

¹ Or advisor approved elective.

Health Administration, Master of Health Administration (153)

Program Coordinator

Gregory E. Ellis-Griffith, gregory.ellis-griffith@wku.edu, (270) 745-3076

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.

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 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)

Code	Title	Hours
Required Courses		
PH 520	Biostatistics for Public Health	3
PH 582	Epidemiology	3
PH 583	Public Health Administration	3
PH 587	Health Behavior	3
HCA 540	Health Care Organization and Management	3
HCA 541	Strategic Management & Marketing of Health Services	3
HCA 542	Health Care Human Resources Administration	3
HCA 543	Health Care Quality and Accountability	3
HCA 545	Managerial Finance for Health Services	3
HCA 551	Health Care Jurisprudence	3
HCA 586	Health Economics & Policy	3
Electives		
Select 3 hours of the following:		3
HCA 555	Healthcare Preparedness and Leadership	
HCA 556	Ambulatory Care/Rural Health	
HCA 572	Special Topics in Health Services	
PH 584	Principles of Environmental Health	
HCA 544	Healthcare Systems Design and Behavior	
HCA 564	Health Systems Informatics	
HCA 574	Decision Making in Health Care	

Other courses may be selected with permission of advisor	
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, Certificate (0494)

Program Coordinator

Marilyn M. Gardner, marilyn.gardner@wku.edu, (270) 745-5864

The Health Education Certificate imparts the knowledge and skills necessary for health educators, and is aligned with the seven areas of responsibility outlined by the National Commission for Health Education Credentialing (NCHEC) for Certified Health Education Specialists (CHES).

Program Admission

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

Program Requirements (12 hours)

Code	Title	Hours
Required Courses		
PH 587	Health Behavior	3
PH 575	Program Planning in Public Health Practice	3
PH 576	Education and Communication Techniques in Public Health Education	3
PH 548	Community Health Organization	3
Total Hours		12

Public Health, Master of Public Health (152)

Program Coordinator

Marilyn M. Gardner, marilyn.gardner@wku.edu, (270) 745-5864

The Master of Public Health (MPH) is a professional practice degree that prepares students for a wide range of health professions. The 42 credit-hour program, accredited by the Council on Education for Public Health (CEPH), is offered on WKU's campus and in a fully online format. Beyond the required core courses, MPH students work in partnership with their advisor to select electives and tailor a program that meets their professional and academic goals related to public health. The MPH program is competency-based and focuses on applied and integrative learning. Students are required to successfully complete and defend a capstone project, which could include a thesis, prior to graduation.

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 a baccalaureate degree from an accredited institution or its equivalent
2. Evidence of ability to perform at the graduate level
 - a. cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university
OR
 - b. cumulative GPA of at least 3.0 on a 4.0 scale from a US accredited university and GRE minimums of 145 verbal, 148 quantitative, and 3.5 analytical writing score
OR
 - c. current enrollment in or graduation from an accredited US medical school or doctoral program
3. Written personal statement (http://www.wku.edu/publichealth/mph_pages_etc/mph_mainpage.php)
4. Resume
5. Two letters of academic or professional reference
6. If applicable, test of English as a foreign language (TOEFL) exam with a minimum score of 550 on the written TOEFL, or minimum score of 79 on the internet based TOEFL (iBT), or a minimum of 6.5 on the IELTS.

Applicants who do not meet the criteria set forth for regular admission may be admitted conditionally. Additional materials may be requested.

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

Program Requirements (42 hours)

Code	Title	Hours
Required Core		
PH 520 or PH 620	Biostatistics for Public Health Advanced Biostatistics	3
PH 575	Program Planning in Public Health Practice	3
PH 578	Health Disparities	3
PH 580	Introduction to Public Health	3
PH 581	Applied Methods in Public Health Practice	3
PH 582	Epidemiology	3
PH 583	Public Health Administration	3
PH 584	Principles of Environmental Health	3
PH 587	Health Behavior	3
PH 591	Health Program Evaluation	3
Electives		
Advisor approved electives		12
Total Hours		42

Workplace Health Promotion, Certificate (0465)

Program Coordinator

Cecilia M. Watkins, cecilia.watkins@wku.edu, (270) 745-4796

The graduate certificate program in Workplace Health Promotion will provide training for students and professionals who have an interest in developing 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 workplace 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 (18 hours)

Code	Title	Hours
Required Courses		
EOHS 502	Health Promotion in the Workplace	3
PH 575	Program Planning in Public Health Practice	3
PH 587	Health Behavior	3
PH 576	Education and Communication Techniques in Public Health Education	3
EOHS 503	Health Assessment in Workplace	3
EOHS 550	Principles of Occupational Safety and Health	3
Total Hours		18

Department of Social Work

Patricia Desrosiers, Department Head
Academic Complex 211
(270) 745-5312
swrk@wku.edu

Programs

- Social Work, Master of Social Work (157) (p. 99)

Faculty

Professor

Wesley J. Gabbard, PhD (Social Work), The University of Alabama, 2004
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
Patricia L. Desrosiers, PhD (Social Work), University of Louisville, 2009
Gayle M. Mallinger, PhD (Social Work), University of Pitts Pittsburgh Camp, 2010
Dana J. Sullivan, PhD (Social Work), University of Louisville, 2003

Assistant Professor

Simon P. Funge, PhD (Social Welfare), University of California-Los Angeles, 2013
Austin G. Griffiths, PhD, University of Kentucky, 2017
Whitney R. Harper, PhD (Human Devl and Family Studies), Michigan State University, 2015
April L. Murphy, PhD (Social Work), University of Louisville, 2012

Instructor I

Allison Gibson, MSSW (Social Work), University of Louisville, 2005
Kellye M. McIntyre, MSW (Social Work), Western Kentucky University, 2003

Erin T. Warfel, MSW (Social Work), Bryn Mawr College, 2001

Social Work, Master of Social Work (157)

Program Coordinator

Saundra H. Starks, saundra.starks@wku.edu, (270) 745-2692

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). 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 admissions 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.

6. Three completed WKU Master of Social Work program reference forms.
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)

Code	Title	Hours
Required Courses		
SWRK 501	Cultural Competency in Social Work Practice	3
SWRK 510	Human Behavior in the Social Environment	3
SWRK 520	Generalist Social Work Practice	3
SWRK 522	Group Dynamics in Social Work Practice	3
SWRK 523	Rural Community Organization and Development	3
SWRK 530	Foundation of Social Welfare Policy	3
SWRK 540	Foundations of Social Work Research Methods	3
SWRK 560	Generalist Field Practicum I	3
SWRK 561	Generalist Field Practicum II	3
SWRK 610	Social Work Administration and Supervision	3
SWRK 620	Advanced Psycho-Social Approaches for Rural Practice	3
SWRK 622	Integrated Social Work Practice with Families	3
SWRK 623	Social Work Clinical Assessment and Intervention	3
SWRK 630	Rural Social Welfare Policy	3
SWRK 640	Applied Social Work Research	3
SWRK 660	Advanced Generalist Field Practicum I	3
SWRK 661	Advanced Generalist Field Practicum II	3
Electives		
Select 9 hours with advisor approval		9
Total Hours		60

Advanced Standing Degree Requirements (33 hours)

Code	Title	Hours
Required Courses		
SWRK 610	Social Work Administration and Supervision	3
SWRK 612	Social Work in Diverse Rural Areas	3
SWRK 620	Advanced Psycho-Social Approaches for Rural Practice	3
SWRK 622	Integrated Social Work Practice with Families	3
SWRK 623	Social Work Clinical Assessment and Intervention	3
SWRK 630	Rural Social Welfare Policy	3
SWRK 640	Applied Social Work Research	3
SWRK 660	Advanced Generalist Field Practicum I	3
SWRK 661	Advanced Generalist Field Practicum II	3
Electives		
Select 6 hours with advisor approval ¹		6
Total Hours		33

¹ 3 hour elective may be taken in winter or summer term

School of Kinesiology, Recreation and Sport

Ron Ramsing, Director
Smith Stadium East 1004
(270) 745-3347
krs@wku.edu

Programs

- Facility and Event Management, Certificate (0455) (p. 101)
- Intercollegiate Athletic Administration, Certificate (0481) (p. 101)
- Kinesiology, Master of Science (0454) (p. 101)
- Nonprofit Administration, Certificate (0463) (p. 102)
- Recreation and Sport Administration, Master of Science (095) (p. 103)

Faculty Professor

Fred W. Gibson, PhD (Educational Leadership Organizational Development), University of Louisville, 2004
Thomas S. Lyons, PhD (Human Performance), The University of Alabama, 2003
Raymond A. Poff, PhD (Leisure Behavior), Indiana Uni Bloomin-USE 601401, 2001
Ronald D. Ramsing, PhD (Parks, Recreation, and Tourism), University of Utah, 2005

Associate Professor

Scott W. Arnett, PhD (Exercise Science), University of Georgia, 2007
Kenneth J. Crandall, PhD (Exercise and Sport Science), University of Utah, 2004
Keri A. Esslinger, PhD (Kinesiology), University of Arkansas Main Campus, 2010
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

Paula A. Upright, PhD (Educational Leadership Organizational Development), University of Louisville, 2009

Assistant Professor

Francis T. Esslinger, PhD (Kinesiology), University of Arkansas Main Campus, 2011

Tricia A. Jordan, PhD (Educational Leadership Organizational Development), University of Louisville, 2009

Eric G. Knackmuhs, PhD (Leisure Behavior), Indiana Uni Bloomin-USE 601401, 2017

Lauren G. McCoy, JD (Law), Marquette University, 2009

Evelyn M. Oregon, PhD (Kinesiology), Michigan State University, 2013

Thomas B. Stinnett, PhD (Educational Leadership and Organizational Development), University of Louisville, 2013

Rachel A. Tinius, PhD (Movement Science), Washington University, 2015

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)

Code	Title	Hours
Required Courses		
RSA 534	Facility Management	3
RSA 536	Event Management	3
RSA 538	Facility and Event Security Management	3
RSA 590	Practicum in Recreation and Sport	3
Total Hours		12

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)

Code	Title	Hours
Required Courses		
RSA 538	Facility and Event Security Management	3

RSA 554	Student-Athlete Development	3
RSA 556	Governance in Intercollegiate Athletics	3
RSA 558	Compliance in Intercollegiate Athletics	3
Total Hours		12

Kinesiology, Master of Science (0454)

Program Coordinator

Mark A. Schafer, mark.schafer@wku.edu, (270) 745-5857

The M.S. in Kinesiology, Exercise Physiology concentration prepares students to pursue various health/wellness, fitness, rehabilitation, performance-based and research careers. Students looking to further develop their knowledge and skills in the field of kinesiology/exercise physiology in preparation for a professional career will do so through relevant coursework, laboratory experiences, practical experiences, and a field experience and/or research project tailored to their personal interests and goals. Students interested in pursuing a doctoral program will also have the opportunity to engage in faculty-led and self-directed research, in addition to relevant coursework, which will foster the development of advanced methodological and laboratory skills necessary for doctoral level study. The Exercise Physiology concentration does not lead to rank change for Kentucky teachers.

The M.S. in Kinesiology, Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky teacher requirements for advanced teaching standards. The 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 Leader 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.

Concentration(s)

- Exercise Physiology (KIEP)
- Physical Education Teacher Leader (KIPE)

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

1. Current resume
2. Statement of Professional Intent providing a sample of the applicant's writing style and ability. Please refer to the program website (<https://www.wku.edu/exs/kinesiology.php>) for additional information regarding the Statement of Intent.

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.

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 GAP¹ 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 GAP¹ 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.

¹ GAP=(GRE-V+GRE-Q)+(undergraduateGPAx100)

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

Program Requirements (31-33 hours)

Exercise Physiology Concentration (33 hours)

Code	Title	Hours
Required Courses		
KIN 501	Research Methods in Kinesiology	3
KIN 504	Advanced Exercise Physiology	3
KIN 518	Advanced Statistics in Kinesiology	3
KIN 512	Advanced Strength & Conditioning	3
KIN 514	Lab Methods in Exercise Physiology	3
KIN 522	Advanced Exercise Testing and Prescription	3
KIN 524	Applied Biomechanics	3
KIN 503	Advanced Motor Learning and Control	3
KIN 523	Seminar in Exercise Physiology	3
KIN 599	Thesis Research/Writing	6
or KIN 596	Internship in Exercise Physiology	
Total Hours		33

Physical Education Teacher Leader Concentration (31 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 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.

Code	Title	Hours
Required Courses		
Professional Education Component		
TCHL 500	Foundations of Teacher Leadership	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ¹	3
TCHL 555	School and Classroom Assessment ¹	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3

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.

Required Courses

Code	Title	Hours
Specialization Component		
KIN 503	Advanced Motor Learning and Control	3
KIN 505	Foundations of Curriculum Construction	3
KIN 508	Adaptive Physical Education	3
KIN 520	Teaching Strategies in Physical Education	3
RSA 534	Facility Management	3
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)

Code	Title	Hours
Required Courses		
RSA 560	Issues in Nonprofit Administration	3
RSA 565	Nonprofit Grant Writing and Fundraising	3
RSA 570	Fiscal Administration in the Nonprofit Sector	3
RSA 585	Nonprofit Practicum	3
Total Hours		12

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: General; Athletic Administration and Coaching; Facility and Event Management; Sport Media and Branding; Athletic Training; and, 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.

Concentration(s)

- General (RECG)
- Athletic Administration and Coaching (REIA)
- Athletic Training (REAT)
- Facility and Event Management (REFM)
- Intercollegiate Athletic Administration (REAA)
- Sport Media and Branding (RESN)

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 a 2.75 on a 4.0 scale in the last 60 hours completed OR
 - A GPA of at least a 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)

General Concentration

Code	Title	Hours
Required Courses		
RSA 501	Research Methods in Recreation and Sport	3
RSA 513	Recreation and Sport Administration	3
RSA 515	Recreation and Sport Facility Development	3
RSA 517	Legal Issues in Recreation and Sport	3
RSA 519	Fiscal Practices in Recreation and Sport	3

RSA 521	Public Relations in Recreation and Sport	3
RSA 523	Theoretical Foundations of Recreation and Sport	3
RSA 590	Practicum in Recreation and Sport	3
Electives		
Select 9 hours		9
Total Hours		33

Athletic Administration & Coaching Concentration

Code	Title	Hours
Required Courses		
RSA 501	Research Methods in Recreation and Sport	3
RSA 513	Recreation and Sport Administration	3
RSA 515	Recreation and Sport Facility Development	3
RSA 517	Legal Issues in Recreation and Sport	3
RSA 519	Fiscal Practices in Recreation and Sport	3
RSA 521	Public Relations in Recreation and Sport	3
RSA 523	Theoretical Foundations of Recreation and Sport	3
RSA 538	Facility and Event Security Management	3
RSA 542	Investigation of Current Interscholastic Athletics Issues	3
RSA 543	Sports Medicine Administration for Interscholastic Athletics	3
RSA 544	Practicum in Interscholastic Sport	3
Total Hours		33

Athletic Training Concentration

Code	Title	Hours
Required Courses		
RSA 501	Research Methods in Recreation and Sport	3
RSA 513	Recreation and Sport Administration	3
RSA 515	Recreation and Sport Facility Development	3
RSA 517	Legal Issues in Recreation and Sport	3
RSA 519	Fiscal Practices in Recreation and Sport	3
RSA 521	Public Relations in Recreation and Sport	3
RSA 523	Theoretical Foundations of Recreation and Sport	3
RSA 546	Leadership and Ethics in Sports Health Care	3
KIN 503	Advanced Motor Learning and Control	3
KIN 524	Applied Biomechanics	3
KIN 528	Dynamics of Injury Management	3
Total Hours		33

Facility and Event Management Concentration

Code	Title	Hours
Required Courses		
RSA 501	Research Methods in Recreation and Sport	3
RSA 513	Recreation and Sport Administration	3
RSA 515	Recreation and Sport Facility Development	3
RSA 517	Legal Issues in Recreation and Sport	3
RSA 519	Fiscal Practices in Recreation and Sport	3
RSA 521	Public Relations in Recreation and Sport	3
RSA 523	Theoretical Foundations of Recreation and Sport	3
RSA 534	Facility Management	3
RSA 536	Event Management	3

RSA 538	Facility and Event Security Management	3
RSA 590	Practicum in Recreation and Sport	3
Total Hours		33

Intercollegiate Athletic Administration Concentration

Code	Title	Hours
Required Courses		
RSA 501	Research Methods in Recreation and Sport	3
RSA 513	Recreation and Sport Administration	3
RSA 515	Recreation and Sport Facility Development	3
RSA 517	Legal Issues in Recreation and Sport	3
RSA 519	Fiscal Practices in Recreation and Sport	3
RSA 521	Public Relations in Recreation and Sport	3
RSA 523	Theoretical Foundations of Recreation and Sport	3
RSA 538	Facility and Event Security Management	3
RSA 554	Student-Athlete Development	3
RSA 556	Governance in Intercollegiate Athletics	3
RSA 558	Compliance in Intercollegiate Athletics	3
Total Hours		33

Sport Media and Branding Concentration

Code	Title	Hours
Required Courses		
RSA 501	Research Methods in Recreation and Sport	3
RSA 513	Recreation and Sport Administration	3
RSA 515	Recreation and Sport Facility Development	3
RSA 517	Legal Issues in Recreation and Sport	3
RSA 519	Fiscal Practices in Recreation and Sport	3
RSA 521	Public Relations in Recreation and Sport	3
RSA 523	Theoretical Foundations of Recreation and Sport	3
AD 536	Sport Branding: A New Game	3
AD 537	Sport Sponsorships: New Revenue Strategies	3
PR 543	Strategic Public Relations Writing for Sport	3
PR 547	Issues in Sport Media Relations	3
Total Hours		33

School of Nursing

Mary Bennett, Director
 Health Sciences Complex 2200
 (270) 745-3391
 nursing@wku.edu

Programs

- Family Nurse Practitioner, Post-MSN Certificate (0449) (p. 105)
- Nursing Practice, Doctor of Nursing Practice (0011) (p. 105)
- Nursing, Master of Science in Nursing (149) (p. 107)
- Psychiatric Mental Health Nurse Practitioner, Post-MSN Certificate (0479) (p. 108)

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
 Maria E. Main, DNP (Nursing Practice), University of Kentucky, 2010
 Dawn G. Wright, PhD (Nursing Science), Vanderbilt University, 2008

Associate Professor

Tonya M. Bragg-Underwood, DNP (Nursing Practice, MSN to DNP), Western Kentucky University, 2014
 Mary L. Branstetter, DNP (Nursing Practice, Post Master Science in Nursing), University of Kentucky, 2011
 Lizbeth P. Sturgeon, PhD (Nursing), University of Kentucky, 2012

Assistant Professor

Maire M. Blankenship, DNP, Western Kentucky University, 2014
 Marian R. Smith, DNP (Advanced Practice), University of Southern Indiana, 2012

Instructor I

Rhonda B. Quenzer, MSN (Nursing, Nursing Educator), Western Kentucky University, 2014

Family Nurse Practitioner, Post-MSN Certificate (0449)

Program Coordinator

Maria E. Main, eve.main@wku.edu, (270) 745-3489

This certificate is for students 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 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, DNP or higher degree in nursing 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 (17 hours)

Students may transfer up to 12 hours of the courses listed below.

Code	Title	Hours
Required Courses		
NURS 508	Advanced Issues in Professional Nursing	1
NURS 509	Practice Management for Advanced Practice Nurses	1
NURS 546	Primary Care of the Infant, Child, and Adolescent	3
NURS 547	Primary Care of the Infant, Child and Adolescent Clinical	2
NURS 548	Primary Care of the Adult	3
NURS 549	Primary Care of the Adult Clinical	2
NURS 554	Primary Care Internship	5
Total Hours		17

Nursing Practice, 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. The BSN to DNP option offers two concentrations: Family Nurse Practitioner (FNP) and Nurse Executive. Both options complete a practice immersion experience and culminating DNP Project. BSN to DNP FNP concentration students are eligible to sit for national certification as a FNP.

Concentration(s)

- BSN to DNP, Family Nurse Practitioner (DNPF)
- BSN to DNP, Nurse Executive (DNPE)
- MSN to DNP (DNPN)

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 prior to enrolling in a clinical course)
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.
 - b. BSN - current and unencumbered RN license in Kentucky or compact state

The following requirements only apply to the MSN to DNP option:

1. 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.)
2. 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.

Two options are available in the DNP program: MSN to DNP and BSN to DNP. The BSN to DNP has two concentrations: Family Nurse Practitioner (FNP) and Nurse Executive (NE). BSN to DNP FNP concentration students are eligible to sit for national certification as a 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.

Program Requirements (36-76 hours) BSN to DNP, Family Nurse Practitioner Concentration (76 hours)

The BSN to DNP is a 76 hour credit program with both full and part time options.

Code	Title	Hours
Required Courses		
	Graduate Statistics Course	3
NURS 504	Theoretical Foundations of Professional Nursing	3
NURS 510	Graduate Nursing Research	3
NURS 601	Orientation to Doctor of Nursing Practice	2
NURS 605	Population Health in Nursing Practice	3
NURS 620	Biostatistics for Healthcare Professionals	3
NURS 630	Advanced Epidemiology	3
NURS 700	Healthcare Leadership and Organizational Theory	3
	or LEAD 500 Effective Leadership Studies	
NURS 701	Leadership in Health Policy	3
NURS 712	Evidenced-Based Practice	3
NURS 714	Economic and Financial Influences in Healthcare Systems	3
NURS 740	Technology in Healthcare	3
NURS 750	Program Development and Evaluation in Healthcare	3
NURS 755	Quality Improvement in Healthcare	3
NURS 765	Institutional Review Board Process in Nursing	1
NURS 780	Clinical Practicum	6
NURS 500	Advanced Pathophysiology for Nurse Educators	4
NURS 503	Advanced Health Assessment	2
NURS 505	Advanced Health Assessment Clinical	1
NURS 508	Advanced Issues in Professional Nursing	1
NURS 509	Practice Management for Advanced Practice Nurses	1
NURS 515	Advanced Pharmacology	4
NURS 546	Primary Care of the Infant, Child, and Adolescent	3
NURS 547	Primary Care of the Infant, Child and Adolescent Clinical	2
NURS 548	Primary Care of the Adult	3
NURS 549	Primary Care of the Adult Clinical	2
NURS 554	Primary Care Internship	5
Total Hours		76

BSN to DNP, Nurse Executive Concentration (63 hours)

Code	Title	Hours
Required Courses		
	Graduate Statistics Course	3
NURS 504	Theoretical Foundations of Professional Nursing	3
NURS 510	Graduate Nursing Research	3
NURS 601	Orientation to Doctor of Nursing Practice	2
NURS 605	Population Health in Nursing Practice	3
NURS 620	Biostatistics for Healthcare Professionals	3
NURS 630	Advanced Epidemiology	3
NURS 700	Healthcare Leadership and Organizational Theory	3

or LEAD 500	Effective Leadership Studies	
NURS 701	Leadership in Health Policy	3
NURS 712	Evidenced-Based Practice	3
NURS 714	Economic and Financial Influences in Healthcare Systems	3
NURS 740	Technology in Healthcare	3
NURS 750	Program Development and Evaluation in Healthcare	3
NURS 755	Quality Improvement in Healthcare	3
NURS 765	Institutional Review Board Process in Nursing	1
NURS 780	Clinical Practicum	6
NURS 528	Leadership and Management in Nursing Administration	3
LEAD 525	Leadership Ethics	3
LEAD 540	Leading Teams	3
BA 510	Advanced Organizational Behavior	3
COMM 581	Applied Organizational Communication	3
Total Hours		63

MSN to DNP Concentration (36 hours)

The Post-Master's DNP program is a 36 credit hour program with both full and part-time options.

Code	Title	Hours
Required Courses		
NURS 601	Orientation to Doctor of Nursing Practice	2
NURS 620	Biostatistics for Healthcare Professionals	3
NURS 630	Advanced Epidemiology	3
NURS 700	Healthcare Leadership and Organizational Theory	3
or LEAD 500	Effective Leadership Studies	
NURS 701	Leadership in Health Policy	3
NURS 712	Evidenced-Based Practice	3
NURS 714	Economic and Financial Influences in Healthcare Systems	3
NURS 740	Technology in Healthcare	3
NURS 750	Program Development and Evaluation in Healthcare	3
NURS 755	Quality Improvement in Healthcare	3
NURS 765	Institutional Review Board Process in Nursing	1
NURS 780	Clinical Practicum	6
Total Hours		36

Nursing, Master of Science in Nursing (149)

Program Coordinator

Rhonda B. Quenzer, rhonda.quenzer@wku.edu, (270) 745-3974

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.

Concentration(s)

- Psychiatric Mental Health Nurse Practitioner (MSNS)

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 will be requested following a review of admission materials but does not assure acceptance into the program.

Minimum admission requirements:

- Earned BSN degree from nationally accredited nursing program
- Hold unencumbered RN licensure at the time of application, and must be licensed in the state where clinical experiences will be completed
- Cumulative GPA of at least 3.0 on 4.0 scale
- 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.
- 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.

Additional Required Application Materials:

- 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.
- Three professional references (on form provided) to include nurse manager or nurse administrator and nursing faculty if a recent (<3 yrs.) BSN graduate.
- 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 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

- MSN students must adhere to progression requirements found in the WKU Graduate Catalog.
- 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.
- 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 (43 hours)

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.

Code	Title	Hours
Required Courses		
NURS 500	Advanced Pathophysiology for Nurse Educators	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
Graduate statistics course		3
Total Hours		43

Psychiatric Mental Health Nurse Practitioner, Post-MSN Certificate (0479)

Program Coordinator

Rhonda B. Quenzer, rhonda.quenzer@wku.edu, (270) 745-3974

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, DNP or higher degree in nursing from a nationally 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)

Code	Title	Hours
Required Courses		
NURS 507	Advanced Psychiatric Nurse Practitioner Assessment and Clinical Interviewing Techniques	1
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 511	Advanced Psychiatric Nurse Practitioner III	1
NURS 527	Advanced Psychiatric Nurse Practitioner III: Internship	5
Total Hours		17

GORDON FORD COLLEGE OF BUSINESS

Dr. Catherine Carey, (Interim) Dean
Grise Hall 445
(270) 745-6311
gfc@wku.edu

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

wkuappliedeconomics.org/ (<http://www.wkuappliedeconomics.org>)
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 [wkuappliedeconomics.org](http://www.wkuappliedeconomics.org) (<http://www.wkuappliedeconomics.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 member for the award-winning Enactus Team, a multidisciplinary student-lead organization engaged in promoting free enterprise in the community.

Center for Financial Success

www.wku.edu/cfs/
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.

Departments and Programs

- Department of Accounting (p. 110)
 - Accountancy, Master of Accountancy (0445) (p. 111)
- Department of Economics (p. 111)
 - Applied Economics, Master of Arts (0410) (p. 112)
 - Economic Data Analytics, Certificate (0491) (p. 113)
- Department of Finance (p. 113)
- Department of Information Systems (p. 114)
- Department of Management (p. 114)
- Department of Marketing (p. 114)
- GFCB Interdisciplinary Programs (p. 114)
 - Business Administration, Master of Business Administration (057) (p. 114)
 - Business Core Competencies, Certificate (0487) (p. 115)
 - Business Sustainability, Certificate (0474) (p. 116)

Department of Accounting

Harold Little, Chair
 Grise Hall 502
 (270) 745-6978
accntdept@wku.edu

Programs

- Accountancy, Master of Accountancy (0445) (p. 111)

Faculty Professor

Yining Chen, PhD (Business Administration), University of South Carolina - Columbia, 1993
 Randall L. Kinnersley, PhD (Business Administration), Texas Tech University, 1997
 Steve C. Wells, PhD (Accountancy), University of Mississippi, 1994

Associate Professor

Stacy R. Bibelhauser, PhD (Business Administration), University of Kentucky, 2004
 Minwoo Lee, PhD (Business Administration), University of Pitts Pittsburgh Camp, 1993
 Harold T. Little, PhD (Business Administration), Southern Illinois University, 1999
 Mark T. Ross, PhD (Business Administration, Finance), University of Arizona, 1996

Assistant Professor

Jason M. Bergner, PhD (Business Administration), University of Kentucky, 2011
 Allen K. Hunt, PhD (Accounting), Louisiana State University AM College, 2001
 Melloney C. Simerly, PhD (Business, Accounting), Virginia Commonwealth University, 2015

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) 745-3194

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.

Code	Title	Hours
Required Courses		
ACCT 500	Advanced Financial Accounting and Reporting	3
ACCT 510	Advanced Accounting Information Systems and Data Analytics	3
ACCT 520	Special Topics in Managerial Accounting	3
ACCT 530	Special Topics in Tax Research and Planning	3
ACCT 540	Advanced Auditing Standards, Applications and Fraud	3
ACCT 550	Special Topics in Accounting for Not-For-Profit Organizations and Governments	3
Electives		
Select 12 hours ¹		12
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.

Department of Economics

Alex Lebedinsky, Chair
Grise Hall 401
(270) 745-2249
econ@wku.edu

Programs

- Applied Economics, Master of Arts (0410) (p. 112)
- Economic Data Analytics, Certificate (0491) (p. 113)

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
 Alexander G. Lebedinsky, PhD (Economics), Georgetown University, 2004
 Brian K. Strow, PhD (Economics), Vanderbilt University, 2000
 Claudia W. Strow, PhD (Economics), Vanderbilt University, 2002
 Michelle W. Trawick, PhD (Economics, Statistics), North Carolina State University, 1996
 Dennis P. Wilson, PhD (Economics), University of Kentucky, 1999
 David M. Zimmer, PhD (Economics), Indiana Uni Bloomin-USE 601401, 2004

Associate Professor

Susane Leguizamon, PhD (Economics), West Virginia University, 2010

Assistant Professor

Christopher J. Biolsi, PhD (Economics), University of Houston, 2015
 Juan S. Leguizamon, PhD (Economics), West Virginia University, 2011
 Stephen L. Locke, PhD, University of Kentucky, 2013

Applied Economics, Master of Arts (0410)

Program Coordinator

David M. Zimmer, david.zimmer@wku.edu, (270) 745-2880

The Master of Arts in Applied Economics offers two concentrations: general and mathematical methods. The general concentration 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. The mathematical methods concentration is designed for students with a strong background in mathematics to gain applied knowledge in economics.

Students in either concentration may also enroll in approved courses from related master programs including but not limited to 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.

Concentration(s)

- General (ECGE)
- Mathematical Methods (ECMM)

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 Concentration

1. Graduate School admission application which includes submission of official undergraduate degree transcripts.¹
2. Three letters of recommendation from individuals familiar with the student's academic performance.
3. Minimum undergraduate GPA of 2.75 (4.0 scale).
4. Official GRE score taken within the last five years. Minimum GRE quantitative score of 147 on a 170 point scale. Alternate graduate admission test scores such as the GMAT or LSAT will be considered on a case by case basis.

¹ 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 admission.

Mathematical Methods Concentration

1. Graduate School admission application which includes submission of official undergraduate degree transcripts with a major in Economics, Mathematics, Math-Econ or other related majors.²
 2. Three letters of recommendation from individuals familiar with the student's academic performance.
 3. Minimum undergraduate GPA of 2.75 (4.0 scale).
 4. Official GRE score taken within the last five years. Minimum GRE quantitative score of 147 on a 170 point scale. Alternate graduate admission test scores such as the GMAT or LSAT will be considered on a case by case basis. GRE requirement is waived for students who have earned an undergraduate degree from WKU and have a minimum GPA of 3.3 in their major.
- ² All applicants must have completed a calculus sequence through multivariable calculus, discrete mathematics, principles of micro- and macroeconomics, and one semester of junior or senior level probability theory.

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

Degree Requirements (30 hours)

Code	Title	Hours
Required Courses		
ECON 465G	Regression and Econometric Analysis ¹	3
ECON 502	Applied Microeconomic Theory	3
ECON 503	Applied Macroeconomic Theory	3
ECON 506	Applied Statistical Methods	3
ECON 594	Forecasting	3
ECON 596	Applied Economics Project ³	3-6
	or ECON 599	Thesis Research/Writing
Electives		

Concentration	9-12
Total Hours	30

¹ Waived if student has taken ECON 465 or equivalent as an undergraduate. If ECON 465 was taken at the undergraduate level, this course must be substituted with either a MATH, ECON, or STAT course from the list of the electives.

² Up to 6 hours of approved non-economics courses and up to 12 hours of 400G courses.

³ Required for Mathematical Methods Concentration.

General Concentration

Code	Title	Hours
Select 9-12 hours with advisor approval		9-12

Mathematical Methods Concentration

Code	Title	Hours
Select 12 hours from the following: ¹		12

ECON 507	Data Methods in Economics
ECON 571	Public Policy Economics
ECON 585	Topics in Macroeconomics
ECON 597	Practicum in Economics
ECON 598	Independent Study Economics
ECON 400G	Issues in Capital Market Economics
ECON 410G	Seminar in Economics
ECON 420G	Public Finance
ECON 430G	Environmental and Resource Economics
ECON 434G	The Economics of Poverty and Discrimination
ECON 440G	American Industry: Structure, Performance and Policy
ECON 445G	Economics of Healthcare
ECON 464G	Introduction to Mathematical Economics
ECON 475G	Urban and Regional Economics
ECON 496G	International Monetary Economics
MATH 405G	Numerical Analysis I
MATH 406G	Numerical Analysis II
MATH 431G	Intermediate Analysis I
MATH 470G	Introduction to Operations Research
MATH 482G	Probability & Statistics II
MATH 529	Applied Probability
MATH 531	Advanced Differential Equations
MATH 532	Real Analysis
MATH 540	Stochastic Processes
MATH 541	Graph Theory
MATH 542	Advanced Topics in Discrete Mathematics
MATH 570	Topics in Operations Research
MATH 590	Special Topics in Mathematics
MATH 598	Graduate Seminar: Communicating Mathematics and Technical Writing
STAT 549	Statistical Methods I
STAT 550	Statistical Methods II

¹ At least 9 hours of electives must be MATH or STAT courses. A maximum of 12 hours at the 400G level may be included in the entire program.

Economic Data Analytics, Certificate (0491)

Program Coordinator

David M. Zimmer, david.zimmer@wku.edu, (270) 745-2880

This graduate certificate will help prepare professionals for jobs in both public and private sector. Students will demonstrate advanced knowledge in quantitative economics disciplines including applied economic statistics, econometrics and time series forecasting, as well as data management skills.

Program Admission

Admission to the certificate does not require or include admission to the MA in Applied Economics program. Applicants are required to have completed an introductory statistics course prior to enrolling in the certificate program.

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

Program Requirements (12 hours)

Code	Title	Hours
Required Courses		
ECON 465G	Regression and Econometric Analysis ¹	3
ECON 506	Applied Statistical Methods	3
ECON 594	Forecasting	3
ECON 464G	Introduction to Mathematical Economics	3
or ECON 507	Data Methods in Economics	
or ECON 596	Applied Economics Project	
or ECON 598	Independent Study Economics	
Total Hours		12

¹ If a student completed ECON 465 as an undergraduate at WKU or an equivalent course from another institution, he/she must enroll in an additional elective course above or in one of the courses currently approved for MA Applied Economics degree program.

Department of Finance

I. Chhachhi, Chair
Grise Hall 331
(270) 745-2018
finance@wku.edu

Faculty Professor

Kam C. Chan, PhD (Finance), The 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. 114) program.

Department of Information Systems

www.wku.edu/information-systems/

Ray Blankenship, Chair
Grise Hall 200
(270) 745-5408

Faculty Professor

Ray Blankenship, PhD (Business Administration- Management Information Systems), University of Mississippi, 1994

Associate Professor

John K. Atkinson, EdD (Adult, Higher, and Community Education, Information Communication Sciences), Ball State University, 2007
Mark D. Ciampa, PhD (Tech Mgt (Digital Comm Systems)), Indiana State University, 2008
Phillip D. Coleman, EdD (Adult, Higher, and Community Education, Information and Communication Sciences), Ball State University, 2007
Sean R. Marston, PhD (Business Administration, Information Systems and Operation), University of Florida, 2010
Evelyn H. Thrasher, PhD (Management), Auburn University, 2006

Assistant Professor

Lily P. Zhuhadar, PhD (Computer Science and Engineering), University of Louisville, 2009

NOTE: The graduate faculty mentioned above support the Master of Business Administration (MBA) (p. 114) program.

Department of Management

Paula Potter, Chair
Grise Hall 202
(270) 745-2913
mgt@wku.edu

Faculty Professor

Paula W. Potter, PhD (Business Administration), University of Kentucky, 1997
M. A. Rahim, PhD (Business Administration), University of Pitts Pittsburgh Camp, 1976
Michael S. Spiller, PhD (Human Resources Management), The University of Alabama, 1999

Associate Professor

Ismail Civelek, PhD (Operations Management and Manufacturing), Carnegie Mellon University, 2010
LeAnne Coder, PhD (Business), University of Kansas Main Campus, 2007
Whitney O. Peake, PhD (Agricultural Economics), Purdue University Main Campus, 2008

Assistant Professor

Feng Helen Liang, PhD (Business Administration), University of California-Berkeley, 2006

Pedagogical Assistant Professor

Dana M. Cosby, PhD (Educational Leadership and Organizational Development), University of Louisville, 2008
Aquesha D. Daniels, JD (Law), Florida Coastal School of Law, 2011

NOTE: The graduate faculty mentioned above support the Master of Business Administration (MBA) (p. 114) program.

Department of Marketing

P. Todd, Chair
Grise Hall 402
(270) 745-2249

Faculty Professor

Craig A. Martin, PhD (Business Administration, Marketing), University of Memphis, 1999

Associate Professor

Timothy G. Hawkins, PhD (Marketing), University of North Texas, 2007
Patricia R. Todd, DBA (Business Administration), Cleveland State University, 2006

NOTE: The graduate faculty mentioned above support the Master of Business Administration (MBA) (p. 114) program.

GFCB Interdisciplinary Programs

- Business Administration, Master of Business Administration (057) (p. 114)
- Business Core Competencies, Certificate (0487) (p. 115)
- Business Sustainability, Certificate (0474) (p. 116)

Business Administration, Master of Business Administration (057)

Program Coordinator

Robert D. Hatfield, bob.hatfield@wku.edu, (270) 745-6581

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 (21 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 12 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.

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

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 requirements¹:

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 [GAP = GMAT total scaled score + (Undergraduate GPA x 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. The GMAT requirement will be waived for students who:
 - a. 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;
OR
 - b. have earned a bachelor's degree with a 3.5 cumulative GPA or higher in a business program in the Gordon Ford College of Business at WKU or other AACSB accredited program.
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).

¹ 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 (30 hours)

Code	Title	Hours
Required Courses		
BA 510	Advanced Organizational Behavior	3
BA 511	Applied Micro Economic Theory	3
BA 513	Information Technology & Data Analytics	3
BA 515	Managerial Accounting	3
BA 517	Advanced Marketing	3
BA 519	Advanced Managerial Finance	3
BA 580	Contemporary Issues in Business ¹	3
BA 590	Strategic Business Concepts and Applications	3
Electives		
Select 6 hours ²		6
Total Hours		30

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 Core Competencies, Certificate (0487)

Program Coordinator

Robert D. Hatfield, bob.hatfield@wku.edu, (270) 745-6581

April Schlegel, MBA Admissions Director & Advisor
Grise Hall 434A
(270) 745-5458
mba@wku.edu

This certificate will provide students a general knowledge in all of the core business disciplines and more specific graduate knowledge in the areas of accounting, finance and two of the following areas: economics, information systems, organizational behavior, or marketing.

Program Admission

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

Program Requirements (16.5 hours)

Code	Title	Hours
Required Courses		
BA 502	MBA Foundation Modules	4.5
BA 515	Managerial Accounting	3
BA 519	Advanced Managerial Finance	3
Electives		
Select 6 hours from the following:		6
BA 510	Advanced Organizational Behavior	
BA 511	Applied Micro Economic Theory	

BA 513	Information Technology & Data Analytics	
BA 517	Advanced Marketing	
Total Hours		16.5

Business Sustainability, Certificate (0474)

Program Coordinator

Robert D. Hatfield, bob.hatfield@wku.edu, (270) 745-6581

April Schlegel, MBA Admissions Director & Advisor

Grise Hall 434A

(270) 745-5458

mba@wku.edu

This certificate provides preparation for business professionals and others seeking a background in sustainability issues as related to business. Business organizations must comply with an increasing set of regulations as well as voluntary standards relating to environmental sustainability. 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.

Admission Requirements

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

Program Requirements (12 hours)

Code	Title	Hours
Required Courses		
BA 545	Survey of Business Sustainability Issues	3
BA 546	Sustainable Business Operations ¹	3
BA 547	Sustainability, Innovation, and Entrepreneurship ¹	3
BA 548	Sustainability Marketing ¹	3
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.

OGDEN COLLEGE OF SCIENCE AND ENGINEERING

Dr. Cheryl Stevens, Dean
College High Hall 2114
(270) 745-4449
ogdencollegedeansoffice@wku.edu

Mission

The mission of Ogden College of Science and Engineering is to **empower** individuals to become leaders through academic achievement, global **connections**, and engagement in research, education and **service**.

Vision

Ogden College of Science and Engineering is a community of creative and critical thinkers achieving local to global impact.

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 science, advanced manufacturing, mathematics, meteorology, physics, astronomy, and psychology. We are recognized by the high quality and success of our students and graduates which results from personal attention to student professional development through engagement with faculty in projects that expand on classroom instruction. Ogden College is home to the Applied Research and Technology Program (ARTP), a multidisciplinary program consisting of 18 scientific and service-oriented Centers and Institutes designed to prepare students for the knowledge-based 21st Century global economy. These Centers meet the research and technical needs of the community, state and nation while providing unique opportunities for undergraduate and graduate students to transition from academia to the workplace or graduate programs through participation in supervised, hands-on applied research and technological projects. Students grow intellectually and professionally through participation in these activities. Each center operates within a cooperative and interdisciplinary framework to apply state-of-the-art science toward finding cost effective solutions to environmental and health issues and to the technological problems of government and industry. The ARTP serves as a catalyst for economic development in the region and beyond.

Departments and Programs

- Department of Agriculture (p. 117)
 - Agriculture, Master of Science (052) (p. 118)
- Department of Biology (p. 118)
 - Biology for Teacher Leaders, Master of Arts in Education (0442) (p. 119)
 - Biology, Certificate (0493) (p. 119)
 - Biology, Master of Science (056) (p. 120)
- Department of Chemistry (p. 121)
 - Chemistry, Master of Science (059) (p. 121)
- Department of Geography and Geology (p. 123)
 - Geographic Information Science, Certificate (203) (p. 123)
 - Geography Education for Teacher Leaders, Master of Arts in Education (0444) (p. 124)
 - Geoscience, Master of Science (072) (p. 125)
- Department of Mathematics (p. 125)
 - Mathematics, Master of Arts (049) (p. 126)
 - Mathematics, Master of Science (085) (p. 128)
- Department of Physics and Astronomy (p. 130)
 - Homeland Security Sciences, Master of Science (0413) (p. 130)
- Department of Psychological Sciences (p. 131)
 - Psychology, Master of Science (0469) (p. 131)
- OCSE Interdisciplinary Programs (p. 133)
 - Brewing and Distilling Arts & Sciences, Certificate (0486) (p. 133)
 - Scientific Data Analytics, Certificate (0496) (p. 133)
- School of Engineering and Applied Sciences (p. 134)
 - Computer Science, Master of Science (117) (p. 134)
 - Engineering Technology Management, Master of Science (0447) (p. 135)
 - Lean Sigma, Certificate (0452) (p. 135)

Department of Agriculture

Fred DeGraves, Interim Department Chair
Environmental Science and Technology 269
(270) 745-3151
agriculture@wku.edu

Programs

- Agriculture, Master of Science (052) (p. 118)

Faculty

Professor

Becky A. Gilfillen, PhD (Plant and Soil Science), University of Tennessee, Knoxville, 1999
William T. William, PhD (Plant Soil Science), University of Tennessee, Knoxville, 1995
Paul B. Woosley, PhD (Crop Science), University of Kentucky, 2002

Associate Professor

Fred J. DeGraves, PhD (Veterinary Medical Sciences, Animal Science), North Carolina State University, 1991
Stephen A. King, PhD (Agricultural Economics), Oklahoma State University Main Campus, 2004
Thomas W. Kingery, PhD (Agricultural Leadership, Education, Communications), Texas A M University, 2010
Martin J. Stone, PhD (Agronomy), Texas A M University, 1994

Assistant Professor

Hunter O. Galloway, PhD (Animal Sciences), University of Illinois Urbana-USE 603398, 2016
Jennifer C. Gill, PhD (Animal Science and Poultry Science), North Carolina State University, 2016
Jean D. Gumirakiza, PhD (Economics), Utah State University, 2013

Clinical Assistant Professor

Roger L. Dennis, MAE (Agriculture Education, Secondary Education),
Western Kentucky University, 1992

Agriculture, Master of Science (052)

Program Coordinator

William T. Willian, todd.willian@wku.edu, (270) 745-5969

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, the Department of Agriculture requires:

1. Bachelor's degree in agriculture or related field ¹
2. GPA of 2.75 or greater (on 4.0 scale)
3. GRE general scores for quantitative, verbal, and analytical writing ²
4. Three letters of reference
5. Resume or curriculum vitae
6. Cover letter (i.e. statement of purpose) in which the applicant specifies the program to which they are applying (thesis or non-thesis), academic interests, relevant experiences, and a graduate faculty member in the WKU Department of Agriculture that has agreed to serve as the graduate advisor ^{3,4}

¹ Exceptions to an agriculture degree may be made for non-agriculture undergraduate degree holders. However, additional coursework may be required, which will be determined by the department graduate committee and/or the student's thesis committee.

² Although no formal minimum GRE scores are required, admission into the program is competitive and GRE scores will be considered during the selection process.

³ Program and faculty information may be found at www.wku.edu/agriculture. Students should contact the agriculture graduate program coordinator for guidance in the research advisor selection process. The graduate program coordinator will review the student research interests and suggest possible research advisors.

⁴ Applications should be received by March 15th for priority consideration.

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

Program Requirements (30 hours)

Code	Title	Hours
Required Courses		
AGRI 491G	Data Analysis and Interpretation	3
AGRI 528	Population Genetics	3
AGEC 561	Agricultural Production and Economics ¹	3
AGRI 590	Experimental Design	3
AGRI 598	Seminar	3
Electives		
Select 15 hours		15
Total Hours		30

¹ Not required for thesis students

Department of Biology

Bruce A. Schulte, Department Head
Thompson Complex for Science, Center Wing (TCCW) 359
(270) 745-3696
biology@wku.edu

Programs

- Biology for Teacher Leaders, Master of Arts in Education (0442) (p. 119)
- Biology, Certificate (0493) (p. 119)
- Biology, Master of Science (056) (p. 120)

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. Philips, PhD (Entomology), The Ohio State University Main Campus, 1997
Nancy A. Rice, PhD (Biochemistry), University of Tennessee, Memphis, 1999
Claire A. Rinehart, PhD (Botany), University of Georgia, 1984
Bruce A. Schulte, PhD (Environmental and Forest Biology), SUNY Col Envrmntl Sci-Forestry, 1993
Michael E. Smith, PhD (Marine Science), University of Texas at Austin, 2001
Michael K. Stokes, PhD (Biology, Systematics and Ecology), University of Kansas Main Campus, 1994

Associate Professor

Lawrence A. Alice, PhD (Plant Science), University of Maine, 1997
Noah T. Ashley, PhD (Zoology), University of Washington, 2004
Kenneth M. Crawford, PhD (Biological Sciences), University of Michigan-Ann Arbor, 1988
Carl W. Dick, PhD (Zoology), Texas Tech University, 2005
Chandrakanth Emani, PhD (Science), Osmania University, 1997
Stephen H. Huskey, PhD (Biological Sciences), Florida Institute Technology, 2003
Jarrett R. Johnson, PhD (Biology), University of Missouri-Columbia, 2005
Philip W. Lienesch, PhD (Zoology), University of Oklahoma Norman, 1997
Ajay Srivastava, PhD (Molecular Biology and Genetics), University of Alberta, 2003
Robert E. Wyatt, PhD (Botany), University of Georgia, 1992

Assistant Professor

Simran Banga, PhD (Biological Sciences), Purdue University Main Campus, 2009
Kevin T. Bilyk, PhD, University of Illinois Central Admin, 2011

Pedagogical Assistant Professor

Kerrie L. McDaniel, PhD (Plant Biology), Southern Illinois University Carbondale, 1997

Natalie J. Mountjoy, PhD (Zoology), Southern Illinois University, 2014

Instructor I

Rostern Tembo, PhD (Biological Sciences), Bowling Green State University, 2009

Instructor II

Nilesh C. Sharma, PhD (Science/Botany), Birhar University-India, 1992

Biology for Teacher Leaders, Master of Arts in Education (0442)

Program Coordinator

Natalie J. Mountjoy, natalie.mountjoy@wku.edu, (270) 745-3455

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. Completion of this degree program would qualify the classroom teacher to teach WKU-offered dual credit biology courses at the high school level. 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 GAP¹ 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 GAP¹ score and must have or be eligible for a teaching certificate² 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 under-graduate coursework or a qualifying GRE/GAP¹ scores and must have or be eligible for a teaching

certificate² 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. $GAP = (GRE-V + GRE-Q) + (GPA \times 100)$.
- 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 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. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

Code	Title	Hours
Required Courses		
Professional Education Core		
TCHL 500	Foundations of Teacher Leadership ¹	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies	3
TCHL 555	School and Classroom Assessment	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3
Electives		
Select 18 hours of advisor-approved biology courses		18
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, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

Biology, Certificate (0493)

Program Coordinator

Chandrakanth Emani, chandrakanth.emani@wku.edu, (270) 852-6406

This program is designed for individuals pursuing a career in biology who need up to 15 hours of graduate biology courses for professional training or accreditation. This certificate will equip its graduates with supplemental and enhanced knowledge and skills in biology to broaden their career opportunities.

Program Admission

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

Program Requirements (15 hours)

Code	Title	Hours
Required Courses		
BIOL 500	Introduction to Graduate Studies and Research in Biology	3
BIOL 532	Behavioral Ecology	3
or BIOL 534	Chemical Ecology	
or BIOL 545	Animal Communication	
BIOL 411G	Cell Biology	3
or BIOL 446G	Biochemistry I	
or BIOL 495G	Molecular Genetics	
Electives		
Select 6 hours of graduate biology courses ¹		6
Total Hours		15

¹ Students may not select BIOL 516, BIOL 598 or BIOL 599.

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.

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 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 a thesis and non-thesis option.

Code	Title	Hours
Required Courses		
BIOL 500	Introduction to Graduate Studies and Research in Biology (first year)	3
BIOL 598	Graduate Seminar	2
BIOL 599	Thesis Research/Writing (6 hrs)	3-6
or BIOL 516	Investigations/Biology	
Electives		
Advisor approved 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)

Code	Title	Hours
BIOL 446G	Biochemistry I ¹	3
BIOL 447G	Lab Biochemistry I ¹	2
BIOL 467G	Biochemistry II ¹	3
BIOL 535	Analytical Biochemistry	3
BIOL 562	Advanced Biochemistry	3
Select 5 hours of electives ²		5
Total Hours		19

¹ Students who have completed BIOL 446, BIOL 447, and/or BIOL 467 for undergraduate credit will satisfy the requirement(s) and complete an elective(s) in lieu of the course(s).

² Coursework will be determined by the student's graduate advisory committee.

Environmental Science Option (Thesis)

Code	Title	Hours
BIOL 506	Environmental Seminar	3
BIOL 543	Environmental Science Concepts	3
BIOL 587	Environmental Law, Regulations, and Policy	3
Select 10 hours of electives ¹		10
Total Hours		19

¹ Coursework will be determined by the student's graduate advisory committee.

Peace Corps Master's International Option (Non-Thesis)

Code	Title	Hours
LEAD 500	Effective Leadership Studies (first term)	3
LEAD 600	Capstone in Leadership Experience (last term)	3
Organizational leadership courses		6
Ethics and social responsibility course		3
Human relations course		3
Select 4 hours of additional electives ¹		4
Total Hours		22

¹ Coursework will be determined by the student's graduate advisory committee.

Department of Chemistry

Stuart Burris, Department Head
Thompson Complex for Science, Center Wing (TCCW) 444
(270) 745-3457
chemistry@wku.edu

Programs

- Chemistry, Master of Science (059) (p. 121)

Faculty

Professor

Stuart C. Burris, PhD (Chemistry), North Carolina State University, 1998
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
Rui Zhang, PhD (Chemistry), University of Hong Kong, 2001

Associate Professor

Jeremy B. Maddox, PhD (Chemistry), University of Houston, 2003
Matthew J. Nee, PhD (Chemistry), University of California-Berkeley, 2005
Bangbo Yan, PhD (Chemistry), Nanyang University, 2003

Assistant Professor

Yongming Deng, PhD (Chemistry), Miami University, 2014
Lawrence J. Hill, PhD (Chemistry), University of Arizona, 2014

Moon-Soo Kim, PhD (Food Science and Technology), Cornell University, 2007

Brooke B. Williams, PhD (Neuroscience), Vanderbilt University, 2010

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.

Concentration(s)

- General Thesis (CTGN)
- Biochemistry Thesis (CTBC)
- Research Intensive Thesis (CRIT)

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, the Department of Chemistry requires:

1. Bachelor's degree in chemistry or equivalent including supporting courses in mathematics¹
2. GPA in chemistry courses of 3.0 or greater (on 4.0 scale)
3. GRE general scores (Q+V) and Analytical Writing.^{2,3}

¹ Exceptions to possessing a chemistry degree may be made for students with undergraduate degrees in chemistry-related areas (e.g. chemical engineering, pharmacy, pharmaceutical science, forensic chemistry). However, additional courses may be required and will be determined by the graduate program coordinator and/or the student's thesis committee.

² Scores from MCAT, PCAT, or DAT may be substituted for equivalent GRE scores.

³ Although there are no formal minimum GRE scores, admission is competitive. The average GRE scores of recently admitted students are approximately 145 (V) and 150 (Q). Applications should be received by March 15th for priority consideration.

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

Program Requirements (30-32 hours)

General Thesis Concentration

Code	Title	Hours
Required Courses		
Select 4 courses from 4 of the 5 core areas below (minimum of 2 courses at the 500 level):		12
CHEM 531	Advanced Analytical Chemistry or CHEM 435 Instrumental Analysis	
CHEM 562	Advanced Biochemistry or CHEM 531 Analytical Biochemistry or CHEM 446 Biochemistry	
CHEM 520	Advanced Inorganic Chemistry or CHEM 420 Inorganic Chemistry	
CHEM 541	Advanced Organic Chemistry or CHEM 540 Organic Reactions	
CHEM 550	Advanced Physical Chemistry or CHEM 452 Physical Chemistry II or CHEM 450 Physical Chemistry I	
CHEM 516	Chemical Literature Review	2
CHEM 588	Research Proposal	2
CHEM 598	Graduate Seminar ¹	2
CHEM 599	Thesis Research/Writing ²	6
Electives		
Select 6 hours of graduate lecture courses		6
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.

Biochemistry Thesis Concentration

Code	Title	Hours
Required Courses		
Select 4 courses from 4 of the 5 core areas below (minimum of 2 courses at the 500 level):		12
CHEM 531	Advanced Analytical Chemistry or CHEM 435 Instrumental Analysis	
CHEM 562	Advanced Biochemistry or CHEM 531 Analytical Biochemistry or CHEM 446 Biochemistry	
CHEM 520	Advanced Inorganic Chemistry or CHEM 420 Inorganic Chemistry	
CHEM 541	Advanced Organic Chemistry or CHEM 540 Organic Reactions	
CHEM 550	Advanced Physical Chemistry or CHEM 452 Physical Chemistry II or CHEM 450 Physical Chemistry I	
CHEM 516	Chemical Literature Review	2

CHEM 588	Research Proposal	2
CHEM 598	Graduate Seminar ¹	2
CHEM 599	Thesis Research/Writing ²	6

Required Concentration Courses

CHEM 535	Analytical Biochemistry or CHEM 562 Advanced Biochemistry or CHEM 446G Biochemistry	3
CHEM 467G	Biochemistry	3
CHEM 447G	Lab Biochemistry	2
Total Hours		32

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.

Research Intensive Thesis Concentration

Candidates are required to complete 30 semester hours of graduate work, including 12 hours of coursework and 18 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 another concentration within the first or second semester should be able to complete the requirements within the average two year period. A student who wishes to move to another concentration 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.

Code	Title	Hours
Required Courses		
Select one of the following advanced lecture courses:		3
CHEM 520	Advanced Inorganic Chemistry	
CHEM 531	Advanced Analytical Chemistry	
CHEM 541	Advanced Organic Chemistry	
CHEM 550	Advanced Physical Chemistry	
CHEM 562	Advanced Biochemistry	
CHEM 598	Graduate Seminar ¹	2
CHEM 599	Thesis Research/Writing ²	6
CHEM 516	Chemical Literature Review	2
CHEM 588	Research Proposal ³	2
CHEM 596	Practicum Research Experience in Chemistry ⁴	6

CHEM 595	Scientific Writing in Chemistry ⁵	6
Elective		
Select one additional advanced lecture course above or one of the following:		
CHEM 535	Analytical Biochemistry	
CHEM 540	Organic Reactions	
CHEM 560	Chemical Agents and Explosives	
CHEM 590	Material Chemistry	
CHEM 591	Material Chemistry Laboratory	
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 Requirements include preparing a research proposal which must be presented to and approved by the student's research committee and one member of the Department Graduate Committee. The final version of this proposal will be submitted to the CHEM 588 instructor of record and the Chemistry Graduate Program Coordinator.
- ⁴ 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.
- ⁵ Requirements include preparing and submitting two manuscripts based on their research to peer-reviewed journals under the guidance of the thesis committee. At least one paper must be accepted to receive credit and graduate.

Department of Geography and Geology

Fred Siewers, Department Chair
Environmental Science & Technology 304
(270) 745-4555
geoscience@wku.edu

Programs

- Geographic Information Science, Certificate (203) (p. 123)
- Geography Education for Teacher Leaders, Master of Arts in Education (0444) (p. 124)
- Geoscience, Master of Science (072) (p. 125)

Faculty Professor

Catherine M. Algeo, PhD (Geography), Louisiana State University AM College, 1998

Margaret M. Gripshover, PhD (Geography), University of Tennessee, Knoxville, 1995
Christopher G. Groves, PhD (Environmental Science), University of Virginia, 1993
David J. Keeling, PhD (Geography), University of Oregon, 1992
Michael T. May, PhD (Geological Sciences), Indiana Uni Bloomin-USE 601401, 1992
Jun Yan, PhD (Geography), SUNY College at Buffalo, 2004

Associate Professor

Joshua D. Durkee, PhD (Geography), University of Georgia, 2002
Xingang Fan, PhD (Atmospheric Sciences, Synoptic Dynamics), Lanzhou University, 1996
MD R. Gani, PhD (Geosciences), University of Texas at Dallas, 2005
Nahid Gani, PhD (Geosciences), University of Texas at Dallas, 2006
Gregory B. Goodrich, PhD (Geography), Arizona State University Main, 2005
Leslie A. North, PhD (Geography and Environmental Science and Policy), University of South Florida, 2011
Jason Polk, PhD (Geography and Environmental Science and Policy), University of South Florida, 2009
Fredrick D. Siewers, PhD (Geology), University of Illinois Urba-USE 603398, 1995
Andrew H. Wulff, PhD (Geosciences), University of Massachusetts, 1999

Instructor I

Patricia N. Kambesis, PhD (Earth and Atmospheric Sciences), Mississippi State University, 2014

Instructor II

Kevin B. Cary, MS (Geoscience), Western Kentucky University, 2001

Geographic Information Science, Certificate (203)

Program Coordinator

Kevin B. Cary, kevin.cary@wku.edu, (270) 745-2981

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)

Code	Title	Hours
Required Courses		
Select a series of three graduate courses for a minimum of 10 credit hours of the following:		
GEOS 515	Remote Sensing Applications	10

GEOS 517	Spatial Databases
GEOS 520	Geoscience Statistical Methods
GEOS 523	Geoprocessing & GIS Applications
GEOS 575	GIS Analysis and Modeling
GEOS 576	GIS Programming
GEOS 577	Special Topics in Geographic Information Systems
GEOS 590	Experimental Design and Data Analysis
GEOS 595	Geoscience Practicum

Total Hours 10

Geography Education for Teacher Leaders, Master of Arts in Education (0444)

Program Coordinator

Margaret M. Gripshover, margaret.gripshover@wku.edu, (270) 745-3032

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 GAP¹ 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 GAP¹ score and must have or be eligible for a teaching certificate² 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 under-graduate coursework or a qualifying GRE/GAP¹ scores and must have or be eligible for a teaching certificate² 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. $GAP = (GRE-V + GRE-Q) + (GPA \times 100)$.

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.

Code	Title	Hours
Required Courses		
TCHL 500	Foundations of Teacher Leadership ¹	3
TCHL 530	Curriculum Development	3
TCHL 540	Classroom Instruction: Instructional Strategies ²	1
TCHL 544	Equitable School and Community Partnerships ²	1
TCHL 548	Classroom Instruction: Managing the Learning Environment ²	1
TCHL 550	Student Assessment I: Fundamentals of Student Assessment ²	1
TCHL 554	Student Assessment II: Standardized Testing ²	1
TCHL 558	Student Assessment III: Classroom Tests and Instruments ²	2
TCHL 560	Capstone Project for Teacher Leadership	3
Mid-Point Assessment		
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 course work may be required based on the assessment results.		
Electives		
Select 18 hours of advisor-approved content elective courses from the geosciences (cultural geography or earth science)		18
Education elective 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.

Cultural Geography Emphasis

Code	Title	Hours
GEOS 507	Geography for Teachers	3
Select two regional geography courses		6
Select two topical geography courses		6
Select 3 hours of a Geography elective		3
Total Hours		18

Earth Science Emphasis

Code	Title	Hours
GEOL 511	The Dynamic Earth	3
Select 15 hours of approved content courses ¹		15
Total Hours		18

¹ Students may choose 6 hours of content courses from Agriculture, Biology, Chemistry, or Physics with approval of the program advisor.

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.

Geoscience, Master of Science (072)

Program Coordinator

Jason Polk, jason.polk@wku.edu, (270) 745-5015

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 and a Spatial Data Analysis 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)

Code	Title	Hours
Required Courses		
GEOS 500	Geoscience Research and Literacy	3
GEOS 502	Geoscience Research Methods	3
GEOS 520	Geoscience Statistical Methods	3
GEOS 599	Thesis Writing and Research	6
Electives		
Select 15 hours from GEOS, GEOL, GEOG graduate courses appropriate to support the thesis research project and approved by the thesis director. ^{1,2}		15
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.

² No more than 9 hours of 400G courses may be selected.

Department of Mathematics

Bruce Kessler, Department Head
College High Hall 4124
(270) 745-3651
math@wku.edu

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.

Programs

- Mathematics, Master of Arts (049) (p. 126)
- Mathematics, Master of Science (085) (p. 128)

Faculty

Professor

Ferhan Atici, PhD (Mathematics and Statistics), University of Nebraska-Lincoln, 1995

Claus D. Ernst, PhD (Mathematics), Florida State University, 1988

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

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 Uni Bloomin-USE 601401, 1987

Associate Professor

Melanie A. Autin, PhD (Statistics), University of South Carolina - Columbia, 2007

Tilak Bhattacharya, PhD (Mathematics), Purdue University Main Campus, 1988

Kanita K. Ducloux, PhD (Mathematics Education), University of Georgia, 2009

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

Samangi Munasinghe, PhD (Mathematics), Texas A M University, 2006

Ngoc B. Nguyen, PhD (Mathematics), Bowling Green State University, 2010

Attila Por, PhD (Mathematics), Eotvos Lorand University-Hungary, 2003
Richard C. Schugart, PhD (Applied Mathematics), North Carolina State University, 2005

Assistant Professor

Daniel L. Clark, PhD (Mathematics Education), Michigan State University, 2016

Nicholas C. Fortune, PhD, North Carolina State University, 2018

Natasha Gerstenschlager, PhD (Mathematics Science Educ), Middle Tennessee State University, 2015

Ahmet O. Ozer, PhD (Applied Mathematics), Iowa State University, 2011

Mathematics, Master of Arts (049)

Program Coordinator

Kanita K. Ducloux, kanita.ducloux@wku.edu, (270) 745-8791

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, completion of this degree program would qualify the classroom teacher to teach WKU-offered dual credit mathematics courses at the high school level and to teach 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 [GAP=(GRE-V + GRE-Q) + (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 certificate¹ for Secondary Mathematics (grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

¹ 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.

Code	Title	Hours
Required Courses		
MATH 501	Introduction to Probability and Statistics I	3
MATH 503	Introduction to Analysis	3
MATH 511	Algebra from an Advanced Perspective	3
MATH 512	Geometry from an Advanced Perspective	3
Electives		
Select 6 hours of the following:		6
MATH 405G	Numerical Analysis I	
MATH 406G	Numerical Analysis II	
MATH 409G	History of Mathematics	
MATH 415G	Algebra and Number Theory	
MATH 417G	Algebraic Systems	
MATH 421G	Problem Solving for Secondary Teachers	
MATH 423G	Geometry II	
MATH 431G	Intermediate Analysis I	
MATH 435G	Partial Differential Equations	
MATH 439G	Topology I	
MATH 450G	Complex Variables	
MATH 470G	Introduction to Operations Research	
MATH 500	Readings in Mathematics	
MATH 504	Application of Technology to Problems in Mathematics	
MATH 510	Intermediate Statistics	
MATH 514	Mathematical Modeling and Applications	
MATH 517	Topics from Algebra	
MATH 529	Applied Probability	
MATH 531	Advanced Differential Equations	
MATH 532	Real Analysis	
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 599	Thesis/Research
STAT 549	Statistical Methods I

Required Courses

Professional Education Component		
TCHL 500	Foundations of Teacher Leadership ¹	3
TCHL 530	Curriculum Development	3
TCHL 545	Classroom Instruction Strategies ²	3
TCHL 555	School and Classroom Assessment ²	3
TCHL 559	Capstone Project Design for Teacher Leadership	1
TCHL 560	Capstone Project for Teacher Leadership	3

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.

Elective

Professional Education Component	
Students who successfully complete the proficiency examinations for either TCHL 545 or TCHL 555 may graduate with 31 hours. However, students who successfully complete the proficiency examinations for both TCHL 545 and TCHL 555 must substitute at least one education course with advisor approval to have a minimum of 31 hours to graduate.	0-3

Total Hours	31-34
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- 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 complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses. Students who pass proficiency exams must take an additional education course with advisor approval to complete the degree with a minimum of 31 hours. 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

Dominic A. Lanphier, dominic.lanphier@wku.edu, (270) 745-6233

The M.S. in Mathematics offers three concentrations: general, computational mathematics, and mathematical economics. The general concentration 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 computational mathematics concentration 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 mathematical economics concentration is designed for students seeking employment in industry with an emphasis on economics in addition to knowledge in traditional areas. It is also designed for students who completed an undergraduate degree program in mathematical economics at WKU.

Concentration(s)

- General (MAGN)
- Computational Mathematics (MACM)
- Mathematical Economics (MAME)

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 Concentration

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 Concentration

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.

Mathematical Economics Concentration

1. One of the following:
 - a. GRE score of at least 300 with a minimum quantitative score of 147
 - b. WKU graduates majoring in mathematics, minimum GPA of 3.3 in the major
 - c. WKU graduates majoring in mathematical economics, minimum GPA of 3.3 in the major
 - d. WKU graduates majoring in economics or business economics, minimum GPA of 3.3 in the major and 3.3 in courses listed below (2.a, b, d, and e).
2. An undergraduate degree majoring in economics, mathematics, mathematical economics, or other related majors with completion of the following undergraduate courses:
 - a. a calculus sequence through multivariable calculus
 - b. discrete mathematics
 - c. principles of microeconomics and macroeconomics
 - d. one semester of junior or senior level probability theory
 - e. differential equations

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

Program Requirements (30 hours)

The Master of Science in Mathematics requires a minimum of 30 hours of graduate level mathematics courses. 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 such as MATH 598, a computer science course, a foreign language examination, or a research course in another discipline which has a strong relation to mathematics as approved

by the student's graduate advisor. A maximum of 12 hours at the 400G level may be included on the program of study.

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.

General Concentration

Code	Title	Hours
Required Courses		
MATH 431G	Intermediate Analysis I	3
MATH 450G	Complex Variables	3
MATH 417G	Algebraic Systems ¹	3
	or MATH 435G Partial Differential Equations	
	or MATH 439G Topology I	
MATH 532	Real Analysis	3
	or MATH 535 Advanced Applied Mathematics- I	
	or MATH 541 Graph Theory	
	or MATH 550 Complex Analysis	
Electives		
Select 18 hours from the following:		18
MATH 405G	Numerical Analysis I	
MATH 406G	Numerical Analysis II	
MATH 415G	Algebra and Number Theory	
MATH 417G	Algebraic Systems	
MATH 423G	Geometry II	
MATH 435G	Partial Differential Equations	
MATH 439G	Topology I	
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 532	Real Analysis	
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.

Computational Mathematics Concentration

Students in the computational mathematics concentration must have a working knowledge of a high-level programming language. The computer science classes required in this option do not allow for additional courses in a related field.

Code	Title	Hours
Required Courses		
MATH 405G	Numerical Analysis I ¹	3
MATH 470G	Introduction to Operations Research ¹	3
CS 549	Analysis of Algorithms ¹	3
STAT 549	Statistical Methods I	3
MATH 406G	Numerical Analysis II	3
Select two courses from the following:		6
CS 562	Parallel and Distributed Computing	
CS 565	Data Mining Techniques and Tools	
CS 595	Advanced Topics/Computer Science ²	
Electives		
Select 9 hours from the following:		9
MATH 431G	Intermediate Analysis I	
MATH 504	Application of Technology to Problems in Mathematics	
MATH 540	Stochastic Processes	
MATH 541	Graph Theory	
MATH 542	Advanced Topics in Discrete Mathematics	
MATH 570	Topics in Operations Research	
MATH 590	Special Topics in Mathematics ²	
MATH 599	Thesis/Research ³	
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 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.

Mathematical Economics Concentration

Students in the computational mathematics concentration must have a working knowledge of a high-level programming language. The computer science classes required in this option do not allow for additional courses in a related field. Comprehensive exams are not required.

Code	Title	Hours
Required Courses		
ECON 465G	Regression and Econometric Analysis ¹	3
ECON 502	Applied Microeconomic Theory	3
ECON 503	Applied Macroeconomic Theory	3
STAT 549	Statistical Methods I	3
MATH 431G	Intermediate Analysis I ¹	3
	or MATH 482G Probability & Statistics II	

MATH 531	Advanced Differential Equations	3
or STAT 550	Statistical Methods II	
Electives		
Select 12 hours from the following: ¹		12
MATH 405G	Numerical Analysis I	
MATH 406G	Numerical Analysis II	
MATH 431G	Intermediate Analysis I	
MATH 470G	Introduction to Operations Research	
MATH 482G	Probability & Statistics II	
MATH 529	Applied Probability	
MATH 531	Advanced Differential Equations	
MATH 532	Real Analysis	
MATH 540	Stochastic Processes	
MATH 541	Graph Theory	
MATH 542	Advanced Topics in Discrete Mathematics	
MATH 570	Topics in Operations Research	
MATH 590	Special Topics in Mathematics ²	
MATH 598	Graduate Seminar: Communicating Mathematics and Technical Writing ³	
MATH 599	Thesis/Research ⁴	
STAT 550	Statistical Methods II	
ECON 594	Forecasting	
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 Required for non-thesis students.

⁴ 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

Michael Carini, Department Head
Thompson Complex-Central Wing 246
(270) 745-4357

Programs

- Homeland Security Sciences, Master of Science (0413) (p. 130)

Faculty Professor

Michael T. Carini, PhD (Astrophysics), Georgia State University, 1990
Vladimir Dobrokhov, PhD (Physics), University of Idaho, 2006
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

Steven J. Gibson, PhD (Astronomy, Physics), University of Wisconsin-Madison, 1997

Sanju Gupta, PhD (Physics – Chemistry), University of Puerto Rico Rio Piedras, 2003
Ivan S. Novikov, PhD (Mathematics, Physics), St. Petersburg State U-Russia, 2000

Assistant Professor

Ali Er, PhD (Physics), Old Dominion University, 2011

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.

Program Admission

In addition to the Graduate School requirements, admission to the program requires a Bachelor's degree in biology, chemistry, or physics.

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

Program Requirements (31 hours)

Code	Title	Hours
Required Courses		
PHYS 506	Overview of Homeland Security	1
PHYS 560	Introduction to Physics Applications in Homeland Security	3
Select 6 hours from two of the following areas:		6
PHYS 570 & PHYS 571	Nuclear / Radiological Detection and Remediation and Nuclear / Radiological Detection and Remediation Laboratory	
CHEM 560	Chemical Agents and Explosives	
CHEM 572 & CHEM 573	Detection/Analysis of Chemical Agents and Explosives Lecture and Detection/Analysis of Chemical Agents and Explosives Laboratory	
PH 584	Principles of Environmental Health	
EOHS 595	Public Health Management of Disasters	
PHYS 598	Graduate Seminar	2
PHYS 599	Thesis Research / Writing	6
Electives		
Select 13 hours from the following: ^{1,2}		13
PHYS 590 & PHYS 591	Physical Principles of CBE Detection and Remediation and Physics CBE Detection and Remediation Laboratory	
BIOL 550	Introduction to Biological Applications in Homeland Security	

BIOL 552 & BIOL 553	Biological Applications in Homeland Security I and Laboratory: Biological Applications in Homeland Security I
BIOL 555	Laboratory: Biological Applications in Homeland Security II
EOHS 571	Air Quality Management
EOHS 572	Environmental and Occupational Epidemiology
EOHS 577	Environmental Toxicology
EOHS 580	Solid and Hazardous Wastes
GEOS 575	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.

Department of Psychological Sciences

Kelly Madole, Department Head
Gary Ransdell Hall 3074
(270) 745-3918
psychsciences@wku.edu

Programs

- Psychology, Master of Science (0469) (p. 131)

Faculty

Professor

Reagan D. Brown, PhD (Psychology), Virginia Tech, 1997
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

Associate Professor

Leslie L. Baylis, PhD (Experimental Psychology), University of Oxford, 1990
Amy M. Brausch, PhD (Psychology), Northern Illinois University, 2008
Lance W. Hahn, PhD (Psychology), University of Texas at Austin, 1994
Diane M. Lickenbrock, PhD (Psychology), University of Notre Dame, 2010

Andrew S. Mienaltowski, PhD (Psychology), Georgia Institute of Tech, 2008
Matthew C. Shake, PhD (Educational Psychology), University of Illinois Urbana-USE 603398, 2009
Aaron L. Wichman, PhD (Psychology), The Ohio State University Main Campus, 2005

Assistant Professor

Katrina A. Burch, PhD, University of Connecticut, 2018
Jenni B. Teeters, PhD, University of Memphis, 2017

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.

Concentration(s)

- Industrial/Organization
- 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.

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).

Code	Title	Hours
Required Courses		
PSYS 510	Advanced Research Methods in Psychology	3
PSYS 512	Analysis of Variance	3
PSYS 513	Correlation and Regression Analysis	3
PSYS 518	Statistics and Psychometric Theory	3
PSYS 552	Advanced Social Psychology	3
PSYS 570	Job Analysis and Compensation	3
PSYS 571	Personnel Psychology	3
PSYS 572	Organizational Psychology	3
PSYS 579	Internship in Industrial-Organizational Psychology ¹	6
PSYS 581	Professional and Ethical Issues in Psychological Sciences	3
PSYS 599	Thesis Research/Writing	6
PSYS 670	Equal Employment Opportunity, the Law, and Ethical Considerations	3
PSYS 673	Advanced Training in Business and Industry	3
Total Hours		45

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 biobehavioral, clinical science, cognitive psychology, or developmental science, 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.

Code	Title	Hours
Required Courses		
PSYS 510	Advanced Research Methods in Psychology	3
PSYS 512	Analysis of Variance	3
PSYS 513	Correlation and Regression Analysis	3
PSYS 518	Statistics and Psychometric Theory	3

PSYS 521	Advanced Child Developmental Psychology	3
or PSYS 530	Conditioning and Learning	
or PSYS 533	Advanced Topics in Cognition	
or PSYS 552	Advanced Social Psychology	
or PSYS 567	Advanced Physiological Psychology	
PSYS 581	Professional and Ethical Issues in Psychological Sciences	3
PSYS 595	Practicum in Psychological Sciences	3
PSYS 599	Thesis Research/Writing	6
Focus Area Courses (see below)		9
Total Hours		36

Biobehavioral Focus Area

Code	Title	Hours
Required Courses		
PSYS 565	Cognitive Neuroscience	3
PSYS 567	Advanced Physiological Psychology	3
PSYS 530	Conditioning and Learning	3
or PSYS 590	Readings of Research Psychology	
or PSYS 463G	Evolutionary Psychology	
or PSYS 465G	Psychopharmacology	
Total Hours		9

Clinical Science Focus Area

Code	Title	Hours
Required Courses		
PSYS 640	Psychopathology	3
PSYS 641	Theories of Psychotherapy	3
PSYS 520	Individual Differences and Human Diversity	3
or PSYS 521	Advanced Child Developmental Psychology	
or PSYS 552	Advanced Social Psychology	
or PSYS 590	Readings of Research Psychology	
or PSYS 465G	Psychopharmacology	
Total Hours		9

Cognitive Psychology Focus Area

Code	Title	Hours
Required Courses		
PSYS 533	Advanced Topics in Cognition	3
PSYS 565	Cognitive Neuroscience	3
PSYS 530	Conditioning and Learning	3
or PSYS 552	Advanced Social Psychology	
or PSYS 590	Readings of Research Psychology	
or PSYS 431G	Psychology of Language	
or PSY 412G	Psychology of Motivation and Emotion	
Total Hours		9

Developmental Science Focus Area

Code	Title	Hours
Required Courses		
Select 9 hours from the following:		9
PSYS 521	Advanced Child Developmental Psychology	
PSYS 424G	Topics in Developmental Psychology	
or PSYS 423	Psychology of Adult Life and Aging	

PSYS 533	Advanced Topics in Cognition
PSYS 552	Advanced Social Psychology
PSY 540	Behavior Problems of Childhood and Adolescence
PSY 545	Clinical Child Psychology: Theory and Practice
PSYS 590	Readings of Research Psychology
<hr/>	
Total Hours	9

OCSE Interdisciplinary Programs

- Brewing and Distilling Arts & Sciences, Certificate (0486) (p. 133)
- Scientific Data Analytics, Certificate (0496) (p. 133)

Brewing and Distilling Arts & Sciences, Certificate (0486)

Program Coordinator

Cathleen J. Webb, cathleen.webb@wku.edu, (270) 745-6181

Humans have been brewing alcohol since the dawn of recorded history, and distilling stretches back over a thousand years. Brewing and distilling play a major role in the Kentucky and U.S. economy. Industries as diverse as farming, tourism, construction, and retail all rely on, and contribute to alcohol production.

This multidisciplinary graduate certificate is designed to complement an existing major in a related field, by providing a background understanding of topics related to the brewing and distilling industries—the science, the business, and the history, as well as an internship—students need to become competitive in the marketplace.

Students will take four courses for the certificate. BDAS 500 is an intensive introductory study of the science of fermentation. BA 502 is a series of online modules designed to introduce the student to marketing, accounting, finance, management, and business math. HIST 531 examines the history of brewing and distilling, and BDAS 595 is a variable-credit internship placement in a sector of the brewing and distilling industry, in consultation with a faculty supervisor.

Program Admission

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

Program Requirements (13.5-16.5 hours)

Code	Title	Hours
Required Courses		
BDAS 500	The Science of Fermentation in Brewing and Distilling	3
BA 502	MBA Foundation Modules	4.5
HIST 531	A Cultural History of Alcohol	3
BDAS 595	Brewing/Distilling Internship	3-6
<hr/>		
Total Hours		13.5-16.5

Scientific Data Analytics, Certificate (0496)

Program Coordinator

Chandrakanth Emani, chandrakanth.emani@wku.edu, (270) 852-6406

Technological advances have produced increasingly large datasets across a diverse range of scientific domains including biology, psychological science, and geography. As a result, students in scientific disciplines need focused coursework in data analytics. This certificate will serve that need and document that students have acquired this expertise.

Program Admission

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

Program Requirements (12 hours)

Code	Title	Hours
Required Courses		
CS 555	Data Science	3
STAT 549	Statistical Methods I ¹	3
Select 6 hours from the following discipline specific courses with large datasets ²		6
AGRI 491G	Data Analysis and Interpretation	
AGRI 590	Experimental Design	
BIOL 483G	MULTIVARIATE METH/BIOL	
BIOL 582	Biometry	
BIOL 599	Thesis Research/Writing	
CS 443G	Database Management Systems	
CS 543	Advanced Database Systems	
CS 565	Data Mining Techniques and Tools	
GEOS 520	Geoscience Statistical Methods	
GEOS 523	Geoprocessing & GIS Applications	
GEOS 575	GIS Analysis and Modeling	
GEOS 576	GIS Programming	
GEOS 577	Special Topics in Geographic Information Systems	
GEOS 515	Remote Sensing Applications	
GEOS 517	Spatial Databases	
GEOS 590	Experimental Design and Data Analysis	
GEOS 595	Geoscience Practicum	
GEOS 599	Thesis Writing and Research	
PHYS 475G	Topics/Physics	
PHYS 599	Thesis Research / Writing	
PHYS 675	Advanced Topics in Physics	
PSYS 512	Analysis of Variance	
PSYS 513	Correlation and Regression Analysis	
PSYS 518	Statistics and Psychometric Theory	
PSYS 590	Readings of Research Psychology	
PSYS 599	Thesis Research/Writing	
STAT 550	Statistical Methods II	
<hr/>		
Total Hours		12

¹ Or graduate statistics course from the discipline specific course list below.

² Required courses cannot satisfy this requirement. At least two additional courses; thesis or topic courses must involve large datasets.

School of Engineering and Applied Sciences

Stacy Wilson, Director
EBS 2106
270-745-6394
engineering@wku.edu

The focus of the new WKU School of Engineering and Applied Sciences (SEAS) is to educate students to be leaders in a changing technical landscape, to provide solutions to the problems facing the modern high tech society, and to provide a workforce to support the technological complexity of industry.

In order to provide students with the necessary skills, the programs in the School of Engineering and Applied Sciences are project-based which means that students have opportunities to engage in project activities throughout the curricula to support design, development, implementation, and troubleshooting.

Programs

- Computer Science, Master of Science (117) (p. 134)
- Engineering Technology Management, Master of Science (0447) (p. 135)
- Lean Sigma, Certificate (0452) (p. 135)

Faculty Professor

Gregory K. Arbuckle, PhD (Technology Management (Quality Systems)), Indiana State University, 2004
Kenneth B. Askins, EdD (Vocational Education), University of Kentucky, 1992
Mustafa Atici, PhD (Computer Science), University of Nebraska, 1996
Warren Campbell, PhD (Civil Engineering), Colorado State University, 1984
Robert E. Choate, MME (Mechanical Engineering), North Carolina State University, 1991
Anthony M. Doggett, PhD (Education and Human Resource Studies), Colorado State University, 2003
Huanjing Wang, PhD (Computer Science), The University of Alabama, 2005
Stacy Wilson, PhD (Engineering, Electrical Engineering), Tennessee Technological University, 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

Shahnaz Aly, MARCH (Architecture), Texas A M University, 1999
Farhad Ashrafzadeh, PhD (Electrical and Computer Engineering), The University of Calgary, 1997
James E. Gary, PhD (Computer Science), University of Kentucky, 1995
Hanna A. Khouryieh, PhD (Food Science), Kansas State University, 2006
Qi Li, PhD (Computer Science), University of Delaware, 2006
Shane M. Palmquist, PhD (Civil and Environmental Engineering), Tufts University, 2003
Mark A. Revels, PhD (Technology Management, Industrial Training Development), Indiana State University, 2007

Rong Yang, PhD (Computer Science and Engineering), University of Louisville, 2007

Assistant Professor

Taha H. Alyousef, PhD (Civil Engineering), University of Akron, Main Campus, 2017
Jeffrey M. Galloway, PhD (Computer Science), The University of Alabama, 2013
Bashar F. Haddad, PhD (Tech Mgt (Construction Mgt)), Indiana State University, 2007
Fatemeh Orooji, PhD (Engineering Science, Construction Management), Louisiana State University AM College, 2015

Computer Science, Master of Science (117)

Program Coordinator

Guangming Xing, guangming.xing@wku.edu, (270) 745-8848

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.

Concentration(s)

- Net-centric (CSNC)

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 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.

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.

Code	Title	Hours
Required Courses		
CS 445G	Operating Systems II	3
CS 500	Research Methods and Projects	3

CS 530	Automata Theory and Compiler Construction	3
CS 543	Advanced Database Systems	3
CS 549	Analysis of Algorithms	3
CS 560	Software Engineering and Project Management	3
Electives		
Computer science courses approved by advisor		15
Total Hours		33

Net-Centric Concentration

Code	Title	Hours
CS 450G	Computer Networks	3
Select 6 hours from the following:		6
CS 550	Advanced Topics in Computer Networks ¹	
CS 570	Security in Computing	
Total Hours		9

¹ Up to 6 credit hours.

Engineering Technology Management, Master of Science (0447)

Program Coordinator

Fatemeh Orooji, fatemeh.orooji@wku.edu, (270) 745-2176

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 take 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

Completion the Graduate Record Exam (GRE), GMAT or equivalent. A minimum GRE score of 140 verbal is required and a quantitative score of 140 is preferred with a score of 2.5 or higher for analytical writing. International students must also provide evidence of an ability to communicate effectively in English, as demonstrated by an IELTS score of 6.5 or equivalent.

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

Program Requirements (33 hours)

Code	Title	Hours
Required Courses		
AMS 571	Research Methods in Technology Management	3
AMS 520	Resource Management	3
AMS 590	Operations Leadership	3
AMS 655	Project Management	3
AMS 671	Quality Management	3
AMS 599	Thesis Research and Writing	6
Electives		
Select 12 hours from the following:		12
AMS 510	Emerging Technologies	
AMS 530	Automated Data Collection Systems	
AMS 535	Workforce Development	
AMS 540	Theory of Constraints	
AMS 580	Six Sigma Quality	
AMS 588	Product Development	
AMS 594	Lean Systems	
AMS 630	Legal and Ethical Issues in Technology	
AMS 650	Supply Chain Management	
Total Hours		33

Students are required to complete an oral defense of their thesis and complete a comprehensive written exam of their coursework.

Lean Sigma, Certificate (0452)

Program Coordinator

Fatemeh Orooji, fatemeh.orooji@wku.edu, (270) 745-2176

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)

Code	Title	Hours
Required Courses		
AMS 540	Theory of Constraints	3
AMS 594	Lean Systems	3
AMS 580	Six Sigma Quality	3

Elective

Select one of the following:	3
AMS 520 Resource Management	
AMS 590 Operations Leadership	
AMS 655 Project Management	
AMS 671 Quality Management	
Total Hours	12

POTTER COLLEGE OF ARTS & LETTERS

Dr. Lawrence Snyder, Dean
Ivan Wilson Fine Arts Center 200
(270) 745-2344
potter.college@wku.edu

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. Seven of the twelve departments in Potter College offer graduate degrees in cooperation with the Graduate School.

Departments and Programs

- Department of Art (p. 137)
- Department of Communication (p. 137)
 - Communicating in Healthcare, Certificate (0475) (p. 138)
 - Communicating in Organizations, Certificate (0471) (p. 138)
 - Organizational Communication, Master of Arts (0012) (p. 139)
- Department of Diversity and Community Studies (p. 139)
 - Gender & Women's Studies, Certificate (1712) (p. 140)
 - Global Pathways to Sustainability, Certificate (0472) (p. 140)
 - Social Responsibility and Sustainable Communities, Master of Arts (0448) (p. 141)
- Department of English (p. 142)
 - Creative Writing, Master of Fine Arts (0478) (p. 143)
 - English, Master of Arts (067) (p. 143)
 - Teaching English to Speakers of Other Languages (TESOL), Certificate (0416) (p. 144)
- Department of Folk Studies and Anthropology (p. 144)
 - Folk Studies, Master of Arts (069) (p. 145)
 - Historic Preservation, Certificate (0423) (p. 146)
- Department of History (p. 146)
 - History, Master of Arts (078) (p. 146)
- Department of Modern Languages (p. 147)
- Department of Music (p. 147)
 - Music, Master of Music (0453) (p. 148)
- Department of Philosophy and Religion (p. 150)
- Department of Political Science (p. 150)
 - Local Government Administration, Certificate (1745) (p. 151)
 - Public Administration, Master of Public Administration (051) (p. 151)
- Department of Sociology (p. 152)
 - Criminology, Master of Arts (0421) (p. 152)
 - Sociology, Master of Arts (105) (p. 153)
- PCAL Interdisciplinary Programs (p. 154)
- School of Journalism & Broadcasting (p. 154)

Department of Art

Kristina Arnold, Department Head
Ivan Wilson Fine Arts Center 441
(270) 745-3944
art@wku.edu

Faculty Professor

Kristina E. Arnold, MFA (Art, Painting), University of Tennessee, Knoxville, 2003
Miwon Choe, PhD (Curriculum and Instruction), Indiana Uni Bloomin-USE 601401, 2001
Michael A. Nichols, MFA (Fine Arts, Painting), Fontbonne College, 2000
Yvonne Petkus, MFA (Art, Painting), University of Washington, 1996
Joon G. Sung, MFA (Computer Graphics), Syracuse University Main Campus, 2001

Associate Professor

Ingrid A. Cartwright, PhD (Art History), University of Maryland College Park, 2007
Michael B. Dedas, MFA (Art), University of Cincinnati Main Campus, 2003
Guy D. Jordan, PhD (Art History), University of Maryland College Park, 2007

Assistant Professor

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

Department of Communication

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

Programs

- Communicating in Healthcare, Certificate (0475) (p. 138)
- Communicating in Organizations, Certificate (0471) (p. 138)
- Organizational Communication, Master of Arts (0012) (p. 139)

Faculty Professor

Cecile W. Garmon, PhD (Educational Leadership), Vanderbilt University, 1984
Angela M. Jerome, PhD (Communication Studies), University of Kansas Main Campus, 2002
Holly J. Payne, PhD (Communication), University of Kentucky, 2003
Cliff P. Shaluta, MA (Speech), Marshall University, 1983
Helen M. Sterk, PhD (Communication Studies), University of Iowa, 1986

Associate Professor

Vicki S. Bagwell, MA (Communication), Western Kentucky University, 1992
Kumi Ishii, PhD (Communication Studies), Kent State University Main Campus, 2004
Jie-Young Kong, PhD (Communication), Arizona State University Main, 2012
Jennifer Mize Smith, PhD (Communication), Purdue University Main Campus, 2006
Kenneth D. Payne, MA (Journalism), Marshall University, 1992

Blair C. Thompson, PhD (Communication Studies, Educational Psychology), University of Nebraska-Lincoln, 2007

Assistant Professor

Joseph M. Hoffswell, PhD, University of Missouri-Columbia, 2017

Instructor II

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

Communicating in Healthcare, Certificate (0475)

Program Coordinator

Blair C. Thompson, blair.thompson@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

- Submit an academic writing sample from an undergraduate or graduate course.

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

Program Requirements (12 hours)

Code	Title	Hours
Required Courses		
COMM 523	Health Communication	3
COMM 553	Health Communication Campaigns	3
or NURS 528	Leadership and Management in Nursing Administration	
Electives		
COMM 528	Communication in the Nonprofit Sector	3
or COMM 564	Crisis Communication	
or COMM 578	Seminar in Interpersonal Communication	
or COMM 581	Applied Organizational Communication	
or COMM 586	Process of Group Communication	
or COMM 590	Intercultural Communication	
HCA 540	Health Care Organization and Management	3
or HCA 541	Strategic Management & Marketing of Health Services	
or PH 548	Community Health Organization	

or PH 564	Public Health Issues in Women's Health
or PH 587	Health Behavior
or GERO 501	Perspectives in Aging
or NURS 501	Nursing, Politics and Health Policy

Total Hours 12

Communicating in Organizations, Certificate (0471)

Program Coordinator

Blair C. Thompson, blair.thompson@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

- Submit an academic writing sample from an undergraduate or graduate course.

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

Certificate Requirements (12 hours)

Code	Title	Hours
Required Courses		
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	
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

Organizational Communication, Master of Arts (0012)

Program Coordinator

Blair C. Thompson, blair.thompson@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

Admission to the program requires minimum GRE scores of 139 verbal, 139 quantitative, and 3.5 analytical writing.

Applicants should submit:

- official GRE scores
- Academic writing sample from an undergraduate course
- Letter of intent detailing:
 - academic and/or professional experiences
 - goals in pursuing graduate studies in communication
 - 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)

Students should complete the required core courses (COMM 501, COMM 502, COMM 547) within their first 18 hours of coursework with a grade of "B" or higher in each. As a general policy, the program does not allow transfer of research methods courses to fulfill the research methods requirements.

Code	Title	Hours
Required Courses		
COMM 501	Qualitative Methods in Communication Research	3
COMM 502	Quantitative Methods in Communication Research	3
COMM 547	Organizational Communication Theory	3
Electives		

Select 12 hours from the following with advisor approval:	12
COMM 528	Communication in the Nonprofit Sector
COMM 551	Employee Communication
COMM 552	Democracy, Power, & Voice in Organizations
COMM 560	Seminar in Organizational Communication
COMM 561	Multinational Organizational Communication
COMM 563	Issues Management
COMM 564	Crisis Communication
COMM 566	Corporate & Organizational Advocacy
COMM 568	Communication and Organizational Identification
COMM 571	Organizational Communication in the Digital Age
COMM 581	Applied Organizational Communication
COMM 586	Process of Group Communication
COMM 587	Communication in Intercultural Negotiation & Mediation
COMM 595	Independent Study in Communication
Select 6 hours from the following with advisor approval:	6
COMM 503	Foundations of Communication
COMM 523	Health Communication
COMM 531	Global Leadership Communication
COMM 544	Persuasive Communication
COMM 526	Family Communication
COMM 565	Communication and Conflict
COMM 570	Seminar in Human Communication
COMM 572	Nonverbal Communication
COMM 577	Cultural Terrorism Communication
COMM 578	Seminar in Interpersonal Communication
COMM 595	Independent Study in Communication
Select one of the following options: ¹	6
Thesis Option:	
COMM 599	Thesis Research/Writing
Non-Thesis Option:	
Select an additional 6 hours of Organizational or Human Communication electives ²	
Total Hours	33

¹ Both options require written comprehensive exams.

² 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 Diversity and Community Studies

Jane Olmsted, Department Head
Women's Studies Center
1532 State Street
(270) 745-5787
dcstudies@wku.edu

The Department of Diversity & Community Studies houses three programs that offer graduate certificates or degrees: 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.

Programs

- Gender & Women's Studies, Certificate (1712) (p. 140)
- Global Pathways to Sustainability, Certificate (0472) (p. 140)
- Social Responsibility and Sustainable Communities, Master of Arts (0448) (p. 141)

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
Molly B. Kerby, PhD (Educational Leadership Organizational Development), University of Louisville, 2007

Assistant Professor

Dana M. Cuomo, PhD (Geography, Women's Studies), Pennsylvania State University, 2015
Cheryl R. Hopson, PhD (English), University of Kentucky, 2008

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 a personal statement explaining their interest in and reasons for pursuing this program of study.

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.

Code	Title	Hours
Required Courses		
GWS 545	Feminist Knowledge and Social Change	3
GWS 555	Global and Cross-Cultural Perspectives on Women	3
Electives		
Select 9 hours from the following: ^{1,2}		9
ENG 497G	Women's Literature	
ENG 488G	Victorian Literature & Culture	
HIST 546	American Legal History Since 1865	
HIST 553	American Women's History	
SRSC 515	Utopias, Dystopias, & Intentional Communities	
SRSC 525	Place and the Problem of Healing	
PH 564	Public Health Issues in Women's Health	
PSYS 453G	Psychology of Women	
SOCL 535	Family Violence	
CRIM 546	Gender, Crime and Justice	
Total Hours		15

¹ Only 6 hours may be taken in the student's primary discipline.

² Faculty and students may make recommendations to include other courses at any time. All new courses are reviewed by the curriculum committee. Students should check with the Women's Studies Office for updated list electives.

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)

Code	Title	Hours
Required Courses		
SUST 512	Foundations of Sustainability	3
SUST 514	Environmental Justice and Public Spaces	3
Electives ¹		
Select one of the following:		3
GWS 575	Gender, Justice, and Sustainability	
SRSC 515	Utopias, Dystopias, & Intentional Communities	
SRSC 525	Place and the Problem of Healing	
GERO 581	Global Aging	
Select one of the following:		3
BA 545	Survey of Business Sustainability Issues	
BA 546	Sustainable Business Operations	
BA 547	Sustainability, Innovation, and Entrepreneurship	
ENVE 560	Investigating and Evaluating Environmental Issues	
PH 584	Principles of Environmental Health	
Select one of the following:		3
SRSC 520	Community-based Methodologies	
SWRK 678	Environmental Justice: Theory, Policy, and Practice	
SUST 517	Sustainable Places	
SUST 518	Organizational Change for Sustainability	
Total Hours		15

¹ Other electives may be approved in consultation with the advisor.

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

Admission will be based on prior academic performance, as well as:

1. a written Statement of Interest
2. a resume
3. two letters of recommendation.

In the statement of interest, please include relevant academic or work-related background, academic goals, and reasons why you think the SRSC is right for you.

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 week-long portion of SRSC 590.

Code	Title	Hours
Required Courses		
SRSC 510	Perspectives on Social Justice	3
SRSC 520	Community-based Methodologies	3
SRSC 530	Social Policy	3
SRSC 540	Community-Building for Sustainability	3
SUST 512	Foundations of Sustainability	3
or SUST 514	Environmental Justice and Public Spaces	
SRSC 590	Sustainability Symposium	3
SRSC 599	Thesis Research/Writing	6
OR non-thesis students will complete additional 6 hours of electives		
Electives		
Select 9 hours from the following: ¹		9
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	

CRIM 525	Survey of Criminal Justice
CRIM 534	Neighborhoods and Crime
CRIM 538	Victimology
CRIM 546	Gender, Crime and Justice
CRIM 548	Race, Class and Crime
CRIM 572	Environmental Criminology
ECON 434G	The Economics of Poverty and Discrimination
GEOS 587	Environmental Law, Regulations, and Policy
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
GWS 545	Feminist Knowledge and Social Change
GWS 535	Roots of Feminism
GWS 555	Global and Cross-Cultural Perspectives on Women
GWS 565	Black Feminism and the Politics of Community
GWS 575	Gender, Justice, and Sustainability
GWS 625	Women and Leadership
GWS 630	Feminist Pedagogies
HIST 505	Cultural Diversity in American History
HIST 530	History of the Civil Rights Movement in America
HIST 553	American Women's History
LEAD 525	Leadership Ethics
PH 548	Community Health Organization
PH 584	Principles of Environmental Health
RSA 560	Issues in Nonprofit Administration
RSA 565	Nonprofit Grant Writing and Fundraising
SOCL 470G	Environmental Sociology
SOCL 542	Community
SRSC 515	Utopias, Dystopias, & Intentional Communities
SRSC 525	Place and the Problem of Healing
SUST 517	Sustainable Places
SUST 518	Organizational Change for Sustainability
SWRK 510	Human Behavior in the Social Environment
SWRK 530	Foundation of Social Welfare Policy
SWRK 630	Rural Social Welfare Policy
SWRK 678	Environmental Justice: Theory, Policy, and Practice

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.

Department of English

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

Programs

- Creative Writing, Master of Fine Arts (0478) (p. 143)
- English, Master of Arts (067) (p. 143)
- Teaching English to Speakers of Other Languages (TESOL), Certificate (0416) (p. 144)

Faculty Professor

Kenneth W. Berry, PhD (English), University of Mississippi, 2000
Lloyd G. Davies, PhD (Literature), Duke University, 1993
Nikolai Endres, PhD (Comparative Literature), University of North Carolina Chapel Hill, 2000
Jane L. Fife, PhD (English Rhetoric and Composition), University of Louisville, 1992
Robert Hale, PhD (English), Louisiana State University AM College, 1996
Elizabeth D. Hall, PhD (English), Middle Tennessee State University, 2014
Theodore R. Hovet, PhD (English), Duke University, 1995
Sandra S. Hughes, PhD (English), University of Georgia, 2003
Thomas C. Hunley, PhD (Creative Writing), Florida State University, 2003
Alison L. Langdon, PhD (English), University of Oregon, 2004
William D. LeNoir, PhD, Auburn University, 1992
Deborah A. Logan, PhD (English), University of North Carolina Chapel Hill, 1997
Alexander B. Poole, PhD (English), Oklahoma State University Main Campus, 2003
Merrall Price, PhD (English), University of Rochester, 1998
Elizabeth G. Winkler, PhD (Linguistics), Indiana Uni Bloomin-USE 601401, 1999

Associate Professor

David J. Bell, PhD (English and Comparative Literature), University of Cincinnati Main Campus, 2005
Jerod Hollyfield, PhD (English), Louisiana State University AM College, 2011
Angela L. Jones, PhD (English), University of Kansas Main Campus, 2001
Christopher J. Keller, PhD (English), University of Florida, 2001
Peggy D. Otto, PhD (English Rhetoric Composition), University of Louisville, 2009
Kelly L. Reames, PhD (English), University of North Carolina Chapel Hill, 2002
Jeffrey A. Rice, PhD (English), University of Florida, 2010
Lawrence D. Rigby, PhD (English), University of Missouri-Columbia, 2000
Judith Szerdahelyi, PhD (English, English), University North Carolina Greensboro, 2002

Assistant Professor

Jessica L. Folk, MFA (Screenwriting), Chapman University, 2014
Gillian B. Knoll, PhD, University of Maryland College Park, 2012
Daniel J. Little, MA (Professional Communication), Clemson University, 2012
Alison M. Youngblood, PhD (Education, Teaching English to Speakers of Other Languages), University of Central Florida, 2014
Marla K. Zubeil, PhD (Comparative Literature), University of Minnesota-Twin Cities, 2017

Pedagogical Assistant Professor

Trini G. Stickle, PhD (English), University of Wisconsin-Madison, 2015

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 48 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.

Concentration(s)

- Composition and Rhetoric (ENCR)
- Literature (ENLI)
- Teaching English as a Second Language (ENTL)

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 [GAP = GRE-V + (undergraduate GPA x 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 (48 hours)

Code	Title	Hours
Required Courses		
ENG 507	Introduction to Creative Writing Studies	3
ENG 510	Graduate Rhetoric and Writing	3
ENG 512	Reading as a Writer	3
ENG 501	Graduate Writing Workshop	9
or ENG 403G	Writing Memoir and Autobiography	
or ENG 474G	Advanced Poetry Writing	
or ENG 475G	Advanced Fiction Workshop	
ENG 515	Internship	3
ENG 599	Thesis Research and Writing	6
Electives ¹		
	Literature course	3
	Select 6 additional hours	6

Select a concentration	12
Total Hours	48

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 must complete one TESL course as one of their free electives.

Composition & Rhetoric Concentration

Code	Title	Hours
Select 12 hours from the following:		12
ENG 401G	Advanced Composition	
ENG 402G	Editing and Publishing	
ENG 410G	Composition Theory and Practice in Writing Instruction	
ENG 412G	Theories of Rhetoric and Persuasive Writing	
ENG 415G	Writing and Technology	
ENG 597	Special Topics in English	
ENG 598	Advanced Directed Study	
Total Hours		12

Literature Concentration

Code	Title	Hours
Select 12 hours from the following:		12
ENG 489G	The British Novel	
ENG 490G	American Novel	
ENG 493G	American Poetry	
ENG 495G	Southern Literature	
ENG 497G	Women's Literature	
ENG 499G	Directed Study/English-Ind	
ENG 504	Studies in American Literature	
ENG 514	Studies in British Literature	
ENG 524	Studies in World Literature	
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

Teaching English as a Second Language (TESL) Concentration

Code	Title	Hours
Select 12 hours from the following:		12
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 continuing graduate work toward a doctorate in English or for many other careers that involve strong communication skills.

Program Admission

In addition to meeting Graduate School requirements, applicants should have earned at least 27 credit hours of undergraduate English with a GPA of 3.0 or better. Those not meeting this requirement may be admitted conditionally on a case-by-case basis. Applicants should also submit a 2-page statement of purpose describing academic interests, relevant experiences, and reasons for pursuing the M.A. degree in English at Western Kentucky University.

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 they 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 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.

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

Program Requirements (33 hours)

Code	Title	Hours
Required Courses		
ENG 520	Introduction to Graduate Studies	3
ENG 510	Graduate Rhetoric and Writing	3
ENG 516	Literature and Pedagogy	3
ENG 565	Integrated Teaching English as a Second Language	3
	Select 3 hours of composition and rhetoric	3
	Select 3 hours of literature	3
	Electives	15
Thesis Option		
ENG 599	Thesis Research and Writing (6 hours)	
	Select 9 hours of electives in composition and rhetoric, linguistics, literature, or teaching English as a second language	
Non-Thesis Option		
	Select 15 hours of electives in composition and rhetoric, linguistics, literature, or teaching English as a second language	
Total Hours		33

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 or the language requirements of the WKU Colonnade Program.

Students must have taken one linguistics class in appropriate area – for example, ENG 104, ENG 302, ENG 204, 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
* $GAP = (GRE-V + GRE-Q) + (GPA \times 100)$;
- 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)

Code	Title	Hours
Required Courses		
ENG 407G	Linguistic Analysis	3
ENG 408G	Psycholinguistics and Sociolinguistics	3
ENG 565	Integrated Teaching English as a Second Language	3
ENG 566	Teaching and Testing ESL Grammar	3
ENG 471G	TESL Practicum	4
	Select 6 hours of one foreign language or fulfill language requirements of the WKU Colonnade Program	0-6
Total Hours		16-22

Student portfolio is required for final assessment.

Department of Folk Studies and Anthropology

Darlene Applegate, Department Head
Ivan Wilson Fine Arts Center 237
(270) 745-6549
fsa@wku.edu

Programs

- Folk Studies, Master of Arts (069) (p. 145)
- Historic Preservation, Certificate (0423) (p. 146)

Faculty

Associate Professor

Darlene A. Applegate, PhD (Anthropology), The Ohio State University Main Campus, 1997

Timothy H. Evans, PhD (American Studies, Folklore), Indiana Uni Bloomin-USE 601401, 1995

Ann K. Ferrell, PhD (English), The Ohio State University Main Campus, 2009

Jean-Luc Houle, PhD (Anthropology, Archeology), University of Pitts Pittsburgh Camp, 2010

Kathryn A. Hudepohl, PhD (Anthropology), Tulane University, 2002

Assistant Professor

Tim W. Frandy, PhD (Scandinavian Studies, Folklore), University of Wisconsin-Madison, 2013

Kate G. Horigan, PhD (English, Interdisciplinary Specialization in Folklore), The Ohio State University Main Campus, 2013

Angie A. Stinnett, PhD, University of Arizona, 2014

Clinical Assistant Professor

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

Folk Studies, Master of Arts (069)

Program Coordinator

Ann K. Ferrell, ann.ferrell@wku.edu, (270) 745-5896

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 a wide range of 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.

*GAP=(GRE-V+GRE-Q)+(GPAx100).

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

Program Requirements (36 hours)

Plan A (Thesis Option)

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.

Code	Title	Hours
Required Courses		
FLK 577	Folklore Theory ¹	3
FLK 578	Folklore Fieldwork ¹	3

FLK 569	Folklore Genres ¹	3
FLK 561	Folk Arts and Technology	3
FLK 571	Folk Narrative	3
FLK 575	Folk Belief	3
Select one of the following applied courses:		3
FLK 470G	Museum Procedures and Preservation Techniques	
FLK 560	Cultural Conservation	
FLK 562	Folklore and Education	
FLK 572	Public Folklore	
FLK 599	Thesis Research and Writing	6
Electives		
Select 9 hours of electives with advisor approval		9
Total Hours		36

¹ Must be taken in the first year.

Plan B (Public Folklore Option)

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

Code	Title	Hours
Required Courses		
FLK 577	Folklore Theory ¹	3
FLK 578	Folklore Fieldwork ¹	3
FLK 569	Folklore Genres ¹	3
FLK 562	Folklore and Education	3
FLK 572	Public Folklore	3
Select two of the following genre courses:		6
FLK 561	Folk Arts and Technology	
FLK 571	Folk Narrative	
FLK 575	Folk Belief	
Select one of the following options:		15
Thesis Option		
FLK 599	Thesis Research and Writing (6 hours)	
Select 9 hours of electives with advisor approval		
Non-Thesis Option		
FLK 589	Internship (at least 1 hour)	
or FLK 587	Capstone Course in Public Folklore	
Select 14 hours of electives with advisor approval		
Portfolio of professional-level work		
Total Hours		36

¹ Must be taken in the first year.

Plan C (Historic Preservation Option)

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.

Code	Title	Hours
Required Courses		
FLK 577	Folklore Theory ¹	3
FLK 578	Folklore Fieldwork ¹	3
FLK 569	Folklore Genres ¹	3
FLK 464G	Vernacular Architecture	3
FLK 470G	Museum Procedures and Preservation Techniques	3
FLK 560	Cultural Conservation	3
Select two of the following genre courses:		6
FLK 561	Folk Arts and Technology	
FLK 571	Folk Narrative	
FLK 575	Folk Belief	
Select one of the following options:		12
Thesis Option		
FLK 599	Thesis Research and Writing (6 hours)	
Select 6 hours of electives with advisor approval		
Non-Thesis Option		
FLK 589	Internship (at least 1 hour)	
or FLK 586 Capstone Course in Historic Preservation		
Select 11 hours of electives with advisor approval		
Portfolio of professional-level work		
Total Hours		36

¹ Must be taken in the first year.

All students must pass a comprehensive examination based on course work and a program reading list.

Historic Preservation, Certificate (0423)

Program Coordinator

Ann K. Ferrell, ann.ferrell@wku.edu, (270) 745-5896

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

Program Admission

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

Program Requirements (15 hours)

Code	Title	Hours
Required Courses		
FLK 560	Cultural Conservation	3
FLK 589	Internship ¹	3
Select two courses of the following:		6
FLK 445G	American Architectural History	
FLK 464G	Vernacular Architecture	
FLK 470G	Museum Procedures and Preservation Techniques	
Electives		

Select 3 hours of electives with advisor approval	3
Total Hours	15

¹ Should be taken after completion of at least six hours of coursework in Folk Studies.

Department of History

Eric Reed, Department Head
Cherry Hall 200
(270) 745-3842
history@wku.edu

Programs

- History, Master of Arts (078) (p. 146)

Faculty

Professor

Anthony A. Harkins, PhD (History), University of Wisconsin-Madison, 1999
Glenn W. LaFantasie, PhD (History), Brown University, 2005
Francis A. McMichael, PhD (History), Vanderbilt University, 2002
Patricia H. Minter, PhD (History), University of Virginia, 1994
Eric S. Reed, PhD (History), Syracuse University Main Campus, 2001

Associate Professor

Dorothea Browder, PhD (History, Distributed), University of Wisconsin-Madison, 2008
Robert L. Dietle, PhD (History), Yale University, 1991
Selena S. Doss, PhD (History), Vanderbilt University, 2010
Marko Dumancic, PhD (History), University of North Carolina Chapel Hill, 2010
Marc V. Eagle, PhD (History), Tulane University, 2005
Eric Kondratieff, PhD (Ancient History), University of Pennsylvania, 2003
Juan L. Romero, PhD (History), University of Texas at Austin, 2008
Andrew J. Rosa, PhD (Afro-American Studies), University of Massachusetts, 2005
Tamara Van Dyken, PhD (History), University of Notre Dame, 2009

Assistant Professor

Jeffrey D. Miner, PhD (History), Stanford University, 2011
Alexander I. Olson, PhD (American Studies), University of Michigan-Ann Arbor, 2013

Pedagogical Associate Professor

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

History, Master of Arts (078)

Program Coordinator

Marko Dumancic, marko.dumancic@wku.edu, (270) 745-4348

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 June 1 (fall semester start) or November 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;
- A sample research paper (at least five pages long).

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.

Plan A - Thesis (30 hours)

Code	Title	Hours
Required Courses		
HIST 535	Historiography	3
HIST 599	Thesis Research/Writing	6
Modern foreign language reading proficiency		
Electives		
Select 21 hours of electives		21
Total Hours		30

Plan B - Non-Thesis (36 hours)

Code	Title	Hours
Required Course		
HIST 535	Historiography ¹	3
Electives		
Select 33 hours of electives		33
Total Hours		36

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.

Department of Modern Languages

Laura McGee, Department Head
Ivan Wilson Fine Arts Center 251
(270) 745-2401
modern.languages@wku.edu

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

David F. DiMeo, PhD (Comparative Literature), Harvard University, 2006
Sonia E. Lenk, PhD (Hispanic Language and Literature), University of Pittsburgh Pittsburgh Camp, 2007
Ke Peng, PhD (East Asian Studies, East Asian Studies), University of Arizona, 2011

Assistant Professor

Yufen Chang, PhD (Linguistics, Language Education), Indiana University Bloomington, 2012
Stasie C. Harrington, PhD (Spanish), Pennsylvania State University, 2001

Department of Music

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

Programs

- Music, Master of Music (0453) (p. 148)

Faculty

Professor

Heidi P. Alvarez, DM (Music Performance), Florida State University, 1998
Mark S. Berry, DMA (Music Performance, Percussion), University of Michigan-Ann Arbor, 2004
John M. Cipolla, DMA (Music, Music Performance), University North Carolina Greensboro, 2002
Paul L. Hondorp, DMA (Music Conducting), Michigan State University, 2003
Robert W. Pope, DMA (Music Performance), University of South Carolina - Columbia, 1992
Gary T. Schallert, DA (Music, Conducting), University of Northern Colorado, 2001

Donald R. Speer, PhD (Music Education), Louisiana State University AM College, 1991

Mary E. Wolinski, PhD (Music), Brandeis University, 1988

Associate Professor

Scott H. Harris, DMA (Music), University of Oklahoma Norman, 2003
Elizabeth H. Kelly, DMA (Voice), University of Cincinnati Main Campus, 2008

Ching-Yi Lin, DM (Violin), Indiana Uni Bloomin-USE 601401, 2010

Assistant Professor

Matthew J. Herman, DMA (Music Composition), Temple University, 2003
Zachary A. Lopes, DMA (Piano), University of Cincinnati Main Campus, 2013

Brian A. St John, DMA (Conducting), Arizona State University Main, 2010

Lauren E. Whitham, DMA, University of Georgia, 2017

Catherine M. Wilson, PhD (Music), University of Iowa, 2013

Professional-In-Residence

Sarah G. Berry, MM (Music), Rice University, 2003

Music, Master of Music (0453)

Program Coordinator

Scott H. Harris, scott.harris@wku.edu, (270) 745-3751

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).

All degree seeking students must submit a planned program of study (curriculum contract) to the Graduate School prior to enrollment in coursework beyond 12 hours (inclusive of transfer credit). In compliance with Graduate School policy, the degree program is to be developed in consultation with the approved advisor assigned at the time of admission to the program.

Concentration(s)

- Conducting (MUCN)
- Conducting/Teacher Leader (MUCT)
- Music Education/Teacher Leader (MUTL)
- Pedagogy (MUPD)

Program Admission

Students seeking admission to the graduate program apply through the Graduate School.

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).
3. Candidates who are alumni of WKU baccalaureate music degree programs seeking the Conducting and Pedagogy concentrations must submit an application.
4. Applicants who have 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 if required for the concentration, have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application if applicable.
5. Audition on primary instrument or voice.

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

Program Requirements (30-36 hours)

Prior to completion of 9-12 graduate hours, students are required to take placement exams in music theory and music history.

Conducting Concentration (30-33 hours)

Code	Title	Hours
Required Courses		
Music Core ¹		
MUS 500	Theory Seminar	3
MUS 530	Music Literature	3
MUS 511	Research Methods in Music ²	3
MUS 525	Music and the Human Experience ³	3
Conducting Concentration Core		
MUS 518	Advanced Conducting	3
MUS 519	Conducting Seminar ⁴	3-6
Ensemble Course		
Applied Lessons in Conducting		
MUS 625	Graduate Capstone Project	3
Electives		
Select 6 hours from the following ⁵		6
MUS 513	Independent Directed Study/Music Education	
MUS 518	Advanced Conducting	
MUS 538	Independent Directed Study/Theory-Literature	
MUS 540	Choral Union	
MUS 541	University Choir	
MUS 544	University Orchestra	
MUS 545	Chamber Singers	
MUS 547	Marching Band	
MUS 548	Band	
MUS 549	Chamber Music	
MUS 550	Applied Music Secondary	
MUS 553	Applied Music Principal	
MUS 571	Jazz Ensemble	

MUS 574	Opera Theatre	
Total Hours		30-33

- 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 which aligns to competencies in TCHL 530 and is considered a Level 1 education course.
- ⁴ Students will select Choral Emphasis (6 hours) or Instrumental Emphasis (3 hours).
- ⁵ 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.

Conducting Teacher Leader Concentration (33-36 hours)

Code	Title	Hours
Required Courses		
Music Core ¹		
MUS 500	Theory Seminar	3
MUS 530	Music Literature	3
MUS 511	Research Methods in Music ²	3
MUS 525	Music and the Human Experience ³	3
Professional Education Core		
TCHL 500	Foundations of Teacher Leadership ⁴	3
MUS 509	Music Curriculum in the Elementary and Middle Schools ⁵	3
MUS 514	Secondary Music Curriculum ⁵	3
MUS 625	Graduate Capstone Project (Action Research Project, an exit requirement)	3
MUS 512	Music Education Workshop ⁶	3
Conducting/Teacher Leader Concentration Core		
Select 6-9 hours from the following		6-9
MUS 518	Advanced Conducting	
MUS 519	Conducting Seminar ⁷	
Total Hours		33-36

- 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 which aligns to competencies in TCHL 530 and is considered a Level 1 education course.

- ⁴ Required the first semester of admission to the program.
- ⁵ Competencies included in TCHL 530, TCHL 545, and TCHL 555 are embedded in MUS 509 and MUS 514. Student 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 or would be permitted to substitute another course. The music education critical performances are loaded in the unit's accountability system (E-PASS).
- ⁶ Competencies included in TCHL 555 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in TCHL 555.
- ⁷ Students will select Choral Emphasis (6 hours) or Instrumental Emphasis (3 hours).

Music Education Teacher Leader Concentration (30 hours)

Code	Title	Hours
Required Courses		
Music Core ¹		
MUS 500	Theory Seminar	3
MUS 530	Music Literature	3
MUS 511	Research Methods in Music ²	3
MUS 525	Music and the Human Experience ³	3
Professional Education Core		
TCHL 500	Foundations of Teacher Leadership ⁴	3
MUS 509	Music Curriculum in the Elementary and Middle Schools ⁵	3
MUS 512	Music Education Workshop ⁶	3
MUS 514	Secondary Music Curriculum ⁵	3
MUS 625	Graduate Capstone Project	3
Elective		
Select 3 hours from the following ⁷		3
MUS 513	Independent Directed Study/Music Education	
MUS 518	Advanced Conducting	
MUS 538	Independent Directed Study/Theory-Literature	
MUS 540	Choral Union	
MUS 541	University Choir	
MUS 544	University Orchestra	
MUS 545	Chamber Singers	
MUS 547	Marching Band	
MUS 548	Band	
MUS 549	Chamber Music	
MUS 550	Applied Music Secondary	
MUS 553	Applied Music Principal	
MUS 571	Jazz Ensemble	
MUS 574	Opera Theatre	
Total Hours		30

- 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 which aligns to competencies in TCHL 530 and is considered a Level 1 education course.
- ⁴ Required the first semester of admission to the program.
- ⁵ 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).
- ⁶ Competencies included in TCHL 555 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in TCHL 555.
- ⁷ 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.

Pedagogy Concentration (30 hours)

Leads to National Certification by Music Teachers National Association (MTNA)

Code	Title	Hours
Required Courses		
Music Core ¹		
MUS 500	Theory Seminar	3
MUS 530	Music Literature	3
MUS 511	Research Methods in Music ²	3
MUS 525	Music and the Human Experience ³	3
Pedagogy Concentration Core		
MUS 520	Advanced Pedagogy	3
MUS 513	Independent Directed Study/Music Education	3
MUS 553	Applied Music Principal	6
MUS 625	Graduate Capstone Project	3
Elective Course		
Select 3 hours from the following		3
MUS 512	Music Education Workshop	
MUS 513	Independent Directed Study/Music Education	
MUS 550	Applied Music Secondary	
MUS 553	Applied Music Principal	
MUS 540	Choral Union	
MUS 541	University Choir	
MUS 544	University Orchestra	

MUS 545	Chamber Singers	
MUS 547	Marching Band	
MUS 548	Band	
MUS 571	Jazz Ensemble	
MUS 574	Opera Theatre	
Total Hours		30

- 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 which aligns to competencies in TCHL 530 and is considered a Level 1 education course.

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

Jeffrey Samuels, Interim Department Head
Cherry Hall 300
(270) 745-3136
philosophy.religion@wku.edu

Faculty Professor

Isabel Mukonyora, PhD, University of Oxford, 1999
Jeffrey Samuels, PhD (Religious Studies), University of Virginia, 2002
Lawrence W. Snyder, PhD (Religious Studies), University of North Carolina Chapel Hill, 1992

Assistant Professor

Sophia R. Arjana, PhD (Religious/Theological Studies), University of Denver, 2011
James W. Barker, PhD (Religion), Vanderbilt University, 2011

Department of Political Science

Scott Lasley, Department Head
Grise Hall 300
(270) 745-4558

Programs

- Local Government Administration, Certificate (1745) (p. 151)
- Public Administration, Master of Public Administration (051) (p. 151)

Faculty

Professor

Craig T. Cobane, PhD (Political Science), University of Cincinnati Main Campus, 2003

Victoria A. Gordon, DPA (Public Administration), University Illinois at Sprin-USE 603398, 2004

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

Jeffrey L. Budziak, PhD (Political Science), The Ohio State University Main Campus, 2011

Jeffrey P. Kash, PhD (Political Science), University of Iowa, 2002

Soleiman Kiasatpour, PhD (Political Science), University of California-Riverside, 1998

Roger W. Murphy, PhD (Political Science), Indiana Uni Bloomin-USE 601401, 1996

Timothy S. Rich, PhD (Political Science, East Asian Languages), Indiana Uni Bloomin-USE 601401, 2012

Joel F. Turner, PhD (Political Science), Florida State University, 2007

Shannon K. Vaughan, PhD (Political Science), University of Kentucky, 2004

Assistant Professor

Daniel P. Boden, PhD (Public Administration/Public Affairs), Virginia Tech, 2013

Local Government Administration, Certificate (1745)

Program Coordinator

Daniel P. Boden, daniel.boden@wku.edu, (270) 745-6357

The graduate certificate in Local Government Administration prepares students for careers in local government administration. The two (2) required courses rely on a foundation of Public Administrative theory relevant to the current issues and skills necessary for effective and responsible local government administration. In addition to the two (2) required courses, the program allows students to choose two (2) elective courses from a selection of courses for a total of 12 credit hours. Substitutions for these course may be made with consent of the advisor. Students applying to the Graduate School at WKU can elect to pursue the graduate certificate in Local Government Administration either by itself or in conjunction with a graduate program in a selected discipline.

Program Admission

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

Program Requirements (12 hours)

Code	Title	Hours
Required Courses		
PS 526	Local Government Administration	3
PS 528	Civic Engagement and E-Governance	3
Elective Courses ¹		
Select 6 hours from the following		6
PS 512	Kentucky Government and Politics	
PS 520	Elements of Public Administration	
PS 550	Cultural Competencies for Public Administrators	
PS 554	Cross-Sector Collaboration & Conflict	
PS 562	Public Policy Implementation & Evaluation	
Total Hours		12

¹ At the discretion of the graduate certificate program coordinator, a course substitution may be available by advisement for one (1) of the elective courses.

Public Administration, Master of Public Administration (051)

Program Coordinator

Daniel P. Boden, daniel.boden@wku.edu, (270) 745-6357

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.

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 meeting all admission requirements to the Graduate School, admission to the Master of Public Administration program requires the following:

1. Take the Graduate Record Exam (GRE) and have scores sent directly to the WKU Graduate School. (**Note: Applicants with a cumulative undergraduate GPA of 3.0 or higher from an accredited undergraduate institution and/or 3 years of relevant work experience in the public sector are exempt from the GRE requirement.**)
2. Send two (2) letters of recommendation from persons familiar with the applicant's academic or employment experience to mpa@wku.edu

3. Send Statement of Purpose outlining how the MPA degree will help accomplish career goals and objectives to mpa@wku.edu.
4. Send current resume to mpa@wku.edu

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.

Code	Title	Hours
Required Core		
PS 501	Research Methods in Public Administration	3
PS 530	Public Sector Organizations	3
PS 538	Public Service Ethics	3
PS 541	Human Resources Management in Public Administration	3
PS 542	Public & Nonprofit Budgeting	3
PS 560	Public Policy Theory	3
or PS 562	Public Policy Implementation & Evaluation	
Electives		
Select 18 hours	¹	18
Professional Experience ²		
PS 595	Washington Internship and Seminar	3
or PS 597	Professional Seminar in Public Administration	
or PS 598	Internship in Public Administration	
Total Hours		39

¹ See MPA Advisor for list of approved electives.

² The MPA degree at WKU requires an internship of all students. Students entering the MPA program with relevant public sector experience may, upon approval, have the internship requirement of PS 598 or PS 595 substituted with PS 597.

Department of Sociology

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

Programs

- Criminology, Master of Arts (0421) (p. 152)
- Sociology, Master of Arts (105) (p. 153)

Faculty Professor

Gerhard K. Daday, PhD (Sociology), University of New Mexico Main Campus, 2004
Hollie R. Drummond, PhD (Sociology), University of Georgia, 2004
Stephen B. Groce, PhD (Sociology), University of Tennessee, Knoxville, 1986
John M. Musalia, PhD (Sociology), Indiana Uni Bloomin-USE 601401, 2000

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

Nicole D. Breazeale, PhD (Sociology, Distributed), University of Wisconsin-Madison, 2010
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
Lauren N. McClain, PhD (Sociology), Bowling Green State University, 2009
Carrie Trojan, PhD (Criminal Justice), City University of New York, 2009

Assistant Professor

Roderick W. Jones, PhD (Criminal Justice), Indiana Uni Bloomin-USE 601401, 2015
Pavel V. Vasiliev, PhD (Sociology), University of Nevada-Las Vegas, 2013

Criminology, Master of Arts (0421)

Program Coordinator

James W. Kanan, james.kanan@wku.edu, (270) 745-2404

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) + (Under-graduate 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.

Code	Title	Hours
Required Courses		
SOCL 513	Quantitative Methods of Social Research	3
SOCL 514	Advanced Social Statistics	3
CRIM 525	Survey of Criminal Justice	3
CRIM 532	Criminology	3
CRIM 596	Applied Research Project	3
Electives		
Select 6 hours from the following		6
CRIM 500	Law Enforcement	
CRIM 530	Penology	
SOCL 531	Deviant Behavior	
CRIM 533	Criminology and Law	
CRIM 534	Neighborhoods and Crime	
SOCL 535	Family Violence	
CRIM 536	Juvenile Delinquency	
CRIM 537	Comparative Criminology	
CRIM 538	Victimology	
CRIM 546	Gender, Crime and Justice	
CRIM 547	Life-Course Criminology	
CRIM 548	Race, Class and Crime	
CRIM 572	Environmental Criminology	
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. ¹		9
COR 823	Topical Seminar in Corrections/Juvenile Justice	
COR 830	Understanding Corrections/Juvenile Justice Institutions	
COR 835	Correctional/Juvenile Justice Leadership & Administration	
COR 840	Trends/Issues in Adult/Institutional/Community Corrections	
COR 850	Corrections and Juvenile Justice Interventions	
COR 856	Law and Ethics in Dealing with Offenders	
CRJ 814	Policing and Society	
CRJ 874	Crime, Criminal Justice and Popular Culture	
CRJ 875	Crime and Public Policy	
CRJ 878	Ideology and Criminal Justice	
Total Hours		30

¹ 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

Stephen B. Groce, steve.groce@wku.edu, (270) 745-2253

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

For admission to the program, 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 GPA of 3.0 or better.

Interested students should send application for admission, transcripts, an academic writing sample 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.

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)

Code	Title	Hours
Required Courses		
SOCL 505	Proseminar in Sociology	1
SOCL 510	Qualitative Methods of Social Research	3
SOCL 512	Sociological Theory	3
SOCL 513	Quantitative Methods of Social Research	3

SOCL 514	Advanced Social Statistics	3
SOCL 515	Advanced Data Analysis	3
or SOCL 561	Advanced Social Interaction: Self in Society	
SOCL 599	Thesis Research/Writing	6
Electives		
Select 12 hours with approval of advisor		12
Total Hours		34

Non-Thesis Option Degree Requirements (40 hours)

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

Code	Title	Hours
Required Courses		
SOCL 505	Proseminar in Sociology	1
SOCL 510	Qualitative Methods of Social Research	3
SOCL 512	Sociological Theory	3
SOCL 513	Quantitative Methods of Social Research	3
SOCL 514	Advanced Social Statistics	3
SOCL 515	Advanced Data Analysis	3
or SOCL 561	Advanced Social Interaction: Self in Society	
Electives		
Select 24 hours with approval of advisor		24
Total Hours		40

PCAL Interdisciplinary Programs

- Brewing and Distilling Arts & Sciences, Certificate (0486) (p. 133)

School of Journalism & Broadcasting

Robert Dietle, Interim Director
 Mass Media & Technology Hall 214
 (270) 745-4143
 journalism@wku.edu

STUDENT SERVICES

Career Development Services

Advising and Career Development Center (ACDC)

www.wku.edu/career/
www.wku.edu/topjobs
career.services@wku.edu
Downing Student Union 2001
(270) 745-3095

Career development services for graduate students are provided by the Advising and Career Development Center. All other ACDC services are specifically for undergraduate students. Contact the Graduate School (graduate.school@wku.edu) for additional graduate student service information.

Counseling Center

www.wku.edu/heretohelp
ctc@wku.edu
Potter Hall 409
(270) 745-3159

The Counseling Center at WKU provides: individual, couples, and group counseling services for currently enrolled students; educational programs for classes, organizations, and departments; consultation to faculty and staff regarding student behavior; referrals to psychiatrists, psychologists, and counselors outside of the university; and, crisis/emergency assistance for situations that arise on campus or in our community.

Dero Downing Student Union

https://www.wku.edu/dsu/
dsu.operations@wku.edu
Downing Student Union
(270) 745-5793

The Downing Student Union is truly the crossroads of WKU! Located on the ground floor are The WKU Store, Post Office & Print Center. On first floor, visitors will find the Downing Student Union Operations Office, Fresh Food Company, the Food Court, The Red Zone, Starbucks, Burrito Bowl, Student Accessibility Resource Center, a Study Lounge, the Recreation Room, and a 633-seat Auditorium. Located on the second floor are the Office of the Dean of Students, The Center for Career and Professional Development, Academic Advising & Retention Center, Transfer Center, Student Government Association (SGA), Offices for Student Activities and Leadership & Volunteerism Program, The Intercultural Student Engagement Center, The Gallery, administrative offices for the WKU Restaurant Group, the Spirit Masters Office, and the ID Center. And, the third floor has various sizes of meeting and multipurpose rooms. To reserve space in the Union please visit www.wku.edu/dsu.

Division of Extended Learning and Outreach

www.wku.edu/delo
delo@wku.edu
Knicely Conference Center 105
2355 Nashville Road
Bowling Green, KY 42101

(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.

DELO units work both separately and together to support the mission of the University:

- Academic Outreach (includes WKU Online, Online Program Services, Online Program Development, DELO Testing Centers, Dual Credit, Cohort Programs, and Summer Sessions/Winter Term)
- WKU Regional Campuses
- Continuing & Professional Development (includes Career & Workforce Development and Lifelong Learning)
- The Center for Innovative Teaching and Learning
- WKU Conference Services

Academic Outreach

WKU Online

WKU offers flexible pathways to degree attainment, allowing students to earn a complete degree online or choose to take a combination of face-to-face and online courses. Courses are delivered on the web in semester-based Online classes and non-semester based On Demand web classes. Support staff are located in Garrett Conference Center, Office 101.

There are more than 1,700 courses available each year, and over 90 degree programs and certificates at the graduate and undergraduate levels. 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 wku.edu/online. To contact a representative, call (270) 745-5173 or 1-888-4WKUWEB (888-495-8932) or email learn.online@wku.edu.

WKU Online also offers an On Demand (<https://www.wku.edu/ondemand>) option that provides flex-paced, asynchronous online courses for students to pursue educational experiences outside the traditional college classroom. WKU 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. WKU On Demand is uniquely qualified to serve students living across the state, across the country, and around the world. WKU On Demand offers over 100 web courses and WKU faculty teach all courses.

Students may register for on demand courses any day of the year. Students may complete WKU On Demand courses in as little as 7 weeks or take up to 9 months. Admission to the university is not required to enroll in on demand options; 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 WKU On Demand courses can be found on our website at wku.edu/ondemand or by viewing WKU's Schedule of Classes and searching by the campus, "On Demand." To contact a representative, call (270) 745-3815 or 1-800-535-5926 or email ondemand@wku.edu.

Online Program Services (OPS)

Online Program Services provides students with access to support designed to help them succeed in reaching their educational goals. OPS professionals are on staff to answer questions about online degrees and web courses, assist with the admission 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 tutoring. 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/online/srp. For additional information on services available and online degree programs, please visit www.wku.edu/online or call (270) 745-5173.

Online Program Development (OPD)

OPD extends programmatic support to academic departments to facilitate the development and offering of online learning courses and programs. OPD offers marketing and promotion, financial support for online course development, and guidance on state authorization compliance. Using data-driven solutions, OPD serves faculty and supports online courses that have a measurable, positive impact on WKU students. For more information, call (270) 745-5305.

DELO Testing Centers (DLTC)

The DLTC provides testing services to students taking online courses through WKU and other higher education institutions. The centers are certified through the National College Testing Association (NCTA) and adhere to the professional standards and guidelines provided by the organization. Additionally, DLTC administers a number of academic placement and workforce certification exams. For more information, check out our website: www.wku.edu/testing or contact our office at 270-745-3628.

Dual Credit

Dual Credit is a unit within WKU's Division of Extended Learning and Outreach (DELO) that serves qualified high school students with the opportunity to earn university credit as part of their high school curriculum. The program provides enrichment opportunities to academically talented students who are ready for the challenge of university coursework.

High school administrators recommend students for participation in Dual Credit based on the student's potential for academic success in a college level program; however, it is not a "gifted and talented" program. Students receive both high school and university credit upon successful course completion.

Dual Credit students are registered and enrolled in WKU as a "non-degree seeking student prior to high school graduation." Participation in a Dual Credit course does not guarantee admission to WKU as a "degree-seeking freshman." Grades received in Dual Credit courses are recorded as part of the student's official university transcript with WKU and will transfer to most colleges and universities throughout the United States. Courses are offered at a substantially reduced tuition rate and provide a means of preparing college bound students to make a successful transition to post-secondary education.

Dual Credit partners to provide courses at area high schools and also offers students the opportunity to participate in a variety of online offerings. Western Kentucky University and Dual Credit support the Kentucky Council on Postsecondary Education's Dual Credit policy that supports a seamless path of education and training for students. For more details, visit cpe.ky.gov/policies/ (<http://cpe.ky.gov/policies/>). For

more information about WKU Dual Credit, visit www.wku.edu/dualcredit, call (270) 745-2386, or email dual.credit@wku.edu. Dual Credit is located in the Office of Academic Outreach at the Knicely Conference Center, Room 118.

Summer Sessions and Winter Term

The Division of Extended Learning and Outreach provides administrative support for Summer Sessions and Winter Term. These are optional terms offering short, intensive courses on campus, online, and through Study Abroad. Winter and Summer sessions are excellent opportunities for students to move more quickly toward graduation, lighten Fall/Spring semester load, or catch up after changing majors. For more information, check our website www.wku.edu/summer or www.wku.edu/winter or contact our office at (270) 745-2478.

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.

Under the direction of the Division of Extended Learning and Outreach (DELO), WKU regional campuses bring the resources of the University to each region, enhance academic offerings with a combination of in-person, online and hybrid delivery formats and provide academic programs to meet the unique needs of each community. Students may qualify for transfer scholarships (<https://www.wku.edu/financialaid/scholarships/transfer.php>) and financial assistance (<https://www.wku.edu/financialaid>).

WKU Elizabethtown-Ft. Knox Campus

www.wku.edu/etown-ftknox (etown-ftknox@wku.edu)
etown-ftknox@wku.edu

Elizabethtown
610 College Street, CRPEC 130
Elizabethtown, KY 42701
(270) 706-8870
Fort Knox
31 Warehouse Street, Building 65
Fort Knox, KY 40121
(270) 706-8870

Hardin County Schools Early College and Career Center (EC3)
200 University Drive
Elizabethtown, KY 42701
(270) 706-8870

In 1964, WKU began offering graduate classes in Elizabethtown for teachers and school administrators within the region. In 1976, WKU partnered with the Army Continuing Education Center to offer classes at Fort Knox. Today, WKU Elizabethtown/Ft. Knox has offices at the Elizabethtown Community and Technical College, at Fort Knox and at the Hardin County Schools Early College & Career Center (EC3).

WKU Elizabethtown-Fort Knox provides students throughout the region with access to a variety of courses and degree programs, as well as academic & transfer advising, financial aid counseling, computer lab, writing assistance, testing center, military student services, career & workforce development and other resources to help them succeed.

WKU Glasgow Campus

www.wku.edu/glasgow (glasgow@wku.edu)
glasgow@wku.edu
500 Hilltopper Way

Glasgow, KY 42141
(270) 659-6900 or (270) 745-5096

In February 1988, WKU officially opened the WKU Glasgow campus, offering college coursework to the citizens of Barren and surrounding counties. Today, WKU Glasgow offers a variety of courses and degree programs through a combination of in-person, online and hybrid delivery formats that meet the unique needs of the community.

WKU Glasgow offers students throughout the region access to a variety of courses and degree programs, as well as academic & transfer advising, financial aid counseling, computer lab, tutoring, writing assistance, testing center, library, military student services, career & workforce development and other recourses to help them succeed.

WKU Owensboro Campus

www.wku.edu/owensboro (owensboro@wku.edu)
owensboro@wku.edu
4821 New Hartford Road
Owensboro, KY 42303
(270) 684-9797 or (270) 745-5095

WKU first expanded to the Owensboro/Daviess County region in 1969, offering graduate courses on the Kentucky Wesleyan College and Brescia University. Today, WKU Owensboro offers adult learners and transfer students a variety of courses and degree programs through a combination of in-person, online and hybrid delivery formats that meet the unique needs of the community.

WKU Owensboro offers students throughout the region access to a variety of courses and degree programs, as well as academic & transfer advising, financial aid counseling, computer lab, tutoring, writing assistance, testing center, military student services, career & workforce development and other recourses to help them succeed.

IVS Interactive Video Services

Interactive Video Services (IVS) courses are video conference-based distance courses. IVS technology provides a familiar traditional classroom experience for students, while eliminating the need for travel. IVS courses provide a unique way for full, real-time interaction through the use of microphones and cameras to communicate among two or more of the specially-equipped classrooms located at each of the WKU campus locations. Students from each location actively participate in the course together. For a list of available courses, visit WKU's Schedule of Classes and search by Campus or by Session, "ITV (Interactive TV)." For further information call (270) 745-2625.

Center for Innovative Teaching and Learning (CITL)

www.wku.edu/citl
citl@wku.edu
Garrett Conference Center 104
(270) 745-6508

The Center for Innovative Teaching and Learning (CITL) supports the teaching and learning mission of the university. CITL collaborates with faculty to design content and courses that promote an active learning environment for students enrolled in traditional face-to-face instruction, flipped classrooms, blended / hybrid courses, and online courses and degree programs.

CITL identifies current and emerging instructional technologies and works with faculty and staff to incorporate these tools and innovations into curricular and co-curricular activities to promote student learning and engagement. CITL also offers an extensive array of professional

development opportunities for the university community centered on teaching effectiveness, student leaning and engagement, and the use and assessment of high impact practices. These training opportunities are delivered via professional learning communities, seminars, webinars, workshops, and more personalized training events for departments and units.

English as a Second Language International (ESLi)

www.wku.edu/esli/
esli@wku.edu
Tate Page Hall 317-328
(270) 745-8871

ESLi partners with universities in the U.S. and Canada to offer students opportunities to learn English, gain admittance to their field of study, and assist them in achieving their academic goals. This intensive language program includes 25 hours of instruction each week in reading, writing, listening, speaking, grammar, and vocabulary. The program also provides cultural context through academic excursions, conversation partners, and recreational activities.

Health Services

www.wku.edu/healthservices
ggc.wkuhealthcare@wku.edu
1681 Normal Drive
(270) 745-CARE (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 8am-6pm and Friday 8am-4:30pm. Physicians will be providing after hour call coverage with access to Graves Gilbert Clinic Walk In Care and Emergency Room Services if needed.

Domestic students that are interested in purchasing the student health insurance plan should contact Steve Rey (steve.rey@wku.edu), (270) 745-6060. International students that are interested in

purchasing the student health insurance plan should contact Toni Dye (toni.dye@wku.edu), (270) 745-4857.

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 16 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.

Leadership is provided in each hall by live-in professional staff members. Additionally, community advisors, resident assistants, desk clerks and night clerks work to provide services in the halls that include a 24-hour information/security desk operation. 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.

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 may apply online 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.

Students who submit a Residence Hall Housing Agreement and deposit 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 and deposit on or after the first day of classes for either the fall or spring semester must remit the full semester, prorated semester, or full bi-term housing fee at the business office at the time the Housing Agreement is submitted and accepted.

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.

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 Contract Termination fee are available in the Department of Housing and Residence Life.

Extended Living

Extended living is offered at Barnes-Campbell Hall, Hilltopper Hall, and Northeast 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.

ID Center

www.wku.edu/idcenter
 Downing Student Union 2125
 (270) 745-2417

All full-time and part-time students are issued a personal photo identification card (WKU ID Card). The ID card is valid for one year and entitles the full-time student admission to campus athletic events, use of recreational facilities including Preston Center, library privileges, and other university services. It can be used as a debit card at all restaurant group facilities, the WKU Store, WKU Postal Services, Student Health Services, selected vending and laundry machines. Part-time student ID Cards provide similar privileges with the exception of admission to some recreational activities unless an additional fee is paid.

Information Technology

www.wku.edu/it
 www.wku.edu/it/helpdesk
 Mass Media and Technology Hall 224
 (270) 745-7000 Help Desk

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.

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.

Intercultural Student Engagement Center

www.wku.edu/studentaffairs
Dero Downing Student Union 2041
(270) 745-5066

The Intercultural Student Engagement Center promotes a culturally inclusive campus environment, cultural awareness and competence, inter-group dialogue, engagement and intercultural interaction, and supports lifelong learning about self and others. The office serves as a hands-on recruitment and retention resource for the many cultural, religious/spiritual, and identity groups reflected within the WKU community. The Center provides student support services to foster academic success and sponsors culturally based celebratory events. Staff within the Intercultural Student Engagement Center carry out programmatic initiatives designed to increase the cultural competency of students, faculty, and staff. Additionally, Center staff manages respectful spaces for students to learn about themselves and others through meaningful experiences, dialogues, and opportunities for growth.

International Student Office

www.wku.edu/iso
iso@wku.edu
Honors College and International Center (HCIC)
(270) 745-4857

The International Student Office (ISO) 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/intramurals
preston.center@wku.edu
Raymond B. Preston Health & Activities Center
(270) 745-6060

The Department of Intramural-Recreational Sports is located in the Raymond B. Preston Health and Activities Center, a 126,000 square foot facility housing 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 (<https://www.wku.edu/healthfitnesslab>), an Outdoor Recreation and Adventure Center (<https://www.wku.edu/orac>), a pro-shop, and a bike repair shop.

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. All students must pay the \$35 membership fee during the summer semester.

The WKU Health Education & Promotion Program (<http://www.wku.edu/hep>) (HEP), located in the Health Services Building adjacent to the Preston Center, provides health education and promotional programming to the student population by assisting in making behavioral changes that enhance all dimensions of health and wellness. Health Education and Student Wellness awareness is offered through a variety of services and programs allowing students to be successful at WKU and beyond.

Kentucky Museum

www.wku.edu/kentuckymuseum
1444 Kentucky Street
(270) 745-2592

The Kentucky Museum is located in the Kentucky Building on the campus of Western Kentucky University. The Museum houses six major permanent exhibits and several changing exhibits. There is a variety of partnerships, services, opportunities, workshops, camps and other outreach provided to the public each year. In addition, the Museum works closely with WKU students and faculty to enhance instruction through a variety of tours, activities and programs. The Museum also works with area K-12 teachers offering both tours and other educational resources. Make plans to visit the Kentucky Museum.

Lost and Found

Dero Downing Student Union 1053
(270) 745-5793

Military Student Services

www.wku.edu/veterans
military@wku.edu

Tate Page Hall 408
(270) 745-5837

Western Kentucky University 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.
- 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 permits an active duty service member 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.
- Active duty service members may request a grade of incomplete if a relatively small amount of work is not completed, allowing an extension due to deployment.

Military Absence Policy for Official Military Duties and Veteran Administration Medical Appointments

Instructors are expected to show flexibility to Military and Veteran students who have required absences due to military duties or Veteran Administration medical appointments. These absences are mandated and beyond the students' control. Instructors should not penalize absences of this type in any way. Accommodations and specific time frames to make up all missed assignments, quizzes, and tests will be given and mutually agreed upon by the instructor and student. Students are responsible for notifying faculty members of absences as far in advance as possible, when possible, and for ensuring that their absence is documented. Absences can be verified by official orders, appointment notifications, or through the Office of Military Student Services. Students called to duty for an extended amount of time should be referred to the Military Withdrawal policy.

WKU also supports and complies with the U.S. Department of Education Readmission policy.

Office of International Programs (OIP)

<https://www.wku.edu/oip/>
internationalization@wku.edu (internationalization@wku.edu)
Sofia-Downing International Center
1536 State Street

(270) 745-3975

The Office of International Programs (<http://www.wku.edu/oip>) (OIP) supports the internationalization agenda of the university by creating opportunities for faculty and staff development in a global context and supporting the development of meaningful co-curricular programming for student, campus, and community audiences.

Global Programming

OIP develops and coordinates programming and events that foster WKU's international aspirations. OIP facilitates 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. For the *International Year Of...(IYO)* program, OIP partners with academic and non-academic units to create opportunities for students, faculty, staff and the larger community to engage with and explore a country's diverse cultural, historical, political, and geographical landscapes—all without a passport. Past country spotlights include Ecuador (2014-15), South Africa (2015-16), South Korea (2016-17), and Bosnia and Herzegovina (2017-18). The IYO will shift its focus to Cuba for the 2018-19 academic year. *International Education Week*, another OIP-led program occurring every fall, is a week-long celebration inviting students, faculty, staff, and community members to engage in activities and events that facilitate global learning and constructive dialogue.

Partnerships

OIP assists with the development of active and sustainable international agreements that create opportunities for faculty mobility, collaborative research, and global engagement. WKU currently maintains active partnerships with more than fifty universities and organizations around the world.

Office of Scholar Development (OSD)

www.wku.edu/osd
osd@wku.edu
Honors College & International Center 2039
(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.

Parking and Transportation Services

www.wku.edu/transportation
transportation@wku.edu
578 Campbell Lane
(270) 745-2361

Parking and Transportation Services issues parking permits for vehicles on campus and provides a variety of additional transportation services.

Free Topper Transit is available between locations on Main Campus, South Campus, and to various off-campus shopping destinations. PTS also provides disability para-transit services, Nextbus arrival information, airport shuttle service, discounted GO by city bus passes, Enterprise CarShare program, bike share services, bicycle racks throughout campus, motorcycle parking, and ride matching services.

PTS encourages students to leave their cars at home as parking on Main Campus is limited. If you do have a car on campus, you will need to buy a permit. All parking lots are zoned for specific permits. Housing permits are for students living in a residence hall on campus. Commuter Permits are for students living off-campus. You will park in the zone that matches your permit. Permits may be ordered online at www.wku.edu/ transportation. Main Campus permits are limited and sold on a first come, first served basis. A waitlist will be available for each lot after that permit sells out. Please follow us on Facebook, Twitter, and YouTube.

Police Department (WKUPD)

www.wku.edu/police
wkupolice@wku.edu
 Parking Structure 2
 (270) 745-2548
 Emergency Number 911

The Western Kentucky University Police Department is a professional full service agency operating 24 hours a day, 365 days a year. Officers have police powers, including arrest powers, under Kentucky Revised Statute 164.975. Our agency consists of 22 sworn police officers, 7 communications officers, 2 student workers, and 1 office associate. The department provides services to the Main Campus and owned or operated property by Western Kentucky University; which includes South Campus, The Center, Lost River Cave and The WKU AG Center.

The mission of the Western Kentucky University Police Department is to strengthen relationships within the community, develop and evaluate effective responses to identified problems, and maintain order.

Postal Services

www.wku.edu/postal
 College Heights Post Office (U.S. Postal Service)
 Downing Student Union, Ground Floor
 (270) 745-3093

The College Heights Post Office is open 8:30 a.m. to 4:30 p.m., Monday through Friday. This full-service U.S. Post Office offers passport services (<https://www.wku.edu/passport>), fax services, mail box rentals, and packaging items. WKU Mail Services provides collection and distribution of campus mail, as well as delivery and processing of incoming and outgoing U.S. Mail.

Restaurant Group

www.wku.edu/wkurg
wkudining@wku.edu
 Downing Student Union 1045
 (270) 745-2416

WKU Restaurant Group offers a wide variety of dining options and economical, convenient Meal Plans for all students and employees. Visit our website for more information or to sign up for a Meal Plan.

Student Accessibility Resource Center

www.wku.edu/sarc
sarc.connect@wku.edu
 Downing Student Union 1074
 (270) 745-5004 or TTY (270) 745-3030

The Office for Student Disability Services (SDS) provides accommodations for students with disabilities specific to their individual

disability and/or impairment and coordinates activities through individual faculty members, other campus offices, and public agencies. These accommodations may include note takers, extended time on tests, a distraction-free testing area, textbooks on CDs, priority in academic advising/registering, etc. SDS assures accessibility in classrooms, laboratories, and housing. Interpreting and captioning services are available for deaf and hard of hearing students. Students with disabilities are encouraged to contact the SDS office with any special concerns or needs prior to or while attending WKU. Both consultation and technical assistance are available.

Student Activities

<https://www.wku.edu/sao/>
 Downing Student Union 2059
 (270) 745-2459

Western Kentucky University students have a significant role in the internal governance of the University. Elected or appointed representatives of the student body serve with members of the faculty and administration on policy-recommending councils and committees. Student members of internal governance councils and committees are selected by the Student Government Association. For more information about the membership and function of these committees and councils contact the Student Government Association Office, DSU 2045, (270) 745-4354.

Student Life Policies

All university citizens enjoy the rights and liberties assured by the constitutions of the Commonwealth of Kentucky and the United States of America. Likewise, they are subject to the responsibility and obligation to accord respect to the rights of others. Student Life policies are intended to foster student development and responsibility. Guided by these principles, the Department of Student Activities and Division of Enrollment and Student Success maintain the mission of the university by ensuring that students are afforded opportunities for civic engagement with respect to the rights of others. Students' rights, responsibilities, and the Student Code of Conduct (p. 164) are outlined in this catalog and in the WKU Student Handbook. Student organizations, activities, and leadership programs make a great contribution to student life at WKU. All students are encouraged to become involved in organizations whose purposes and activities will contribute to their personal growth and development.

Leadership and Volunteerism

The Leadership and Volunteerism office provides a variety of opportunities to student that allow them to engage in developmental activities. This office engages students in numerous service projects including Midnight on the Hill for St. Jude's Hospital. Alternative Spring Breaks, Red Cross blood drives, Relay for Life activities and Student United Way.

Dynamic Leadership Institute (DLI)

WKU students are invited to apply for admission in the Institute. The Institute consists of four phases. Each phase is a semester with six workshops or activities that address a variety of leadership topics. Students are selected to represent a diverse group of ages, interests, and levels of leadership ability. Applications are available at the Leadership & Volunteerism office, DSU 2059.

Volunteer Initiative Program (VIP)

The VIP exists to provide students with information about community service and volunteer opportunities in the Bowling Green area. Students have the opportunity to volunteer their time to local service agencies and get involved in the community. Volunteer opportunities range from one day events to semester long activities. There is something out there for everyone and the experience is priceless. The program is open to all WKU students, faculty and staff.

Student Organizations

The Office of Student Activities works to provide co-curricular activities for those students who want to become involved at WKU. We have over 300 registered student organizations, ranging from departmental, campus ministries, general clubs, honor societies, intramural recreation, professional, service, student representative and Greek life (fraternity and sorority).

Study Abroad and Global Learning (SAGL)

www.wku.edu/studyabroad

study.abroad@wku.edu

Honors College & International Center 1014
(270) 745-5334

The Office of Study Abroad & 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 at WKU offer students the opportunity to incorporate international 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 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. 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.

Types of Study Abroad Programs

WKU students wishing to study in another country have a variety of options from which to choose including short-term faculty-led programs, exchange 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 Exchange Programs**
WKU has formal agreements with more than a dozen institutions of higher education outside the United States. 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.

- **WKU Partner Programs**
WKU has close partnerships with several programs and study abroad consortia. The two on-campus consortia partners—the Kentucky Institution for International Studies (KIIS) and the Cooperative Center for Study Abroad (CCSA)—offer affordable short-term program options with both undergraduate- and graduate-level course offerings, several of which 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, 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. 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 and the Diversity Abroad Grant (DAG). While the World Topper Scholarship is intended to support any WKU student planning to study abroad, the DAG is intended to provide significant financial support for diverse students. For more information about these and other scholarship opportunities available through WKU and external organizations, 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, both in writing through SAGL's online application and enrollment tracking system, and in person at the mandatory pre-departure orientation session. Additional on-site orientation is provided upon arrival in the destination country. Students are also required to register with the U.S. State Department's Smart Traveler Enrollment Program (STEP) prior to departure, which enables the State Department to reach students directly when security-related information is issued or updated. While abroad, WKU students are held to the standards set forth in the university's Student Code of Conduct. The Office of Judicial Affairs will be notified of any serious disciplinary violations that occur during an education abroad experience.

Study Away

www.wku.edu/studyaway

study.away@wku.edu

Tate Page Hall 121

(270) 745-4512

Study Away programs offer a great way to earn credit through off-campus, practical learning to domestic destinations (within the United States and U.S. territories). We provide programs during Winter Term and Summer Sessions programs led by WKU faculty and partners that take students beyond the classroom into new learning experiences. For-credit programs include at least one WKU credit-bearing course. Study Away also works in partnership with Study Abroad and Global Learning providing faculty-led study abroad programs for WKU students.

Suzanne Vitale Clinical Education Complex (CEC)

www.wku.edu/wkuceec
cec@wku.edu
104 Alumni Avenue
(270) 745-4232

The Suzanne Vitale Clinical Education Complex (CEC) houses the Communication Disorders Clinic, the Renshaw Early Childhood Center, the Family Resource Program, and the Kelly Autism Program. The CEC provides applied research opportunities for both graduate and undergraduate students and valuable services to the community at large. This complex is a comprehensive clinical setting for education and health and human services professionals. The CEC builds upon a strong tradition at Western Kentucky University to meet community needs, fill service delivery gaps, provide opportunities for applied research, and enrich both undergraduate and graduate students' educational experiences through an interdisciplinary teaching approach.

University Libraries

www.wku.edu/library/
library.web@wku.edu
Helm-Cravens Library
(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. 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 books, access to e-books, databases, streaming videos, and foreign and independent films. The Educational Resources Center (Gary Ransdell Hall), the Visual & Performing Arts Library (Cravens 2nd floor) and campus libraries in Glasgow, Owensboro and Elizabethtown-Fort Knox have additional collections and access to all electronic resources. Distance learning students are served through Distance Education Library Services which delivers materials electronically. The library also manages TopSCHOLAR (<https://digitalcommons.wku.edu>), the research and creative activity database at WKU, which provides access to student and faculty work.

The Commons at Cravens offers a variety of study spaces and 30 lab computers and houses the circulating book collection, offices, conference rooms, and graduate student study carrels, as well as collections in music, theatre, dance, art, photography, costumes, educational and popular DVDs, CDs and vinyl records. Special listening and viewing areas, soundproof rooms, and a large-scale digital scanner are provided. The Helm building hosts the reference collection, journals, microforms, periodicals, and interlibrary loan services. The Student Technology Center in Helm includes computers and presentation rooms for student use. The

building contains the federal depository documents collection, selected Kentucky state documents, and the law collection.

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, and photographs, as well as non-print items including motion picture films, audio recordings, university records and memorabilia. Much of this research collection relates 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.

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. The store provides a large selection of WKU merchandise and the largest in-town selection of used and rental textbooks—including custom texts and digital formats. Textbook reservation is available for fall and spring semesters. Students are able to bill textbooks and supplies to their university account at the beginning of each term. The WKU Store is an Apple authorized seller featuring MacBooks, iMacs, iPads and accessories, as well as Dell, Acer and other brands.

STUDENT CONDUCT

Statement on Student Rights and Responsibilities

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 Student Conduct. The WKU Student Code of Conduct shall be reviewed every two years under the direction of the Director of Student Conduct.

Maintenance of Student Records

The Office of Student Conduct maintains disciplinary records on students of Western Kentucky University. All student records maintained by the Office of Student Conduct 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 disciplinary 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 Student Conduct, 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's disciplinary 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, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniformed services, veteran status, or physical or mental disability in admission to career and technical education programs and/or activities, or employment practices in accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Revised 1992, and the Americans with Disabilities Act of 1990.
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 student conduct 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, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniformed services, veteran status, or physical or mental disability.
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 regional 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, bongos, 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 for a minimum of one semester.

4. Sexual Misconduct/Assault. Actual or attempted sexual contact with another person without that person's consent is prohibited. Sexual misconduct 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'.

Additionally, sexual misconduct includes behaviors outlined in the University's policy on sexual discrimination and harassment. 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. Report it! (<http://www.wku.edu/handbook/reportingsa.php>)

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.

Exception as provided in WKU Policy and Procedure Document 0.2020, Deadly Weapons / Destructive Devices Policy (http://www.wku.edu/policies/documents/weapons_0_2020.pdf).

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 is prohibited. 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:

- Forced or coerced use or consumption of liquor, drugs, or any other vile substance.
- Calisthenics (push-ups, sit-ups, jogging, runs, etc.)
- Paddling
- 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.

- Theft of any property
- Sleep Deprivation
- Forced Nudity
- Personal Servitude
- 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 race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniformed services, veteran status, or physical or mental disability is prohibited, where:

- a. 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; or
- b. The conduct is sufficiently egregious, pervasive or persistent to interfere with an individual's work, academic or program participation; or
- c. 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. (Refer to the Discrimination and Harassment Policy (http://wku.edu/policies/hr_policy/2040_discrimination_harassment_policy.pdf))

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 is prohibited. This responsibility also applies to events sponsored and supervised by recognized student organizations, on or off campus.

11. Disrupting the Academic and or Disciplinary Process. Interference or disruptive activity that impedes, impairs, or obstructs teaching, research, administration, disciplinary process, failing to comply with the outcomes 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 is prohibited.

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. Enticing, 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 is prohibited. 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 is prohibited. 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 is prohibited.

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.

Excessive speed, stunt riding, or any other use of skateboards, skates, bicycles, or motorized vehicles that may cause property damage and/or endanger self or others is prohibited. Bicycles should be parked at any of the bicycle racks established throughout campus. Bicycles chained to trees, fences, handrails, etc., may be impounded. Users may not ride on stairways, patios, dock areas, benches, picnic tables, or irregular surfaces. Any person causing damage to University property through use or misuse of recreational equipment may face prosecution through the

University student conduct process and/or the legal process to recover damages.

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

20. Parking and Transportation Regulations. Traffic rules and regulations as published by the university, will be administered by The Office of Parking and Transportation. 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 is prohibited.

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 disciplinary 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 is prohibited.

Range of Conduct Outcomes

The following list describes University outcomes that may be administered as a result of violating the WKU Student Code of Conduct. Outcomes may be imposed only after the student has been given the opportunity to review alleged violations, review any evidence, and respond to the allegations. Should the student wish to not participate in a conference, the conference and resulting outcomes may be administered in absentia.

Preponderance is the standard of proof used in student conduct meetings and formal conferences. For a student to be found responsible for a violation, the evidence must indicate that it is more likely than not that the violation occurred. This is very different from the criminal court system.

Conduct outcomes 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 level of sanctions applied.

1. Warning # Official notice to a student that conduct or actions are in violation. The continuation of such conduct or actions may result in further disciplinary 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 conduct 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 given another outcome which is directly related to the violation. In these cases, the student must always submit written proof of completion of outcome to the conduct 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. Behavior 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 outcomes.
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 outcomes.
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.

The following outcome may be imposed upon groups or organizations: Deactivation – Loss of all privileges, including University recognition, for a specified period of time.

1. 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.
2. Deferred Suspension – In some cases, an outcome 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 outcome without further review, in addition to the disciplinary action appropriate to the new violation.
3. Separation – An immediate dismissal from the University based on threat or danger to the university community or egregious, pervasive student behavior. Students separated from the University are eligible to apply for reinstatement to the University. Readmission is not guaranteed.
4. Interim Suspension – Exclusion for a period of time, prior to a student conduct outcome, 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:
 - a. To ensure the safety and well-being of members of the University community or preservation of University property;
 - b. To ensure the student's own physical or emotional safety and well-being; or
 - c. If the student poses a definite threat of disruption of or interference with the normal operations of the University.
5. 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 Student Conduct or the Vice President for Student Affairs or his/her designee may impose a University or residence hall suspension. *All students who reach a level of outcome that includes any suspension may not be eligible to reside in the University Housing System.*

6. 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.

Outcome Determination

The Office of Student Conduct 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 an outcome assigned to a student is sanctioned by the University for inappropriate behavior it is considered serious. Cases involving outcomes 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 Student Conduct. 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 Student Conduct. Those cases which involve incidents occurring off-campus and more egregious violations of the Student Code of Conduct will be heard by the Director of Student Conduct.

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 Student Conduct or The Vice President for Student Affairs. A request for final review by the Vice President for Student Affairs or his/her designee must be made within three business days after the initial outcome.

Process for Academic Offenses

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.

Academic Integrity

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.

- Academic Dishonesty - Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that

portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for additional action. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

- 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 which is submitted for purposes of grade determination.

Other Types 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 Student Conduct for disciplinary outcome.

What if a student plagiarizes or in some other way is academically dishonest?

The Faculty Syllabus or Handbook may permit a faculty member to fail a student on the assignment or the entire class. Cases of academic dishonesty may be referred to The Office of Student Conduct for review and additional action. It isn't obligatory for faculty to contact the student that they have referred to The Office of Student Conduct to start conduct proceedings. If a student appeals the outcome of the conduct proceedings, the Vice President of Student Affairs or his/her designee will review the appeal.

If the violation could result in removing the student from the University (the typical term is 1 year), then the University Disciplinary Committee meets with the student in a conference setting. This committee will hear the more serious academic dishonesty cases.

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 disciplinary 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 Student Conduct 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 Student Conduct 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 Student Conduct 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 for Student Conduct Conference:

Notification of student code violation

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Notification by letter, or phone to student regarding code violation

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Staff member to schedule an appointment with student

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Meet with Director of Student Conduct to discuss alleged student code violations

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Implement outcome or case dismissal

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Follow-up letter of outcome and actions taken

#

Student to Complete Outcome

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File record of incident and outcome

In enforcing student conduct regulations, the University follows fair procedures in keeping with democratic practices and due process requirements. 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 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, conferences are conducted as informal inquiries and do not follow formalized courtroom procedures. Decisions at such 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:

- a. The accused student's admission of responsibility to the committee, or
- b. 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 egregious violations of the WKU Student Code of Conduct or a gross disregard for the rights of others in the campus community.

The Committee is comprised of thirteen members, six faculty, five staff, and two 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 of the Committee will be present before any official action is taken. Any decision will be made by a majority of those Committee members present. The Committee is to be notified of a meeting by the Office of Student Conduct immediately upon determination of the necessity for such a meeting.

Committee meetings 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 outcome. The Committee will function in accordance with the following procedures:

Preliminary Procedures

1. Director of Student Conduct or his/her designee shall have notified the student or students in writing as to the time and place of the 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 conference is to be held. The student will meet the Director of Student Conduct or his/her designee to discuss the conference process and sign a 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 outcome will be levied at that time.
3. The Director of Student Conduct 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 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 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 conference, and because of the need to protect confidential records and the alleged victim, these meetings shall be otherwise closed.

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 Student Conduct or an appointed representative of the Director of Student Conduct.
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 the appropriate outcome in closed session. If the Committee finds that a violation or misconduct did not occur, the Committee will state as such and the meeting will conclude.
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 Conduct Officer err. One or all of the following 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 Student Conduct outcome 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 outcomes 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 (WKU Policy 0.2040 (<https://www.wku.edu/policies/docs/251.pdf>)).

*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.

- Students who wish to appeal the conference 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.
- Students who wish to appeal the conference outcome of the Director of Student Conduct must submit a written appeal to the Vice President for Student Affairs or his/her designee within five business days following the decision.
- Students who wish to appeal the conference outcome of the University Disciplinary Committee must submit a written appeal to the Vice President for Student Affairs or his/her designee. If the Vice President for Student Affairs, or his/her designee, upholds the 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 conference 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. In every case of suspension or expulsion of a student from the University, the person suspended or expelled may appeal to the Board of Regents. The board of regents shall prescribe the manner and the mode of procedure on appeal. The decision of the Board of Regents shall be final.
2. Students desiring to appeal a decision of suspension or dismissal from the University shall do so by submitting a written statement of notice of intent to appeal to the Office of the President. No appeal will be considered unless such notices is received in within five days, excluding holidays or weekends, from the date on which the student is furnished written notification of the Committee's decision
3. 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 Student Conduct in effort to ensure the best interest of the University.)
4. The student shall include in the appeal a written statement of the reasons why the student thinks the decision should be modified.
5. The Vice President for Student Affairs, or his/her designee, may submit a brief written statement of response. The student may also submit pertinent information, newly discovered or initially withheld for good cause, for consideration by the Board.
6. Only information contained within the record of the proceedings of the University Disciplinary Committee will be reviewed on appeal by the Board. No information will be considered that was not furnished to the University Disciplinary Committee.
7. 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, or his/her designee, response shall be forwarded to the Office of the President.

8. 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.

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

10. 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 or his/her designee 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 outcome or a lesser outcome or providing that the outcome 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 will 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 or his/her designee and The Office of Student Conduct.

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 his/her designee or the Director of Student Conduct shall coordinate this evaluation with the Director of Counseling Services. Based on the request made by the Vice President for Student Affairs or his/her designee, 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 or his/her designee 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 Student Conduct 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 Student Conduct or the Vice President for Student Affairs or his/her designee 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 disciplinary, 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

I. 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 Student Conduct.

II. 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.

III. 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 Student Conduct 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.

IV. 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 or his/her designee, or 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 Student Conduct to authorize preparation of the University withdrawal form.

V. 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 Student Conduct 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 Student Conduct 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.

VI. 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 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.

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 Student Conduct, 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 Student Conduct ensures compliance with all Title IX requirements. The following can be expected for all cases/investigations that are designated as a Title IX incident:

- The Office of Student Conduct will provide a timely and thorough investigation, and will treat the complainant and respondent with respect before, during, and after the student conduct process. The investigator will make a good faith effort to complete the investigation within sixty (60) days of the complaint being filed.
- Once a decision has been rendered by either a student conduct officer or a University Disciplinary Committee, all of the involved parties will be informed of the decision in writing.
- All involved parties have five business days to appeal the decision rendered by either the student conduct officer or a University Disciplinary Committee.
- If any involved party appeals, all other parties will be informed and will have the opportunity to review the appeal materials. The other involved parties, if they choose to do so, can submit a statement of response within 5 business days of receiving notice of the appeal.

WKU reserves the right to take whatever measures it deems necessary to respond to an allegation of sexual misconduct/violence in order to protect student's rights and personal safety. Measures include, but are not limited to, modification of living arrangements, interim suspension, and reporting to university police. Outcomes imposed range from disciplinary agreement to expulsion, depending on the severity of the offense. The concerns and rights of both the complainant and respondent of sexual misconduct will be considered.

Information regarding WKU Title IX (<https://www.wku.edu/eoo/titleix>) compliance, policies, and procedures are published online or available by contacting:

Andrea Anderson (andrea.anderson@wku.edu), Title IX Coordinator
Assistant General Counsel
Craig Administrative Center
WKU Title IX
(270) 745-5398

Joshua D. Hayes (joshua.hayes@wku.edu), Director, Title IX Deputy/
Investigator, and University ADA Coordinator

Equal Employment Opportunity/Affirmative Action/University ADA
Services

Wetherby Administration Building, G33

(270) 745-5121

Michael P. Crowe, Jr. (michael.crowe@wku.edu), Title IX Deputy
Coordinator/Investigator
Director of Student Conduct
425 Potter Hall
(270) 745-5429

University Non-Discrimination Notice

Western Kentucky University is committed to providing a working and learning environment that is free from discrimination and harassment. Discrimination and harassment, and/or retaliation against anyone who makes a complaint or participates in the complaint process are prohibited and shall not be tolerated.

GRADUATE FACULTY INDEX

A

Abell, Cathy H., PhD (Educational Leadership Organizational Development), University of Louisville, 2009, Professor

Alamri, Abeer D., PhD (Healthcare Ethics), Duquesne University, 2016, 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

Alvarez, Heidi P., DM (Music Performance), Florida State University, 1998, Professor

Aly, Shahnaz, MARCH (Architecture), Texas A M University, 1999, Associate Professor

Alyousef, Taha H., PhD (Civil Engineering), University of Akron, Main Campus, 2017, 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, Professor

Archer, Lester A., PhD (Educ Leadership/Research), Louisiana State University AM College, 2017, Assistant Professor

Ardrey, Sandra C., PhD (Political Science), The Ohio State University Main Campus, 1983, Associate Professor

Arjana, Sophia R., PhD (Religious/Theological Studies), University of Denver, 2011, Assistant Professor

Arnett, Scott W., PhD (Exercise Science), University of Georgia, 2007, Associate Professor

Arnold, Kristina E., MFA (Art, Painting), University of Tennessee, Knoxville, 2003, Professor

Ashley, Noah T., PhD (Zoology), University of Washington, 2004, Associate Professor

Ashrafzadeh, Farhad, PhD (Electrical and Computer Engineering), The University of Calgary, 1997, Associate 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

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, Associate Professor

Bagwell, Vicki S., MA (Communication), Western Kentucky University, 1992, Associate Professor

Baker, John P., EdD (Educational Leadership, Organizational Leadership), Western Kentucky University, 2011, Associate Professor

Banga, Simran, PhD (Biological Sciences), Purdue University Main Campus, 2009, Assistant Professor

Barefoot, Jeffrey A., AUD (Audiology), A T Still University of Health Sciences, 2013, Clinical Associate Professor

Barker, James W., PhD (Religion), Vanderbilt University, 2011, Assistant Professor

Baylis, Leslie L., PhD (Experimental Psychology), University of Oxford, 1990, Associate Professor

Bell, David L., DPT, University of Kentucky, 2012, Assistant 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

Bergner, Jason M., PhD (Business Administration), University of Kentucky, 2011, Assistant Professor

Berry, Kenneth W., PhD (English), University of Mississippi, 2000, Professor

Berry, Mark S., DMA (Music Performance, Percussion), University of Michigan-Ann Arbor, 2004, Professor

Berry, Sarah G., MM (Music), Rice University, 2003, Professional-In-Residence

Bhattacharya, Tilak, PhD (Mathematics), Purdue University Main Campus, 1988, Associate Professor

Bibelhauser, Stacy R., PhD (Business Administration), University of Kentucky, 2004, Associate Professor

Bilyk, Kevin T., PhD, University of Illinois Central Admin, 2011, Assistant Professor

Biolsi, Christopher J., PhD (Economics), University of Houston, 2015, Assistant 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., DNP, Western Kentucky University, 2014, 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
- Bragg-Underwood, Tonya M., DNP (Nursing Practice, MSN to DNP), Western Kentucky University, 2014, Associate Professor
- Branham, Kristi R., PhD (English), University of Kentucky, 2006, Associate Professor
- Branstetter, Mary L., DNP (Nursing Practice, Post Master Science in Nursing), University of Kentucky, 2011, Associate Professor
- Brausch, Amy M., PhD (Psychology), Northern Illinois University, 2008, Associate Professor
- Breazeale, Nicole D., PhD (Sociology, Distributed), University of Wisconsin-Madison, 2010, Associate Professor
- Brindle, Barbara R., PhD (Education, Speech Pathology and Audiology), University of Virginia, 1994, Associate Professor
- Browder, Dorothea, PhD (History, Distributed), University of Wisconsin-Madison, 2008, Associate Professor
- Brown, Reagan D., PhD (Psychology), Virginia Tech, 1997, Professor
- Budziak, Jeffrey L., PhD (Political Science), The Ohio State University Main Campus, 2011, Associate Professor
- Burch, Katrina A., PhD, University of Connecticut, 2018, Assistant Professor
- Burke, Monica G., PhD (Education, Educational Administration and Supervision), University of Southern Mississippi, 1997, Associate Professor
- Burris, Stuart C., PhD (Chemistry), North Carolina State University, 1998, Professor
- Butterfield, Thomas J., PhD (Management Science Information Systems), University of Texas at Austin, 1994, Associate Professor
- C**
- Caboni, Timothy C., PhD, Vanderbilt University, 2001, Professor
- Callahan, Richard A., MS (Accounting), University of Kentucky, 1974, Executive-In-Residence
- Campbell, Warren, PhD (Civil Engineering), Colorado State University, 1984, Professor
- Cangemi, Joseph P., EdD (Higher Education), Indiana Uni Bloomin-USE 601401, 1974, Professor
- Cao, Yan, PhD (Chemical Reaction Engineering, Organic Chemistry), Institute of Coal Chemistry, 2008, Professor
- Cappiccie, Amy C., PhD (Social Work), University of Louisville, 2006, Associate Professor
- Capps, H. R., EdD, University of Virginia, 1970, Professor
- Carey, Mary C., PhD (Economics), University of Kentucky, 1992, Professor
- Carini, Michael T., PhD (Astrophysics), Georgia State University, 1990, Professor
- Cartwright, Ingrid A., PhD (Art History), University of Maryland College Park, 2007, Associate Professor
- Cary, Kevin B., MS (Geoscience), Western Kentucky University, 2001, Instructor II
- Chan, Kam C., PhD (Finance), The University of Alabama, 1990, Professor
- Chang, Yufen, PhD (Linguistics, Language Education), Indiana Uni Bloomin-USE 601401, 2012, Assistant Professor
- Chen, Wei, PhD (Linguistics), University of Georgia, 2016, Clinical Assistant Professor
- Chen, Yining, PhD (Business Administration), University of South Carolina - Columbia, 1993, Professor
- Chhachhi, Indudeep S., DBA (Business Administration), Southern Illinois University Carbondale, 1990, Professor
- Choate, Robert E., MME (Mechanical Engineering), North Carolina State University, 1991, Professor
- Choe, Miwon, PhD (Curriculum and Instruction), Indiana Uni Bloomin-USE 601401, 2001, Professor
- Ciampa, Mark D., PhD (Tech Mgt (Digital Comm Systems)), Indiana State University, 2008, Associate Professor
- Cipolla, John M., DMA (Music, Music Performance), University North Carolina Greensboro, 2002, Professor
- Civelek, Ismail, PhD (Operations Management and Manufacturing), Carnegie Mellon University, 2010, Associate Professor
- Clark, Daniel L., PhD (Mathematics Education), Michigan State University, 2016, Assistant Professor
- Cobane, Craig T., PhD (Political Science), University of Cincinnati Main Campus, 2003, Professor
- Coder, LeAnne, PhD (Business), University of Kansas Main Campus, 2007, Associate Professor
- Cohron, Winifred L., PhD (Educational Leadership Organizational Development), University of Louisville, 2009, Visiting Associate Professor
- Coleman, Phillip D., EdD (Adult, Higher, and Community Education, Information and Communication Sciences), Ball State University, 2007, Associate Professor
- Conte, Eric D., PhD (Chemistry), University of Massachusetts, 1993, Professor

Cosby, Dana M., PhD (Educational Leadership and Organizational Development), University of Louisville, 2008, Pedagogical Assistant Professor

Crandall, Kenneth J., PhD (Exercise and Sport Science), University of Utah, 2004, Associate Professor

Crawford, Kenneth M., PhD (Biological Sciences), University of Michigan-Ann Arbor, 1988, Associate Professor

Cuomo, Dana M., PhD (Geography, Women's Studies), Pennsylvania State University, 2015, Assistant Professor

D

Daday, Gerhard K., PhD (Sociology), University of New Mexico Main Campus, 2004, Professor

Dahl, Darwin B., PhD (Chemistry), University of Missouri - Kansas City, 1987, Professor

Daniels, Aquesha D., JD (Law), Florida Coastal School of Law, 2011, Pedagogical Assistant 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

Dean, Terry R., DMD (Dentistry), University of Louisville, 1990, Associate Professor

Dedas, Michael B., MFA (Art), University of Cincinnati Main Campus, 2003, Associate Professor

DeGraves, Fred J., PhD (Veterinary Medical Sciences, Animal Science), North Carolina State University, 1991, Associate Professor

Deng, Yongming, PhD (Chemistry), Miami University, 2014, Assistant Professor

Dennis, Roger L., MAE (Agriculture Education, Secondary Education), Western Kentucky University, 1992, Clinical Assistant Professor

Derryberry, Pitt, PhD (Educational Psychology), The University of Alabama, 2001, Professor

Desander, Marguerita K., PhD (Ed Policy/Plan/Ldsp), College of William and Mary, 2005, Associate Professor

Desrosiers, Patricia L., PhD (Social Work), University of Louisville, 2009, Associate Professor

deVries, Susann E., MLIS (Library Information Services), Wayne State University, 2004, Professor

Dick, Carl W., PhD (Zoology), Texas Tech University, 2005, Associate Professor

Dietle, Robert L., PhD (History), Yale University, 1991, Associate Professor

Dietrich, Sylvia L., PhD (Education), University of Tennessee, Knoxville, 2000, Professor

DiMeo, David F., PhD (Comparative Literature), Harvard University, 2006, Associate Professor

Ding, Xiuhua, PhD (Epidemiology and Biostatistics), University of Kentucky, 2016, Assistant Professor

Dobrokhotov, Vladimir, PhD (Physics), University of Idaho, 2006, Professor

Doggett, Anthony M., PhD (Education and Human Resource Studies), Colorado State University, 2003, Professor

Doss, Selena S., PhD (History), Vanderbilt University, 2010, Associate Professor

Dressler, Richard A., PhD (Audiology Speech Pathology), University of Memphis, 2001, Associate Professor

Drummond, Holli R., PhD (Sociology), University of Georgia, 2004, Professor

Ducloux, Kanita K., PhD (Mathematics Education), University of Georgia, 2009, Associate Professor

Duffin, Lisa C., PhD (Educational Studies, Educational Psychology), Purdue University Main Campus, 2009, Associate Professor

Dumancic, Marko, PhD (History), University of North Carolina Chapel Hill, 2010, Associate Professor

Dunkum, Molly, PhD (Mathematics), University of Kentucky, 2005, Associate Professor

Durkee, Joshua D., PhD (Geography), University of Georgia, 2002, Associate Professor

Dye, Loretia T., PhD (Counselor Education), Western Michigan University, 2012, Associate Professor

E

Eagle, Marc V., PhD (History), Tulane University, 2005, Associate Professor

Eaton, Melanie D., MBA (Business Administration), Western Kentucky University, 2003, Instructor I

Egloff, Karin M., PhD (French), University of Illinois Urbana-Champaign, 1990, Professor

Ellis-Griffith, Gregory E., PhD (Administration/Health Services), University of Alabama at Birmingham, 2010, Associate Professor

Emani, Chandrakanth, PhD (Science), Osmania University, 1997, Associate 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

Er, Ali, PhD (Physics), Old Dominion University, 2011, Assistant Professor

Ernst, Claus D., PhD (Mathematics), Florida State University, 1988, 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, Associate Professor

Evans, Timothy H., PhD (American Studies, Folklore), Indiana Uni Bloomin-USE 601401, 1995, Associate Professor

Everson, Kimberlee K., PhD (Educ Inquiry, Measurement, Evaluation), Brigham Young University, 2012, Assistant Professor

F

Fan, Xingang, PhD (Atmospheric Sciences, Synoptic Dynamics), Lanzhou University, 1996, Associate Professor

Farmer, Ryan L., PhD, University of Memphis, 2015, Assistant Professor

Farrell, Colin, PhD (Medical Sociology), University of Alabama at Birmingham, 2010, Assistant Professor

Ferrell, Ann K., PhD (English), The Ohio State University Main Campus, 2009, Associate Professor

Fife, Jane L., PhD (English Rhetoric and Composition), University of Louisville, 1992, Professor

Folk, Jessica L., MFA (Screenwriting), Chapman University, 2014, Assistant Professor

Forsythe, Stacey A., EdD (Educational Leadership), Western Kentucky University, 2015, Assistant Professor

Fortune, Nicholas C., PhD, North Carolina State University, 2018, Assistant Professor

Fox, Ashley C., PhD (Educational Leadership and Organizational Development), University of Louisville, 2010, Assistant Professor

Frandy, Tim W., PhD (Scandinavian Studies, Folklore), University of Wisconsin-Madison, 2013, 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

G

Gabbard, Wesley J., PhD (Social Work), The University of Alabama, 2004, Professor

Gaiko, Sylvia S., PhD, Oklahoma State University Main Campus, 1991, Professor

Galloway, Hunter O., PhD (Animal Sciences), University of Illinois Urbana-USE 603398, 2016, Assistant Professor

Galloway, Jeffrey M., PhD (Computer Science), The University of Alabama, 2013, Assistant Professor

Gandy, Stephanie K., EdD (Curriculum and Instruction), Louisiana Tech University, 2002, Professor

Gani, MD R., PhD (Geosciences), University of Texas at Dallas, 2005, Associate Professor

Gani, Nahid, PhD (Geosciences), University of Texas at Dallas, 2006, Associate Professor

Gardner, Marilyn M., PhD (Health Ed Promotion), The 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, PhD (Mathematics Science Educ), Middle Tennessee State University, 2015, Assistant Professor

Gibson, Allison, MSSW (Social Work), University of Louisville, 2005, Instructor I

Gibson, Fred W., PhD (Educational Leadership Organizational Development), University of Louisville, 2004, Professor

Gibson, Steven J., PhD (Astronomy, Physics), University of Wisconsin-Madison, 1997, Associate Professor

Gilfillen, Becky A., PhD (Plant and Soil Science), University of Tennessee, Knoxville, 1999, Professor

Gill, Jennifer C., PhD (Animal Science and Poultry Science), North Carolina State University, 2016, Assistant Professor

Gish, Elizabeth J., THD, Harvard University, 2013, Associate Professor

Goff, Brian L., PhD (Economics), George Mason University, 1986, Professor

Golla, Vijay, PhD (Occupational Environmental Health (Industrial Hygiene)), University of Iowa, 2007, Professor

Goodrich, Gregory B., PhD (Geography), Arizona State University Main, 2005, Associate Professor

Gordon, Victoria A., DPA (Public Administration), University Illinois at Sprin-USE 603398, 2004, Professor

Green, Kimberly J., EdD (Educational Leadership, Postsecondary Leadership), Western Kentucky University, 2015, Assistant Professor

Grieve, Frederick G., PhD (Psychology, Clinical Psychology), University of Memphis, 1996, Professor

Griffiths, Austin G., PhD, University of Kentucky, 2017, Assistant Professor

Gripshover, Margaret M., PhD (Geography), University of Tennessee, Knoxville, 1995, Professor

Groce, Stephen B., PhD (Sociology), University of Tennessee, Knoxville, 1986, Professor

Gross, Thomas J., PhD (Educational Psychology), Oklahoma State University Main Campus, 2013, Assistant 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

Guffey, Kristie B., EdD (Educational Leadership, Organizational Leadership), Western Kentucky University, 2012, Pedagogical Assistant Professor

Gumirakiza, Jean D., PhD (Economics), Utah State University, 2013, Assistant Professor

Gupta, Sanju, PhD (Physics – Chemistry), University of Puerto Rico Rio Piedras, 2003, Associate Professor

H

Haddad, Bashar F., PhD (Tech Mgt (Construction Mgt)), Indiana State University, 2007, Assistant 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, Professor

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

Harkins, Anthony A., PhD (History), University of Wisconsin-Madison, 1999, Professor

Harper, Whitney R., PhD (Human Devl and Family Studies), Michigan State University, 2015, Assistant Professor

Harrington, Stasie C., PhD (Spanish), Pennsylvania State University, 2001, Assistant Professor

Harris, Scott H., DMA (Music), University of Oklahoma Norman, 2003, Associate Professor

Hatfield, Robert D., PhD (Business), Indiana Uni Bloomin-USE 601401, 1996, Professor

Hawkins, Timothy G., PhD (Marketing), University of North Texas, 2007, Associate Professor

Haynes-Lawrence, Darbi J., PhD (Special Education), Indiana Uni Bloomin-USE 601401, 1998, Associate Professor

Herman, Matthew J., DMA (Music Composition), Temple University, 2003, Assistant Professor

Hill, Lawrence J., PhD (Chemistry), University of Arizona, 2014, Assistant Professor

Hines, Lynn A., EdD (Educational Leadership), Western Kentucky University, 2013, Professional-In-Residence

Hoffswell, Joseph M., PhD, University of Missouri-Columbia, 2017, Assistant Professor

Hollyfield, Jerod, PhD (English), Louisiana State University AM College, 2011, Associate Professor

Hondorp, Paul L., DMA (Music Conducting), Michigan State University, 2003, Professor

Hopson, Cheryl R., PhD (English), University of Kentucky, 2008, Assistant Professor

Horigan, Kate G., PhD (English, Interdisciplinary Specialization in Folklore), The Ohio State University Main Campus, 2013, Assistant Professor

Houchens, Gary W., PhD (Educational Leadership Organizational Development), University of Louisville, 2008, Professor

Houle, Jean-Luc, PhD (Anthropology, Archeology), University of Pitts Pittsburgh Camp, 2010, Associate Professor

Houston, Cynthia R., PhD (Education (Curriculum and Instruction)), Southern Illinois University, 1996, Professor

Hovet, Theodore R., PhD (English), Duke University, 1995, Professor

Huang, Xiaoxia, PhD (Instructional Systems), Florida State University, 2007, Associate Professor

Hudepohl, Kathryn A., PhD (Anthropology), Tulane University, 2002, Associate Professor

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

Hughes, Sandra S., PhD (English), University of Georgia, 2003, Professor

Hughey, Aaron W., EdD (Educational Administration), Northern Illinois University, 1988, Professor

Hulan, Nancy F., PhD (Curriculum and Instruction), University of Louisville, 2010, Associate 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

Hunt-Shepherd, Janice R., MHA (Health Administration), Western Kentucky University, 2005, Associate 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, Professor

Hutchison, Leisa S., MSED (Special Education, Speech and Communication Disorders), University of Kentucky, 1986, Clinical Associate 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

J

Jacobshagen, Sigrid H., PhD (Biology), Free University of Berlin, 1988, Professor

Jeffrey, Jonathan D., MA (History, English), Stephen F. Austin State University, 1988, Professor

Jenkins, Andrea K., PhD (Counseling), Old Dominion University, 2015, Assistant Professor

Jennings, Audra R., PhD (History), The Ohio State University Main Campus, 2008, Associate Professor

Jerome, Angela M., PhD (Communication Studies), University of Kansas Main Campus, 2002, Professor

Johnson, Jarrett R., PhD (Biology), University of Missouri-Columbia, 2005, Associate Professor

Jones, Angela L., PhD (English), University of Kansas Main Campus, 2001, Associate Professor

Jones, Roderick W., PhD (Criminal Justice), Indiana Uni Bloomin-USE 601401, 2015, Assistant 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

Kambesis, Patricia N., PhD (Earth and Atmospheric Sciences), Mississippi State University, 2014, Instructor I

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

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

Keller, Christopher J., PhD (English), University of Florida, 2001, Associate 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

Kennedy, Michael W., DPT, University of Kentucky, 2012, Assistant Professor

Kerby, Molly B., PhD (Educational Leadership Organizational Development), University of Louisville, 2007, Associate Professor

Kessler, Walter B., PhD (Mathematics), Vanderbilt University, 1997, Professor

Khenner, Mikhail, PhD (Physico-Mathematical Sciences), Perm State University-Russia, 1999, Associate Professor

Khouryieh, Hanna A., PhD (Food Science), Kansas State University, 2006, Associate Professor

Kiasatpour, Soleiman, PhD (Political Science), University of California-Riverside, 1998, Associate Professor

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

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, Associate Professor

Kinnersley, Randall L., PhD (Business Administration), Texas Tech University, 1997, Professor

Kirby, Elizabeth G., EdD (Learning and Instruction), University of San Francisco, 2008, Associate Professor

Knackmuhs, Eric G., PhD (Leisure Behavior), Indiana Uni Bloomin-USE 601401, 2017, 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, Associate Professor

Kondratieff, Eric, PhD (Ancient History), University of Pennsylvania, 2003, Associate Professor

Kong, Jie-Young, PhD (Communication), Arizona State University Main, 2012, Associate Professor

Krull, Amy C., PhD (Sociology Anthropology), Purdue University Main Campus, 2000, Associate Professor

L

LaFantasie, Glenn W., PhD (History), Brown University, 2005, Professor

Langdon, Alison L., PhD (English), University of Oregon, 2004, Professor

Lanphier, Dominic A., PhD (Mathematics), University of Minnesota-Twin Cities, 2000, Professor

Lasley, Scott J., PhD (Political Science), University of Iowa, 2000, Professor

Lebedinsky, Alexander G., PhD (Economics), Georgetown University, 2004, Professor

Lee, Minwoo, PhD (Business Administration), University of Pitts Pittsburgh Camp, 1993, Associate Professor

Leggett, Stacy R., EdD (Educational Administration), George Washington University, 2015, Associate Professor

Leguizamon, Juan S., PhD (Economics), West Virginia University, 2011, Assistant Professor

Leguizamon, Susane, PhD (Economics), West Virginia University, 2010, Associate Professor

Lemerise, Elizabeth A., PhD (Psychology), New School for Social Research, 1988, Professor

Lenk, Sonia E., PhD (Hispanic Language and Literature), University of Pitts Pittsburgh Camp, 2007, Associate Professor

LeNoir, William D., PhD, Auburn University, 1992, 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, Associate Professor

Liddle, Daniel J., MA (Professional Communication), Clemson University, 2012, Assistant Professor

Lienesch, Philip W., PhD (Zoology), University of Oklahoma Norman, 1997, Associate Professor

Lin, Ching-Yi, DM (Violin), Indiana Uni Bloomin-USE 601401, 2010, Associate 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, University of Kentucky, 2013, Assistant Professor

Lockwood, Adam B., PhD (Educational Psychology), Northern Arizona University, 2015, Assistant Professor

Logan, Deborah A., PhD (English), University of North Carolina Chapel Hill, 1997, Professor

Logsdon, Jeremy R., EdD (Educational Leadership, Postsecondary Leadership), Western Kentucky University, 2016, Clinical Assistant Professor

Lopes, Zachary A., DMA (Piano), University of Cincinnati Main Campus, 2013, Assistant Professor

Lovell, Donielle M., PhD (Rural Sociology), University of Missouri-Columbia, 2009, Associate Professor

Lyons, Thomas S., PhD (Human Performance), The University of Alabama, 2003, Professor

M

Macy, Gretchen M., EdD (Kinesiology and Health Promotion), University of Kentucky, 2012, Associate Professor

Maddox, Jeremy B., PhD (Chemistry), University of Houston, 2003, Associate Professor

Madole, Kelly L., PhD (Psychology), University of Texas at Austin, 1992, Professor

Main, Maria E., DNP (Nursing Practice), University of Kentucky, 2010, Professor

Mallinger, Gayle M., PhD (Social Work), University of Pitts Pittsburgh Camp, 2010, Associate Professor

Marchionda, Hope L., PhD (Curriculum and Instruction), Clemson University, 2006, Associate Professor

Margarella, Erin E., PhD (Curriculum and Instruction), University of South Florida, 2016, Assistant Professor

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

Marston, Sean R., PhD (Business Administration, Information Systems and Operation), University of Florida, 2010, Associate 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 Uni Bloomin-USE 601401, 1992, Professor

McClain, Lauren N., PhD (Sociology), Bowling Green State University, 2009, Associate Professor

McCoy, Lauren G., JD (Law), Marquette University, 2009, 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

McIntyre, Kellye M., MSW (Social Work), Western Kentucky University, 2003, Instructor I

McMichael, Francis A., PhD (History), Vanderbilt University, 2002, Professor

Meier, Albert J., PhD (Zoology), University of Georgia, 1995, Professor

Mienaltowski, Andrew S., PhD (Psychology), Georgia Institute of Tech, 2008, Associate 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, Professor

Mittelberg, Julia A., PhD (Curriculum and Instruction), Kansas State University, 2014, Assistant Professor

Mize Smith, Jennifer, PhD (Communication), Purdue University Main Campus, 2006, Associate Professor

Mkanta, William N., PhD (Health Services Research), University of Florida, 2005, Associate Professor

Moore, John A., EdD (Instruction and Administration), University of Kentucky, 1995, Professor

Mountjoy, Natalie J., PhD (Zoology), Southern Illinois University, 2014, Pedagogical Assistant Professor

Mukonyora, Isabel, PhD, University of Oxford, 1999, Professor

Munasinghe, Samangi, PhD (Mathematics), Texas A M University, 2006, Associate 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

Murphy, Corinne M., PhD, The Ohio State University Main Campus, 2006, Professor

Murphy, Roger W., PhD (Political Science), Indiana Uni Bloomin-USE 601401, 1996, Associate Professor

Musalia, John M., PhD (Sociology), Indiana Uni Bloomin-USE 601401, 2000, Professor

Mutter, Sharon A., PhD (Psychology), George Washington University, 1984, Professor

Myers, Carl L., PhD (Psychology), Iowa State University, 1995, Professor

N

Nee, Matthew J., PhD (Chemistry), University of California-Berkeley, 2005, Associate Professor

Neelly, 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, Associate Professor

Nguyen, Thanh L., PhD (Mathematics), Ohio University Main Campus, 2002, Professor

Nichols, Michael A., MFA (Fine Arts, Painting), Fontbonne College, 2000, 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, Associate Professor

Novikov, Ivan S., PhD (Mathematics, Physics), St. Petersburg State U-Russia, 2000, Associate Professor

O

Ochs, Sarah E., PhD (School Psychology), University of Houston, 2017, Assistant Professor

Olmsted, 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

Orooji, Fatemeh, PhD (Engineering Science, Construction Management), Louisiana State University AM College, 2015, Assistant Professor

Otto, Peggy D., PhD (English Rhetoric Composition), University of Louisville, 2009, Associate Professor

Ozer, Ahmet O., PhD (Applied Mathematics), Iowa State University, 2011, Assistant Professor

P

Paganelli, Andrea, PhD (Instructional Leadership), The University of Alabama, 2010, Associate 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

Payne, Holly J., PhD (Communication), University of Kentucky, 2003, Professor

Payne, Kenneth D., MA (Journalism), Marshall University, 1992, Associate Professor

Payne-Emerson, Heather M., PhD (Nutritional Science), University of Kentucky, 2010, Associate Professor

Peake, Whitney O., PhD (Agricultural Economics), Purdue University Main Campus, 2008, Associate Professor

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

Philips, Thomas K., PhD (Entomology), The Ohio State University Main Campus, 1997, Professor

Poff, Raymond A., PhD (Leisure Behavior), Indiana Uni Bloomin-USE 601401, 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

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 I

Price, Merrall, PhD (English), University of Rochester, 1998, Professor

Pruitt, Matthew V., PhD (Sociology), North Carolina State University, 1995, Professor

Q

Quenzer, Rhonda B., MSN (Nursing, Nursing Educator), Western Kentucky University, 2014, Instructor I

R

Rahim, M. A., PhD (Business Administration), University of Pitts Pittsburgh Camp, 1976, Professor

Ramsing, Ronald D., PhD (Parks, Recreation, and Tourism), University of Utah, 2005, Professor

Reames, Kelly L., PhD (English), University of North Carolina Chapel Hill, 2002, Associate Professor

Redifer, Jenni L., PhD (Educational Psychology), University of Florida, 2012, Associate Professor

Reece, Michelle C., PhD (Public Health), East Tennessee State University, 2014, 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, Associate Professor

Rezasoltani, Asghar, PhD (Mechanical Engineering), Louisiana State University AM College, 2016, Assistant Professor

Rice, Jeffrey A., PhD (English), University of Florida, 2010, Associate Professor

Rice, Nancy A., PhD (Biochemistry), University of Tennessee, Memphis, 1999, Professor

Rich, Timothy S., PhD (Political Science, East Asian Languages), Indiana Uni Bloomin-USE 601401, 2012, 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-Carrier, Leigh A., EdD (Educational Leadership, P-12 Leadership), Western Kentucky University, 2011, Clinical Associate 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, Associate Professor

Ross, Mark T., PhD (Business Administration, Finance), University of Arizona, 1996, Associate Professor

S

Samuels, Jeffrey, PhD (Religious Studies), University of Virginia, 2002, Professor

Sauerheber, Jill Duba, PhD (Counseling Human Development Services), Kent State University Main Campus, 2004, 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

Schugart, Richard C., PhD (Applied Mathematics), North Carolina State University, 2005, Associate Professor

Schulte, Bruce A., PhD (Environmental and Forest Biology), SUNY Col Envrmntl Sci-Forestry, 1993, Professor

Shackelford, Jo L., EdD (Educational Leadership, Postsecondary Leadership), Western Kentucky University, 2012, Associate Professor

Shake, Matthew C., PhD (Educational Psychology), University of Illinois Urba-USE 603398, 2009, Associate Professor

Shaluta, Cliff P., MA (Speech), Marshall University, 1983, Professor

Sharma, Nilesh C., PhD (Science/Botany), Birhar University-India, 1992, Instructor II

Siewers, Fredrick D., PhD (Geology), University of Illinois Urba-USE 603398, 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 I

Smith, Douglas C., PhD (Sociology), PA State University Main Campus, 1996, Professor

Smith, Janice C., PhD (Rehabilitation Sciences), University of Kentucky, 2015, Instructor I

Smith, Kandy C., PhD (Education, Teacher Education), University of Tennessee, Knoxville, 2014, Assistant Professor

Smith, Marian R., DNP (Advanced Practice), University of Southern Indiana, 2012, Assistant Professor

Smith, Michael E., PhD (Marine Science), University of Texas at Austin, 2001, Professor

Snyder, Lawrence W., PhD (Religious Studies), University of North Carolina Chapel Hill, 1992, Professor

Soltani, Fatemeh, PhD (Health Leisure Human Perf), Oklahoma State University Main Campus, 2015, Visiting Assistant Professor

Song, Qingfang, PhD (Developmental Psychology), Cornell University, 2016, Assistant Professor

Speer, Donald R., PhD (Music Education), Louisiana State University AM College, 1991, Professor

Spencer, Roxanne M., MLSC (Library Science), Clarion University of Pennsylvania, 1999, Associate Professor

Spiller, Michael S., PhD (Human Resources Management), The University of Alabama, 1999, Professor

Spraker, John S., PhD (Mathematics), Indiana Uni Bloomin-USE 601401, 1987, Professor

Srivastava, Ajay, PhD (Molecular Biology and Genetics), University of Alberta, 2003, Associate Professor

St John, Brian A., DMA (Conducting), Arizona State University Main, 2010, Assistant Professor

Starks, Sandra 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, Trini G., PhD (English), University of Wisconsin-Madison, 2015, Pedagogical Assistant 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

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, Professor

Sturgeon, Lizbeth P., PhD (Nursing), University of Kentucky, 2012, 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, Professor

Szerdahelyi, Judith, PhD (English, English), University North Carolina Greensboro, 2002, Associate Professor

Szymanski, Antonia M., PhD (Psychological and Quantitative Foundations), University of Iowa, 2011, Associate Professor

T

Tassell, Janet L., PhD (Curriculum Instruction), Indiana Uni Bloomin-USE 601401, 2002, Associate Professor

Taylor, Ritchie D., PhD (Environmental Science), University of North Texas, 2002, Associate Professor

Teeters, Jenni B., PhD, University of Memphis, 2017, Assistant Professor

Tembo, Rostern, PhD (Biological Sciences), Bowling Green State University, 2009, Instructor I

Thompson, Blair C., PhD (Communication Studies, Educational Psychology), University of Nebraska-Lincoln, 2007, Associate Professor

Thornberry, Timothy S., PhD, Auburn University, 2013, Assistant Professor

Thrasher, Evelyn H., PhD (Management), Auburn University, 2006, Associate Professor

Tinius, Rachel A., PhD (Movement Science), Washington University, 2015, Assistant 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, Associate Professor

V

Van Dyken, Tamara, PhD (History), University of Notre Dame, 2009, Associate Professor

Vandermeer, Wieb, PhD (Mathematics and Natural Science), University of Groningen, 1979, Professor

Vasiliev, Pavel V., PhD (Sociology), University of Nevada-Las Vegas, 2013, Assistant Professor

Vaughan, Shannon K., PhD (Political Science), University of Kentucky, 2004, Associate Professor

W

Wang, Huanjing, PhD (Computer Science), The University of Alabama, 2005, Professor

Wang, Jianliang, EdD (Educational Administration), SUNY at Albany, 1989, Professor

Warfel, Erin T., MSW (Social Work), Bryn Mawr College, 2001, Instructor I

Watkins, Cecilia M., PhD (Human Ecology, Community Health), University of Tennessee, Knoxville, 2000, Professor

Webb, Cathleen J., PhD (Chemistry), University of Washington, 1989, Professor

Weiler, Brian K., MS (Hearing and Speech Sciences), Vanderbilt University, 2007, Assistant Professor

Wells, Steve C., PhD (Accountancy), University of Mississippi, 1994, Professor

West, Adam R., PhD (Human Development and Family Science), University of Texas at Austin, 2013, Assistant Professor

Whitham, Lauren E., DMA, University of Georgia, 2017, Assistant Professor

Wichman, Aaron L., PhD (Psychology), The Ohio State University Main Campus, 2005, Associate Professor

Williams, Brooke B., PhD (Neuroscience), Vanderbilt University, 2010, Assistant Professor

Williams, Kevin M., PhD (Chemistry), Emory University, 2000, Professor

Willian, William T., PhD (Plant Soil Science), University of Tennessee, Knoxville, 1995, Professor

Wilson, Catherine M., PhD (Music), University of Iowa, 2013, Assistant Professor

Wilson, Dennis P., PhD (Economics), University of Kentucky, 1999, 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 Uni Bloomin-USE 601401, 1999, Professor

Wolf, Cheryl P., PhD (Mental Health Counseling), University of Florida, 2013, Assistant Professor

Wolinski, Mary E., PhD (Music), Brandeis University, 1988, Professor

Wosley, Paul B., PhD (Crop Science), University of Kentucky, 2002, Professor

Wright, Dawn G., PhD (Nursing Science), Vanderbilt University, 2008,
Professor

Wulff, Andrew H., PhD (Geosciences), University of Massachusetts, 1999,
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, 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

Zhang, Rui, PhD (Chemistry), University of Hong Kong, 2001, Professor

Zhao, Qin, PhD (Educational Psychology), University of Florida, 2008,
Associate Professor

Zhuhadar, Lily P., 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 Uni Bloomin-USE 601401,
2004, Professor

Zubel, Marla K., PhD (Comparative Literature), University of Minnesota-
Twin Cities, 2017, Assistant Professor

COURSE INDEX

Course Search (<http://catalog.wku.edu/course-search>)

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 minimum grade of C

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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 requirement 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 minimum grade of C

Recent Term(s) Offered: spring 2017; spring 2018; fall 2018

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 (may be taken concurrently) with a minimum grade of C

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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 or equivalent) or permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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 with a minimum grade of C or equivalent) or (ACCT 450 with a minimum grade of C or equivalent)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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 with a minimum grade of C or equivalent

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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 with a minimum grade of C or equivalent

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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 with a minimum grade of C or equivalent

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

ACCT 550 Special Topics in Accounting for Not-For-Profit Organizations and Governments 3 Hours

Study of current topics in accounting for not-for-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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

ADED 520 Methods for Teaching Adults 3 Hours

Adult educational theories, models, and approaches and their use in practice.

Prerequisite(s): ADED 611

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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 (may be taken concurrently)

Recent Term(s) Offered: spring 2016; spring 2017; fall 2018

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.

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Course Fee: \$10

Recent Term(s) Offered: summer 2017

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.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Course Fee: \$10

Recent Term(s) Offered: summer 2016

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.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Recent Term(s) Offered: spring 2016; spring 2018

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.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Course Fee: \$10

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Recent Term(s) Offered: fall 2016; fall 2018

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.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Recent Term(s) Offered: fall 2016; fall 2018

AMS 590 Operations Leadership 3 Hours

Provides technical professionals with leadership and management skills needed to be effective throughout their career.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Course Fee: \$10

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Recent Term(s) Offered: spring 2017

AMS 599 Thesis Research and Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Course Fee: \$10

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

AMS 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Course Fee: \$10

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

AMS 630 Legal and Ethical Issues in Technology 3 Hours

A study of ethics and social responsibility, international and contemporary legal issues in business and industry, and e-commerce.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Course Fee: \$10

Recent Term(s) Offered: summer 2018

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.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Course Fee: \$10

Recent Term(s) Offered: spring 2016; fall 2017

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.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

AMS 671 Quality Management 3 Hours

An examination of philosophies, concepts, tools and techniques used in continuous quality improvement programs.

Restriction(s): Enrollment is limited to students in Engineering Technology Mgt (0447) or Lean Sigma (0452)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; spring 2018

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
Recent Term(s) Offered: None

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.
Recent Term(s) Offered: summer 2016

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.
Recent Term(s) Offered: None

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): PSY 510 (may be taken concurrently) and SPED 516 (may be taken concurrently) and (ART 311 with a minimum grade of C or equivalent) or permission of instructor
Recent Term(s) Offered: None

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites.
Prerequisite(s): ART 411G
Recent Term(s) Offered: None

ART 420G Ceramics 3 Hours
A continuation of production in clay form and research in experimental clay and glaze composition.
Prerequisite(s): ART 321
Recent Term(s) Offered: None

ART 421G Ceramics 3 Hours
This course requires advanced individual performance in creative design concepts and in research and recording.
Prerequisite(s): ART 420
Recent Term(s) Offered: None

ART 422G Ceramics 3 Hours
This course is a continuation of ART 421G.
Prerequisite(s): ART 421
Recent Term(s) Offered: None

ART 440G Drawing 3 Hours
Advanced drawing explorations through individual problem solving.
Prerequisite(s): ART 341
Recent Term(s) Offered: None

ART 450G Printmaking 3 Hours
Stresses advanced printmaking techniques and requires students to have strong personal imagery.
Prerequisite(s): ART 351
Recent Term(s) Offered: None

ART 451G Printmaking 3 Hours
Printmaking exploration through research and creative activity.
Prerequisite(s): ART 450
Corequisite(s): ART 452G
Recent Term(s) Offered: None

ART 452G Printmaking 3 Hours
This course consists of advanced research problems in printmaking.
Corequisite(s): ART 451G
Restriction(s): Enrollment is limited to students in Visual Studies (509) , Visual Arts (514) , Art (BFA In Graphic Design) (515) or Art Education (516)
Recent Term(s) Offered: None

ART 460G Painting 3 Hours
Research problems in selected painting materials are provided in this course.
Prerequisite(s): ART 361
Recent Term(s) Offered: None

ART 461G Painting 3 Hours
This course consists of advanced individual research problems in painting.
Prerequisite(s): ART 460
Recent Term(s) Offered: None

ART 462G Painting 3 Hours
This course is a continuation of ART 461G.
Prerequisite(s): ART 461
Recent Term(s) Offered: None

ART 470G Sculpture 3 Hours
Sculptural problems. Introduction to metal casting using sand molds.
Prerequisite(s): ART 371
Recent Term(s) Offered: None

ART 471G Sculpture 3 Hours
Sculptural problems. Introduction to the lost-wax method of casting.
Prerequisite(s): ART 371 and ART 372
Recent Term(s) Offered: None

ART 472G Sculpture 3 Hours
Experience in solving problems met in professional practice.
Prerequisite(s): ART 471
Recent Term(s) Offered: None

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
Recent Term(s) Offered: None

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
Recent Term(s) Offered: None

ART 482G Weaving 3 Hours

This course involves advanced individual research in weaving.

Prerequisite(s): ART 481

Recent Term(s) Offered: None

ART 490G Special Problems 3-6 Hours

Independent course work done on an individual basis under the guidance of a selected faculty member.

Recent Term(s) Offered: None

ART 491G Special Studies 3 Hours

Independent course work done on an individual basis under the guidance of a selected faculty member.

Recent Term(s) Offered: winter 2016

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

Recent Term(s) Offered: summer 2016; spring 2017

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

ART 520 Ceramic Art 3 Hours

Advanced levels of clay forming techniques and clay glaze composition. Research in various phases of the ceramic process.

Recent Term(s) Offered: None

ART 540 Drawing 3 Hours

Independent study utilizing traditional methods of drawing. Students are encouraged to investigate and utilize new directions.

Course Fee: \$50

Recent Term(s) Offered: None

ART 550 Printmaking 3 Hours

Independent study utilizing traditional methods of printmaking. Encourages the exploration of new directions in personal expression.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: summer 2016; fall 2016

ART 570 Sculpture 3 Hours

Independent study and experimentation in sculpture.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016

ART 591 Investigation/Art History 3 Hours

Topics and approaches for special areas of interest. Emphasis on the traditional periods of art history.

Recent Term(s) Offered: spring 2016; summer 2016; summer 2017; summer 2018

ART 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: None

ART 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: None

Astronomy (ASTR)

ASTR 405G Astronomy for Teachers 3 Hours

Selected topics in astronomy for elementary and secondary teachers.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: summer 2016; winter 2017; summer 2018

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.

Course Fee: \$20

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

BIOL 405G Aquatic Insect Diversity 2 Hours

The taxonomy and biology of the insects commonly encountered in freshwater habitats.

Recent Term(s) Offered: None

BIOL 407G Virology 3 Hours

Study of bacterial, animal and plant viruses. Emphasis on the molecular aspects of replication, expression, regulation and pathogenesis.

Recent Term(s) Offered: spring 2017

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.

Recent Term(s) Offered: spring 2016; spring 2017; summer 2017; spring 2018

BIOL 412G Lab Cell Biology 1 Hour

A laboratory course correlated with BIOL 411G.

Course Fee: \$20

Recent Term(s) Offered: None

BIOL 446G Biochemistry I 3 Hours

Biochemical compounds and their role in metabolism.

Recent Term(s) Offered: spring 2017; summer 2017; summer 2018; fall 2018

BIOL 447G Lab Biochemistry I 2 Hours

Selected experiments which illustrate biochemical principles. Five hours per week.

Course Fee: \$35

Recent Term(s) Offered: fall 2018

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.

Course Fee: \$20

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2017

BIOL 457G Herpetology 4 Hours

An introduction to the classification and biology of reptiles and amphibians.

Recent Term(s) Offered: spring 2016

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.

Course Fee: \$25

Recent Term(s) Offered: fall 2018

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.

Recent Term(s) Offered: spring 2016

BIOL 460G Parasitology 4 Hours

The morphology, physiology, life histories, control and economic significance of representative species. Lecture, two hours; laboratory, four hours.

Course Fee: \$20

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2017

BIOL 467G Biochemistry II 3 Hours

The reactions of living systems and an introduction to the mechanisms and energetics of metabolism. Lecture.

Recent Term(s) Offered: spring 2016

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.

Recent Term(s) Offered: spring 2016

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.

Recent Term(s) Offered: None

BIOL 475G Independent Topics/Biology 1-3 Hours (repeatable max of 6 hrs)

Significant problems and developments of current interest in biology.

Recent Term(s) Offered: None

BIOL 485G Field Biology 1-4 Hours

An intensive field experience on a biological or ecological topic.

Recent Term(s) Offered: summer 2018

BIOL 490G Plants as Alternative Therapeutics 3 Hours

An exploration of plants used in traditional systems of medicine with emphasis on their pharmacological implications as evidenced in modern clinical research. The therapeutic actions of phytochemicals, vis-a-vis different human illnesses (cardiovascular, gastrointestinal, respiratory, autoimmune psychosomatic disorders; cancer, AIDS, skin diseases, etc.) will be examined.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

BIOL 495G Molecular Genetics 3 Hours

A study of the molecular basis of genetics and heredity of prokaryotic and eukaryotic organisms.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2017

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.

Course Fee: \$20

Recent Term(s) Offered: fall 2016; fall 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

BIOL 501 Biological Perspectives 3-4 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.

Recent Term(s) Offered: spring 2017

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.

Restriction(s): Enrollment is limited to students in Biology for Teacher Leaders (0442), Biology (0493) or Biology (056)

Recent Term(s) Offered: spring 2016; fall 2017; spring 2018; fall 2018

BIOL 505 Aquatic Insect Ecology 2 Hours

Ecological functions, evolutionary adaptations, and indicators of environmental quality of aquatic insects.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

BIOL 516 Investigations/Biology 1-3 Hours (repeatable max of 3 hrs)

Research project completed under faculty supervision. Not applicable to MS thesis option. Note: Permission of research project director required.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; fall 2017; summer 2018; fall 2018

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

Recent Term(s) Offered: spring 2018

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

Recent Term(s) Offered: summer 2018

BIOL 522 Biological Systematics 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.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2018

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.

Recent Term(s) Offered: fall 2016; fall 2018

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.

Recent Term(s) Offered: spring 2017

BIOL 526 Physiological Ecology 3 Hours

Study of the physiological adaptations of organisms that enhance their survival and/or permit them to exploit extreme environments.

Recent Term(s) Offered: spring 2017

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; fall 2017

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.

Recent Term(s) Offered: fall 2017

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.

Recent Term(s) Offered: summer 2018

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

Recent Term(s) Offered: spring 2018

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.

Recent Term(s) Offered: fall 2016; fall 2018

BIOL 545 Animal Communication 3 Hours

An investigation of the principles and mechanisms by which animals produce and receive signals for each sensory modality (sound detection, vision, chemoreception, and electroreception).

Recent Term(s) Offered: summer 2016; fall 2016; summer 2017; winter 2018

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.

Recent Term(s) Offered: None

BIOL 552 Biological Applications in Homeland Security I 3 Hours

An advanced study of biological phenomena relevant to Homeland Security Concerns. 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. Immune response to infectious disease will be covered in depth with special attention toward understanding the functionality of the antibody.

Prerequisite(s): BIOL 550 or permission of instructor

Corequisite(s): BIOL 553

Recent Term(s) Offered: None

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.

Prerequisite(s): BIOL 550

Corequisite(s): BIOL 552

Recent Term(s) Offered: None

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.

Prerequisite(s): (BIOL 552 and BIOL 553) or permission of instructor

Corequisite(s): EOHS 572

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2017

BIOL 561 Human Parasitology 3 Hours

Course will emphasize the major parasitic pathogens and parasitic diseases of humans through lectures, case studies, digital images, and discussion of scientific literature.

Restriction(s): Enrollment is limited to students in Biology for Teacher Leaders (0442) or Biology (056)

Recent Term(s) Offered: None

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

Recent Term(s) Offered: fall 2018

BIOL 566 Advanced Molecular Genetics 3 Hours

Consideration of the molecular mechanisms for replication, gene expression and regulation of development.

Recent Term(s) Offered: spring 2016; spring 2018

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.

Recent Term(s) Offered: fall 2016; fall 2018

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016; fall 2018

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

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

BIOL 598 Graduate Seminar 2 Hours

Oral presentation on selected topics in biology.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; summer 2018; fall 2018

BIOL 599 Thesis Research/Writing 1-6 Hours (repeatable max of 9 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

BIOL 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018; summer 2018

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.

Recent Term(s) Offered: None

BIOL 675 Independent Advanced Topics/Biology 1-3 Hours

(repeatable max of 6 hrs)

Selected topics in Biology.

Recent Term(s) Offered: winter 2016; spring 2016; fall 2016; spring 2017; fall 2017; spring 2018

Brewing and Distilling Arts & Sciences (BDAS)

BDAS 500 The Science of Fermentation in Brewing and Distilling 3 Hours

Introduction to the basic scientific principles that govern the fermentation process, with particular application to brewing and distilling.

Recent Term(s) Offered: None

BDAS 595 Brewing/Distilling Internship 3-6 Hours (repeatable max of 6 hrs)

On-site experience in a brewery or distillery, conducted under the supervision of the program coordinator and local personnel. Experience could include, but is not limited to, brewing, distilling, marketing, management, or other industry-related work.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

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.

Prerequisite(s): COBA Course Eligibility with a score of 5

Course Fee: \$60

Recent Term(s) Offered: None

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.

Prerequisite(s): COBA Course Eligibility with a score of 5

Equivalent(s): ECON 501

Course Fee: \$60

Recent Term(s) Offered: None

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. Note: Approval through MBA office required.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Prerequisite(s): COBA Course Eligibility with a score of 5

Course Fee: \$60

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018

BA 505 Survey of Accounting Principles 3 Hours

Concepts and principles governing financial and managerial accounting. Emphasis on issues associated with the preparation and interpretation of information presented in external financial statements. Includes an introduction to management's use of internally generated accounting information.

Prerequisite(s): COBA Course Eligibility with a score of 5

Course Fee: \$60

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018

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): COBA Course Eligibility with a score of 6 and (BA 500 or equivalent)

Course Fee: \$60

Recent Term(s) Offered: fall 2016; spring 2017; fall 2017; fall 2018

BA 511 Applied Micro Economic Theory 3 Hours

Fundamental concepts of firm analysis, public policy, and individual decisions. Critical thinking applied to topics like supply and demand, revenue and costs, pricing, and information and uncertainty.

Prerequisite(s): COBA Course Eligibility with a score of 6

Equivalent(s): ECON 502

Course Fee: \$60

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; summer 2018; fall 2018

BA 512 Business Analysis and Research Methods 3 Hours

An applications-oriented course designed to help students envision, design, conduct, interpret, and report statistically oriented 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.

Prerequisite(s): COBA Course Eligibility with a score of 6

Course Fee: \$60

Recent Term(s) Offered: summer 2016; fall 2016

BA 513 Information Technology & Data Analytics 3 Hours

Critical thinking in strategic uses of business intelligence, resources (computers, software, data/information, and people), and innovations in effective data analysis techniques. Issues in ethical use of data, teamwork and leadership included.

Prerequisite(s): COBA Course Eligibility with a score of 6 and (BA 503 or equivalent)

Course Fee: \$60

Recent Term(s) Offered: spring 2016; spring 2017; fall 2017; spring 2018

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): COBA Course Eligibility with a score of 6 and (BA 500 or equivalent)

Course Fee: \$60

Recent Term(s) Offered: fall 2016; summer 2017; fall 2017; spring 2018; fall 2018

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.

Prerequisite(s): COBA Course Eligibility with a score of 6

Course Fee: \$60

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; spring 2018; fall 2018

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.

Prerequisite(s): COBA Course Eligibility with a score of 6

Course Fee: \$60

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; summer 2018; fall 2018

BA 520 Critical Thinking and Business Ethics 3 Hours

A study of 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.

Restriction(s): Enrollment is limited to students in Business Administration (057) or Organizational Leadership (1723)

Course Fee: \$320

Recent Term(s) Offered: summer 2016

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): COBA Course Eligibility with a score of 6 and (BA 503 or equivalent)

Course Fee: \$60

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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.

Prerequisite(s): COBA Course Eligibility with a score of 5

Equivalent(s): ECON 506

Course Fee: \$60

Recent Term(s) Offered: None

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.

Prerequisite(s): COBA Course Eligibility with a score of 6

Course Fee: \$60

Recent Term(s) Offered: None

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.

Prerequisite(s): COBA Course Eligibility with a score of 6 and (BA 540 or ECON 506)

Equivalent(s): ECON 594

Course Fee: \$60

Recent Term(s) Offered: None

BA 544 Labor and Human Resources Economics 3 Hours

Study of static and dynamic models of labor demand, supply, and human capital investment.

Prerequisite(s): COBA Course Eligibility with a score of 6

Equivalent(s): ECON 595

Course Fee: \$60

Recent Term(s) Offered: None

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.

Course Fee: \$60

Recent Term(s) Offered: summer 2016; fall 2016; spring 2017; fall 2017; fall 2018

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.

Course Fee: \$60

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Course Fee: \$60

Recent Term(s) Offered: summer 2017

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.

Course Fee: \$60

Recent Term(s) Offered: summer 2016; summer 2018

BA 551 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): COBA Course Eligibility with a score of 6

Restriction(s): Enrollment is limited to students in Business Administration (057)

Course Fee: \$60

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

BA 552 International Financial Management 3 Hours

The focus of the course is on 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.

Recent Term(s) Offered: None

BA 560 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): COBA Course Eligibility with a score of 6

Course Fee: \$60

Recent Term(s) Offered: spring 2017

BA 571 Services Marketing 3 Hours

Focuses on the marketing of intangible products by discussing strategic implications for marketing mixes (product, price, place, and promotion) and consumer perceptions and expectations.

Prerequisite(s): COBA Course Eligibility with a score of 6

Course Fee: \$60

Recent Term(s) Offered: None

BA 572 Consumer Behavior 3 Hours

Examines theories and concepts associated with consumer decision making for products and services. Emphasis placed on the development of marketing strategies which will satisfy consumer wants and needs.

Prerequisite(s): COBA Course Eligibility with a score of 6

Course Fee: \$60

Recent Term(s) Offered: None

BA 573 International Business 3 Hours

Institutions, organizations, and procedures of international business. Emphasizes problems and decision-making techniques.

Course Fee: \$320

Recent Term(s) Offered: None

BA 579 Supply Chain Management 3 Hours

Integrates an organization's operations planning and control with suppliers and distributors through sharing information, managerial and technical talents.

Prerequisite(s): COBA Course Eligibility with a score of 6 and BA 503 and (BA 506 or BA 540)

Recent Term(s) Offered: None

BA 580 Contemporary Issues in Business 1-3 Hours (repeatable max of 6 hrs)

Emphasizes issues pertinent to an understanding of today's business environment. Topics embrace the cross-functional, global, and technical aspects of business.

Prerequisite(s): COBA Course Eligibility with a score of 6

Course Fee: \$60

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Prerequisite(s): COBA Course Eligibility with a score of 6

Course Fee: \$60

Recent Term(s) Offered: summer 2016; fall 2016; summer 2017; spring 2018; summer 2018

BA 592 Special Topics in Business 3 Hours (repeatable max of 9 hrs)

Emphasizes special topics in business.

Prerequisite(s): COBA Course Eligibility with a score of 6

Course Fee: \$60

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; winter 2017; summer 2017; spring 2018; summer 2018; fall 2018

BA 595 Internship for MBA 1-3 Hours (repeatable max of 3 hrs)

Supervised work situation with cooperating business, industry, social or governmental agency, emphasizing the application of advanced knowledge, research, and skills in a specific field of business. Note: Requires the approval of the MBA Advisor

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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. Explicitly links theoretical concepts, models and processes of leadership and change with the intended purpose of change and its resulting outcomes.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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 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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; spring 2018

BE 463G Information Resource Management 3 Hours

No course description is available

Recent Term(s) Offered: None

BE 471G Office Internship 3 Hours

Office internship in a business work experience program requiring employment in a business, government, or institutional office environment during the term in which the student is enrolled. This course requires periodic seminars and permission of the employer to declare the work experience as an internship experience.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

BE 485G Office Employee Training 3 Hours

Theories of learning applied to the adult learner in training and development situations; developing, managing, staffing training and development programs; training materials creation and evaluation; facilities and media, applications for administrative, professional support, and office systems employees.

Recent Term(s) Offered: None

BE 540 Consumer Financial Problems 3 Hours

Basic elements of money management and the relationship of these elements to family units and corporate citizenship.

Recent Term(s) Offered: None

BE 544 Current Problems in Business Education 3 Hours (repeatable max of 6 hrs)

Current problems and significant research. Also offered as independent study or workshop.

Recent Term(s) Offered: spring 2016

BE 545 Principles of Business Education 3 Hours

Principles, practices, problems, and philosophy includes standards, guidance, and curricula.

Recent Term(s) Offered: fall 2018

BE 575 Administration and Supervision in Business Education 3 Hours

Roles and functions of administration and supervision at all educational levels. Includes vocational education laws and their relationship to business education.

Recent Term(s) Offered: None

Chemistry (CHEM)

CHEM 412G Introduction to Physical Chemistry 5 Hours

Chemical principles involved in thermodynamics, kinetics, molecular structure, and other topics using biological examples. Specifically for secondary education students and those students not qualifying for the CHEM 450/452 sequence. Lecture, 3 hours; lab, 2 hours. Lab meets 4 + hours per week.

Restriction(s): Students cannot enroll who are in Chemistry (059)

Course Fee: \$35

Recent Term(s) Offered: None

CHEM 420G Inorganic Chemistry 3 Hours

Atomic and molecular structure, bonding theory, ionic substances, electron deficient compounds, acid-base theory and coordination chemistry.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

CHEM 421G Inorganic Chemistry Laboratory 1 Hour

A laboratory course emphasizing the synthesis and characterization of inorganic compounds of main group and transition metals. Laboratory meets once a week for three hours.

Corequisite(s): CHEM 420G

Recent Term(s) Offered: spring 2016; spring 2017

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.

Course Fee: \$35

Recent Term(s) Offered: None

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

Recent Term(s) Offered: spring 2017

CHEM 435G Instrumental Analysis 3 Hours

Modern instrumental methods of analysis including spectroscopic, electroanalytical and chromatographic techniques.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

CHEM 446G Biochemistry 3 Hours

A study of biochemical compounds and their role in intermediary metabolism. Special topics include biochemical energetics and coenzyme mechanisms.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; fall 2017; spring 2018; summer 2018; fall 2018

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.

Corequisite(s): CHEM 446G

Course Fee: \$35

Recent Term(s) Offered: fall 2016; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Corequisite(s): CHEM 450G

Course Fee: \$50

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Corequisite(s): CHEM 452G

Course Fee: \$50

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

CHEM 467G Biochemistry 3 Hours

A study of the reactions of living systems and an introduction to the mechanisms and energetics of metabolism.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

CHEM 470G Chemistry/Middle School 2-4 Hours

Chemical theories and principles in the middle school science curricula. (elective credit only)

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: summer 2018

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.

Course Fee: \$50

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

CHEM 516 Chemical Literature Review 1-3 Hours

Review of chemical literature on topics of individual interest. Includes reports and proposals for further research.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

CHEM 520 Advanced Inorganic Chemistry 3 Hours

Various aspects of coordination chemistry.

Recent Term(s) Offered: fall 2016; fall 2018

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.

Recent Term(s) Offered: spring 2017; spring 2018

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.

Prerequisite(s): (CHEM 446G or CHEM 446) or (BIOL 446G or BIOL 446) or permission of instructor

Equivalent(s): BIOL 535

Recent Term(s) Offered: fall 2016; spring 2018

CHEM 540 Organic Reactions 3 Hours

An advanced discussion of organic synthesis, including modern synthetic methods used to make targeted compounds in systematic ways.

Recent Term(s) Offered: None

CHEM 541 Advanced Organic Chemistry 3 Hours

Modern physical-organic chemistry including bonding, stereochemistry, reaction mechanisms, concerted reactions, photo-chemistry, and free-radical reactions.

Recent Term(s) Offered: spring 2016; spring 2017

CHEM 550 Advanced Physical Chemistry 3 Hours

Covers thermodynamics, kinetics and molecular structure in preparation for graduate study or research.

Recent Term(s) Offered: fall 2017

CHEM 560 Chemical Agents and Explosives 3 Hours

A study of the fundamental principles of chemical agents and explosives. Review of chemical reactions associated with these chemicals including detection methods, effects on targets, modes of delivery, and methods for protecting people.

Recent Term(s) Offered: fall 2017

CHEM 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): BIOL 562

Recent Term(s) Offered: fall 2017; fall 2018

CHEM 569 Internship in Chemistry 3 Hours

Practical experience in a supervised work situation with a cooperating business, industry, or governmental agency. Emphasizes application of knowledge and skills in chemistry.

Recent Term(s) Offered: None

CHEM 570 Lecture Demonstration Techniques 3 Hours

The design and operation of meaningful lecture demonstrations in chemistry.

Recent Term(s) Offered: spring 2016; summer 2016; summer 2018

CHEM 572 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.

Prerequisite(s): CHEM 560

Corequisite(s): CHEM 573

Recent Term(s) Offered: None

CHEM 573 Detection/Analysis of Chemical Agents and Explosives**Laboratory 1 Hour (repeatable max of 3 hrs)**

An applications laboratory for detection/analysis of chemical threats.

Course Fee: \$25

Recent Term(s) Offered: None

CHEM 580 Chemical Skills 3 Hours

Skills in the use of the library, glass working, and the laboratory. May be used to satisfy the research tool requirement.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017

CHEM 588 Research Proposal 2 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.

Recent Term(s) Offered: fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

CHEM 590 Material Chemistry 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.

Recent Term(s) Offered: fall 2016; fall 2018

CHEM 591 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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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 (may be taken concurrently) or permission of instructor

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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 or a project of mutual scientific interest. This research will lead to a thesis in chemistry.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

CHEM 598 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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

CHEM 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Course Fee: \$50

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

CHEM 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: spring 2017; fall 2017; spring 2018; summer 2018

CHEM 799 Doctoral Research/Chemistry 1-6 Hours

No course description is available

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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.

Prerequisite(s): (CE 370 and CE 382) or permission of instructor

Corequisite(s): CE 441G

Recent Term(s) Offered: spring 2016

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 structures, and inspection techniques of masonry systems.

Corequisite(s): CE 440G

Recent Term(s) Offered: None

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 permission of instructor

Recent Term(s) Offered: spring 2017

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
Recent Term(s) Offered: None

Communication (COMM)

COMM 461G Organizational Communication 3 Hours

Theoretical examination of rhetorical principles operant in modern organizational communication systems.

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Organizational Communication (0012)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Organizational Communication (0012)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

COMM 503 Foundations of Communication 3 Hours

Major concepts and issues which characterize the discipline.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2017; fall 2018

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.

Recent Term(s) Offered: fall 2016; fall 2018

COMM 526 Family Communication 3 Hours

Survey of research and theory in family communication.

Equivalent(s): COMM 578

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2017

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.

Recent Term(s) Offered: summer 2016

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.

Recent Term(s) Offered: None

COMM 547 Organizational Communication Theory 3 Hours

A survey of organizational communication theories, perspectives, methods, and current issues.

Restriction(s): Enrollment is limited to students in Organizational Communication (0012)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: None

COMM 552 Democracy, Power, & Voice in Organizations 3 Hours

An in-depth look at the theoretical underpinnings and communication research related to participation, democracy, voice, and power in for-profit, non-profit, volunteer, and community organizations.

Recent Term(s) Offered: spring 2016

COMM 553 Health Communication Campaigns 3 Hours

Examines and analyzes the critical role communication plays in planning, implementation, and evaluation of health communication campaign.

Recent Term(s) Offered: fall 2017

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016; fall 2018

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2017

COMM 564 Crisis Communication 3 Hours

Role of communication in crisis prevention, crisis readiness and crisis resolution.

Recent Term(s) Offered: spring 2016; spring 2018

COMM 565 Communication and Conflict 3 Hours

Study of communication as it relates to conflict in interpersonal, group, organizational, and intercultural settings.

Recent Term(s) Offered: spring 2018

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.

Recent Term(s) Offered: spring 2017; fall 2018

COMM 568 Communication and Organizational Identification 3 Hours

Survey of the phenomena of identification in organizations and how identification is constructed through communication.

Recent Term(s) Offered: spring 2018

COMM 570 Seminar in Human Communication 3 Hours (repeatable max of 9 hrs)

Selected topics in communication theory: small group communication, language behavior, etc.

Recent Term(s) Offered: fall 2016; spring 2017

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.

Recent Term(s) Offered: None

COMM 572 Nonverbal Communication 3 Hours

Theory and research in nonverbal communication. Topics will include body language, vocalics, and use of space, time, touch, and artifacts in communication.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

COMM 578 Seminar in Interpersonal Communication 3 Hours

Examination of professional literature and basic research in interpersonal communication.

Recent Term(s) Offered: spring 2018

COMM 581 Applied Organizational Communication 3 Hours

Provides opportunities for students to apply theoretical concepts to various functions of organizational communication in industry and corporate contexts.

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

COMM 586 Process of Group Communication 3 Hours

Practice in the group communication processes that lead toward successful team work in organizational contexts.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

COMM 590 Intercultural Communication 3 Hours

A survey of intercultural communication theories, approaches, methods, and current issues.

Recent Term(s) Offered: summer 2017; fall 2017

COMM 595 Independent Study in Communication 3 Hours

Permits students to conduct individualized communication research in an area of their interest.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; spring 2018; summer 2018; fall 2018

COMM 596 Graduate Internship in Communication 3 Hours

This course offers students a project-based work experience in an organization under faculty direction.

Recent Term(s) Offered: summer 2017; summer 2018

COMM 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

COMM 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: summer 2016; spring 2017; spring 2018; summer 2018

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: summer 2016

COMM 741 Leadership and Social Trends 3 Hours

Examines literature on current economic, political, technological, and/or social trends as they relate to leadership.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

COMM 751 Strategic Communication 3 Hours

Considers the way organizational leaders use communication to influence opinions and behavior of various constituencies.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

Computer Information Sys (CIS)

CIS 516 Business Computer Applications 3 Hours

No course description is available

Recent Term(s) Offered: None

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 307 or MATH 310 or MATH 237) and (CS 180 or CS 146) or permission of instructor

Equivalent(s): MATH 405G

Recent Term(s) Offered: fall 2017; fall 2018

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. Note: Credit will not be given for CS 443 or CS 443G once credit has been received for CS 543.

Prerequisite(s): CS 360 or permission of instructor

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; fall 2018

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

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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

Recent Term(s) Offered: spring 2016; spring 2017; summer 2017; spring 2018

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. Note: 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

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Recent Term(s) Offered: fall 2016; fall 2018

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

Recent Term(s) Offered: None

CS 475G Topics/Computer Science 1-3 Hours (repeatable max of 6 hrs)

Significant problems and developments in computer science. Note: Permission of instructor required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Restriction(s): Enrollment is limited to students in Computer Science (117)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

CS 535 Cloud Computing 3 Hours

This course will provide insight on the current trends of local and public cloud computing systems. Three distinct design layers will be covered: Infrastructure-as-a-Service (IaaS), Platform-as-a-Service (PaaS), and Software-as-a-Service (SaaS). Topics include, but are not limited to, cloud computing architectures, virtual resource management, green clouds, data management, and user interface.

Recent Term(s) Offered: fall 2018

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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

CS 549 Analysis of Algorithms 3 Hours

Methods (algorithms) for solving a variety of problems on computers and the relative efficiency of these algorithms.

Recent Term(s) Offered: fall 2016; fall 2017; spring 2018; fall 2018

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. Note: Students will not get credit for CS 450G once credit is received for CS 550.

Prerequisite(s): CS 450G or equivalent

Recent Term(s) Offered: spring 2016

CS 555 Data Science 3 Hours

An introduction to concepts and methods in the emerging field of data science. Algorithms and tools to support problem-focused data-analytic thinking.

Recent Term(s) Offered: spring 2017; spring 2018

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

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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 500

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

CS 595 Advanced Topics/Computer Science 1-3 Hours (repeatable max of 6 hrs)

Significant problems and current developments in computer science.

Note: 9 hours of CS required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018

CS 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; summer 2018

CS 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: spring 2016; summer 2016; spring 2018

Counseling & Student Affairs (CNS)

CNS 500 College and Career Readiness Foundations 3 Hours

Overview of college and career readiness; roles and duties of college and career readiness helpers within the school system; and legal, ethical, standards-related issues and implications.

Recent Term(s) Offered: summer 2018

CNS 501 College and Career Consultation & Collaboration 3 Hours

Consultation models, professional collaborations, and application of concepts and skills with an emphasis on college and career readiness within school macro and micro systems.

Recent Term(s) Offered: fall 2017; fall 2018

CNS 502 College and Career Program Development & Evaluation 3 Hours

Program development and evaluation, with emphasis on P-16 college and career development and readiness.

Recent Term(s) Offered: spring 2018

CNS 503 Practicum in College and Career Readiness 3 Hours

Supervised experiences in college and career readiness setting(s).

Prerequisite(s): CNS 500 and CNS 556

Recent Term(s) Offered: None

CNS 548 Principles and Practices 3 Hours

Course participants will learn how to design and implement guidance, counseling, and career services at various schools levels, as well as best practices in facilitating and advancing student learning.

Recent Term(s) Offered: None

CNS 549 Counseling and Consultation 3 Hours

This course is designed to prepare students to lead programs and employ consultation strategies in the development and implementation of data driven school counseling programs. Students will learn leadership and school-based consultation principles, theories, skills, and models necessary to enhance the learning environment. Emphasis is placed on the role of the school counselor as a systemic change agent.

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in School Counseling (046)

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Restriction(s): Enrollment is limited to students in Counseling (043), School Counseling (046), Standard Guidance - Rank I (048), Student Affairs in Higher Ed (145), Nursing (149) or Certification Only-Counseling (159)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: None

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.)

Restriction(s): Enrollment is limited to students in Counseling (043), School Counseling (046), Standard Guidance - Rank I (048), Psychology (092), Student Affairs in Higher Ed (145), Social Work (157), Certification Only-Counseling (159) or Addiction Counseling/Education (218)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in International Student Services (0415), Counseling (043), Career Counseling (0440), School Counseling (046), Standard Guidance - Rank I (048), Student Affairs in Higher Ed (145) or Certification Only-Counseling (159)

Recent Term(s) Offered: summer 2016; fall 2016; summer 2017; summer 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

CNS 558 Theories of Counseling 3 Hours

Philosophic bases of the helping processes; major contemporary counseling theories and their application in individual and group counseling and in family systems counseling.

Restriction(s): Enrollment is limited to students in Counseling (043), School Counseling (046), Standard Guidance - Rank I (048), Student Affairs in Higher Ed (145) or Certification Only-Counseling (159)

Recent Term(s) Offered: fall 2016; spring 2018

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.

Restriction(s): Enrollment is limited to students in Counseling (043), School Counseling (046), Standard Guidance - Rank I (048) or Certification Only-Counseling (159)

Recent Term(s) Offered: spring 2016; spring 2017; fall 2017; fall 2018

CNS 560 Professional Studies in Clinical, Family and School Counseling 3 Hours

Historical, philosophical, and societal dimensions of clinical mental health counseling; marriage, couple, and family counseling; and school counseling. Legal and ethical issues and professional identity in counseling.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

CNS 561 Counseling Children 3 Hours

Theories and techniques of developmental counseling with children.
Recent Term(s) Offered: None

CNS 562 Counseling Adolescents 3 Hours

Theories and techniques of developmental counseling with the teenage population.
Recent Term(s) Offered: summer 2016; summer 2017

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.

Restriction(s): Enrollment is limited to students in Counseling (043) , Standard Guidance - Rank I (048) , Certification Only-Counseling (159) or Addiction Counseling/Education (218)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; fall 2018

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. Note: Admission to or completion of approved program in a helping profession or instructor permission required.

Recent Term(s) Offered: winter 2016

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: summer 2016; summer 2017; fall 2017; spring 2018; summer 2018

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): CNS 571 (may be taken concurrently)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

CNS 577 Counseling Concepts and Applications for Student Affairs Professionals 3 Hours

Basic counseling concepts and applications essential for effective student affairs practice.

Restriction(s): Enrollment is limited to students in Student Affairs in Higher Ed (145)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: summer 2017; fall 2018

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.

Recent Term(s) Offered: winter 2016; winter 2017; winter 2018

CNS 582 Sex Therapy Techniques in Counseling 3 Hours

Counseling skills and intervention techniques for counselors in training who will be working with couples and individuals with a broad range of sexual concerns.

Recent Term(s) Offered: summer 2016; summer 2017; spring 2018

CNS 583 Couples Counseling 3 Hours

Knowledge, skills, and techniques of couples counseling.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: None

CNS 585 Leadership and Administration in Student Affairs 3 Hours

Applications of student affairs leadership theory, organizational theory, administrative policy development, planning and decision-making strategies, change management, and staff selection, training, supervision and evaluation will be examined.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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 system and effects of family system on parenting. Provide skills in working with parents and parenting issues for both educators and counselors.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Restriction(s): Enrollment is limited to students in Counseling (043)

Recent Term(s) Offered: summer 2016; summer 2017

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 systemically about human issues by focusing on the systems paradigm. Skill development in family system counseling will be developed.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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 (may be taken concurrently) or permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

CNS 590 Practicum 3 Hours (repeatable max of 6 hrs)

Supervised experiences in a school, community college, or university setting. Note: Completion of the appropriate practice preparation sequence and departmental approval required. Note: Completion of the appropriate practice preparation sequence and departmental approval required.

Course Fee: \$45

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018

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. Note: Completion of the appropriate practice preparation sequence and departmental approval required.

Restriction(s): Enrollment is limited to students in Counseling (043)

Course Fee: \$45

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

CNS 592 Crisis, Trauma and Violence Counseling 3 Hours

Theory and practice of crisis, trauma and violence counseling. Application of intervention and prevention strategies in individual, family and systemic crisis, violence, disaster, and trauma causing events.

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

CNS 595 Testing Internship 3-6 Hours (repeatable max of 12 hrs)

Supervised experience in a school, community college, or university setting. Note: Completion of the appropriate practice preparation sequence and departmental approval required. Note: Completion of the appropriate practice preparation sequence and departmental approval required.

Course Fee: \$5

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

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. Note: Completion of the appropriate practice preparation sequence and departmental approval required. Note: Completion of the appropriate practice preparation sequence and departmental approval required.

Restriction(s): Enrollment is limited to students in Counseling (043)

Course Fee: \$5

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

CNS 598 Research and Program Evaluation in Counseling 3 Hours

Research designs in counseling and student affairs. Statistical methods for needs assessment and program evaluation. Action research, evidence-based practice, ethical and cultural implications.

Restriction(s): Enrollment is limited to students in Counseling (043), School Counseling (046) or Student Affairs in Higher Ed (145)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

CNS 599 Thesis Research and Writing 3-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

CNS 604 Resource Management in Student Affairs and Higher Education 3 Hours

Issues related to financial and enrollment management in colleges and universities, with emphasis on the effective and efficient use of financial and human resources in fulfilling institutional missions and strategic plans.

Prerequisite(s): CNS 585

Recent Term(s) Offered: fall 2016; summer 2017; fall 2017; fall 2018

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.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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 588 and CNS 559

Restriction(s): Enrollment is limited to students in Counseling (043)

Recent Term(s) Offered: summer 2016; summer 2017

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

CNS 611 Advanced Play Therapy 3 Hours

In-depth study of advanced principles of play therapy theories and techniques. Application of advanced knowledge of developmental, social, cognitive, and emotional issues that impact children's behavior.

Prerequisite(s): CNS 569 or permission of instructor

Restriction(s): Enrollment is limited to students in Counseling (043), Psychology (092) or Social Work (157)

Recent Term(s) Offered: None

CNS 612 Expressive Arts Techniques in Counseling 3 Hours

Introduction to a variety of expressive arts interventions such as art, drawing, drama, music, and poetry in counseling. Provides overview of history, theory, and interventions across the lifespan.

Restriction(s): Enrollment is limited to students in Counseling (043), Psychology (092) or Social Work (157)

Recent Term(s) Offered: summer 2016

CNS 613 Sandtray Techniques in Counseling 3 Hours

Introduction to principles of sandtray technique. Provides overview of history, theory, and interventions across the lifespan.

Restriction(s): Enrollment is limited to students in Counseling (043), Psychology (092) or Social Work (157)

Recent Term(s) Offered: None

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. Note: Admission to or completion of approved graduate program in a helping profession required.

Prerequisite(s): permission of instructor

Equivalent(s): PSY 637, SWRK 637

Recent Term(s) Offered: summer 2016; summer 2017; fall 2017; fall 2018

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. Note: Admission to or completion of approved graduate program in a helping profession required.

Prerequisite(s): permission of instructor

Equivalent(s): PSY 647, SWRK 647

Recent Term(s) Offered: spring 2018

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.

Recent Term(s) Offered: None

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. Note: Admission to or completion of approved graduate program in a helping profession required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: winter 2016

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.

Recent Term(s) Offered: None

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 or equivalent) and (CNS 654 or equivalent)

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: summer 2016; summer 2017; fall 2017; summer 2018; fall 2018

CNS 660 Organization and Administration of Guidance Services 3 Hours

Administration of human services in counseling including justification of services, staffing, facilities, budget, etc.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; spring 2018; summer 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; summer 2018; fall 2018

CNS 667 Counseling Substance Abusers and Their Families 3 Hours

Counseling issues related to substance abuse diagnosis, treatment and aftercare program.

Recent Term(s) Offered: summer 2018

CNS 669 Special Topics in Counseling and Guidance 1-3 Hours (repeatable max of 6 hrs)

No course description is available.

Recent Term(s) Offered: winter 2016; summer 2016; summer 2017; spring 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Recent Term(s) Offered: summer 2016; summer 2017; spring 2018; summer 2018; fall 2018

CNS 677 Eating Disorders in Counseling 3 Hours

Etiology, assessment, and diagnosis of eating disorders which will include anorexia nervosa, bulimia nervosa, binge eating disorder, and avoidant/restrictive food intake disorder. Existing treatment options and preventative measures will also be examined.

Recent Term(s) Offered: winter 2018; summer 2018

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): permission of instructor

Recent Term(s) Offered: None

CNS 699 Specialist Project 1-6 Hours (repeatable max of 6 hrs)

Specialist project research and writing directed by faculty committee.

Recent Term(s) Offered: None

CNS 700 Maintaining Matriculation 1-6 Hours

Continued enrollment for specialist project completion.

Recent Term(s) Offered: None

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): permission of instructor

Recent Term(s) Offered: winter 2016; summer 2016; winter 2017; summer 2017

Criminology (CRIM)

CRIM 500 Law Enforcement 3 Hours

This course explores theoretical, historical, structural, cultural, legal, social, and psychological components of law enforcement.

Recent Term(s) Offered: fall 2018

CRIM 525 Survey of Criminal Justice 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.

Recent Term(s) Offered: spring 2017; spring 2018

CRIM 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.

Recent Term(s) Offered: fall 2016; fall 2018

CRIM 532 Criminology 3 Hours

Theories of crime causation and current research in the areas of criminology and corrections and methodological research considerations.

Note: 6 hours of sociology required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2017; spring 2018

CRIM 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.

Recent Term(s) Offered: summer 2016; summer 2018

CRIM 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.

Recent Term(s) Offered: summer 2017

CRIM 536 Juvenile Delinquency 3 Hours

Analysis of current issues relating to children who come into contact with the juvenile justice system.

Recent Term(s) Offered: None

CRIM 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.

Recent Term(s) Offered: fall 2016

CRIM 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.

Recent Term(s) Offered: winter 2017

CRIM 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.

Recent Term(s) Offered: spring 2017

CRIM 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.

Recent Term(s) Offered: spring 2018

CRIM 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.

Recent Term(s) Offered: fall 2017

CRIM 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.

Recent Term(s) Offered: fall 2017

CRIM 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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

DPT 705 Topics in Physical Therapy 1 Hour

Forum to disseminate information to students on contemporary professional issues in physical therapy.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

DPT 711 Principles of Physical Assessment I 1 Hour

Introduction to basic patient assessment skills, including surface palpation and vital signs.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

DPT 715 Patient Care Techniques 3 Hours

Performance and application of positioning skills, bed mobility, transfers, and gait training techniques (including assistive devices) across the continuum of care.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

DPT 720 Gross Human Anatomy I 2 Hours

The study of gross human anatomy, including muscle, tendon, ligament, and vascular supply of the upper and lower extremities.

Corequisite(s): DPT 721

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

DPT 721 Gross Human Anatomy I Lab 1 Hour

Gross human anatomy cadaver lab with supervised dissection and exploration of muscle, tendon, ligament, and nerve innervation of the upper and lower extremities.

Corequisite(s): DPT 720

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Corequisite(s): DPT 723

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

DPT 723 Gross Human Anatomy II Lab 1 Hour

Gross human anatomy cadaver lab with dissection of muscle, tendon, ligament, innervation, and vascular supply of head, neck, trunk, pelvic, thoracic, and abdominal regions.

Corequisite(s): DPT 722

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

DPT 726 Orthopaedic Foundations 3 Hours

Principles of orthopaedic physical therapy including biomechanics, applied anatomy, and osteokinematic and arthrokinematic concepts. Musculoskeletal system investigation from histological, structural, and functional perspectives.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

DPT 727 Health Promotion and Wellness in Physical Therapy 2 Hours

This course will create a forum to prepare students for clinical competencies regarding health promotion/wellness as it relates to physical therapy.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

DPT 729 Pharmacology in Physical Therapy 2 Hours

Actions and effects of pharmaceutical agents commonly encountered in physical therapy clinical practice.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

DPT 736 Neuroanatomy 3 Hours

Anatomy of the central and peripheral nervous systems, emphasizing structure and functional relationships in normal and pathological states.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

DPT 737 Neurophysiology 3 Hours

The study of human motor and sensory neurophysiology, cognitive and learning neurophysiology, neuropathophysiology, and neuroplasticity.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

DPT 738 Motor Control 2 Hours

This course will prepare students to understand and apply motor control principles as it relates to physical therapy.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

DPT 739 Foundations for Physical Rehabilitation 3 Hours

This course will cover foundational topics in rehabilitation for the musculoskeletal and neuromuscular systems to include components of neurophysiology, surgical procedures, and principles of therapeutic exercise. Note: Open only to DPT students in good standing

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: None

DPT 740 Physical Modalities 3 Hours

The clinical application of soft tissue techniques, thermal agents, intermittent compression, continuous motion, electrical stimulation, and mechanical traction.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017

DPT 745 Integumentary System 2 Hours

Clinical practice of wound care including assessment tools, dressings, and treatment approaches.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

DPT 746 Orthopaedic Assessment 4 Hours

Evaluation and assessment of upper and lower extremity orthopaedic dysfunctions.

Prerequisite(s): DPT 726

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

DPT 747 Women's Health in Physical Therapy 2 Hours

Discussion of physical therapy management of musculoskeletal, integumentary, cardiopulmonary, and genitourinary pathologies common to women.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2016; fall 2017; fall 2018

DPT 748 Prosthetics and Orthotics 2 Hours

Design, fabrication and fitting, and management of individuals requiring prosthetic and orthotic devices.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

DPT 749 Neurological Assessment 1 Hour

Physical therapy examination, evaluation, and assessment of individuals with neurologically-based movement disorders.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2017; summer 2018

DPT 751 Supervised Clinical Education I 4 Hours

This full-time first clinical education experience provides students the opportunity to actively engage in experiential learning and develop introductory clinical competence. Students are responsible for transportation to and from off-campus experiences.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

DPT 752 Supervised Clinical Education II 5 Hours

This full-time second clinical education experience provides students 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

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

DPT 761 Physical Therapy Management and Administration I 1 Hour

Foundational concepts of business principles for doctor of physical therapy students with an emphasis on leadership, administration, management, and professionalism.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2017; summer 2018

DPT 762 Physical Therapy Management and Administration II 3 Hours

General principles of organization and administration that impact the ethical and legal aspects of physical therapy practice.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

DPT 770 Orthopaedic Rehabilitation 4 Hours

Manual therapy, exercise techniques, intervention, and progressions for individuals with orthopaedic pathologies and dysfunctions.

Prerequisite(s): DPT 746

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

DPT 772 Cardiopulmonary Rehabilitation 3 Hours

Evaluation and treatment of patients with cardiopulmonary disease and dysfunction, emphasizing the response of cardiac, circulatory and pulmonary systems to exercise.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

DPT 774 Spine Assessment and Intervention 3 Hours

Spine assessment and treatment, including mobilizations, special tests, and exercise progressions, in patients with spine dysfunction.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

DPT 775 Screening for Referral 4 Hours

A systems-based approach to differential screening and diagnosis to determine if further medical referral is necessary.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

DPT 778 Geriatric Physical Therapy 1 Hour

This course will explore the physical and psycho-behavioral aspects of aging. Students will review typical physiologic response to aging and the effects of these changes on the function of older clients being treated in various physical therapy settings. A problem-solving approach to management of elder patients with varied degree of medical complexity in multiple settings will be emphasized.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2018

DPT 779 Pediatric Physical Therapy 3 Hours

Examination of the factors affecting normal and pathologic development in infants and children to age 21. Additionally, treatment techniques appropriate to these populations will be covered.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Restriction(s): Enrollment is limited to students in Physical Therapy (0013)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: spring 2018

ECON 410G Seminar in Economics 1-3 Hours (repeatable max of 9 hrs)

Special topics in economics of current interest.

Recent Term(s) Offered: winter 2017; spring 2017; fall 2017

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.

Recent Term(s) Offered: spring 2017; fall 2018

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.

Recent Term(s) Offered: fall 2016; spring 2018

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.

Recent Term(s) Offered: winter 2016; spring 2017

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.

Recent Term(s) Offered: None

ECON 445G Economics of Healthcare 3 Hours

Health economics studies the unique role that healthcare systems play in the broader area of microeconomics.

Recent Term(s) Offered: spring 2016

ECON 451G Games and Strategy 3 Hours

This course is an introduction to game theory analysis. Students will develop the theoretical tools to analyze incentives and strategic behavior in individual and group decision making. Emphasis will be placed on real-world applications and include, but is not limited to, bargaining under perfect and imperfect information, Nash equilibrium, pricing under Oligopoly and auction theory.

Prerequisite(s): ECON 202 with a minimum grade of C and ECON 203 with a minimum grade of C and ECON 206 with a minimum grade of C

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: None

ECON 491G 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.

Recent Term(s) Offered: None

ECON 496G International Monetary Economics 3 Hours

A systematic analysis of monetary aspects of international trade and finance.

Recent Term(s) Offered: fall 2017

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

Recent Term(s) Offered: None

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.

Prerequisite(s): ECON 501

Equivalent(s): BA 511

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: None

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 permission of instructor

Recent Term(s) Offered: None

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.

Prerequisite(s): ECON 502 and ECON 506

Equivalent(s): BA 571

Recent Term(s) Offered: None

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 or equivalent) and (ECON 506 or equivalent)

Recent Term(s) Offered: None

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.

Prerequisite(s): ECON 506 or BA 540

Equivalent(s): BA 543

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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

Recent Term(s) Offered: fall 2016

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. Note: Completion of at least 24 program hours required.

Restriction(s): Enrollment is limited to students in Applied Economics (0410)

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018

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

Recent Term(s) Offered: winter 2017; fall 2017; fall 2018

ECON 598 Independent Study Economics 3 Hours (repeatable max of 9 hrs)

Selected topics in economics.

Recent Term(s) Offered: spring 2016; spring 2017; fall 2017; spring 2018

ECON 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: None

ECON 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: None

EDU 507 Geographic Concepts and Skills for Teachers 3 Hours

Designed for experienced social studies, earth science, and geoscience teachers. Provides up to date geographic content, information, and related geographic skills associated with geography core content for the P-12 classroom.

Equivalent(s): GEOS 507

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018; fall 2018

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

Restriction(s): Enrollment is limited to students in Special Ed Initial Cert: LBD (0456) , Middle Grades Ed: Initial Cert (0458) , IECE, Birth-Age 5, Initial Cer (0460) or Secondary Ed: Initial Cert (0495)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Restriction(s): Enrollment is limited to students in Special Ed Initial Cert: LBD (0456) , Middle Grades Ed: Initial Cert (0458) , IECE, Birth-Age 5, Initial Cer (0460) or Secondary Ed: Initial Cert (0495)

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; winter 2017; spring 2017; winter 2018; spring 2018

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.

Recent Term(s) Offered: None

EDU 540 Place-Based Social Studies 3 Hours

Place-based social studies introduces educators to research, theory, and practice of using the local community and environment to teach concepts in civics, history, economics, and geography. This course is intended for P-12 educators and nonformal educators.

Recent Term(s) Offered: None

EDU 541 Place-Based Science 3 Hours

Place-based science uses local community/environment to teach concepts in sense of place through studying local ecology, environmental justice, energy, and health. This course is intended for P-12 and nonformal educators.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Special Ed Initial Cert: LBD (0456) , Middle Grades Ed: Initial Cert (0458) , IECE, Birth-Age 5, Initial Cer (0460) or Secondary Ed: Initial Cert (0495)

Recent Term(s) Offered: winter 2016; spring 2016; winter 2017; spring 2017; winter 2018; spring 2018

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. Note: Admission to professional education unit required.

Prerequisite(s): permission of instructor

Restriction(s): Enrollment is limited to students in Special Ed Initial Cert: LBD (0456) , Middle Grades Ed: Initial Cert (0458) , IECE, Birth-Age 5, Initial Cer (0460) or Secondary Ed: Initial Cert (0495)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; fall 2017

EDU 594 Practicum in Education or Behavioral Sciences 1-3 Hours

Supervised practical experience related to education or behavioral science studies. Note: Completion of at least 18 hours in MAE Education and Behavioral Science Studies including all core requirements except capstone required.

Prerequisite(s): permission of instructor

Restriction(s): Enrollment is limited to students in Educ Behav Science Studies (042)

Recent Term(s) Offered: spring 2016; spring 2017; fall 2017; spring 2018; fall 2018

EDU 595 Directed Study in Education or Behavioral Sciences 3 Hours

Directed study related to best practices in education or behavioral sciences. Requires completion of research project on approved topic. Note: Completion of at least 21 hours in MAE Education and Behavioral Science Studies including all requirements except capstone required.

Prerequisite(s): permission of instructor

Restriction(s): Enrollment is limited to students in Educ Behav Science Studies (042)

Recent Term(s) Offered: spring 2017; fall 2017; spring 2018; fall 2018

EDU 596 Seminar: Portfolio Development and Professional Educator Growth Plan 1-2 Hours

Students should enroll in EDU 596 after completing at least 24 hours of course work in the Non Degree Planned Fifth Year or Master's Degree.

Recent Term(s) Offered: None

EDU 598 Seminar: Evaluation of Professional Development Plan 1 Hour

No course description is available

Recent Term(s) Offered: None

EDU 599 Thesis Research and Writing 1-6 Hours (repeatable max of 6 hrs)

Independent research on a topic related to education or behavioral sciences.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016

EDU 600 Maintaining Matriculation 1-6 Hours

Maintaining matriculation.

Prerequisite(s): EDU 599

Recent Term(s) Offered: spring 2017

EDU 601 Seminar: Advanced Professional Development Plan 1 Hour

No course description is available.

Restriction(s): Enrollment is limited to students in Dir of Spec Education-Rank I (0426) , Library Media Ed - Rank I (0429) , Standard Guidance - Rank I (048) , Gifted Educ and Talent Develop (0490) , Elementary Education-Rank I (084) , School Administration - EDS (098) , Counselor Education (112) , School Administration - Rank I (121) , Secondary Education - Rank I (124) , School Psychology (147) , Early Childhood Educ - Rank I (156) or Middle Grades Educ - Rank I (158)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

EDU 604 Management Learning Environment 3 Hours

No course description is available

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

EDU 695 Advanced Topics in Education 1-6 Hours (repeatable max of 6 hrs)

Readings or special projects in education. Note: Post-master's standing required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2017; spring 2018

EDU 698 Seminar: Advanced Portfolio Project 2 Hours

An exit seminar requiring presentation of a professional portfolio project including evidence of professional development. Note: Completion of at least 24 hours in non-degree planned Rank I or Specialist degree required.

Prerequisite(s): (EDU 598 or EDU 596) and EDU 601

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

EDU 699 Specialist Project 1-6 Hours (repeatable max of 6 hrs)

Independent research related to a topic in education.

Recent Term(s) Offered: spring 2017; fall 2017; spring 2018

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: summer 2016; summer 2018

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Recent Term(s) Offered: None

EDAD 588 Allocation and Use of Resources 3 Hours

Effective operation of the fiscal and business aspects of school administration in the educational program.

Recent Term(s) Offered: summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; summer 2018; fall 2018

EDAD 590 Administration of School Personnel 3 Hours

Allocation of human resources to accomplish the purposes of the school organization.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: summer 2016; winter 2017; spring 2018

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 instructor

Recent Term(s) Offered: spring 2016

EDAD 597 Problems in Educational Administration and Supervision 3 Hours

Individual problems and self-assessments in educational administration and supervision.

Prerequisite(s): permission of instructor

Corequisite(s): EDAD 585

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Equivalent(s): SPED 620

Recent Term(s) Offered: fall 2017; fall 2018

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.

Equivalent(s): SPED 625

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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. Note: Two years of school administrative experience required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Restriction(s): Enrollment is limited to students in Principal Level 1 (KP1) or Principal Level 2 (KP2)

Recent Term(s) Offered: fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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

Recent Term(s) Offered: fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Prerequisite(s): EDAD 641

Corequisite(s): EDAD 643

Recent Term(s) Offered: spring 2016; spring 2017; fall 2017; spring 2018; fall 2018

EDAD 643 Securing and Developing Staff 3 Hours

Human resources 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.

Prerequisite(s): EDAD 640 and EDAD 641

Corequisite(s): EDAD 642

Recent Term(s) Offered: spring 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Prerequisite(s): EDAD 642 and EDAD 643

Corequisite(s): EDAD 645

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; spring 2018; fall 2018

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.

Prerequisite(s): EDAD 642 and EDAD 643

Corequisite(s): EDAD 644

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; spring 2018; fall 2018

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): permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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): permission of instructor

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018

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.

Recent Term(s) Offered: None

EDAD 683 Leading Teaching and Learning 3 Hours

Application of educational curriculum foundations for school administration.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: winter 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; winter 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; spring 2018; summer 2018; fall 2018

EDAD 696 Advanced Organizational Theory 3 Hours

A study of historical and contemporary theory in educational administration and leadership.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

EDAD 697 Independent Research/Education Ad/Sup 3 Hours

(repeatable max of 9 hrs)

Special projects in administration and supervision.

Recent Term(s) Offered: None

EDAD 699 Independent Specialist Project 1-6 Hours (repeatable max of 6 hrs)

Specialist project research and writing directed by faculty committee.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; fall 2017; fall 2018

EDAD 700 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for specialist project completion.

Recent Term(s) Offered: summer 2016; spring 2017; summer 2017

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2017

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

EDAD 734 School Accountability and Teacher Evaluation 3 Hours

A critical examination of K-12 school and teacher accountability models in Kentucky, the United States, and worldwide, including an introduction to statistical approaches used to link student outcomes to school and teacher quality.

Corequisite(s): EDLD 722

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

EDFN 501 Educational Statistics 3 Hours

Statistical methods including descriptive statistics, sampling, probability, and correlation.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; fall 2018

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

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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): ADED 611 or permission of instructor

Recent Term(s) Offered: fall 2017

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

EDFN 703 Field Methods for Qualitative Research 3 Hours

Developing and conducting qualitative research.

Prerequisite(s): EDFN 603

Recent Term(s) Offered: fall 2016; fall 2018

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: summer 2016

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; summer 2018; fall 2018

EDFN 740 Intermediate Statistics and Design 3 Hours

Content will include multiple linear regression, generalized linear models, analysis of variance, and research design.

Prerequisite(s): (EDLD 722 and EDLD 732) or permission of instructor

Recent Term(s) Offered: fall 2016; fall 2017; summer 2018; fall 2018

EDFN 744 Seminar in Advanced Research Methods 3 Hours

(repeatable max of 12 hrs)

Advanced topics in research, evaluation, statistics or measurement applied to educational or social and behavioral science problems.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: summer 2016; fall 2016; summer 2017; fall 2017; summer 2018; fall 2018

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 instructor

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; fall 2018

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): EDFN 501 or permission of instructor

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: winter 2016; spring 2016; fall 2016; spring 2017; summer 2017; spring 2018; summer 2018

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 instructor

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: summer 2016; fall 2016; summer 2017; fall 2017; summer 2018; fall 2018

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

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: winter 2016; spring 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; spring 2018; fall 2018

EDLD 795 Advanced Topics in Educational Leadership 1-6 Hours (repeatable max of 6 hrs)

Individualized independent study in educational leadership. Note: Permission of Director of Education Leadership Doctoral Program required. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; fall 2017; spring 2018; fall 2018

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. Note: Permission of Director of Educational Leadership Doctoral Program required. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program. International travel may be required at student's expense.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: winter 2016; winter 2017; winter 2018; summer 2018

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. Note: Admission to candidacy or permission of Director of Educational Leadership Doctoral Program required.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

EDLD 799 Dissertation Research 1-8 Hours (repeatable max of 12 hrs)

Research undertaken to complete requirements for Doctor of Education in Educational Leadership. Note: Admission to candidacy required.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

EDLD 800 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for dissertation completion. Note: Completion of dissertation credit hours required.

Prerequisite(s): permission of instructor

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

EDLD 999 Doctoral Pre-Orientation 0 Hours

No course description is available

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

ELED 505 Mat/Meth/Math/EI Teach 3 Hours

No course description is available

Recent Term(s) Offered: summer 2016

ELED 506 Seminar in Elementary School Science 3 Hours

Advanced methods and materials for teaching science in the elementary school.

Recent Term(s) Offered: summer 2016

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2017

ELED 570 Workshop - Elementary Education 1-3 Hours (repeatable max of 6 hrs)

No course description is available

Recent Term(s) Offered: summer 2017

ELED 571 Leadership, Math and Technology Education 3 Hours
Leadership and pedagogy for integrating mathematics and technology initiatives within elementary school settings.

Prerequisite(s): permission of instructor
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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): permission of instructor
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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): permission of instructor
Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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): permission of instructor
Recent Term(s) Offered: None

ELED 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for thesis completion.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2017

ELED 699 Specialist Project 1-6 Hours (repeatable max of 6 hrs)
Specialist project research and writing directed by faculty committee.

Recent Term(s) Offered: summer 2018

ELED 700 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for specialist project completion.

Recent Term(s) Offered: spring 2018

English (ENG)

ENG 401G Advanced Composition 3 Hours
Study and practice in various forms of writing and rhetorical principles.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: spring 2017; spring 2018

ENG 403G Writing Memoir and Autobiography 3 Hours (repeatable max of 9 hrs)

A course in the techniques of writing autobiography; readings will be chosen primarily from contemporary American examples of the genre.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: None

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 permission of instructor
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

ENG 408G Psycholinguistics and Sociolinguistics 3 Hours
The study of developmental psycholinguistics (language acquisition), experimental psycholinguistics (speech production/comprehension, and sociolinguistics (how language varieties are used by families, school systems and multicultural nations).

Prerequisite(s): ENG 407G
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; spring 2018

ENG 412G Theories of Rhetoric and Persuasive Writing 3 Hours
A survey of the history of rhetorical theory from the classical to the contemporary period with emphasis on how theories reflect and guide persuasion in public and written discourse.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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
Recent Term(s) Offered: fall 2017

ENG 430G 19th Century American Literature 3 Hours
Seminar in 19th-century American literature; course topics will vary.

Recent Term(s) Offered: fall 2017

ENG 457G British Literature since 1900 3 Hours
A study of British fiction, poetry, and/or drama produced between 1900 and the present. Topic will vary.

Recent Term(s) Offered: fall 2016; fall 2018

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.

Recent Term(s) Offered: spring 2016; spring 2018

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 and (ENG 365 or FILM 201) or permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017

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 and ENG 365 and FILM 201) or permission of instructor

Recent Term(s) Offered: None

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): permission of instructor

Recent Term(s) Offered: None

ENG 468G Early Modern English Literature 3 Hours

A study of selected literary works from sixteenth- and seventeenth-century England, with attention to the historical, theoretical, and aesthetic conditions that shaped the imaginative development of English literature.

Recent Term(s) Offered: spring 2016

ENG 471G TESL Practicum 4 Hours

Supervised observation and instruction in public school or other appropriate settings, culminating in the production of a portfolio. Note: Students are responsible for arranging their own transportation to designated or assigned sites.

Prerequisite(s): ENG 407G and ENG 408G and ENG 565 and ENG 566 and permission of instructor

Recent Term(s) Offered: fall 2016

ENG 474G Advanced Poetry Writing 3 Hours (repeatable max of 9 hrs)

An advanced, intensive course in the writing of poetry, emphasizing the practice and prevalent theories of contemporary poets.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

ENG 475G Advanced Fiction Workshop 3 Hours (repeatable max of 9 hrs)

An advanced and intensive course exploring the techniques of writing fiction, emphasizing contemporary theory and practice.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

ENG 481G Chaucer 3 Hours

Representative works of Chaucer, with emphasis on *The Canterbury Tales*; backgrounds; outside readings and reports.

Recent Term(s) Offered: None

ENG 482G Shakespeare 3 Hours

A study of selected works by Shakespeare, situating them in their cultural moment and considering what has made them so durable, adaptable, deeply familiar, and popular in successive generations.

Recent Term(s) Offered: fall 2016; fall 2018

ENG 484G British Romanticism 3 Hours

British literature and culture from the late 18th and early 19th centuries.

Recent Term(s) Offered: spring 2017

ENG 486G The Eighteenth Century 3 Hours

Eighteenth-century literature, forms, and developments.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2017

ENG 488G Victorian Literature & Culture 3 Hours

Studies in Victorian poets and novelists, emphasizing the rise and fall of the British Empire and the birth of mass media.

Recent Term(s) Offered: None

ENG 489G The British Novel 3 Hours

A comprehensive exploration of English-language novels, from the Mother Country to the Colonies. Emphasis on genre development as a reflection of contemporary history.

Recent Term(s) Offered: None

ENG 490G American Novel 3 Hours

Study of the American novel as a genre. Topic will vary by semester.

Recent Term(s) Offered: spring 2017

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.

Recent Term(s) Offered: spring 2017; fall 2018

ENG 495G Southern Literature 3 Hours

Selected texts by writers from and about the United States South.

Recent Term(s) Offered: spring 2017

ENG 497G Women's Literature 3 Hours

Study of the literary history, criticism, and theory of women's writing, with an emphasis on American and British writers.

Recent Term(s) Offered: spring 2016; spring 2018

ENG 499G Directed Study/English-Ind 3 Hours

A study of a specific literary or linguistic topic directed by a faculty member. Note: 3.0 GPA required.

Recent Term(s) Offered: None

ENG 501 Graduate Writing Workshop 3 Hours (repeatable max of 21 hrs)

Provides a Master's level workshop for students with varied writing interests.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

ENG 502 Graduate Directed Writing 3 Hours

Provides a graduate-level directed writing course for students with varied writing interests.

Recent Term(s) Offered: spring 2018

ENG 504 Studies in American Literature 3 Hours (repeatable max of 6 hrs)

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.

Recent Term(s) Offered: fall 2016

ENG 507 Introduction to Creative Writing Studies 3 Hours

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.

Restriction(s): Enrollment is limited to students in Creative Writing (0478)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

ENG 509 Practicum in One-to-One Writing Instruction 0 Hours

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.

Prerequisite(s): ENG 100 and ENG 200 and ENG 300

Recent Term(s) Offered: fall 2016; fall 2017; spring 2018; fall 2018

ENG 510 Graduate Rhetoric and Writing 3 Hours

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

ENG 511 Writing Instruction Practicum 0 Hours

A practicum in composition instruction for English Department graduate assistants who will be teaching ENG 100 as part of their assistantship in subsequent semesters. Note: Department graduate assistant status and completion of a minimum of nine hours of English course work required.

Restriction(s): Enrollment is limited to students in Creative Writing (0478) or English (067)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

ENG 512 Reading as a Writer 3 Hours

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.

Restriction(s): Enrollment is limited to students in Creative Writing (0478)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

ENG 514 Studies in British Literature 3 Hours (repeatable max of 6 hrs)

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

ENG 515 Internship 1-6 Hours (repeatable max of 6 hrs)

Professional work experience combined with faculty direction.

Restriction(s): Enrollment is limited to students in Creative Writing (0478)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

ENG 516 Literature and Pedagogy 3 Hours

Pedagogical theories and the practical considerations of teaching college literature. Note: In addition to prerequisite courses, 3 hours of graduate literature coursework required.

Prerequisite(s): ENG 510 and (ENG 507 or ENG 520)

Recent Term(s) Offered: spring 2018

ENG 520 Introduction to Graduate Studies 3 Hours

Basic bibliography and bibliographical problems; research methods requisite for the MA thesis and scholarly publications; methodologies of recent critical essays.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

ENG 524 Studies in World Literature 3 Hours (repeatable max of 6 hrs)

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.

Recent Term(s) Offered: fall 2017

ENG 534 Studies in Genre 3 Hours (repeatable max of 6 hrs)

Study of a particular genre, such as the novel, short stories, life writing, poetry, or drama. Topics will vary.

Recent Term(s) Offered: spring 2017; fall 2017

ENG 565 Integrated Teaching English as a Second Language 3 Hours

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites.

Recent Term(s) Offered: fall 2016; spring 2018

ENG 566 Teaching and Testing ESL Grammar 3 Hours

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites.

Prerequisite(s): ENG 407G

Recent Term(s) Offered: spring 2016; fall 2018

ENG 586 Seminar in British Writers 3 Hours (repeatable max of 6 hrs)

Content varies. Selected works or writers.

Recent Term(s) Offered: fall 2016; fall 2018

ENG 596 Seminar in American Writers 3 Hours (repeatable max of 6 hrs)

Topics will vary. Selected works or writers.

Recent Term(s) Offered: spring 2016; spring 2018

ENG 597 Special Topics in English 3 Hours (repeatable max of 9 hrs)

Seminar on topics in literature, language, or composition.

Recent Term(s) Offered: winter 2016; summer 2016; fall 2016; spring 2017; summer 2017; summer 2018

ENG 598 Advanced Directed Study 3-6 Hours (repeatable max of 6 hrs)

Supervised student research on literary or linguistic topics.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2018

ENG 599 Thesis Research and Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018

ENG 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: spring 2016; fall 2016; summer 2017; fall 2017; spring 2018; fall 2018

Environmental & Occupational Health Science (EOHS)

EOHS 502 Health Promotion in the Workplace 3 Hours

Provides specific skills and concepts for worksite health promotion as it pertains to designing, implementing, and evaluating multifaceted health promotion programs in the workplace. Additional skills acquired in this course include financial and marketing strategies, policy development, and effective communication between employer and employee.

Equivalent(s): PH 502

Recent Term(s) Offered: None

EOHS 503 Health Assessment in Workplace 3 Hours

This course presents concepts and teaches skills needed to assess health status at the individual, organizational, and community levels in a workplace wellness environment. Emphasis is placed on, but not limited to, physical and psychological components of health.

Equivalent(s): PH 503

Recent Term(s) Offered: None

EOHS 510 Watershed Management and Science 3 Hours

Watershed management and science including water resources protection, watershed health development and assessment, and environmental and water ethics.

Recent Term(s) Offered: fall 2017; fall 2018

EOHS 546 Environmental & Occupational Health Science**Internship 3,6 Hours** (repeatable max of 6 hrs)

Supervised experience in an organization, facility, industry or business with Environmental, Occupational Health & Safety or Workplace Health Promotion responsibilities (or a combination of those). Assignments individually arranged. Note: Off-campus travel required. Permission of EOHS internship coordinator required.

Recent Term(s) Offered: spring 2017

EOHS 550 Principles of Occupational Safety and Health 3 Hours

Examines the principles of occupational safety and health in the workplace for controlling hazards, preventing occupational exposures, and improving worker health. Concepts surveyed will include hazards in the workplace, hazard and safety analysis, hierarchy of controls, injury prevention, industrial hygiene, workplace health promotion, and occupational safety and health management.

Recent Term(s) Offered: fall 2018

EOHS 560 Environmental Management and Risk Assessment 3 Hours

Application of environmental management systems, methods, and tools to mitigate threats to environmental and human health. Guide students to understand their role as an environmental health professional working with the public and private sectors in controlling adverse environmental conditions through the competencies of assessment, management, and communication. Application of risk assessment as it relates to human and environmental health.

Prerequisite(s): PH 584 or permission of instructor

Recent Term(s) Offered: fall 2017

EOHS 570 Industrial Hygiene 3 Hours (repeatable max of 6 hrs)

Presents contemporary occupational exposure and hazard issues in the workplace. Issues of industrial hygiene and general methods of control are addressed. Note: Field trips required; students responsible for own transportation.

Prerequisite(s): EOHS 577 and PH 520

Recent Term(s) Offered: spring 2016; fall 2017; fall 2018

EOHS 571 Air Quality Management 3 Hours

Examines the origins, dispersion, control and effects of air pollution; indoor air pollution; and the history of air quality control management. Provides a balanced account of air quality control regulations including the provisions and implications of the Federal Air Quality regulations, standards, setting, policy implementation and technical and management aspects of air quality control.

Prerequisite(s): PH 584 or permission of instructor

Course Fee: \$50

Recent Term(s) Offered: spring 2018

EOHS 572 Environmental and Occupational Epidemiology 3 Hours

The course will introduce student 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

Recent Term(s) Offered: None

EOHS 577 Environmental Toxicology 3 Hours

Toxicological principles and environmental risk assessment with emphasis on routes of exposure, biokinetics, and response to chemical stressors.

Recent Term(s) Offered: spring 2018

EOHS 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.

Recent Term(s) Offered: spring 2017; spring 2018; fall 2018

EOHS 595 Public Health Management of Disasters 3 Hours

Examines the background and history of natural and technological disasters, their characteristics, human health and environmental impacts, and the management activities needed to control them. Provides an overview of federal programs to enhance state and local prevention, preparedness, and public health response to disasters.

Prerequisite(s): PH 584 or permission of instructor

Recent Term(s) Offered: None

Environmental Education (ENVE)

ENVE 520 Introduction to Environmental Education 3 Hours

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

ENVE 560 Investigating and Evaluating Environmental Issues 3 Hours

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.

Recent Term(s) Offered: None

ENVE 580 Instructional Strategies in Environmental Education 3 Hours

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.

Recent Term(s) Offered: spring 2016; fall 2018

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.

Recent Term(s) Offered: fall 2016; spring 2017; summer 2017; fall 2017; fall 2018

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.

Recent Term(s) Offered: fall 2016; spring 2018

FACS 511 Grant Writing for Child and Family Programs 3 Hours

Introduce 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.

Recent Term(s) Offered: spring 2016; summer 2016; summer 2017; summer 2018

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.

Recent Term(s) Offered: None

FACS 522 Interior Ergonomics 3 Hours

Cultural and anthropometric literature related to interior design; interrelationships between culture and anthropometrics.

Recent Term(s) Offered: None

FACS 531 Cultural Patterns-Dress 3 Hours

In-depth analysis of literature and research to cultural aspects of clothing. Specific cultural emphasis will vary.

Recent Term(s) Offered: None

FACS 533 Fashion Merchandising 3 Hours

Principles, problems, and practices of curriculum, field experiences, and extended classroom activities related to fashion merchandising.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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. Note: Successful completion of an undergraduate child development course required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2018

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.

Recent Term(s) Offered: None

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. Note: Successful completion of an undergraduate child development course required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

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. Note: Successful completion of an undergraduate child development course required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: fall 2017; fall 2018

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2017; fall 2018

FACS 551 Community, Child, & Youth Program Development 3 Hours

Basic concepts in planning, conducting, administering, and evaluating community child and youth programs.

Recent Term(s) Offered: spring 2017; spring 2018

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

FACS 562 Advanced Family Resource Management 3 Hours

Advanced study and application of consumerism as it relates to families.

Recent Term(s) Offered: fall 2016

FACS 571 Seminar in Family and Consumer Science Education 3 Hours

No course description is available

Recent Term(s) Offered: fall 2016

FACS 572 Curriculum Development in Family and Consumer Sciences Education 3 Hours

Curriculum trends in family and consumer sciences education and curriculum development in specialized fields of family and consumer sciences.

Recent Term(s) Offered: None

FACS 573 Evaluation in Family and Consumer Sciences Education 3 Hours

Theory and techniques of evaluation in family and consumer sciences education at different levels. Analysis and refinement of instruments; interpretation of results of self-evaluation; and effective administration of programs.

Recent Term(s) Offered: fall 2016

FACS 574 Supervision in Family and Consumer Sciences Education 3 Hours

Theory, principles, and techniques of preservice and in-service training of teachers in family and consumer sciences. Emphasis on preparation of supervisory materials and evaluation.

Recent Term(s) Offered: spring 2016; fall 2016

FACS 575 Independent Study in Family and Consumer Sciences 3 Hours

Evaluation of family and consumer sciences investigations. Includes planning and completing an individual study of limited scope.

Recent Term(s) Offered: None

FACS 577 Child Development Theory and Research 3 Hours

Analysis of current theories and research relevant to the development of social-perceptual cognitive, and physical-physiological processes in children.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

FACS 580 Internship 3 Hours (repeatable max of 6 hrs)

Field experience in a family and consumer sciences setting appropriate for the program the candidate is completing.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: fall 2017; spring 2018; fall 2018

FACS 582 Sensory Evaluations and Qualities of Food 3 Hours

Principles and methodologies in sensory evaluations of foods; collection, analysis, and presentation of sensory data; focuses on determinants of quality in foods.

Recent Term(s) Offered: None

FACS 585 Nutrition for the Elderly 3 Hours

Analysis of literature and research related to nutritional problems of the elderly; analysis of resources that assist them with their specific problems. (Lecture, field trips, and lab)

Recent Term(s) Offered: summer 2018

FACS 598 Special Topics in Family and Consumer Sciences 1-6 Hours (repeatable max of 6 hrs)

No course description is available.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2017

FACS 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: None

FACS 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: None

Finance (FIN)

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): FIN 330 with a minimum grade of C and ECON 307 (may be taken concurrently)

Recent Term(s) Offered: None

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): FIN 330 with a minimum grade of C and ECON 307 (may be taken concurrently)

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2018

FLK 462G Folklore and Medicine 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.

Recent Term(s) Offered: spring 2018

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.

Recent Term(s) Offered: fall 2016; fall 2018

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.

Recent Term(s) Offered: spring 2017

FLK 478G Folklore and Literature 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.

Recent Term(s) Offered: spring 2016; spring 2018

FLK 480G Women's Folklife 3 Hours

The various images and roles of women in the U.S. and selected world cultures as reflected in folklife materials such as narratives, beliefs, ballads, rhymes, games, customs, and folk arts.

Recent Term(s) Offered: spring 2017; fall 2018

FLK 560 Cultural Conservation 3 Hours

Survey of the history, organization, development, and major issues of cultural conservation, specifically as they relate to folklife and the built environment.

Recent Term(s) Offered: spring 2016; fall 2017

FLK 561 Folk Arts and Technology 3 Hours

Examination of the study of material folk culture from various methodological and theoretical perspectives, including artifactual analysis, design theory and ethnoaesthetics.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2017

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

FLK 571 Folk Narrative 3 Hours

A survey of narrative genres of folklore and relevant scholarship.

Recent Term(s) Offered: fall 2016; spring 2018

FLK 572 Public Folklore 3 Hours

History, methods, and issues of public folklore.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2017

FLK 576 American Traditional Music 3 Hours

An examination of diverse forms of traditional American musical expression.

Recent Term(s) Offered: spring 2016

FLK 577 Folklore Theory 3 Hours

Folklore scholarship, its historical development, and its principal bibliographical materials.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

FLK 578 Folklore Fieldwork 3 Hours

Examination of methodological issues and techniques in folklore fieldwork.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Recent Term(s) Offered: spring 2018

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; winter 2017; fall 2017; spring 2018

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

Recent Term(s) Offered: spring 2016; spring 2017

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

Recent Term(s) Offered: spring 2016

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

Recent Term(s) Offered: summer 2016; fall 2016; spring 2017; summer 2017; spring 2018; summer 2018

FLK 599 Thesis Research and Writing 1-6 Hours (repeatable max of 6 hrs)

Master's thesis in folk studies.

Restriction(s): Enrollment is limited to students in Folk Studies (069)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018

FLK 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: spring 2016; summer 2017; spring 2018; fall 2018

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) or permission of instructor

Recent Term(s) Offered: None

FLK 765 Leadership Seminar in Applied Folklore 3 Hours

Examination of history and current state of leadership practice in applied folklore with emphasis on case studies and the development of mentoring relationship with senior folklorists.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

FLK 775 Activism and Politics in Applied Folklore 3 Hours (repeatable max of 6 hrs)

Investigates the uses of folklore in historical and contemporary political and social activism.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

FLK 785 Topics in Applied Folklore 3 Hours (repeatable max of 6 hrs)

Topics of current interest in applied folklore. Content varies according to the instructor and needs of the students.

Recent Term(s) Offered: None

FLK 789 Practicum in Applied Folklore 1-6 Hours (repeatable max of 6 hrs)

Supervised professional experience in Applied Folklore.

Recent Term(s) Offered: None

FLK 799 Dissertation Research 1-9 Hours

Research undertaken to complete requirements for Doctor of Folklore Practice.

Recent Term(s) Offered: None

FLK 800 Maintain Matriculation 1-3 Hours (repeatable max of 6 hrs)

Course enrollment requirement during completion of dissertation.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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 or FREN 321 or FREN 326) or permission of instructor

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

Gender and 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): permission of instructor

Recent Term(s) Offered: None

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): permission of instructor

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016; fall 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: fall 2017

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.

Restriction(s): Enrollment is limited to students in Gender Women's Studies (1712)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Recent Term(s) Offered: spring 2017

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.

Recent Term(s) Offered: None

GWS 590 Directed Study in Women's & Gender Studies 1-3 Hours

(repeatable max of 6 hrs)

Individual research in a specific area of women's studies in close cooperation with supervising faculty in women's studies or other field. Note: Completion of 9 hours in Gender & Women's Studies certificate required.

Prerequisite(s): permission of instructor

Restriction(s): Enrollment is limited to students in Gender Women's Studies (1712)

Recent Term(s) Offered: summer 2018

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.

Recent Term(s) Offered: None

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.

Note: Completion of 9 hours in the Gender & Women's Studies certificate required.

Prerequisite(s): permission of instructor

Restriction(s): Enrollment is limited to students in Gender Women's Studies (1712)

Recent Term(s) Offered: fall 2017

Geography (GEOG)

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.

Recent Term(s) Offered: None

Geoscience (GEOS)

GEOS 500 Geoscience Research and Literacy 3 Hours

Development of geoscience research skills with emphasis on posing of research problems, documentation, organization, and presentation.

Recent Term(s) Offered: fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

GEOS 501 Seminar in Geoscience 3 Hours

Topical seminar examining current issues and trends of the discipline and related fields, recent research, and the role of science, communication, and technology in society.

Recent Term(s) Offered: None

GEOS 502 Geoscience Research Methods 3 Hours

An introduction to research techniques and methodology appropriate to the thesis project.

Prerequisite(s): GEOS 500 (may be taken concurrently)

Recent Term(s) Offered: spring 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018

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. Note: Introductory course in geography and/or biology required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

GEOS 507 Geography for Teachers 3 Hours

Designed for experienced social studies, earth science, and geoscience teachers. Provides up-to-date geographic content, information, and related geographic skills with geography core content for the P-12 classroom.

Equivalent(s): EDU 507

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018; fall 2018

GEOS 510 Geoscience Research Topics 1-3 Hours (repeatable max of 6 hrs)

Supervised independent research in applied or basic geoscience topics.

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

GEOS 511 The Dynamic Earth 3 Hours

This graduate course is specially designed for teachers of natural and earth science.

Recent Term(s) Offered: None

GEOS 515 Remote Sensing Applications 3 Hours

Applications of remote sensing, analysis of current systems in use globally, and use of data for research and policy. Associated laboratory work and research project includes remote sensing techniques.

Prerequisite(s): GISC 317 or permission of instructor

Course Fee: \$50

Recent Term(s) Offered: fall 2016; spring 2018

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): (GEOS 575 and GEOS 576) or permission of instructor

Course Fee: \$50

Recent Term(s) Offered: spring 2016; fall 2017

GEOS 520 Geoscience Statistical Methods 3 Hours

This course introduces a variety of statistical methods appropriate for the analysis of spatial and temporal data sets commonly used in geosciences.

Prerequisite(s): permission of instructor

Course Fee: \$50

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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. Note: In addition to prerequisite course, 3 hours in upper level physical geography or geology required.

Prerequisite(s): GEOG 420 or equivalent

Recent Term(s) Offered: spring 2016

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) or equivalent

Recent Term(s) Offered: fall 2017

GEOS 523 Geoprocessing & GIS Applications 3 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.

Course Fee: \$50

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

GEOS 524 Meteorology Science Teachers 3 Hours

Basic weather course with emphasis on new developments and applications in the classroom.

Recent Term(s) Offered: None

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, supra-nationalism, nationalism, economy.

Prerequisite(s): GEOG 425 or permission of instructor

Recent Term(s) Offered: None

GEOS 526 Applied 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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: fall 2018

GEOS 531 Seminar in Dynamic Met 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 with a minimum grade of C or equivalent) and (MATH 237 with a minimum grade of C or equivalent)

Recent Term(s) Offered: fall 2017

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 or equivalent) and (MATH 237 or equivalent)

Recent Term(s) Offered: fall 2018

GEOS 534 Historic Preservation Planning 3 Hours

Field application of historic preservation method and techniques.

Recent Term(s) Offered: None

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): GEOS 531 or equivalent

Recent Term(s) Offered: spring 2016; spring 2018

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): GEOS 533 or equivalent

Recent Term(s) Offered: None

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): GEOS 531 or equivalent

Recent Term(s) Offered: spring 2016

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

Recent Term(s) Offered: None

GEOS 540 Advanced Regional Geography 3 Hours

The regional method as a basic approach to geographic research via one or more major regional units. Note: Two courses in regional geography required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: fall 2018

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.

Recent Term(s) Offered: summer 2016; summer 2017

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

Recent Term(s) Offered: fall 2016

GEOS 545 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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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 permission of instructor

Recent Term(s) Offered: summer 2017

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. Note: Field trips required.

Prerequisite(s): (GEOG 310 with a minimum grade of C or GEOL 310 with a minimum grade of C) and (MATH 136 with a minimum grade of C or equivalent)

Recent Term(s) Offered: fall 2016

GEOS 560 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 and GEOL 113) or permission of instructor

Recent Term(s) Offered: fall 2018

GEOS 561 Hydrogeology 3 Hours

Origin, occurrence, and movement of ground water; water wells and aquifer evaluations; exploratory investigations; quality of ground water supplies; legal aspects.

Prerequisite(s): GEOG 310 or GEOL 310 or permission of instructor

Corequisite(s): MATH 136

Recent Term(s) Offered: None

GEOS 563 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.

Recent Term(s) Offered: None

GEOS 565 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

Equivalent(s): PHYS 465G

Recent Term(s) Offered: fall 2018

GEOS 566 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. Note: Field trips and field-based exercises are required.

Prerequisite(s): GEOS 500 (may be taken concurrently) or permission of instructor

Recent Term(s) Offered: fall 2016; spring 2018

GEOS 570 Tectonics 3 Hours

Active and past global tectonic activities and environments, recent advances in the field of tectonics, mantle plumes and processes, current plate motions, implication of tectonics for environmental changes and natural hazards, natural resources, large igneous provinces (LIPs), rifted continental margins, oceanic ridges, geothermal energy, subduction and transform zones, past and present orogeny, North American tectonics, sedimentary basins, tectonic geomorphology, thermochronology and interplay between climate-tectonics and landforms.

Recent Term(s) Offered: fall 2018

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.

Recent Term(s) Offered: fall 2016; spring 2017

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): GIS 317 or permission of instructor

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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): GEOS 575 and CS 146

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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): GEOS 575 and GEOS 576

Recent Term(s) Offered: None

GEOS 580 Seminar Urban Geography 3 Hours

Analysis of problems faced by global cities.

Recent Term(s) Offered: spring 2018

GEOS 584 Applied Environmental Planning 3 Hours

Analysis and application of advanced topics and results of recent research in environmental and general planning.

Recent Term(s) Offered: fall 2017

GEOS 585 Advanced Studies in Population Geography 3 Hours

Seminar approach to regional and world problems in human population.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2017

GEOS 590 Experimental Design and Data Analysis 3 Hours

Statistical consideration in experimental design including covariance, multiple regression, factorial design, incomplete block designs, etc.

Prerequisite(s): permission of instructor

Equivalent(s): AGRI 590

Recent Term(s) Offered: fall 2017

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 and GEOS 502 and GEOS 520

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

GEOS 599 Thesis Writing and Research 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

GEOS 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

German (GERM)

GERM 430G 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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

GERM 555 Topics in Germanic Literature and Culture 3 Hours

(repeatable max of 6 hrs)

This course will examine different topics of interest in German literary and cultural studies.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2017

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; fall 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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 and GTE 537 and PSY 432G

Recent Term(s) Offered: summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; summer 2018

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.

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: winter 2018; fall 2018

GTE 637 Seminar in Gifted Education and Talent Development 3 Hours

Current issues and practices in gifted education. Topics will vary.

Prerequisite(s): GTE 636 (may be taken concurrently) and (EDFN 500 or equivalent)

Recent Term(s) Offered: fall 2016; fall 2017

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.
Recent Term(s) Offered: winter 2016; summer 2016; winter 2017; summer 2017; winter 2018; summer 2018

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
Recent Term(s) Offered: None

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.
Recent Term(s) Offered: fall 2016

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.
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.
Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; fall 2017; winter 2018; spring 2018; fall 2018

HCA 542 Health Care Human Resources Administration 3 Hours

Principles and practices of human resources administration in the health care field. The unique characteristics of professional, technical, skilled and unskilled health care workers explored and emphasized.
Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018

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
Recent Term(s) Offered: winter 2016; spring 2016; spring 2017; fall 2017; spring 2018

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.
Recent Term(s) Offered: None

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
Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.
Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

HCA 547 Global and Comparative Health Systems 3 Hours

A review of global health issues including how systems, policies, and program management influence availability and delivery of health services. Students will learn about the development of health systems and make comparisons of different types of health systems based on different aspects of health and health care such as resources availability, access to care, quality of care and models of care delivery. Issues of global health management and health disparities will be investigated in depth at the local, regional and global levels.
Recent Term(s) Offered: None

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.
Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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
Recent Term(s) Offered: None

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
Recent Term(s) Offered: None

HCA 559 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
Recent Term(s) Offered: summer 2017; summer 2018

HCA 564 Health Systems Informatics 3 Hours

A survey of information use and management in a health care context. Course content includes health information systems, informatics, database design, e-health, and patient privacy.

Corequisite(s): HCA 565

Recent Term(s) Offered: None

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.

Corequisite(s): HCA 564

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: winter 2016; summer 2016; winter 2017; spring 2017; spring 2018

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

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

HCA 586 Health Economics & Policy 3 Hours

Economic principles applied to the study of health care facilities, health services and manpower. These 400-level courses may be taken for graduate credit. Students receiving graduate credit in 400G courses will be required to do additional research, readings, or other appropriate assignments.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; summer 2017; fall 2017; summer 2018; fall 2018

History (HIST)

HIST 404G History of Ancient Egypt 3 Hours

A study of ancient Egyptian civilization with attention to the rediscovery of ancient Egypt by modern scholars and the development of the disciplines of Egyptology.

Recent Term(s) Offered: None

HIST 407G The Crusades: East Meets West 3 Hours

A study of the idea of holy war and political, social, and cultural interaction in the Mediterranean World from 1000 to 1300.

Recent Term(s) Offered: None

HIST 419G Tudor-Stuart England 3 Hours

A study of the principal political, economic, social, religious, and cultural developments in British history from the beginning of the Tudor dynasty in 1485 to the end of the Stuart dynasty in 1714.

Recent Term(s) Offered: None

HIST 422G The French Revolution and Napoleonic Era 3 Hours

A survey of the period 1789 to 1815 with special emphasis on the political, economic, and social events leading to the birth of modern France.

Recent Term(s) Offered: spring 2016

HIST 425G Modern Germany 3 Hours

A survey of German history from the early nineteenth century to the present.

Recent Term(s) Offered: None

HIST 426G Hitler and Nazi Germany 3 Hours

A detailed study of German history between 1933 and 1945, emphasizing the political, economic, social, diplomatic, and military aspects.

Recent Term(s) Offered: None

HIST 428G England Since 1914 3 Hours

A detailed study of the political, intellectual, cultural, and socioeconomic developments that transformed England into a welfare state and her empire into a commonwealth of nations.

Recent Term(s) Offered: None

HIST 440G Colonial History of America to 1776 3 Hours

The founding and development of the colonies, emphasizing political, social, cultural, and economic institutions.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016

HIST 448G American Biographies 3 Hours

The lives of famous Americans, the times in which they lived, and the skills of their biographers.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

HIST 451G Diplomatic History of the US since 1898 3 Hours

An analysis of American diplomacy from the Spanish-American War to the present.

Recent Term(s) Offered: None

HIST 460G Traditional East Asia 3 Hours

A study of the political, socioeconomic, intellectual, and cultural history of China and Japan to 1600.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016

HIST 464G Latin America and the United States 3 Hours

An intensive study of the relations between Latin America and the United States.

Recent Term(s) Offered: None

HIST 465G The Mexican Republic 3 Hours

A study of Mexico from 1824 to the present.

Recent Term(s) Offered: None

HIST 471G Modern China 3 Hours

Detailed study of rise of modern China since the 17th century.

Recent Term(s) Offered: spring 2016

HIST 472G Modern Japan 3 Hours

Analysis of modern Japanese history since 1600 with special emphasis on Japan's transformation from a feudal to a modern state.

Recent Term(s) Offered: None

HIST 479G Topics in the Third World 3 Hours (repeatable max of 6 hrs)

Intensive study of a selected Third World topic.

Recent Term(s) Offered: None

HIST 480G History of Science 3 Hours

A study of the cultural and intellectual impact that science has had on the West with an emphasis on the period since the seventeenth century.

Recent Term(s) Offered: None

HIST 490G Topics in History I 3 Hours (repeatable max of 6 hrs)

Detailed study of selected topics in history.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017

HIST 491G Topics in History II 3 Hours (repeatable max of 6 hrs)

Detailed study of selected topics in history, using the lecture and discussion approach.

Recent Term(s) Offered: spring 2016

HIST 492G The History of Canada 3 Hours

A survey of Canada's history and heritage, with special emphasis on Canadian-American relations and interdependency.

Recent Term(s) Offered: None

HIST 501 European History/Secondary Teachers 3 Hours

Emphasis on bibliography, documents, historical interpretations and materials useful for secondary teachers of history.

Recent Term(s) Offered: None

HIST 502 US History/Secondary Teachers 3 Hours

Emphasis on bibliography, documents, historical interpretations and materials for secondary teachers of history.

Recent Term(s) Offered: summer 2017

HIST 505 Cultural Diversity in American History 3 Hours

A topical study of cultural diversity in American history and its influence on the society's social, political, and economic institutions. Designed to assist teachers in incorporating into their classes knowledge about cultural diversity.

Recent Term(s) Offered: summer 2016

HIST 507 The Crusades 3 Hours

The history and scholarship of the Crusades. It will cover major scholarly works on the Crusades and crusading as well as the expansion of Crusade studies into new geographic contexts (the Baltic, the Americas, et al.) and into time periods from the Late Middle Ages to the present.

Recent Term(s) Offered: None

HIST 515 19th Century Britain 3 Hours

An intensive study of the political, economic, social, and intellectual developments within Britain and her empire from 1815 to 1914.

Recent Term(s) Offered: None

HIST 518 Topics in Reformation Europe 3 Hours (repeatable max of 6 hrs)

A study of the religious, political, and social history of Europe from the late Middle Ages to the end of the religious wars in 1648, focusing on differing themes related to the Protestant and Catholic reform movements.

Recent Term(s) Offered: None

HIST 521 US 1900-1945 3 Hours

A study of American social, political, economic, and cultural developments in the period that included two world wars and the Great Depression.

Recent Term(s) Offered: spring 2018

HIST 522 United States Since 1945 3 Hours

A study of all phases of United States history since 1945.

Recent Term(s) Offered: fall 2016

HIST 525 Social/Intellectual 19th Century US 3 Hours

A study of nineteenth century American thought and its relation to our social, economic, and political institutions.

Recent Term(s) Offered: None

HIST 526 Social/Intellectual 20th Century US 3 Hours

A study of twentieth century American thought and its relation to our social, economic, and political institutions.

Recent Term(s) Offered: None

HIST 527 Social/Intellectual 19th Century Europe 3 Hours

An examination of political, social, economic, and religious thought of nineteenth century Europe and its relation to the society of the period.

Recent Term(s) Offered: None

HIST 530 History of the Civil Rights Movement in America 3 Hours

Introduction to graduate-level survey of the struggle for civil rights and social justice in 20th century America.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2018

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.

Recent Term(s) Offered: spring 2016; spring 2017; fall 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; fall 2017

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.

Recent Term(s) Offered: spring 2016; summer 2016; spring 2018

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.

Recent Term(s) Offered: fall 2016

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.

Recent Term(s) Offered: None

HIST 545 American Legal History to 1865 3 Hours

A survey of the development of American law and its relationship to political, economic, and social trends in antebellum American society.

Recent Term(s) Offered: summer 2016; fall 2017

HIST 546 American Legal History Since 1865 3 Hours

A survey of the development of American law and its relationship to political, economic, and social trends in modern American society.

Recent Term(s) Offered: spring 2016; spring 2018

HIST 547 History of American Popular Culture 3 Hours

Prerequisite(s): Graduate student status. Introduction to the central role popular culture has played in the United States history and consciousness from the nineteenth century to the present.

Recent Term(s) Offered: summer 2018

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.

Recent Term(s) Offered: None

HIST 553 American Women's History 3 Hours

Social, cultural, and political history of American women from pre-colonial times to the present.

Recent Term(s) Offered: spring 2017; spring 2018

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016; spring 2017; fall 2017

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.

Recent Term(s) Offered: spring 2017; fall 2017

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.

Recent Term(s) Offered: fall 2018

HIST 559 Immigrants in American History 3 Hours

No course description is available

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016

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.

Recent Term(s) Offered: spring 2017

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.

Recent Term(s) Offered: spring 2018

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.

Recent Term(s) Offered: None

HIST 590 Advanced Individual Study 3 Hours (repeatable max of 6 hrs)

A research problem or intensive readings directed by a faculty member. Note: 3.0 average in at least 9 hours at the graduate level required.

Recent Term(s) Offered: winter 2016; spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

HIST 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; fall 2018

HIST 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: spring 2018

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.

Recent Term(s) Offered: summer 2016; spring 2017

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.

Recent Term(s) Offered: None

HIST 611 Seminar in Urban History 3 Hours

Rotating-topic seminar explores major themes, theoretical approaches, and scholarly literature in urban history.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016

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.

Recent Term(s) Offered: fall 2018

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; fall 2016

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2017

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.

Recent Term(s) Offered: fall 2017

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.

Prerequisite(s): HORT 301 or permission of instructor

Corequisite(s): HORT 402G

Recent Term(s) Offered: None

HORT 402G Landscape Plants II Lab 1 Hour

A laboratory course correlated with HORT 401G.

Prerequisite(s): HORT 301 or permission of instructor

Corequisite(s): HORT 401G

Recent Term(s) Offered: None

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.

Prerequisite(s): HORT 402G or permission of instructor

Corequisite(s): HORT 404G

Recent Term(s) Offered: None

HORT 404G Landscape Design and Construction Lab 1 Hour

A laboratory course correlated with HORT 403G.

Corequisite(s): HORT 403G

Recent Term(s) Offered: None

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.

Prerequisite(s): AGRO 110

Corequisite(s): HORT 406G

Recent Term(s) Offered: None

HORT 406G Nursery Management Lab 1 Hour

A laboratory course correlated with HORT 405G.

Corequisite(s): HORT 405G

Recent Term(s) Offered: None

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.

Prerequisite(s): AGRO 110

Corequisite(s): HORT 408G

Recent Term(s) Offered: None

HORT 408G Plant Propagation Lab 1 Hour

A laboratory course correlated with HORT 407G.

Corequisite(s): HORT 407G

Recent Term(s) Offered: None

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

Recent Term(s) Offered: spring 2017

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

Recent Term(s) Offered: spring 2016; spring 2018

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

Recent Term(s) Offered: None

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): permission of instructor

Recent Term(s) Offered: spring 2016

HORT 675 Advanced Topics in Horticulture 1-3 Hours

No course description is available

Recent Term(s) Offered: None

Hospitality Mgt/Dietetics (HMD)**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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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. Note: Permission of instructor required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Restriction(s): Enrollment is limited to students in Dietetic Practice (0451)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

HMD 587 Seminar in Concepts and Methods of Dietetic Practice 3 Hours

Capstone seminar including discussions, didactic practice and presentations in the field of dietetics.

Restriction(s): Enrollment is limited to students in Dietetic Practice (0451)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

Industrial Technology (IT)**IT 510 Investigations in Industrial Technology 3 Hours**

Individual research under the direction of a graduate faculty member.

Recent Term(s) Offered: summer 2016

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

ID 570 Systematic Instructional Design 3 Hours

Systematic instructional design procedures to design, produce, and evaluate a unit of instruction.

Prerequisite(s): ID 560 (may be taken concurrently) or permission of instructor

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; spring 2018

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 (may be taken concurrently) or permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017

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 (may be taken concurrently) and permission of instructor

Recent Term(s) Offered: spring 2016; fall 2016

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 permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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 permission of instructor

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Recent Term(s) Offered: summer 2016; fall 2016; fall 2017; fall 2018

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 permission of instructor

Recent Term(s) Offered: winter 2017

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 permission of instructor

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; spring 2018

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. Note: Completion of all of the required courses, at least 24 semester hours of program course work, and admission to candidacy required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; spring 2018

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. Note: Students are responsible for their own transportation.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: winter 2017; winter 2018

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.

Restriction(s): Enrollment is limited to students in Interdispl Early Childhood Ed (144) or Early Childhood Educ - Rank I (156)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Recent Term(s) Offered: fall 2017; fall 2018

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

Recent Term(s) Offered: fall 2016; spring 2017; spring 2018; fall 2018

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. Note: Students are responsible for their own transportation.

Prerequisite(s): IECE 521 and IECE 522

Recent Term(s) Offered: fall 2017; fall 2018

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 (may be taken concurrently) and CD 486G and SPED 523 (may be taken concurrently)

Recent Term(s) Offered: summer 2016; summer 2018; fall 2018

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 permission of instructor

Recent Term(s) Offered: None

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 permission of instructor

Recent Term(s) Offered: spring 2016; spring 2018

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): TCHL 500

Restriction(s): Enrollment is limited to students in IECE, Birth-Age 5, TCHL (0461)

Recent Term(s) Offered: spring 2016

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

Restriction(s): Enrollment is limited to students in IECE, Birth-Age 5, TCHL (0461)

Recent Term(s) Offered: fall 2016

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: fall 2016

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: spring 2016; spring 2017

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.

Recent Term(s) Offered: None

JOUR 481G Problems in Mass Communication 3 Hours

Study of contrived and real problems involving research, planning and implementation.

Recent Term(s) Offered: None

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.)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; summer 2017; fall 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

KIN 505 Foundations of Curriculum Construction 3 Hours

Principles, procedures, and criteria for curriculum construction and revision, course building, and lesson planning.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: None

KIN 512 Advanced Strength & Conditioning 3 Hours

Designed to develop advanced knowledge of strength and conditioning principles and practices. The aim of the course is to understand the process behind development, implementation, and evaluation of strength and conditioning programs for elite, collegiate, high school, and/or recreational athletic populations. The course will include professional writing and a hands-on learning component with professionals in the field of strength & conditioning.

Recent Term(s) Offered: spring 2018

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: fall 2016

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.
Recent Term(s) Offered: None

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.
Restriction(s): Enrollment is limited to students in Kinesiology (0454)
Recent Term(s) Offered: spring 2016; spring 2017; fall 2017; fall 2018

KIN 520 Teaching Strategies in Physical Education 3 Hours

Study and application of teaching strategies utilized in the elementary and secondary physical education setting.
Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.
Recent Term(s) Offered: None

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.
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

KIN 524 Applied Biomechanics 3 Hours

Advanced study of the mechanical, neuromuscular, and anatomical bases of human movement.
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.
Restriction(s): Enrollment is limited to students in Kinesiology (0454)
Recent Term(s) Offered: None

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.
Restriction(s): Enrollment is limited to students in Recreation and Sport Admin (095)
Recent Term(s) Offered: spring 2016

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.
Recent Term(s) Offered: summer 2016; spring 2017; summer 2017; summer 2018

KIN 596 Internship in Exercise Physiology 1-6 Hours (repeatable max of 6 hrs)

Work and/or laboratory experience in Exercise Physiology practical settings in progression towards completion of the graduate program. Liability insurance is required.
Recent Term(s) Offered: None

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.
Restriction(s): Enrollment is limited to students in Kinesiology (0454)
Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; spring 2018; fall 2018

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)
Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

KIN 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.
Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; spring 2018; summer 2018; fall 2018

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.
Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.
Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

LEAD 530 Organizational Change 3 Hours

A course of advanced study of planned and unplanned change at the individual and group level as well as the significance leadership plays in change. Various skills and methodologies of leadership theories will be discussed to better understand change through leadership.
Recent Term(s) Offered: summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

LEAD 540 Leading Teams 3 Hours

Study of issues impacting team leaders and members; emphasis on examining and analyzing solutions for effective team leadership.
Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

LEAD 565 Leadership Coaching within Organizations 3 Hours

This course is designed to develop organizational leadership coaching skills within the organization to improving the performance and efficiency of not only individuals but the productivity of the organization. This course also includes an emphasis on experiential learning through coaching practice activities.

Recent Term(s) Offered: fall 2017; spring 2018; fall 2018

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

Recent Term(s) Offered: summer 2016; spring 2017; fall 2018

LEAD 595 Contemporary Issues in Leadership 3 Hours

This course is designed to provide the student with an understanding of contemporary issues from a Leadership perspective. Specifically, students will apply leadership theories, models, and approaches to contemporary issues to analyze the issue's impact on organizations.

Prerequisite(s): LEAD 500

Recent Term(s) Offered: fall 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016

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

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

LEAD 600 Capstone in Leadership Experience 3-6 Hours

This course will provide students with a culminating experience to integrate the major topics studied in the discipline, demonstrate their mastery of the curriculum, and apply their leadership skills in organizational contexts and settings. Note: Completion of all other courses in the Organizational Leadership graduate certificate required.

Restriction(s): Enrollment is limited to students in Organizational Leadership (1723)

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

Libraries, Informatics, and Technology in Education (LITE)

LITE 501 Program Organization 3 Hours

Organization of the school library program to support the educational goals of the school and student learning. Includes organization of libraries, informatics, and technology.

Recent Term(s) Offered: fall 2018

LITE 506 Organization of Information 3 Hours

Classification, descriptive and subject cataloging for various formats of information and sources. Emphasis on organization of information in the school library.

Recent Term(s) Offered: fall 2018

LITE 508 Informatics in Education 3 Hours

Information sources and services in school library media centers.

Emphasis on the study and practice of creating, storing, finding, manipulating, analyzing, evaluating, and sharing information. Emphasis on use of informatics research methods in education.

Recent Term(s) Offered: fall 2018

LITE 512 Issues in Libraries, Informatics, and Technology in Education 3 Hours

Analysis of issues in Libraries, Informatics, and Technology in Education. Attention to legal issues like intellectual freedom, censorship, and information access.

Recent Term(s) Offered: None

LITE 518 Advanced Children's Literature and Collections 3 Hours

Advanced study of literature to meet the needs of children including outstanding authors, illustrators, and current topical issues. Emphasis on children's literature collections development and management in libraries.

Recent Term(s) Offered: fall 2018

LITE 527 Advanced Young Adult Literature and Collections 3 Hours

Advanced, 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. Emphasis on young adult literature collections development and management in libraries.

Recent Term(s) Offered: None

LITE 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.

Course Fee: \$20

Recent Term(s) Offered: fall 2018

LITE 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 or LITE 535

Recent Term(s) Offered: fall 2018

LITE 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.

Recent Term(s) Offered: None

LITE 547 Integration of Educational Technology 3 Hours

Application of principles of instructional design to the integration of technology into education and training programs.

Recent Term(s) Offered: None

LITE 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.

Recent Term(s) Offered: None

LITE 590 Practicum in Libraries, Informatics, and Technology in Education 1-3 Hours

Field based experience in an appropriate setting under a certified library media specialist or a qualified technology coordinator.

Prerequisite(s): (LITE 501 or LME 501) and (LITE 512 or LME 512) and (LITE 535 or LME 535) and (LITE 537 or LME 537)

Recent Term(s) Offered: fall 2018

LITE 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.

Recent Term(s) Offered: fall 2018

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.

Recent Term(s) Offered: None

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. Note: Permission of instructor required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

LME 410G Storytelling 3 Hours

Storytelling literature, story selection and sources. Practice in oral communication.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Restriction(s): Students with a semester level of Junior or Post-Baccalaureate-Non Degree may **not** enroll.

Recent Term(s) Offered: summer 2016; summer 2017

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.

Equivalent(s): SEC 445G

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

LME 475G Workshop 1-3 Hours

Workshop classes of variable content focused on library media practice and integration of educational technology.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; winter 2018

LME 509 Investigations in Educational Technology 1-3 Hours

(repeatable 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.

Recent Term(s) Offered: summer 2016; winter 2017

LME 519 Special Topics in Educational Technology 3 Hours

(repeatable max of 6 hrs)

Special topics in the field of educational technology.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; summer 2017

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. Note: Admission to professional education required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016; fall 2016

LME 591 Advanced Practicum in Library Media Education 1 Hour

Field-based experience in an appropriate setting under a certified library media specialist. Note: Admission to professional education required.

Prerequisite(s): LITE 501 and LITE 512 and LITE 537 and permission of instructor

Restriction(s): Enrollment is limited to students in Library Media Ed - Rank I (0429) or Library Media Education (083)

Recent Term(s) Offered: spring 2016; spring 2017

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. Note: Completion of 24 hours of coursework and admission to professional education required.

Prerequisite(s): LITE 501 and LITE 512 and LITE 535 and LITE 537 and permission of instructor

Restriction(s): Enrollment is limited to students in Library Media Education (083)

Course Fee: \$200

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017

LME 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: None

LME 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: None

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. Note: Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

Restriction(s): Enrollment is limited to students in Literacy/Post-Secondary Settings (0462)

Recent Term(s) Offered: summer 2018; fall 2018

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. Note: Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

Restriction(s): Enrollment is limited to students in Literacy/Post-Secondary Settings (0462)

Recent Term(s) Offered: summer 2018

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. Note: Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

Restriction(s): Enrollment is limited to students in Literacy/Post-Secondary Settings (0462)

Recent Term(s) Offered: None

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. Note: Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

Restriction(s): Enrollment is limited to students in Literacy/Post-Secondary Settings (0462)

Recent Term(s) Offered: spring 2016

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. Note: Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

Restriction(s): Enrollment is limited to students in Literacy/Post-Secondary Settings (0462)

Recent Term(s) Offered: spring 2018

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. Note: 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.

Restriction(s): Enrollment is limited to students in Literacy/Post-Secondary Settings (0462)

Recent Term(s) Offered: winter 2018

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.

Restriction(s): Enrollment is limited to students in Special Ed Initial Cert: LBD (0456) , Middle Grades Ed: Initial Cert (0458) , IECE, Birth-Age 5, Initial Cer (0460) or Secondary Ed: Initial Cert (0495)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

LTCY 515 Socio-Cognitive Theories of Comprehension 3 Hours

A study of cognitive, linguistic, and sociocultural factors that affect comprehension, including native language, how comprehension works, and how people make sense of print cues and visual cues by understanding the comprehension process from various theoretical stance..

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Literacy Education (044)

Recent Term(s) Offered: winter 2016

LTCY 519 Foundations of Literacy Instruction 3 Hours

Investigation of theory and practice of literacy instruction and factors impacting literacy learning. Discussion of literacy as reading, writing, speaking, and listening.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; summer 2017; fall 2018

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 or permission of instructor

Restriction(s): Enrollment is limited to students in Literacy Education (044)

Recent Term(s) Offered: fall 2016; fall 2017

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

Restriction(s): Enrollment is limited to students in Literacy Education (044)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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

Restriction(s): Enrollment is limited to students in Literacy Education (044)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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 permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017; winter 2018

LTCY 524 Content Area and Disciplinary Literacy 3 Hours

Reading and study skills strategies and techniques to increase student achievement in content-area classes. Discussion of disciplinary literacy in various fields will also be addressed.

Recent Term(s) Offered: fall 2016; fall 2017

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 permission of instructor

Recent Term(s) Offered: summer 2016; summer 2017; fall 2018

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

Restriction(s): Enrollment is limited to students in Literacy Education (044)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

LTCY 599 Thesis Research and Writing 3-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: fall 2017; spring 2018

LTCY 600 Maintain Matriculation 1 Hour (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: fall 2017

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 permission of instructor

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018

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 permission of instructor

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Restriction(s): Students cannot enroll who are in Secondary Ed Teacher Leader (0435) or Mathematics (085)

Recent Term(s) Offered: fall 2016; fall 2017; spring 2018

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.

Equivalent(s): CS 405G

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Equivalent(s): CS 406G

Recent Term(s) Offered: spring 2017; spring 2018

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. Note: 6 hours of undergraduate mathematics required.

Prerequisite(s): permission of instructor

Restriction(s): Students cannot enroll who are in Mathematics (085)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Restriction(s): Students cannot enroll who are in Secondary Ed Teacher Leader (0435) or Mathematics (085)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Restriction(s): Students cannot enroll who are in Secondary Ed Teacher Leader (0435) or Mathematics (085)

Recent Term(s) Offered: spring 2016; spring 2017; fall 2017

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2017

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.

Restriction(s): Students cannot enroll who are in Mathematics (085)

Recent Term(s) Offered: None

MATH 423G Geometry II 3 Hours

An axiomatic development of plane hyperbolic geometry which presupposes a development of absolute geometry.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: fall 2016; fall 2018

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: summer 2016

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.

Recent Term(s) Offered: spring 2018

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. Note: Undergraduate major in mathematics required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

MATH 501 Introduction to Probability and Statistics I 3 Hours

Interpreting, analyzing, and simulating univariate and bivariate data; probability and sampling distributions; regression and chi-squared procedures from traditional and randomization approaches.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

MATH 502 Introduction to Probability and Statistics II 3 Hours

Review of linear algebra, Markov chains, decision theory, linear programming and game theory.

Recent Term(s) Offered: None

MATH 503 Introduction to Analysis 3 Hours

Theoretical examination of selected topics in real analysis including sequences, series, limits, continuity, derivatives, and integration.

Restriction(s): Enrollment is limited to students in Mathematics (049)

Recent Term(s) Offered: fall 2016; summer 2017; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Mathematics (049)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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. Note: Middle grades math certification required.

Prerequisite(s): permission of instructor

Restriction(s): Students cannot enroll who are in Mathematics (049) or Mathematics (085)

Recent Term(s) Offered: summer 2017

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.

Recent Term(s) Offered: summer 2017

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.

Restriction(s): Students cannot enroll who are in Secondary Ed Teacher Leader (0435) or Mathematics (085)

Recent Term(s) Offered: summer 2016; summer 2018

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 multiple regression.

Prerequisite(s): MATH 501

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

MATH 511 Algebra from an Advanced Perspective 3 Hours

Topics in algebra from an advanced perspective including analysis of functions and polynomials, number theory, and fields.

Restriction(s): Enrollment is limited to students in Mathematics (049)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

MATH 512 Geometry from an Advanced Perspective 3 Hours

Topics in geometry from an advanced perspective including a theoretical examination of transformations in real and complex plane; distance congruence, and similarity in a variety of contexts; connections and applications between geometry, trigonometry, and calculus.

Prerequisite(s): MATH 511 or permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

MATH 514 Mathematical Modeling and Applications 3 Hours

Uses mathematical modeling to describe and explore real world problems using algebraic, geometric, and statistical approaches.

Restriction(s): Enrollment is limited to students in Mathematics (049)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: None

MATH 529 Applied Probability 3 Hours

Axiomatic development of the theory of probability. Introduction to Markov chains, random variables, distributions, transformations. Limit theorems and various modes of convergence.

Recent Term(s) Offered: fall 2016

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.

Recent Term(s) Offered: fall 2017

MATH 532 Real Analysis 3 Hours

Function spaces, additive set functions, outer measure; measurable functions, integration.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; spring 2018

MATH 536 Advanced Applied Mathematics- II 3 Hours

Integral equations, calculus of variations, maximization of linear functionals, maximum gradient method.

Prerequisite(s): MATH 535

Recent Term(s) Offered: fall 2016

MATH 539 Topology II 3 Hours

Homotopy, homology theory.

Recent Term(s) Offered: fall 2017

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.

Recent Term(s) Offered: None

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. Note: Undergraduate major in mathematics required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2017; fall 2018

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.

Recent Term(s) Offered: None

MATH 550 Complex Analysis 3 Hours

Analytic continuation, conformal mapping, Riemann surfaces, and univalent functions.

Recent Term(s) Offered: None

MATH 570 Topics in Operations Research 3 Hours

Specific area(s) of operations research.

Recent Term(s) Offered: None

MATH 590 Special Topics in Mathematics 3 Hours (repeatable max of 6 hrs)

No course description is available.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: fall 2016; fall 2017; spring 2018

MATH 598 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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; spring 2018; fall 2018

MATH 599 Thesis/Research 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; summer 2018; fall 2018

MATH 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: summer 2016; fall 2017; spring 2018; summer 2018

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

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

MGE 570 Workshop - Workshop in Middle School Education 1-3 Hours (repeatable max of 6 hrs)

Activity-centered on a relevant area of study.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2018

MLNG 420G Multimedia Technologies in Teaching Foreign Languages 3 Hours

Pedagogical and hands-on training for in-service teachers. Note: For students pursuing teacher certification in French, German, Spanish or other language.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites.

Corequisite(s): SEC 453

Recent Term(s) Offered: fall 2017; fall 2018

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.

Recent Term(s) Offered: None

Music (MUS)

MUS 500 Theory Seminar 3 Hours

Study and application of analytical techniques as they apply to the formal structure of music.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

MUS 512 Music Education Workshop 1-3 Hours (repeatable max of 6 hrs)

A variable topic workshop.

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

MUS 513 Independent Directed Study/Music Education 3 Hours

(repeatable max of 12 hrs)

Research projects in music education.

*Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; fall 2018***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.

*Recent Term(s) Offered: spring 2016; spring 2017; spring 2018***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.

*Recent Term(s) Offered: None***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.

*Recent Term(s) Offered: spring 2016; spring 2017; summer 2017; spring 2018***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.

*Recent Term(s) Offered: fall 2016; fall 2017; fall 2018***MUS 520 Advanced Pedagogy 3 Hours**

In-depth study and application of pedagogical principles for the applied music teacher in a private studio setting.

*Recent Term(s) Offered: fall 2016; fall 2017; fall 2018***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.

*Recent Term(s) Offered: spring 2016; spring 2017; spring 2018***MUS 530 Music Literature 3 Hours**

Investigation of a specialized area not covered in other music literature courses.

*Recent Term(s) Offered: spring 2016; spring 2017; spring 2018***MUS 538 Independent Directed Study/Theory-Literature 3 Hours**

Supervised private research culminating in a scholarly paper.

*Recent Term(s) Offered: spring 2016***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.

*Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; fall 2018***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.

*Recent Term(s) Offered: None***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.

*Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018***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 an elective and require advisor approval for music degrees.

*Recent Term(s) Offered: None***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 an elective and require advisor approval for music degrees.

*Recent Term(s) Offered: None***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 an elective and require advisor approval for music degrees.

*Recent Term(s) Offered: summer 2018; fall 2018***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.

*Recent Term(s) Offered: fall 2016; fall 2018***MUS 550 Applied Music Secondary 1 Hour** (repeatable max of 4 hrs)

Applied study intended for beginners and requires no audition.

*Recent Term(s) Offered: spring 2016; spring 2017; fall 2017; spring 2018***MUS 553 Applied Music Principal 2 Hours** (repeatable max of 8 hrs)

Applied study assumes graduate-level proficiency.

*Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018***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 electives and require advisor approval for music degrees.

*Recent Term(s) Offered: None***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 electives and require advisor approval for music degrees.

*Recent Term(s) Offered: fall 2016; spring 2017***MUS 625 Graduate Capstone Project 3 Hours**

Independent study and preparation for the graduate capstone project in music education, conducting, or pedagogy.

Prerequisite(s): MUS 511 or MUS 518 or MUS 520*Recent Term(s) Offered: fall 2016; spring 2017; summer 2017; spring 2018; summer 2018; fall 2018*

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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): permission of instructor

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011) , Family Nurse Practitioner (0449) , Psyc Mental Health Nurs prac (0479) or Nursing (149)

Equivalent(s): NURS 519

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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 formation and political action.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011) or Nursing (149)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011) or Nursing (149)

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011) or Nursing (149)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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

Restriction(s): Enrollment is limited to students in Nursing Practice (0011) , Family Nurse Practitioner (0449) , Psyc Mental Health Nurs prac (0479) , Nursing (149) or Nursing Education (Post MSN) (172)

Course Fee: \$25

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011) or Nursing (149)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; fall 2018

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 and NURS 505

Restriction(s): Enrollment is limited to students in Psyc Mental Health Nurs prac (0479) or Nursing (149)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

NURS 508 Advanced Issues in Professional Nursing 1 Hour

Analysis and synthesis of selected political, legal, ethical, socioeconomic, and technological issues impacting advanced nursing practice.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011) , Nurse Administrator (Post MSN) (0420) , Family Nurse Practitioner (0449) , Nursing (149) or Nursing Education (Post MSN) (172)

Recent Term(s) Offered: winter 2016; spring 2016; fall 2016; winter 2017; fall 2017; spring 2018; fall 2018

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.

Restriction(s): Enrollment is limited to students in Family Nurse Practitioner (0449) or Nursing (149)

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; fall 2018

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. Note: Graduate statistics course required.

Prerequisite(s): NURS 504

Restriction(s): Enrollment is limited to students in Nursing Practice (0011) or Nursing (149)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Prerequisite(s): NURS 525 and NURS 526

Corequisite(s): NURS 527

Restriction(s): Enrollment is limited to students in Psyc Mental Health Nurs prac (0479) or Nursing (149)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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): NURS 510

Restriction(s): Enrollment is limited to students in Nursing Practice (0011), Nurse Administrator (Post MSN) (0420), Family Nurse Practitioner (0449), Psyc Mental Health Nurs prac (0479), Emergency Nurse Practitioner (0480), Nursing (149) or Nursing Education (Post MSN) (172)

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

NURS 513 Advanced Pharmacology for Nurse Educators 2 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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011), Nurse Administrator (Post MSN) (0420), Family Nurse Practitioner (0449), Psyc Mental Health Nurs prac (0479), Emergency Nurse Practitioner (0480), Nursing (149) or Nursing Education (Post MSN) (172)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Restriction(s): Enrollment is limited to students in Nursing (149)

Equivalent(s): NURS 500

Recent Term(s) Offered: fall 2016; fall 2017

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.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011) or Nursing (149)

Recent Term(s) Offered: spring 2016

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; summer 2018

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 an experienced nurse-faculty to gain actual experience teaching nursing and refining techniques related to the teaching-learning process. Students must be in the final semester off the program to enroll in this capstone experience.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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, psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment.

Prerequisite(s): NURS 507

Corequisite(s): NURS 524

Restriction(s): Enrollment is limited to students in Psyc Mental Health Nurs prac (0479) or Nursing (149)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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 be 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.

Prerequisite(s): NURS 507

Corequisite(s): NURS 523

Restriction(s): Enrollment is limited to students in Psyc Mental Health Nurs prac (0479) or Nursing (149)

Course Fee: \$40

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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, psychotherapeutic modalities, psychopharmacology, psychoeducation, primary prevention, and evaluation of treatment.

Prerequisite(s): NURS 523 and NURS 524

Corequisite(s): NURS 526

Restriction(s): Enrollment is limited to students in Psyc Mental Health Nurs prac (0479) or Nursing (149)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Prerequisite(s): NURS 523 and NURS 524

Corequisite(s): NURS 525

Restriction(s): Enrollment is limited to students in Psyc Mental Health Nurs prac (0479) or Nursing (149)

Course Fee: \$40

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

NURS 527 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.

Prerequisite(s): NURS 525 and NURS 526

Corequisite(s): NURS 511

Restriction(s): Enrollment is limited to students in Psyc Mental Health Nurs prac (0479) or Nursing (149)

Course Fee: \$40

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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. Note: Completion of 3-4 support courses required.

Prerequisite(s): NURS 504 and NURS 506 and NURS 510

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Course Fee: \$40

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Restriction(s): Enrollment is limited to students in Nursing (149)

Recent Term(s) Offered: fall 2016; fall 2018

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.

Restriction(s): Enrollment is limited to students in Nursing (149)

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; fall 2018

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 and NURS 503 and NURS 504

Corequisite(s): NURS 547

Restriction(s): Enrollment is limited to students in Nursing Practice (0011), Family Nurse Practitioner (0449) or Nursing (149)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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 and NURS 503 and NURS 504

Corequisite(s): NURS 546

Restriction(s): Enrollment is limited to students in Nursing Practice (0011), Family Nurse Practitioner (0449) or Nursing (149)

Course Fee: \$40

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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 and NURS 503 and NURS 504

Corequisite(s): NURS 549

Restriction(s): Enrollment is limited to students in Nursing Practice (0011), Family Nurse Practitioner (0449) or Nursing (149)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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 and NURS 503 and NURS 504

Corequisite(s): NURS 548

Restriction(s): Enrollment is limited to students in Nursing Practice (0011), Family Nurse Practitioner (0449) or Nursing (149)

Course Fee: \$40

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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): NURS 546 and NURS 547 and NURS 548 and NURS 549

Restriction(s): Enrollment is limited to students in Nursing Practice (0011), Family Nurse Practitioner (0449) or Nursing (149)

Course Fee: \$40

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Restriction(s): Enrollment is limited to students in Nursing (149)

Recent Term(s) Offered: spring 2017; spring 2018

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.

Restriction(s): Enrollment is limited to students in Nursing (149)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Nursing (149)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Nursing (149)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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

Course Fee: \$40

Recent Term(s) Offered: fall 2017

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 instructor

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016;

summer 2017; winter 2018; summer 2018

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): NURS 510

Restriction(s): Enrollment is limited to students in Nursing Practice (0011) or Nursing (149)

Recent Term(s) Offered: None

NURS 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Prerequisite(s): NURS 510 and NURS 599

Recent Term(s) Offered: fall 2017

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.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011) or Nursing (149)

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018

NURS 606 Advanced Clinical Practice 1 Hour

Designs, coordinates and evaluates patient care outcomes for a patient population.

Prerequisite(s): NURS 605 or permission of instructor

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; summer 2017; fall 2017; summer 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: None

NURS 651 Emergency/Urgent Care Clinical I 2 Hours

This course is the first of two clinical courses intended to prepare the NP for beginning practice in the emergency department/urgent care settings. Focus on the application of skills and competencies related to the didactic and theory taught in NURS 650.

Prerequisite(s): NURS 650 (may be taken concurrently) or permission of instructor

Corequisite(s): NURS 650

Recent Term(s) Offered: None

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 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): (NURS 651 and NURS 650) or permission of instructor

Recent Term(s) Offered: None

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 on the application of skills and competencies related to the didactic and theory taught in NURS 652.

Prerequisite(s): (NURS 650 and NURS 651 and NURS 652 (may be taken concurrently)) or permission of instructor

Corequisite(s): NURS 652

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Nursing Practice (0011)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

NURS 712 Evidenced-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) and (NURS 510 or equivalent) and (NURS 620 or equivalent) and NURS 700 or permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017; summer 2017; spring 2018

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

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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

Recent Term(s) Offered: spring 2016; spring 2017; fall 2017; spring 2018

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 permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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

Recent Term(s) Offered: summer 2016; summer 2017; fall 2017; summer 2018

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 and NURS 755 and NURS 765

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; summer 2018; fall 2018

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

Restriction(s): Enrollment is limited to students in Nursing Practice (0011)

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017

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.

Recent Term(s) Offered: None

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 instructor

Recent Term(s) Offered: None

PHIL 426G Philosophy and Old Age 3 Hours

Examination of philosophical themes bearing on old age, such as: meaning, memory, selfhood, autonomy, im/immortality, euthanasia, filial obligation, intergenerational justice, authority, dignity, virtue/vice, beauty.
Recent Term(s) Offered: None

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): permission of instructor

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

Physics (PHYS)

PHYS 404G Laboratory Optics 1 Hour

The conclusions and concepts of optics and techniques of experimental optics.

Corequisite(s): PHYS 441G

Recent Term(s) Offered: fall 2016

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. Note: 2 years of college physics required.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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 and PHYS 202 or (PHYS 231 and PHYS 232)

Recent Term(s) Offered: None

PHYS 440G Electromagnetism I 3 Hours

Introduction to the study of classical electromagnetic fields, including electrostatics.

Recent Term(s) Offered: spring 2016

PHYS 441G Optics 3 Hours

Geometrical and physical optics including wave propagation, refraction, dispersion, diffraction, and polarization. Note: One year of college physics and one year of calculus required.

Corequisite(s): PHYS 404G

Recent Term(s) Offered: None

PHYS 445G Electromagnetism II 3 Hours

Study of classical electrodynamics with emphasis on Maxwell's equations, electromagnetic waves, dispersion and radiation.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2017

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. Note: One year of college physics required.

Prerequisite(s): GEOL 111 or permission of instructor

Equivalent(s): GEOS 565

Recent Term(s) Offered: None

PHYS 475G Topics/Physics 1-3 Hours (repeatable max of 6 hrs)

Directed study under the supervision of a faculty member.

Recent Term(s) Offered: spring 2016

PHYS 480G Quantum Mechanics 3 Hours

Fundamental principles of quantum mechanics including the hydrogen and helium atoms, the harmonic oscillator, and the Schrodinger wave equation.

Prerequisite(s): PHYS 320 and PHYS 350 and PHYS 450

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

PHYS 505 Investigations/Physics 3 Hours

Topics of individual interest relating to the teaching of physics.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

PHYS 510 Methods in Math Physics 3 Hours

No course description is available

*Recent Term(s) Offered: None***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. Note: One year of math-based physics at the college level required.

*Recent Term(s) Offered: summer 2018***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. Note: One year of math-based physics at the college level required.

*Recent Term(s) Offered: None***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. Note: Must be instructor in a physical science course as verified by a letter from the school principal or equivalent.

Prerequisite(s): PHYS 511 or PHYS 512*Recent Term(s) Offered: summer 2018***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. Note: Must be instructor in a physical science course as verified by a letter from the school principal or equivalent.

Prerequisite(s): PHYS 511 or PHYS 512*Recent Term(s) Offered: None***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*Recent Term(s) Offered: None***PHYS 520 Atomic and Molecular 3 Hours**

No course description is available

*Recent Term(s) Offered: None***PHYS 530 Statistical Physics 3 Hours**

No course description is available

*Recent Term(s) Offered: None***PHYS 540 Electromagnetic Theory 3 Hours**

No course description is available

*Recent Term(s) Offered: None***PHYS 550 Classical Mechanics 3 Hours**

No course description is available

*Recent Term(s) Offered: None***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.

*Recent Term(s) Offered: fall 2016; fall 2017; fall 2018***PHYS 565 Optical Detection Methods of Biological and Chemical Agents 3 Hours**

Explore the application of optical detection technologies to detect and characterize chemical and biological agents. Optical methods such as laser induced breakdown spectroscopy (LIBS), light detection and ranging (LIDAR), coherent anti-stokes Raman spectroscopy, photoacoustic, and photothermal imaging. Apply theoretical principles to real-world examples.

Prerequisite(s): PHYS 560 or permission of instructor*Recent Term(s) Offered: spring 2018***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.

Prerequisite(s): PHYS 560**Corequisite(s):** PHYS 571*Recent Term(s) Offered: spring 2016; spring 2017***PHYS 571 Nuclear / Radiological Detection and Remediation Laboratory 1 Hour**

Students perform laboratory experiments in applications of nuclear physics for detection and remediation of nuclear and radiological threats. Students will gain experience in computerized data acquisition and data analysis using modern techniques and equipment.

Prerequisite(s): PHYS 560**Corequisite(s):** PHYS 570*Recent Term(s) Offered: spring 2016; spring 2017***PHYS 580 Quantum Theory 3 Hours**

No course description is available

*Recent Term(s) Offered: None***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.

Prerequisite(s): PHYS 570 or equivalent**Corequisite(s):** PHYS 591*Recent Term(s) Offered: fall 2016; fall 2017*

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.

Prerequisite(s): PHYS 570 or equivalent

Corequisite(s): PHYS 590

Recent Term(s) Offered: fall 2016; fall 2017

PHYS 598 Graduate Seminar 0.5 Hours

No course description is available

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

PHYS 599 Thesis Research / Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research/writing.

Prerequisite(s): PHYS 570 or CHEM 572 or BIOL 552

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

PHYS 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: summer 2017; spring 2018; summer 2018

PHYS 660 Theory of Solids 3 Hours

No course description is available

Recent Term(s) Offered: None

PHYS 670 Theoretical Nuclear Physics 3 Hours

No course description is available

Recent Term(s) Offered: None

PHYS 675 Advanced Topics in Physics 1-3 Hours

No course description is available

Recent Term(s) Offered: spring 2017

PHYS 799 Doctoral Research/Physics 1-10 Hours

Research undertaken to complete requirements for the doctoral program.

Note: Admission to candidacy in collaborative doctoral program required.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; summer 2016

PS 501 Research Methods in Public Administration 3 Hours

(repeatable max of 6 hrs)

Analysis and description of the logic and procedures necessary for valid political inquiry.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Equivalent(s): PS 595

Recent Term(s) Offered: summer 2017

PS 510 Problems in National Government 3 Hours

Research, reports, and discussion of selected aspects of national government.

Recent Term(s) Offered: spring 2017; fall 2017; summer 2018

PS 511 Seminar in State and Local US Government 3 Hours

Selected problems of state governments and their sub-units.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: summer 2016

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.

Recent Term(s) Offered: winter 2016; fall 2016; winter 2017; spring 2017; fall 2017; winter 2018; fall 2018

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.

Recent Term(s) Offered: summer 2016; summer 2017

PS 526 Local Government Administration 3 Hours

Provides a foundation and understanding of local government administration for students and future practitioners in public administration.

Recent Term(s) Offered: None

PS 528 Civic Engagement and E-Governance 3 Hours

Provides a foundation and understanding of civic engagement and e-governance for students and future practitioners in public administration.

Recent Term(s) Offered: fall 2018

PS 530 Public Sector Organizations 3 Hours

Analysis of behavior and problems of public organizations in democratic environments. Links societal values to administrative structure and behavior.

Equivalent(s): PS 540

Recent Term(s) Offered: None

PS 538 Public Service Ethics 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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Equivalent(s): PS 530

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

PS 541 Human Resources Management in Public 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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

PS 542 Public & Nonprofit Budgeting 3 Hours

A study of the financial administration process of government with emphasis on local government. Subjects covered range from budgeting to risk management.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Equivalent(s): PS 560

Recent Term(s) Offered: fall 2016; fall 2017

PS 546 Public Policy Evaluation 3 Hours

Seminar examining the various approaches and techniques for evaluating public programs.

Equivalent(s): PS 562

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: winter 2016; fall 2016; summer 2017; summer 2018

PS 550 Cultural Competencies for Public Administrators 3 Hours

Provides a specific set of skills so that practitioners in public administration can communicate and interact productively with a diverse and changing workforce and citizenry; course will focus specifically on developing an understanding of different cultures and provide needed skills to administer policy and deliver services for the communities practitioners serve.

Recent Term(s) Offered: spring 2016; spring 2018

PS 554 Cross-Sector Collaboration & Conflict 3 Hours

Course explores the importance of intersectoral relationships (between the public, nonprofit, and for-profit sectors) to good public governance.

Recent Term(s) Offered: None

PS 560 Public Policy Theory 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.

Equivalent(s): PS 545

Recent Term(s) Offered: fall 2018

PS 562 Public Policy Implementation & Evaluation 3 Hours

Seminar examining the various approaches and techniques for evaluating public programs.

Equivalent(s): PS 546

Recent Term(s) Offered: None

PS 564 Nonprofits & Public Policy 3 Hours

Exploration of the connections between nonprofit organizations and public policy; course examines ways nonprofits make policy, are affected by policy, influence policy, and are subject to policy.

Recent Term(s) Offered: None

PS 566 Environmental Politics & Public Policy 3 Hours

Course explores the politics surrounding the creation, implementation, and evaluation of environmental policy.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; summer 2018; fall 2018

PS 595 Washington Internship and Seminar 3 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.

Equivalent(s): PS 505

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

PS 598 Internship in Public Administration 3 Hours

Work experience in a public sector or non-profit agency combined with faculty direction.

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; summer 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: winter 2016; summer 2016; fall 2016; summer 2017; fall 2017; spring 2018

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.
Recent Term(s) Offered: None

PSYS 431G Psychology of Language 3 Hours

Overview of scientific study of human language abilities, with primary emphasis on individual psychological mechanisms. Note: A research methods course required.

Prerequisite(s): permission of instructor
Recent Term(s) Offered: None

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 or PSYS 100) or permission of instructor
Equivalent(s): PSY 440G
Recent Term(s) Offered: spring 2016; summer 2017; winter 2018; summer 2018

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): PSY 100 or PSYS 100
Recent Term(s) Offered: None

PSYS 451G Psychology of Religion 3 Hours

Study Classical theories and current research in the psychology of religion.

Prerequisite(s): PSY 100 or PSYS 100
Recent Term(s) Offered: None

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.

Recent Term(s) Offered: winter 2016; winter 2017; spring 2017; fall 2017; spring 2018

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): permission of instructor
Recent Term(s) Offered: None

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): permission of instructor
Recent Term(s) Offered: spring 2016; fall 2017; fall 2018

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
Recent Term(s) Offered: None

PSYS 510 Advanced Research Methods in Psychology 3 Hours

Examination of methodological concepts and issues in the conduct of psychological research.

Restriction(s): Enrollment is limited to students in Psychology (0469)
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

PSYS 512 Analysis of Variance 3 Hours

Examines the theory behind and application of between- and within-subjects designs, mixed designs, and other data analytic techniques with an emphasis on analysis of variance.

Restriction(s): Enrollment is limited to students in Psychology (0469)
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Restriction(s): Enrollment is limited to students in Psychology (0469)
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

PSYS 518 Statistics and Psychometric Theory 3 Hours

Introduction to psychometric theory. Emphasis on statistical techniques and construction of psychological measurement instruments.

Restriction(s): Enrollment is limited to students in Psychology (0469)
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Equivalent(s): PSY 520
Recent Term(s) Offered: None

PSYS 521 Advanced Child Developmental Psychology 3 Hours

Particular emphasis on a critical review of current research in child development.

Recent Term(s) Offered: fall 2016; fall 2017

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 affect.

Restriction(s): Enrollment is limited to students in Psychology (0469)
Recent Term(s) Offered: spring 2016; spring 2018

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.

Restriction(s): Enrollment is limited to students in Psychology (0469)
Recent Term(s) Offered: fall 2017

PSYS 551 Social Psychology of Organizations 3 Hours

The dynamics of groups and organizations. Current theory and research in psychology of organizations.

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Psychology (0469) or Psychology (092)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

PSYS 565 Cognitive Neuroscience 3 Hours

Graduate level introduction to the functional role of brain structure and activity in cognition and behavior.

Recent Term(s) Offered: spring 2017

PSYS 567 Advanced Physiological Psychology 3 Hours

Anatomy of the nervous system, relationships among the components of the nervous system and psychological functioning.

Restriction(s): Enrollment is limited to students in Psychology (0469) or Psychology (092)

Recent Term(s) Offered: fall 2016; fall 2018

PSYS 570 Job Analysis and Compensation 3 Hours

Overview of the I/O discipline with an emphasis on job analysis and compensation.

Recent Term(s) Offered: spring 2017; fall 2018

PSYS 571 Personnel Psychology 3 Hours

Employee selection procedures, with emphasis on criterion and validity issues. Direct involvement in data collection and analysis.

Prerequisite(s): PSYS 570

Recent Term(s) Offered: spring 2016; spring 2017; fall 2018

PSYS 572 Organizational Psychology 3 Hours

Selected topics relevant to work organizations. Emphasizes current theories and research practices.

Prerequisite(s): PSYS 570

Recent Term(s) Offered: fall 2016

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 and PSYS 571 and PSYS 572

Recent Term(s) Offered: summer 2016; summer 2017; fall 2017

PSYS 581 Professional and Ethical Issues in Psychological Sciences 3 Hours

Professional and ethical issues for basic and applied psychological sciences.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018

PSYS 590 Readings of Research Psychology 1-3 Hours (repeatable max of 9 hrs)

Individual readings or research.

Prerequisite(s): permission of instructor

Equivalent(s): PSY 590

Recent Term(s) Offered: spring 2016; spring 2017; fall 2017; spring 2018; fall 2018

PSYS 595 Practicum in Psychological Sciences 3 Hours

Supervised practical experience in a research setting.

Restriction(s): Enrollment is limited to students in Psychology (0469)
Recent Term(s) Offered: fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Equivalent(s): PSY 597

Recent Term(s) Offered: None

PSYS 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)

Research hours dedicated to the completion of psychology graduate program thesis.

Restriction(s): Enrollment is limited to students in Psychology (0469)

Equivalent(s): PSY 599

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; fall 2018

PSYS 600 Maintaining Matriculation 1 Hour (repeatable max of 6 hrs)

Maintaining matriculation.

Restriction(s): Enrollment is limited to students in Psychology (0469)

Recent Term(s) Offered: spring 2016; summer 2017; fall 2017; summer 2018; fall 2018

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.

Equivalent(s): PSY 640

Recent Term(s) Offered: fall 2016; fall 2018

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

Equivalent(s): PSY 641

Recent Term(s) Offered: spring 2016; spring 2018

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

Recent Term(s) Offered: spring 2016; spring 2017; fall 2017

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

Recent Term(s) Offered: fall 2016

PSYS 770 Legal Issues for Organizational Leaders 3 Hours

Survey of Equal Employment Opportunity laws and other employment laws and their implications for organizational leaders.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Educational Leadership (0010)

Recent Term(s) Offered: None

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

Recent Term(s) Offered: summer 2017

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.

Prerequisite(s): PSY 100 or PSYS 100

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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.

Equivalent(s): PSYS 424G

Recent Term(s) Offered: None

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

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

PSY 440G Abnormal Psychology 3 Hours

Introduction to abnormal psychology emphasizing forms of abnormal behavior, etiology, developmental factors, interpretations, behavioral manifestations and treatment programs.

Equivalent(s): PSYS 440G

Recent Term(s) Offered: spring 2016; fall 2018

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.

Recent Term(s) Offered: None

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): (PSY 100 or PSYS 100) and permission of instructor

Recent Term(s) Offered: None

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): (PSY 100 or PSYS 100) and permission of instructor

Recent Term(s) Offered: spring 2016

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. Note: Students are responsible for arranging their own transportation.

Prerequisite(s): (PSY 100 or PSYS 100) or equivalent

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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. Note: Three hours of undergraduate statistics required.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018

PSY 511 Psychology of Learning 3 Hours

Theories of learning including conditioning, social learning, reinforcement, problem solving, motivation, and structure of the learning situation.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

PSY 514 Program Evaluation and Research Methods 3 Hours

Methods and purposes of educational program evaluation. Topics include research methods and designs relevant to program evaluation for school psychologists.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2016; spring 2017; summer 2018

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.

Equivalent(s): PSYS 520

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Recent Term(s) Offered: summer 2016; summer 2017; spring 2018

PSY 541 Professional Issues and Ethics in Psychology 3 Hours

Ethics codes, professional behaviors, and legal issues in applied psychology

Recent Term(s) Offered: winter 2016; winter 2017; winter 2018; spring 2018

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

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

PSY 560 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

Corequisite(s): PSY 562

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Recent Term(s) Offered: fall 2016; summer 2017; fall 2017; fall 2018

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

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

PSY 590 Readings of Research Psychology 1-3 Hours (repeatable max of 9 hrs)

Individual readings or research.

Prerequisite(s): permission of instructor

Equivalent(s): PSYS 590

Recent Term(s) Offered: fall 2016; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Equivalent(s): PSYS 597

Recent Term(s) Offered: summer 2016

PSY 599 Thesis Research 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Equivalent(s): PSYS 599

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; fall 2018

PSY 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: fall 2016; spring 2017; fall 2017; spring 2018; summer 2018; fall 2018

PSY 617 Reading and Understanding Statistics in Psychology 3 Hours

Examination of critical consumer statistics reported in psychology journals. Coverage ranges from basic descriptive statistics to advanced inferential statistics. The focus of the course is on reading, interpreting, and critiquing results sections of journals.

Recent Term(s) Offered: summer 2018

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.

Restriction(s): Enrollment is limited to students in School Psychology (147)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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. Note: Admission to or completion of approved graduate program in helping profession required.

Prerequisite(s): permission of instructor

Equivalent(s): CNS 637, SWRK 637

Recent Term(s) Offered: None

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.

Equivalent(s): PSYS 640

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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

Equivalent(s): PSYS 641

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites.

Prerequisite(s): PSY 560 and permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018; summer 2018

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

PSY 646 Social Psychology for Applied Practice 3 Hours

Examines the impact of situations, relationships, and attributions on behavioral health and disorder development, diagnosis, and treatment. Explores the application of social psychological theories to the practice of clinical and school psychology.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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. Note: Admission to or completion of approved graduate program in a helping profession required.

Prerequisite(s): permission of instructor

Equivalent(s): SWRK 647, CNS 647

Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476), Psychology (092) or School Psychology (147)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

PSY 667 Counseling Substance Abusers and Their Families 3 Hours
Counseling issues related to substance abuse diagnosis, treatment and aftercare program.

Recent Term(s) Offered: None

PSY 699 Specialist Project 1-6 Hours (repeatable max of 6 hrs)
Specialist project research and writing directed by faculty committee.
Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

PSY 700 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for specialist project completion.

Recent Term(s) Offered: spring 2016; summer 2017; summer 2018

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.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

PSY 741 Family Systems in Therapy 3 Hours
Reviews theories of family systems and the implications for therapy and working with families. Applies family systems assessment and therapy techniques to referral concerns.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: fall 2016; spring 2018

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.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: spring 2016; fall 2017

PSY 766 Assessment of Autism Spectrum Disorder 3 Hours
Examines methods, instruments, and skills of assessing Autism Spectrum Disorder. Supervised practice with assessment instruments. Note: Students are responsible for their own transportation to assessment sites.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: summer 2016; fall 2018

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: fall 2016

PSY 791 Advanced Psychology Practice 1,3 Hour
Advanced field experience (200 TO 600 clinical and supervision hours) for doctoral students. Note: Students are responsible for their own transportation to practicum sites.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: spring 2017; fall 2017; spring 2018; summer 2018; fall 2018

PSY 792 Advanced Practicum in School Interventions 1,3 Hour
Supervised practice (200 to 600 clinical and supervision hours) in development of advanced problem-solving strategies and competencies for intervening with children and adolescents. Note: Students are responsible for their own transportation to practicum sites.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: None

PSY 799 Dissertation in Psychology 1,3 Hour (repeatable max of 6 hrs)
Research undertaken to complete requirements for the doctorate in applied psychology.

Prerequisite(s): permission of instructor

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: spring 2016; spring 2017; summer 2017; spring 2018

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.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: spring 2017; spring 2018

PSY 862 Advanced Psychotherapy Interventions 3 Hours (repeatable max of 6 hrs)
Practice in evidence-based, contemporary psychotherapy techniques. Students will learn advanced and emerging techniques to complement existing therapeutic skills.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: fall 2016; fall 2017

PSY 877 Advanced Clinical Supervision 3 Hours

Advanced topics in supervision including specialized settings, challenging supervisees, and technology and supervision. Note: Students are responsible for arranging their own transportation to designated or assigned sites.

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

PSY 895 Pre-Doctoral Internship 1-3 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): permission of instructor

Restriction(s): Enrollment is limited to students in Applied Psychology (0476)

Recent Term(s) Offered: fall 2017; spring 2018; summer 2018; fall 2018

Public Health (PH)

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.

Recent Term(s) Offered: None

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. Note: Field trips are required. Three hours of social or behavioral science required.

Recent Term(s) Offered: None

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. Note: Appropriate background in the social, behavioral, biological, or allied health sciences required.

Prerequisite(s): PH 261 and PH 381

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

PH 467G Drug Abuse Education 3 Hours

A drug abuse education and prevention course designed to provide current and documented information about abused substances. Includes study of the development, implementation and evaluation of drug prevention programs in the home, school, community and workplace.

Prerequisite(s): PH 100 or equivalent

Recent Term(s) Offered: fall 2017

PH 468G Sexuality Education 3 Hours

Emphasis in this course is on planning, implementation and evaluation of school and community sexuality education programs. Health and policy issues which affect sexuality and sexual behavior are addressed along with analysis of contemporary health issues with sexual dimensions.

Recent Term(s) Offered: None

PH 501 Research Methods 3 Hours

Methods, materials, techniques, and planning of research studies used and conducted by the profession.

Recent Term(s) Offered: spring 2016; fall 2016

PH 502 Health Promotion in the Workplace 3 Hours

Provides specific skills and concepts for worksite health promotion as it pertains to designing, implementing, and evaluating multifaceted health promotion programs in the workplace. Additional skills acquired in this course include financial and marketing strategies, policy development, and effective communication between employer and employee.

Equivalent(s): EOHS 502

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

PH 503 Health Assessment in Workplace 3 Hours

This course presents concepts and teaches skills needed to assess health status at the individual, organizational, and community levels in a workplace wellness environment. Emphasis is placed on, but not limited to, physical and psychological components of health.

Equivalent(s): EOHS 503

Recent Term(s) Offered: None

PH 520 Biostatistics for Public Health 3 Hours

Application of statistical theory and principles in public health and related disciplines. Emphasis is placed on developing and testing hypotheses, utilizing appropriate statistical methodology, and the use of appropriate technology.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

PH 530 Independent Investigations in Community Health 1-6 Hours

(repeatable max of 6 hrs)

Research problems or projects in the area of public health.

Recent Term(s) Offered: spring 2016; summer 2016; winter 2017; spring 2017; summer 2017; spring 2018; summer 2018; fall 2018

PH 546 Graduate Internship 1-6 Hours (repeatable max of 6 hrs)
Supervised, applied field experience with various agencies, organizations, facilities, industries, and businesses with health-related missions or programs. Placement must be approved prior to registering. Off campus travel required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

PH 548 Community Health Organization 3 Hours

Social, political and economic forces that exacerbate health inequities in different communities; various organizational strategies for effective solution. Review and analysis of community organization and mobilization processes, legislative advocacy, cultural competency, and the role of mass media in conceptualization of public health issues. Transportation requirements for field trips will be provided.

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; summer 2018; fall 2018

PH 564 Public Health Issues in Women's Health 3 Hours

Examines social, economic, environmental, behavioral and political factors that influence women's health, as viewed from a public health perspective. Management and coordination of policies, procedures, activities and resources designed to promote and protect the health and well being of students and staff. Includes administration of family resource and youth service centers, and coordination of school health education, healthful environment, and health services.

Equivalent(s): PH 464G

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

PH 567 Admn Compr School Health Program 3 Hours

Management and coordination of policies, procedures, activities and resources designed to promote and protect the health and well being of students and staff. Includes administration of family resource and youth service centers, and coordination of school health education, healthful environment, and health services.

Recent Term(s) Offered: None

PH 568 Public Health Approaches to STD/HIV Prevention 3 Hours

A study of the most common sexually transmitted infections, including infection with the human immunodeficiency virus, and their complications, with special emphasis on prevention and control. Topics include STI/HIV counseling and testing, partner notification, and the development of educational interventions for target populations.

Recent Term(s) Offered: None

PH 572 Practice of Drug Abuse Prevention 3 Hours

Examines the epidemiology of the use and abuse of alcohol, tobacco, and other drugs. In addition, there will be in-depth study of relevant prevention science as applied to school and community settings. The course will be a didactic presentation of material, with substantial engagement activities for students.

Recent Term(s) Offered: None

PH 575 Program Planning in Public Health Practice 3 Hours

Methods of assessing population needs, assets and capacities that affect communities' health and translating findings into designing a population-based program, project, or intervention.

Prerequisite(s): PH 587

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; summer 2018; fall 2018

PH 576 Education and Communication Techniques in Public Health Education 3 Hours

Provide concepts and skills in using education and communication techniques in public health promotion programs. Discuss policy advocacy and principles of effectively interacting with community constituents influential in health promotion programs.

Prerequisite(s): PH 587

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

PH 578 Health Disparities 3 Hours

Introduce and discuss the manner in which minority status, within the United States, results in health inequality. Specific topics to be discussed, in relation to health disparities, are race, sex, gender, disability, and nationality. Through course readings, lectures, and assignments, the student will gain an understanding about how individual and structural factors impact health outcomes within our population.

Recent Term(s) Offered: fall 2017; spring 2018; fall 2018

PH 580 Introduction to Public Health 3 Hours

A comprehensive introduction to public health concepts and practice, examining the philosophy, purpose, history, organization, functions and activities of public health at the national, state and community levels.

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; spring 2018; fall 2018

PH 581 Applied Methods in Public Health Practice 3 Hours

Application of methods, tools, and techniques utilized by public health practitioners and other related professionals to identify, develop, and assess community-based programming and research.

Recent Term(s) Offered: fall 2017; spring 2018; fall 2018

PH 582 Epidemiology 3 Hours

Apply epidemiological methods to settings and situations in public health practice. Emphasizes problem solving and interpretation.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

PH 583 Public Health Administration 3 Hours

Advanced concepts of organization, administration and management of public health agencies and programs.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

PH 584 Principles of Environmental Health 3 Hours

A study of the traditional, emerging and controversial issues associated with environmental health. Biological, chemical and physical threats to human health are included.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

PH 585 International Health 3 Hours

Analyzes international health problems, including the development and administration of the World Health Organization. Covers critical health problems of both developed and underdeveloped countries. Emphasizes effective intervention strategies.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

PH 586 Violence Prevention 3 Hours

An examination of the nature and extent of family, school and community violence, the psychosocial and biological roots, past efforts to prevent and control violence, and principals of violence prevention.

Recent Term(s) Offered: None

PH 587 Health Behavior 3 Hours

Applications of concepts and theories used in social and behavioral sciences to identify and conceptualize solutions to public health problems.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

PH 588 Public Health Capstone 3 Hours

Integrative learning experience that synthesizes core MPH courses into an applied practice experience, within the classroom, addressing a current issue in public health.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018

PH 591 Health Program Evaluation 3 Hours

Application of methods and techniques to evaluate public health programs.

Prerequisite(s): PH 587 and (PH 520 or PH 620) or permission of instructor

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; spring 2018; fall 2018

PH 599 Thesis Research/Writing 3-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018

PH 600 Maintain Matriculation 1 Hour (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: spring 2016; spring 2017; summer 2017; spring 2018

PH 620 Advanced Biostatistics 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

Recent Term(s) Offered: spring 2016; spring 2017

PH 630 Advanced Epidemiology 3 Hours

Integrates epidemiologic principles for decision-making in healthcare for improved patient and population outcomes. Note: Course intended for DNP students and other healthcare leaders.

Prerequisite(s): (NURS 700 or NURS 620 or PH 582) or permission of instructor

Recent Term(s) Offered: fall 2016; fall 2017

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

Recent Term(s) Offered: summer 2016; spring 2017; summer 2018

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

Recent Term(s) Offered: spring 2016; summer 2017; spring 2018

Recreation (REC)

REC 404G Recreation Facility Management 3 Hours

A practical orientation to management for a variety of recreation facilities.

Recent Term(s) Offered: None

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 and REC 302 and REC 306

Recent Term(s) Offered: fall 2018

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.

Recent Term(s) Offered: fall 2018

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. Note: Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

Recent Term(s) Offered: winter 2016; winter 2017; winter 2018

REC 428G Community Centers and Playgrounds 3 Hours

An intensive investigation of playground and community center operations.

Recent Term(s) Offered: None

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. Note: Students are responsible for their own transportation to off campus meetings.

University transportation provided when possible.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2018

REC 435G Outdoor Expedition Planning 3 Hours

Principles and techniques for planning, designing, implementing and evaluating extended outdoor expedition programs. Overnight field trips required. Note: Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

Recent Term(s) Offered: spring 2017

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. Note: Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

Prerequisite(s): REC 435G (may be taken concurrently) or permission of instructor

Course Fee: \$500

Recent Term(s) Offered: spring 2017; summer 2017

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. Note: Students are responsible for their own transportation to off-campus meetings. University transportation provided when possible.

Recent Term(s) Offered: winter 2016; winter 2017

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

RSA 513 Recreation and Sport Administration 3 Hours

Leadership and management of recreation and sport agencies with emphases on strategic planning, policy, human resources, programming, governance, and organizational behavior and culture.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018

RSA 517 Legal Issues in Recreation and Sport 3 Hours

Legal systems, legal concepts, and landmark cases influencing the recreation and sport industry.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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): permission of instructor

Recent Term(s) Offered: summer 2016; fall 2016; winter 2017

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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 of rank change in Kentucky.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Restriction(s): Enrollment is limited to students in Recreation and Sport Admin (095)

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016; summer 2017; fall 2017; winter 2018; fall 2018

RSA 556 Governance in Intercollegiate Athletics 3 Hours

Provides for 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.

Recent Term(s) Offered: spring 2016; winter 2017; spring 2017; spring 2018; summer 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; summer 2017; fall 2017; spring 2018; summer 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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): permission of instructor

Recent Term(s) Offered: None

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)

Recent Term(s) Offered: fall 2016; spring 2017

RSA 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

RELS 430G Christianity to 1517 3 Hours

An investigation of the development of Christian thought and institutions from the first century of the Church until the Reformation.

Recent Term(s) Offered: None

RELS 431G Christianity 1517 to the Present 3 Hours

An investigation of the development of Christian thought and institutions from the Reformation to the present.

Recent Term(s) Offered: None

RELS 499G Independent Research Religious Studies 3 Hours

Directed study and research in one area of religious studies.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: fall 2016; fall 2017

RELS 501 Seminar in Religious Studies 3 Hours

Specific issues in one of the areas of concentration.

Recent Term(s) Offered: None

RELS 510 Seminar in Religious Literature 3 Hours (repeatable max of 12 hrs)

Selected literature from one or more major religious traditions.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017

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.

Recent Term(s) Offered: None

RELS 530 Seminar in Religious Thought 3 Hours (repeatable max of 12 hrs)

Selected topics or thinkers from one or more major religious traditions.

Recent Term(s) Offered: None

RELS 598 Independent Study in Religion 1-3 Hours (repeatable max of 6 hrs)

Directed study and research in selected topics in religious studies.

Recent Term(s) Offered: winter 2016; spring 2016; fall 2016; spring 2017; fall 2017; spring 2018

RELS 599 Thesis Writing 1-3 Hours (repeatable max of 6 hrs)

Directed research and writing toward the completion of a master's thesis.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

RELS 600 Maintaining Matriculation 1 Hour (repeatable max of 3 hrs)

Maintaining Matriculation.

Recent Term(s) Offered: spring 2018; summer 2018

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): permission of instructor

Recent Term(s) Offered: fall 2016; spring 2017; fall 2017

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017

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.

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

RELS 610 Teaching Practicum in Religious Studies 1 Hour (repeatable max of 4 hrs)

A forum for graduate students to learn about curriculum design and pedagogy for courses in Religious Studies and to discuss their current work. Note: Graduate teaching assistant in religious studies required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018

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. Note: Admission to GSKyTeach program required.

Corequisite(s): SMED 510, SMED 520

Recent Term(s) Offered: None

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. Note: Admission to GSKyTeach program required.

Corequisite(s): SMED 501, SMED 520

Recent Term(s) Offered: None

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. Note: Admission to GSKyTeach program required.

Corequisite(s): SMED 501, SMED 510

Recent Term(s) Offered: None

SMED 530 Literacy Support for Diverse Learners in Mathematics and Science 3 Hours

Designing literacy instruction for diverse learners in mathematics and science. Note: Successful completion of at least one graduate SMED course required.

Recent Term(s) Offered: None

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. Note: Admission to GSKyTeach program required.

Prerequisite(s): permission of instructor

Corequisite(s): SMED 589, SMED 620

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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. Note: Admission to GSKyTeach program, Teacher Education, and student teaching required.

Corequisite(s): SMED 589

Recent Term(s) Offered: None

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. Note: Admission to GSKyTeach program required.

Prerequisite(s): permission of instructor

Corequisite(s): SMED 560, SMED 589

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: fall 2016; winter 2018; fall 2018

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.

Recent Term(s) Offered: None

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

Recent Term(s) Offered: fall 2016; winter 2017; fall 2017; winter 2018; fall 2018

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

Recent Term(s) Offered: fall 2016; fall 2018

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2017

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites.

Prerequisite(s): EDU 520

Recent Term(s) Offered: fall 2018

SEC 570 Workshop - Secondary Education 1-3 Hours (repeatable max of 6 hrs)

No course description is available

Recent Term(s) Offered: None

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites. Note: Admission to professional education required.

Prerequisite(s): permission of instructor

Restriction(s): Enrollment is limited to students in Secondary Ed: Initial Cert (0495)

Recent Term(s) Offered: fall 2016

SEC 580 Curriculum 3 Hours

Philosophy, principles and practices of curriculum improvement.

Recent Term(s) Offered: summer 2016

SEC 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: None

SEC 699 Specialist Project 1-6 Hours (repeatable max of 6 hrs)
Specialist project research and writing directed by faculty committee.
Recent Term(s) Offered: None

SEC 700 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)
Continued enrollment for specialist project completion.
Recent Term(s) Offered: None

Social Responsibility & Sustainable Communities (SRSC)

SRSC 510 Perspectives on Social Justice 3 Hours
A consideration of major perspectives concerning social justice issues.
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.
Recent Term(s) Offered: fall 2016

SRSC 520 Community-based Research Methods 3 Hours
The study of methodologies that support community-based research and problem-solving..
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.
Recent Term(s) Offered: spring 2016; spring 2018

SRSC 530 Social Policy 3 Hours
A study of the convergences and discontinuities between social justice and social policy using critical interdisciplinary theories.
Recent Term(s) Offered: spring 2016; summer 2017; spring 2018

SRSC 540 Community-Building for Sustainability 3 Hours
Research in a topic related to sustainable community-building.
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SRSC 570 Special Topics in Social Responsibility & Sustainable Communities 1-6 Hours (repeatable max of 6 hrs)
A detailed study of a specialized topic.
Prerequisite(s): permission of instructor
Restriction(s): Enrollment is limited to students in Socl Resp/Sustain Communities (0448)
Recent Term(s) Offered: fall 2016; summer 2017

SRSC 579 Independent Study in Social Responsibility & Sustainable Communities 1-3 Hours (repeatable max of 6 hrs)
Supervised individual study and/or field-based experience in a topic of particular relevance to the M.A. in Social Responsibility & Sustainable Communities.
Recent Term(s) Offered: None

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.
Restriction(s): Enrollment is limited to students in Socl Resp/Sustain Communities (0448)
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SRSC 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)
For students pursuing the thesis option of the M.A. Social Responsibility & Sustainable Communities. Note: Earned 21 hours in program required.
Restriction(s): Enrollment is limited to students in Socl Resp/Sustain Communities (0448)
Recent Term(s) Offered: fall 2016

SRSC 600 Maintaining Matriculation 1 Hour (repeatable max of 6 hrs)
For students needing to maintain matriculation.
Prerequisite(s): permission of instructor
Recent Term(s) Offered: spring 2017; fall 2017; fall 2018

Social Work (SWRK)

SWRK 433G Ethical Issues and Dilemmas in Social Work 3 Hours
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
Recent Term(s) Offered: summer 2017

SWRK 436G Services to Children 3 Hours
A survey of institutional and community services with focus on principles of social services for children and their families.
Recent Term(s) Offered: None

SWRK 501 Cultural Competency in Social Work Practice 3 Hours
Expands culturally competent standards of practice used in making effective assessments and providing interventions across cultures, including rurality. Note: Not appropriate for advanced standing MSW students.
Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SWRK 510 Human Behavior in the Social Environment 3 Hours
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.
Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SWRK 520 Generalist Social Work Practice 3 Hours
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. Note: Students are responsible for arranging their own transportation to designated or assigned sites.
Corequisite(s): SWRK 560
Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SWRK 522 Group Dynamics in Social Work Practice 3 Hours
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 and SWRK 510 and SWRK 520 and SWRK 560
Corequisite(s): SWRK 561
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SWRK 523 Rural Community Organization and Development 3 Hours

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 and SWRK 510 and SWRK 520
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SWRK 530 Foundation of Social Welfare Policy 3 Hours

Foundations to social policy, social welfare, and the American society. Introduction to analytical and critical thinking about social welfare policy and processes.

Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SWRK 540 Foundations of Social Work Research Methods 3 Hours

Basic skills, knowledge, and values of social work research methods. Introduces single subject design and program evaluation.

Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SWRK 560 Generalist Field Practicum I 3 Hours

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites.

Corequisite(s): SWRK 520
Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SWRK 561 Generalist Field Practicum II 3 Hours

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. Note: Students are responsible for arranging their own transportation to designating or assigned sites.

Prerequisite(s): SWRK 520 and SWRK 560
Corequisite(s): SWRK 522
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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 instructor
Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018

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
Recent Term(s) Offered: None

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
Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018

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
Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018

SWRK 576 Advanced Casework Practice in Child Welfare 3 Hours

Training in advanced levels of casework in a child welfare practice setting. Note: This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 577 and SWRK 578. Permission of the Credit for Learning (CFL) Program required.

Corequisite(s): SWRK 577, SWRK 578
Recent Term(s) Offered: spring 2016; fall 2017

SWRK 577 Supervision of Advanced Casework in Child Welfare 3 Hours

Core concepts and competencies in casework supervision in child welfare. Note: This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 576 and SWRK 578. Permission of the Credit for Learning (CFL) Program required.

Corequisite(s): SWRK 576, SWRK 578
Recent Term(s) Offered: spring 2016; fall 2017

SWRK 578 Coaching and Mentoring Child Welfare Practice 3 Hours

Supervision, coaching and mentoring theory, research, practices, and policies in child welfare. Note: This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 576 and SWRK 577. Permission of the Credit for Learning (CFL) Program required.

Corequisite(s): SWRK 576, SWRK 577
Recent Term(s) Offered: spring 2016; fall 2017

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): permission of instructor
Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018

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 required.

Restriction(s): Enrollment is limited to students in Social Work (157)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SWRK 612 Social Work in Diverse Rural Areas 3 Hours

Addresses issues of diversity, including rurality, in multi-level advanced social work practice for Advanced Standing students.

Restriction(s): Enrollment is limited to students in Social Work (157)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SWRK 620 Advanced Psycho-Social Approaches for Rural Practice 3 Hours

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. Note: Completion of all required 500 level MSW courses required.

Corequisite(s): SWRK 660

Restriction(s): Enrollment is limited to students in Social Work (157)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SWRK 622 Integrated Social Work Practice with Families 3 Hours

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. Note: Completion of all required 500 level MSW courses required.

Prerequisite(s): SWRK 610 and SWRK 620 and SWRK 623 and SWRK 660

Corequisite(s): SWRK 661

Restriction(s): Enrollment is limited to students in Social Work (157)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SWRK 623 Social Work Clinical Assessment and Intervention 3 Hours

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. Note: Completion of all required 500 level MSW courses required.

Restriction(s): Enrollment is limited to students in Social Work (157)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SWRK 630 Rural Social Welfare Policy 3 Hours

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. Note: Completion of all required 500 level MSW courses required.

Corequisite(s): SWRK 660

Restriction(s): Enrollment is limited to students in Social Work (157)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SWRK 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. Note: Admission to or completion of approved graduate program in helping profession required.

Prerequisite(s): permission of instructor

Equivalent(s): PSY 637, CNS 637

Recent Term(s) Offered: None

SWRK 640 Applied Social Work Research 3 Hours

Focuses on skills, knowledge, and values for evaluation of advanced rural social work with emphasis on single subject design and program evaluation. Students conduct a research project on their practice. Note: Completion of all required 500 level MSW courses required.

Corequisite(s): SWRK 661

Restriction(s): Enrollment is limited to students in Social Work (157)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SWRK 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. Note: Admission to or completion of approved graduate program in a helping profession required.

Prerequisite(s): permission of instructor

Equivalent(s): CNS 647, PSY 647

Recent Term(s) Offered: None

SWRK 660 Advanced Generalist Field Practicum I 3 Hours

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites. Completion of all required 500 level MSW courses required.

Corequisite(s): SWRK 620

Restriction(s): Enrollment is limited to students in Social Work (157)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SWRK 661 Advanced Generalist Field Practicum II 3 Hours

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. Note: Students are responsible for arranging their own transportation to designated or assigned sites. Completion of all required 500 level MSW courses required.

Prerequisite(s): SWRK 620 and SWRK 660

Corequisite(s): SWRK 622

Restriction(s): Enrollment is limited to students in Social Work (157)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SWRK 667 Counseling Substance Abusers and Their Families 3 Hours

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.

Recent Term(s) Offered: None

SWRK 671 Social Work and the Law 3 Hours

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.

Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SWRK 672 Child Sexual Abuse 3 Hours

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. Note: Completion of all required 500 level MSW courses required.

Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: winter 2016; winter 2017; winter 2018

SWRK 673 Grief and Loss: Issues and Interventions 3 Hours

Dynamics of grief and loss. Theories/models for interventions that are relevant for advanced direct social work practice in rural settings.

Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: summer 2016; summer 2018

SWRK 675 Expressive Therapies in Social Work Practice 3 Hours

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". Note: Completion of all required 500 level MSW courses required.

Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SWRK 676 Social Work with Migrants 3 Hours

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.

Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: None

SWRK 678 Environmental Justice: Theory, Policy, and Practice 3 Hours

Examines the relationship between environmental practice and social inequity, with grounding in relevant theories, policies, practice and evaluation of micro, mezzo, and macro intervention.

Recent Term(s) Offered: summer 2016; summer 2018

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.

Recent Term(s) Offered: summer 2016

SWRK 695 Special Topics in Social Work 3 Hours (repeatable max of 9 hrs)

An in-depth examination of a selected topic in social work. Topics will vary.

Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: winter 2016; summer 2016; winter 2017; summer 2017; winter 2018; summer 2018

SWRK 698 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. Note: Completion of the 1st year of MSW or advanced standing required.

Restriction(s): Enrollment is limited to students in Social Work (157)
Recent Term(s) Offered: spring 2016; spring 2017; fall 2018

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
Recent Term(s) Offered: None

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 or equivalent) and (SOCL 302 or equivalent) and permission of instructor
Recent Term(s) Offered: None

SOCL 420G Political Sociology 3 Hours

Political behavior within a sociological perspective. Includes social cohesion, legitimacy, political socialization, and power structures. Note: Nine hours of sociology required.

Prerequisite(s): permission of instructor
Recent Term(s) Offered: None

SOCL 434G Organized Crime 3 Hours

The study of both traditional and nontraditional organized crime from a sociological perspective.

Recent Term(s) Offered: None

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. Note: Six hours of sociology required.

Recent Term(s) Offered: summer 2016; fall 2016; summer 2017

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.

Recent Term(s) Offered: None

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 permission of instructor
Recent Term(s) Offered: None

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. Note: Three hours of sociology required.

Prerequisite(s): ENG 300 or permission of instructor
Recent Term(s) Offered: None

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): permission of instructor
Recent Term(s) Offered: None

SOCL 500 Seminar Teaching Sociology 2 Hours

Workshop for students who plan to teach sociology.
Recent Term(s) Offered: None

SOCL 501 Practicum in the Teaching of Sociology 1 Hour

Seminar for students who are teaching sociology. Note: 16 graduate hours in sociology required.

Prerequisite(s): SOCL 500
Recent Term(s) Offered: None

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.

Restriction(s): Enrollment is limited to students in Sociology (105)
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Sociology (105)
Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018

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. Note: Six hours of sociology required.

Prerequisite(s): permission of instructor
Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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. Note: Six hours of sociology required.

Prerequisite(s): permission of instructor
Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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. Note: Basic undergraduate statistics course required.

Prerequisite(s): permission of instructor
Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; summer 2018; fall 2018

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 or equivalent) and (SOCL 514 or equivalent)
Recent Term(s) Offered: spring 2016; spring 2017

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. Note: Six hours of sociology required.

Prerequisite(s): permission of instructor
Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; fall 2018

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. Note: Six hours of sociology required.

Prerequisite(s): permission of instructor
Recent Term(s) Offered: fall 2018

SOCL 542 Community 3 Hours

Ecological and social concepts of the community and its structure and function. Note: Six hours of sociology required.

Prerequisite(s): permission of instructor
Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016

SOCL 551 Sociology of the Family 3 Hours

Analysis of the family institution; the impact of modern culture on the family. Note: Six hours of sociology required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: fall 2017

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. Note: Six hours of sociology required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: fall 2016; spring 2018

SOCL 571 Topical Seminar Sociology 3 Hours (repeatable max of 9 hrs)

Significant topics, issues, or developments in the discipline.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; spring 2018; fall 2018

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): permission of instructor

Recent Term(s) Offered: fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

SOCL 598 Internship in Sociology 3-6 Hours

Practical experience in a supervised work situation with a cooperating agency. Note: Twenty-four graduate credit hours earned and successful completion of research tool required.

Recent Term(s) Offered: None

SOCL 599 Thesis Research/Writing 1-6 Hours (repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; fall 2018

SOCL 600 Maintain Matriculation 1-6 Hours (repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: fall 2017; spring 2018; summer 2018; fall 2018

Spanish (SPAN)

SPAN 470G Advanced Oral Spanish 3 Hours

Conversation units, dramatic sketches, original oral topics.

Prerequisite(s): SPAN 370

Course Fee: \$7

Recent Term(s) Offered: fall 2018

SPAN 471G Advanced Spanish Composition 3 Hours

Examination of selected literary works; original compositions on selected topics.

Prerequisite(s): SPAN 371

Recent Term(s) Offered: fall 2017

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.

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: None

SPAN 499G Advanced Studies in Spanish 1-4 Hours (repeatable max of 6 hrs)

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

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; spring 2018; fall 2018

SPAN 578 Seminar: Hispanic Literature or Language 3 Hours

(repeatable max of 6 hrs)

No course description is available

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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

Recent Term(s) Offered: None

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. Note: Masters degree required.

Prerequisite(s): SPED 610

Recent Term(s) Offered: None

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. Note: Students are responsible for providing their own transportation.

Prerequisite(s): SPED 331 and SPED 333

Recent Term(s) Offered: fall 2018

SPED 460G Special Problems 1-3 Hours

Investigation of a special problem from an area of individual interest.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

SPED 480G Special Problems 1 Hour

No course description is available

Recent Term(s) Offered: None

SPED 501 Introduction to Applied Behavior Analysis 3 Hours

This course provides an introduction to the concepts, theories and principles of applied behavior analysis

Recent Term(s) Offered: summer 2018

SPED 502 Positive Behavior Supports 3 Hours

This class will focus on methods and models of positive behavior management in group settings for school-aged learners with behavior problems.

Recent Term(s) Offered: None

SPED 503 Behavior Assessment 3 Hours

This class will focus on how to accurately define, assess and measure behavior and learn how to conduct a function-based assessment.

Recent Term(s) Offered: None

SPED 504 Instruction to Improve Behavior 3 Hours

This course examines how evidence-based instructional practices can be used to improve academics, social skills, functional skills, and behaviors.

Recent Term(s) Offered: None

SPED 505 Ethics Surrounding Behavior Issues 3 Hours

This course examines legislation, regulations, court decisions, and ethical standards that impact practice in schools and other agencies for school-age learners with behavior problems.

Recent Term(s) Offered: None

SPED 515 Education of Exceptional Children 3 Hours

Introductory course for initial certification in Exceptional Education.

Induction issues in special education are examined.

Recent Term(s) Offered: summer 2017; summer 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

SPED 518 Seminar: Contemporary Challenges in Special Education 3 Hours

Issues in special education. Classroom experiences to develop awareness and sensitivity to educational needs. Note: Minimum of 12 hours of graduate level coursework in exceptional education required.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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 522 and IECE 521 and IECE 523

Recent Term(s) Offered: spring 2016; spring 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: winter 2016; summer 2016; summer 2017; summer 2018

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

Recent Term(s) Offered: winter 2016; summer 2016; winter 2017; summer 2017; summer 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; spring 2018

SPED 535 Curriculum for Individuals with Moderate and Severe Disabilities 3 Hours

No course description is available

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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): Praxis-Spec ED:mod appl (comp) with a score of 158 or Praxis-Spec ED:Profnd app-comp with a score of 158

Course Fee: \$50

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

SPED 595 Advanced Preparation Capstone for Special Education 3 Hours
(repeatable max of 6 hrs)

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): Praxis-Spec ED:mod appl (comp) with a score of 158 or Praxis-Spec ED:Profnd app-comp with a score of 158 and permission of instructor

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

SPED 599 Thesis Research and Writing 3 Hours
(repeatable max of 6 hrs)

Thesis research and writing directed by faculty committee.

Recent Term(s) Offered: None

SPED 600 Maintaining Matriculation 3 Hours
(repeatable max of 6 hrs)

Continued enrollment for thesis completion.

Recent Term(s) Offered: None

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. Note: Masters degree in education or related field required.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; fall 2017; fall 2018

SPED 612 Collaboration with Schools and Agencies for Individuals 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. Note: Masters degree required.

Prerequisite(s): SPED 610

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

SPED 615 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. Note: Masters degree required.

Recent Term(s) Offered: fall 2016; spring 2017; fall 2017; fall 2018

SPED 618 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. Note: Masters degree required.

Recent Term(s) Offered: summer 2016; fall 2016; fall 2017; fall 2018

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. Note: Masters degree required.

Prerequisite(s): SPED 610

Recent Term(s) Offered: summer 2016; spring 2018

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

Recent Term(s) Offered: fall 2016; fall 2017

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

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

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.

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; spring 2017; summer 2017; spring 2018

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.

Recent Term(s) Offered: spring 2016; fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Speech-Language Pathology (0466)

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SLP 502 Motor Speech Disorders 3 Hours

The etiologies, communication characteristics, appraisal and treatment of motor speech disorders in children and adults.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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.

Recent Term(s) Offered: winter 2018

SLP 504 Child Language Disorders 3 Hours

Theory and practice in the assessment and intervention of language disorders in the preschool and school age populations.

Restriction(s): Enrollment is limited to students in Speech-Language Pathology (0466)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SLP 505 Orofacial Anomalies 3 Hours

Etiology, diagnosis, and management of speech/language dysfunctions associated with cleft palate and other syndromes resulting from neuropathologies.

Recent Term(s) Offered: spring 2016; fall 2017; fall 2018

SLP 506 Fluency Disorders 3 Hours

Prevention, assessment and treatment of stuttering and other fluency disorders in children and adults.

Restriction(s): Enrollment is limited to students in Speech-Language Pathology (0466)

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; fall 2018

SLP 507 Aphasia 3 Hours

Symptomatology, etiology, differential diagnosis, and remediation of adult aphasia

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018

SLP 508 Voice Disorders 3 Hours

Diagnosis and remediation techniques for voice disorders in children and adults. Rehabilitation of the laryngectomy including use of electrolarynx, esophageal speech, and other voice substitutes.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: winter 2016; winter 2017; winter 2018

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.

Recent Term(s) Offered: summer 2016

SLP 511 Neurology Speech Language 3 Hours

Study of nervous system organization and how it affects speech, language, and swallowing. Areas of speech, language, and cognition that are affected by diseases, trauma, and disorders. Medical testing including CT scan, MRI, functional imaging and application in the profession are discussed.

Recent Term(s) Offered: fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

SLP 512 Seminar in Phonology 3 Hours

Prevention, evaluation, diagnosis, and management of appropriate intervention strategies for persons presenting with articulation and/or phonological disorders as well as dialectal variations of speech sound production.

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

SLP 513 Cognitive Linguistic Disorders 3 Hours

Neural based communicative linguistic disorders, with an emphasis on traumatic brain injury, dementia, and other etiologies that cause cognitive linguistic disorders. Identification, assessment, therapeutic strategies and classification of cognitive linguistic disorders.

Recent Term(s) Offered: summer 2016; fall 2016; summer 2017; fall 2017; summer 2018; fall 2018

SLP 514 Dysphagia 3 Hours

Etiology, characteristics, assessment, intervention protocols and treatment techniques for individuals with dysphagia.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; fall 2017; spring 2018; fall 2018

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.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: winter 2016; summer 2016; winter 2017; summer 2017; winter 2018; summer 2018

SLP 550 Speech-Language Pathology and Counseling: Strategies for Clinical Practice 3 Hours

Designed to teach clinicians how to help clients and their families in a positive, empathetic manner. Disorder-specific guidance with respect to client/family understanding of the communication impairment will be presented. Students will be given opportunities to apply their knowledge through interpretation of research and evaluation of case studies.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; summer 2018

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.

Prerequisite(s): SLP 501 and SLP 504

Recent Term(s) Offered: spring 2016; summer 2016; spring 2017; summer 2017; spring 2018; summer 2018

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.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: None

SLP 560 Medical Speech-Language Pathology 3 Hours

Current issues encountered in the medical environment in preparation for an externship and career in a healthcare setting. Collaborative roles, ethics, documentation, communication, advanced diagnostics (MBS), impact of various medical conditions on communication, cognition, and swallowing.

Prerequisite(s): SLP 514

Recent Term(s) Offered: spring 2017; summer 2017; spring 2018; summer 2018

SLP 567 School Based Speech-Language Pathology 3 Hours

Review, analysis and critique of speech-language pathology service delivery in schools, including credentialing, professional issues, regulations, due process, assessment, and treatment.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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.

Restriction(s): Enrollment is limited to students in Speech-Language Pathology (0466)

Recent Term(s) Offered: None

SLP 572 Contemporary Issues in Communication Disorders 3 Hours (repeatable max of 6 hrs)

An in-depth examination of a topic of current interest and relevance to speech-language pathologists.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: winter 2016; summer 2016; winter 2017; summer 2017; winter 2018; spring 2018; summer 2018

SLP 575 The Speech Language Pathologist's Role in Literacy Practice 3 Hours

An examination of how difficulties involving phonological awareness, memory, retrieval, language demands of textbooks, academic talk, and curriculum may stress a student's capabilities at different ages and grade levels and learn how speech-language pathologists can assess and provide intervention.

Recent Term(s) Offered: spring 2017; spring 2018

SLP 579 Seminar in Professional Issues 1 Hour

Current local, regional, and national issues that impact speech-language pathology service delivery. Includes requirements for state licensure and national certification.

Prerequisite(s): permission of instructor

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

SLP 588 Clinical Methods in Speech-Language Pathology 1 Hour

Introduction to clinical policies and procedures in speech-language pathology.

Prerequisite(s): permission of instructor

Restriction(s): Enrollment is limited to students in Speech-Language Pathology (0466)

Recent Term(s) Offered: spring 2016; spring 2017; spring 2018

SLP 589 Special Topics in Communication Disorders 1-3 Hours

(repeatable max of 3 hrs)

Independent but guided inquiry of pre-approved topics in the field of Speech Pathology-Audiology. Not substituted for course offered same term.

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018

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.

Course Fee: \$250

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

SLP 591 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.

Course Fee: \$50

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

SLP 596 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

Restriction(s): Enrollment is limited to students in Speech-Language Pathology (0466)

Recent Term(s) Offered: summer 2016; summer 2017

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 and permission of instructor

Restriction(s): Enrollment is limited to students in Speech-Language Pathology (0466)

Recent Term(s) Offered: spring 2016; fall 2016; spring 2017; fall 2017; spring 2018; fall 2018

SLP 600 Maintaining Matriculation 1-6 Hours (repeatable max of 6 hrs)

Maintaining matriculation while completing thesis or comprehensive examination. Note: Completion of all program requirements except thesis or comprehensive examination.

Restriction(s): Enrollment is limited to students in Speech-Language Pathology (0466)

Recent Term(s) Offered: spring 2016; fall 2016; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

Statistics (STAT)

STAT 549 Statistical Methods I 3 Hours

Principles of applied statistical research. Elements of data collection and experimental design. Parametric and nonparametric 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

Recent Term(s) Offered: fall 2016; fall 2018

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 minimum grade of B or permission of instructor

Recent Term(s) Offered: spring 2016; spring 2017

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.

Recent Term(s) Offered: summer 2016; summer 2017; summer 2018

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.

Recent Term(s) Offered: fall 2016; fall 2017; fall 2018

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).

Recent Term(s) Offered: None

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.

Recent Term(s) Offered: spring 2017

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. Note: Admission to a master's or 5th year non-degree program that leads to advanced teacher preparation required.

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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 (may be taken concurrently)

Restriction(s): Enrollment is limited to students in Special Ed Initial Cert: LBD (0456), Middle Grades Ed: Initial Cert (0458), IECE, Birth-Age 5, Initial Cer (0460) or Secondary Ed: Initial Cert (0495)

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; fall 2017; summer 2018

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 (may be taken concurrently)

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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 (may be taken concurrently)

Recent Term(s) Offered: None

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 (may be taken concurrently)

Recent Term(s) Offered: None

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 (may be taken concurrently)

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

TCHL 548 Classroom Instruction: Managing the Learning Environment 1 Hour

Study of classroom management principles and interventions.

Prerequisite(s): TCHL 500 (may be taken concurrently)

Recent Term(s) Offered: None

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 (may be taken concurrently)

Recent Term(s) Offered: None

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 550 (may be taken concurrently)

Recent Term(s) Offered: None

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 (may be taken concurrently)

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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 550 (may be taken concurrently)

Recent Term(s) Offered: None

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. Note: Completion of 18 hours required.

Prerequisite(s): TCHL 500 or permission of instructor

Recent Term(s) Offered: winter 2016; spring 2016; summer 2016; fall 2016; winter 2017; spring 2017; summer 2017; fall 2017; winter 2018; spring 2018; summer 2018; fall 2018

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. Note: Enrollment in next-to-last semester within one year of completing TCHL 559.

Completion of 21 hours including all professional education courses required.

Prerequisite(s): TCHL 559 or permission of instructor

Recent Term(s) Offered: spring 2016; summer 2016; fall 2016; spring 2017; summer 2017; fall 2017; spring 2018; summer 2018; fall 2018

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