



# GRADUATE CATALOG

## 2012-2013

WESTERN KENTUCKY UNIVERSITY  
GRADUATE CATALOG  
2012-2013

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For general inquiries: (270) 745-0111.

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# Western Kentucky University

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## Historical Profile

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

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

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

More colleges and reorganization followed throughout the years as WKU continued to expand. The Bowling Green Community College was established in 1986. The College of Health and Human Services was established in 2002, and the Division of Extended Learning and Outreach launched in 2003. An administrative unit since 1994, University College was reorganized in 2009 as an academic unit; it now houses those units and programs formerly part of the Bowling Green Community College, and serves as the administrative home of WKU’s regional campus programs (see below). In 2008, the WKU Board of Regents approved 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.

WKU’s current six academic colleges are:

- College of Education and Behavioral Sciences
- College of Health and Human Services
- Gordon Ford College of Business
- Ogden College of Science and Engineering
- Potter College of Arts and Letters
- University College

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

## University Information

Welcome to Western Kentucky University (WKU), home of the Hilltoppers. Our hilltop campus is a place of beauty and friendliness. It embraces a proud heritage and a bold, ambition future. WKU is located in Bowling Green, Kentucky, a city with a population of more than 50,000 and is located approximate 110 miles south of Louisville and 65 miles north of Nashville. Located on a hill overlooking the city of Bowling Green, the WKU campus is acclaimed as one of the most beautiful in the nation. The portion of the campus known as College Heights commands an impressive view of the Barren River Valley and is a distinctive landmark of the city. Visit [www.wku.edu/tour.html](http://www.wku.edu/tour.html) for a virtual campus tour. In addition to the main campus, WKU also has facilities south of the main campus on 31-W that include; The South Campus, The Center for Research and Development, and The University Farm. Outside of Bowling Green, WKU has

**regional campuses** in Glasgow KY, Owensboro KY, and facilities that serve the Elizabethtown/Radcliff and Ft. Knox KY area.

WKU's undergraduate division provides four-year programs leading to the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Interdisciplinary Studies, the Bachelor of Science, the Bachelor of Science in Nursing, the Bachelor of Music, and the Bachelor of Social Work degrees. Ninety-six (96) academic majors that lead to the baccalaureate degree and ninety-five (95) academic minors are available. A number of professional and pre-professional curricula provide additional options.

Sixteen (16) associate degree programs are offered leading to the Associate of Arts degree, Associate of Science degree, Associate of Applied Science and Associate of Interdisciplinary Studies degree. Twenty (23) undergraduate certificate programs are also offered.

Graduate Studies and Research offers the Master of Arts, Master of Arts in Teaching, Master of Arts in Education, Master of Business Administration, Master of Health Administration, Master of Public Administration, Master of Public Health, Master of Science, Master of Science in Nursing and Master of Social Work degrees. WKU also offers the specialist degree and Rank I and II programs and several certificate programs. Doctoral degree programs are offered in Educational Leadership and Nursing Practice. The Graduate Studies Catalog provides further information.

## Vision

WKU—A Leading American University with International Reach.

## Mission

Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen-leaders of a global society. It provides research, service, and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach.

## Statement of Purpose

As a nationally prominent university, Western Kentucky University engages the globe in acclaimed, technologically enhanced academic programs. An inspiring faculty promotes entrepreneurial success and a unique campus spirit to attract an intellectually exciting and diverse family of the nation's best students.

WKU provides students with rigorous academic programs in education, the liberal arts and sciences, business, and traditional and emerging professional programs, with emphasis at the baccalaureate level, complemented by relevant associate and graduate-level programs.

The University places a premium on teaching and student learning. Its faculty engage in creative activity and diverse scholarship, including basic and applied research, designed to expand knowledge, improve instruction, increase learning, and provide optimum 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. The University encourages applied research and public service in support of economic development, quality of life, and improvement of education at all levels, especially elementary and secondary schools. In particular, WKU faculty contribute to the identification and solution of key social, economic, scientific, health, and environmental problems within its reach, but particularly throughout its primary service area.

Maintaining a campus of distinctive history and character, WKU sustains a student population of increasing quality. It fulfills its responsibility for access through its regional campus programs in Glasgow, Owensboro, and Elizabethtown/Radcliff/Ft. Knox, and distance/online learning.

WKU's commitment is to ensure 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.

WKU recognizes that its mission continues to evolve in response to regional, national, 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 and Governance

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## Board of Regents

Mr. Frederick A. Higdon, Chair	Mr. James Kennedy, Staff Regent
Mr. J. David Porter, Vice Chair	Mr. Jim Meyer
Dr. Melissa B. Dennison, Secretary	Dr. Patricia Minter, Faculty Regent
Mr. Cory Dodds, Student Regent	Mr. Rob Wilkey
Ms. Cynthia Harris	Mr. Laurence J. Zielke
Mr. Jim Johnson	

## President of the University

Dr. Gary A. Ransdell

## Administrative Council

Dr. Gary A. Ransdell, President  
 Mr. Howard Bailey, Vice President for Student Affairs  
 Dr. Gordon C. Baylis, Vice President for Research  
 Ms. Kathryn R. Costello, Vice President for Development & Alumni Relations  
 Dr. A. Gordon Emslie, Provost & Vice President for Academic Affairs  
 Ms. K. Ann Mead, Vice President for Finance & Administration  
 Dr. Richard C. Miller, Vice Provost & Chief Diversity Officer  
 Mr. John Osborne, Vice President for Campus Services & Facilities  
 Dr. Rebert Owen, Vice President for Information Technology  
 Mr. Todd Stewart, Director of Athletics  
 Ms. Robbin Taylor, Vice President for Public Affairs  
 Ms. Deborah T. Wilkins, Chief of Staff / General Counsel

## Academic Deans

Dr. John A. Bonaguro, College of Health and Human Services  
 Dr. Kelly Madole, Interim, Graduate Studies and Research  
 Dr. Sam Evans, College of Education and Behavioral Sciences  
 Dr. Cheryl Stevens, Ogden College of Science and Engineering  
 Ms. Connie Foster, Interim, University Libraries  
 Dr. Dennis George, University College  
 Dr. Jeffrey Katz, Gordon Ford College of Business  
 Dr. David D. Lee, Potter College of Arts & Letters

## College Heights Foundation

Foundation Building 203  
 (270) 745-4597

## Board of Directors

Mr. Alex Downing, President	Mr. Marc A. Lovell	Ms. Wanda Scott
Dr. Dero G. Downing, Chairman	Dr. Jerry Martin	Mr. Michael L. Simpson
Mr. E. Daniel Cherry	Dr. Gary A. Ransdell	Mr. Freddie Travis
Mr. Tom Emberton	Mrs. Mary Sample, Executive Secretary	Mrs. Carol Wedge



# Accreditations

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Western Kentucky University is accredited by [Southern Association of Colleges and Schools, Commission on Colleges](#) (SACSCOC) to award associate, baccalaureate, master, specialist, and doctoral degrees. For questions regarding accreditation, the Commission on Colleges can be contacted at 1866 Southern Lane, Decatur, GA 30033-4097, or phone (404) 679-4500, or <http://www.sacscoc.org>.

Certain graduate programs of the University are accredited by the following:

- [Accreditation Council for Education in Nutrition and Dietetics Education \(ACEND\)](#)
- [American Association of Colleges of Nursing \(AACN\)](#)
- [The Association to Advance Collegiate Schools of Business \(AACSB International\)](#)
- [Commission on Collegiate Nursing Education \(CCNE\)](#)
- [Council on Academic Accreditation in Audiology and Speech-Language Pathology \(CAA\)](#)
- [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)
- [Council on Education for Public Health \(CEPH\)](#)
- [Council on Social Work Education \(CSWE\)](#)
- [Kentucky Educational Professional Standards Board \(EPSB\)](#)
- [National Association of Schools of Art and Design \(NASAD\) Commission on Accreditation](#)
- [National Association of Schools of Music \(NASM\) Commission on Accreditation](#)
- [National Association of Schools of Public Affairs and Administration \(NASPAA\)](#)
- [National Council for Accreditation of Teacher Education \(NCATE\)](#)

WKU is a member of:

- [American Association of Colleges and Universities \(AAC&U\)](#)
- [American Association of Colleges for Teacher Education \(AACTE\)](#)
- [American Association of State Colleges and Universities \(AASCU\)](#)
- [Association for Continuing Higher Education \(ACHE\)](#)
- [Association of American Colleges & Universities \(AAC&U\)](#)
- [College and University Professional Association for Human Resources \(CUPA-HR\)](#)
- [Council for Opportunity in Education \(COE\)](#)
- [Council of Graduate Schools \(CGS\)](#)
- [Institute of International Education \(IIE\)](#)
- [Kentucky Association for Continuing Higher Education \(KY, ACHE\)](#)
- [National Alliance for Concurrent Enrollment Partnerships \(NACEP\)](#)
- [National Association of International Educators \(NAFSA\)](#)
- [National Collegiate Honors Council \(NCHC\)](#)
- [National Council of University Research Administrators \(NCURA\)](#)
- [National Student Exchange \(NSE\)](#)
- [Nonprofit Leadership Alliance](#)
- [North American Association of Summer Sessions \(NAASS\)](#)
- [Southern Association of Colleges and Schools, Commission on Colleges \(SACSCOC\)](#)
- [Southern Regional Education Board \(SREB\)](#)
- [University Professional & Continuing Education Association \(UPCEA\)](#)

# University Notices

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## 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 Freida K. Eggleton, University Registrar, 238 Potter Hall, 745-5432.

## Statement of Compliance

Western Kentucky University is committed to equal opportunity in its educational programs and employment. It is an equal opportunity-affirmative action employer and does not discriminate on the basis of age, race, color, religion, sex, sexual orientation, national orientation or disability. On request, the University 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 its 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 in such programs, activities, or employment, the University’s policies and procedures are published in the Western Kentucky University Student Handbook; the Western Kentucky University Personnel Policies and Procedures Manual; and the Catalog. These publications, including information about University procedures, are available in the following locations:

Equal Opportunity/ADA Compliance Officer Wetherby Administration Building Room 13 Western Kentucky University (270) 745-5121	Office of Human Resources Wetherby Administration Building Room 42 Western Kentucky University (270) 745-5360	Office of the President Wetherby Administration Building Room 135 Western Kentucky University (270) 745-4346
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Inquiries about alleged discrimination may also be made directly to the Office of Civil Rights, The Wanaker Building, Suite 515, 100 Penn Square East, Philadelphia, PA 19107, (215) 656-8548; the Kentucky Commission on Human Rights, 832 Capital Plaza, 500 Metro Street, Frankfort, KY 60601, (502) 564-5530; or the Equal Employment Opportunity Commission, 600 Martin Luther King, Jr. Place, Suite 268, Louisville, KY 40402, (502) 582-5851.

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# Academic Facilities and Resources

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## Graduate Studies and Research

Western Kentucky University offers graduate education in more than 80 degree and non-degree programs. The University confers masters degrees, a specialist degree in selected areas of education, a doctorate of education in educational leadership, a doctorate of nursing practice, and various graduate certificates. The University reserves the right to make changes as necessary in course offerings, curricula, academic policies, and other rules and regulations affecting students, to be effective when determined by the University.

The Graduate Faculty consists of faculty members who have been recommended by department heads and college deans, who have been approved by the Graduate Council.

The Graduate Council, which represents the graduate faculty and Graduate Studies, recommends and reviews policies that are pertinent to the operation of Graduate Studies and Research. The Council regularly reviews admission requirements, makes recommendations regarding new graduate programs and alters existing programs.

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

## University Libraries

Connie Foster, Interim Dean

[connie.foster@wku.edu](mailto:connie.foster@wku.edu)

101 Cravens Library

(270) 745-2904 Office

The University Libraries consist of the main Helm-Cravens Library, special collections in the Kentucky Building, the Educational Resources Center in Gary Ransdell Hall, and three regional campus libraries to serve to serve the academic community of Western Kentucky University. For more information about the libraries and the services offered visit their [website](#).

## Information Technology

Dr. Robert Owen, Vice President

[bob.owen@wku.edu](mailto:bob.owen@wku.edu)

Mass Media and Technology Hall 244

(270) 745-2243 Office

(270) 745-6577 Fax

The Division of Information Technology supports the university's mission through the application of computing and telecommunications resources. The division is organized into five departmental areas: Academic Technology, Administrative Systems and Applications, Communication Technologies, Educational Telecommunications, and Technical Support Services. These services are described in more detail at the Information Technology [website](#).

## Academic Technology

John Bowers, Director

[john.bowers@wku.edu](mailto:john.bowers@wku.edu)

Mass Media and Technology Hall 239

(270) 745-4278 Office

(270) 745-5267 Fax

Academic Technology Services provides a wide range of information technology for instruction. The department provides services for WKU faculty, staff, and students such as student technology centers; Blackboard; technology training; software and media services; Technology Resource Center; support for departmental labs and classrooms; and technology support consultants.

### **Administrative Systems and Applications**

Gordon Johnson, Jr., Director

[gordon.johnson@wku.edu](mailto:gordon.johnson@wku.edu)

Mass Media and Technology Hall 374

(270) 745-6455 Office

(270) 745-6402 Fax

Administrative Systems and Applications provides help with most of the administrative systems on campus such as Banner, BSR, TopNet, and InfoView. The unit is located on the third floor of MMTH (Mass Media and Technology Hall). The dedicated staff of application programmers, system administrators, web developers, and operation personnel is committed to serving WKU faculty, staff, and student technology needs and to providing system services.

### **Communication Technologies**

Tamela Smith, Interim Director

Mass Media and Technology Hall 276

[tamela.smith@wku.edu](mailto:tamela.smith@wku.edu)

(270) 745-2625 Office

(270) 745-6500 Fax

The Communication Technologies Department provides and maintains a comprehensive voice and video communications system utilized to service the needs of WKU faculty, staff, students, and correspondents. Voice services include campus, local, and long distance calling; voice mail; facsimile reception and transmission; campus main switchboard; wire communications pathways for the campus voice network and other signaling circuits; and planning and engineering for telephone services. Video services include interactive video classrooms and video conferencing.

### **Educational Telecommunications**

Jack Hanes, Director

[jack.hanes@wku.edu](mailto:jack.hanes@wku.edu)

Academic Complex 248

(270) 745-6519 Office

(270) 745-2084 Fax

The department of Educational Telecommunications provides public service broadcasting to the community, professional training for students, and creates and distributes media content that serves WKU and the citizens of Kentucky. The department is responsible for the operation of WKU Public Radio, WKYU-PBS, The Hilltopper Sports Satellite Network, and WKU's two CATV systems. In addition, Educational Telecommunications provides video production services for the campus constituency and outside organizations.

### **Technical Support Services**

Lori Douglas, Director

[lori.douglas@wku.edu](mailto:lori.douglas@wku.edu)

Mass Media and Technology Hall 375

(270) 745-7000 Help Desk

(270) 745-4981 Office

(270) 745-6014 Fax

Technical Support Services is comprised of three areas: Desktop Support, IT Helpdesk, and ResNet. Desktop Support provides assistance with issues related to desktop software, computers, printers, projectors, and

similar equipment that cannot be resolved remotely by the Helpdesk. IT Helpdesk serves as the initial point of contact for technology support and provides the first level of response for technology related problems and questions. ResNet is a network and computer support service available to all WKU students. While individual areas, they all work together to assist clients in resolving any technology issues they may encounter.

## Faculty Center for Excellence in Teaching (FaCET)

Sally Kuhlenschmidt, Director

[sally.kuhlenschmidt@wku.edu](mailto:sally.kuhlenschmidt@wku.edu)

1783 Chestnut Street

Bowling Green, KY 42101

(270) 745-6508 Phone

(270) 745-6145 Fax

FaCET offers a variety of programs, activities and resources to encourage and support all college instructors as they strive for excellence in teaching. The center provides information on innovative teaching practices, training opportunities, consultation to individuals and administration, and access to some equipment. Seminars on effective teaching are scheduled throughout the year. FaCET manages an orientation to teaching program for graduate assistants who plan to become teaching associates and teach lower division courses. It includes 3 seminars and 3 modules with activities and assessments to be completed. For more information, call (270) 745-6508, email [facet@wku.edu](mailto:facet@wku.edu) or see their [website](#).

## Counseling and Testing Center

Dr. Brian Van Brunt, Director

[brian.vanbrunt@wku.edu](mailto:brian.vanbrunt@wku.edu)

Potter Hall 409

(270) 745-3159 Phone

(270) 745-6976 Fax

The Center, located in Potter Hall 409, provides personal counseling services and is responsible for the administration of national testing programs. Contact the Center for appointments and for test information at (270) 745-3159 or see the [website](#).

## Career Services Center

V. Lynne Holland, Director

[lynne.holland@wku.edu](mailto:lynne.holland@wku.edu)

Downing University Center, Room A230

(270) 745-3095 Phone

(270) 745-3094 Fax

The WKU Career Services Center is your one-stop shop for postgraduate career information and preparation. We offer a variety of services customized to your individual situation designed to help you achieve your career goals. No appointment is necessary or required, all you have to do is walk through the doors. Once in the Center, we will pair you with a career counselor based on your professional and personal goals and provide the guidance you are seeking for the next step in your career path.

In a sentence, the WKU Career Services Center is here to provide information and to assist you in developing the skills necessary to make your career dreams a reality. For more information call (270) 745-3095, email [career.services@wku.edu](mailto:career.services@wku.edu), visit the [website](#), or visit Downing University Center, A230.

# Personal Facilities and Resources

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## Housing Facilities

Graduate housing is available for both men and women. To apply for housing, students need to submit a Residence Hall Housing Agreement, along with a deposit, to the Office of Housing. For more information, call (270) 745-4359.

## Dining Services

WKU Dining Services (DUC 124) is managed by Aramark Food Services and offers a variety of options tailor-made to meet all the dining needs of students while accommodating busy schedules. For more information call (270) 745-2416.

## Financial Assistance

Student Financial Assistance  
<http://www.wku.edu/financialaid/>  
Potter Hall 317  
(270) 745-2755

For general information regarding loans, grants, and scholarships contact Student Financial Assistance.

## Research Grants

Graduate students are invited to submit proposals for University research grants. Information as to application deadline, required proposal form, and deadlines may be obtained from the Office of Graduate Studies and Research's research grant [website](#).

## Travel Grants

Travel funds are made available on a competitive basis for graduate students to attend a professional meeting or conference, or travel in support of their research project. Additional details may be found [here](#).

## Minority Assistantship Program

WKU is committed to assisting individuals from minority groups in obtaining their higher education goals. The Minority Assistance Program is designed to help minority students attain graduate degrees by providing tuition as well as employment opportunities.

Admission into the program is competitive and applicants are encouraged to submit the application materials as early as possible. Applications are accepted once annually in the Spring for admission for the following Fall semester.

Additional information may be found [here](#).

## Graduate Assistantships

Graduate assistantships are available in various departments and service areas to qualified students. Stipends vary depending upon the student's qualifications and duties assigned. Information about the GA program may be found [here](#).

The following minimum requirements are required for assistantship consideration:

- Admission into a graduate program as a degree-seeking student.
- A completed graduate assistantship application and three letters of professional recommendation (to be requested by the student) must be submitted to Graduate Studies.
- Recommendation and approval of the department head and the college dean.

### **Graduate Teaching Associate**

The Graduate Teaching Associate designation (GTA) signifies that a graduate teaching assistant has met the University's requirement to serve as instructor of record for lower division courses (courses numbered 100-299). Once recognized with the Graduate Teaching Associate designation, the honoree will receive an additional stipend of \$300 for each class taught per semester. If two classes per semester are taught, the GTA bonus will be \$600. Additional program information can be found [here](#).

### **Health Insurance**

WKU offers subsidized health insurance to all full-time (20 hrs per week) graduate assistants. Health insurance is offered to all students, both undergraduate and graduate, and may be purchased from WKU Health Services. Graduate Studies and Research offers substantially subsidized health insurance to all students holding full-time graduate assistantships. Information on plan highlights and how to register for the plan may be found [here](#). Additional details of the plan are available from [WKU Health Services](#).

### **Senior Citizens**

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 Graduate Studies as a non-degree student or may pursue admission to a specific degree program. Please contact the Office of Graduate Studies at (270) 745-2446 or [graduate.studies@wku.edu](mailto:graduate.studies@wku.edu) for additional information.

### **Veterans Administration Benefits**

Veterans Affairs

<http://www.wku.edu/veteran/>

Potter Hall 317

(270) 745-3732

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. There are several categories of educational benefits for eligible students including Montgomery GI Bill, both Chapter 30 (active duty), and Chapter 1606 (reserve/national guard), Chapter 35 (Dependents Educational Assistance Program), Chapter 32 (Veterans' Educational Assistance Program) and Chapter 31 (Vocational Rehabilitation). Contact the Veteran's Coordinator at (270) 745-3732 for assistance in using or applying for these benefits at Western Kentucky University.

### **Air Force Reserve Officer Training Program**

Students may participate in the Air Force Officer Training Corps (AFROTC) at Detachment 790 on the campus of Tennessee State University. AFROTC provides pre-commissioning training to college students (male and female) who desire to serve as officers in the U.S. Air Force (USAF). For more information, visit [www.AFROTC.com](http://www.AFROTC.com) or telephone the Det., 790 Unit Admissions Officer at (615) 963-5931. Also visit the Det. 790 website at [www.tnstate.edu/rotc](http://www.tnstate.edu/rotc).



# General Information

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## Academic Year

The University provides a year round instructional program consisting of fall and spring semesters and a summer term. WKU also offers a winter term, three summer sessions, and bi-term courses during the fall and spring semesters. The academic year at WKU is divided into two semesters consisting of sixteen weeks, a thirteen-week summer term, and a three-week winter term. The opening and closing dates are listed below. Specific information about winter and summer terms is available at [www.wku.edu/delo](http://www.wku.edu/delo).

### Fall Semester 2012

Classes Begin	Monday, August 27
Labor Day (University closed)	Monday, September 3
Fall Break (no classes, offices open)	Thursday and Friday, October 4-5
Second Bi-Term Begins	Wednesday, October 17
Presidential Election Day (University closed)	Tuesday, November 6
Thanksgiving Holiday (University closed)	Wednesday-Friday, November 21-23
Final Examinations	Monday-Friday, December 10-14
Thesis and Specialist Project Deadline	Noon, Friday, December 14
Deadline for Graduate Work Completion	Friday, December 14
Commencement	Saturday, December 15
Final Grades Due	Noon, Tuesday, December 18

### Winter Term 2013

Classes Begin	Wednesday, January 2
Final Examinations	Friday, January 18

### Spring Semester 2013

MLK Day (University closed)	Monday, January 21
Classes Begin	Tuesday, January 22
Spring Break	Monday-Friday, March 11-15
Second Bi-Term Begins	Monday, March 18
Final Examinations	Monday-Friday, May 6-10
Thesis and Specialist Project Deadline	Noon, Friday, May 10
Deadline for Graduate Work Completion	Friday, May 10
Commencement Weekend	Friday-Sunday, May 10-12
Final Grades Due	Noon, Tuesday May 14

### Summer Term 2013

#### *May Session*

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

#### *June I Sessions*

Classes Begin	Monday, June 3
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#### *June II Sessions*

Classes Begin	Monday, June 10
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#### *July I Sessions*

Classes Begin	Monday, July 1
Independence Day (University closed)	Thursday, July 4

#### *July II Sessions*

Classes Begin	Monday, July 8
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Thesis and Specialist Project Deadline	Noon, Friday, August 9
Deadline for Graduate Work Completion	Friday, August 9

## Registration Procedures

Information regarding registration dates and procedures is published in each semester's schedule bulletin, which can be obtained from the Office of the Registrar. Registration is available through TopNet, WKU's online registration system, to students who (1) have been admitted for the term, (2) have been enrolled continuously, or (3) have been enrolled in any one of the previous three terms prior to the one for which the student is registering. Students who have not been enrolled for three or more consecutive terms (including the summer term) or who were previously admitted, but did not enroll, should contact the Office of Graduate Studies and Research.

## Schedule Changes

The University reserves the right to cancel any course having insufficient enrollment to justify its continuation. Other adjustments in the schedule may be made when necessary.

## Withdrawal From the University

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 enrolled and endanger their future status in the institution. Students withdrawing after the midpoint of the semester, a bi-term or comparable period during the 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 mid-point of a term will be considered.

Additional information regarding withdrawals, including the forms necessary for withdrawal, can be found [here](#).

### 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 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](#).

### **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 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 Registrar will be informed of the objection, and the student will not receive a W in the class. Instructions for filing an appeal for a retroactive withdrawal may be obtained from the [Office of the Registrar](#). A tuition refund is not granted for a retroactive withdrawal.

### **Student Schedule Changes**

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 if such changes involve entering other classes. Courses not meeting at least twice during the first six class days may be added through, but not past, the day of the third class meeting.

During a semester, a student may withdraw from a course with a grade of W or F under the following conditions:

1. A student is permitted to withdraw from any course with a grade of W through the 8th week of class.
2. After the 8th week of class, any student dropping a course receives an automatic grade of 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 circumstances:

1. A student is permitted to withdraw from any course with a grade of W through the 4th week of class;
2. After the 4th week of class, 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.

## Division of Extended Learning and Outreach (DELO) & Regional Campuses

The WKU Division of Extended Learning and Outreach (DELO) delivers quality credit and non-credit educational opportunities to individuals, organizations, and the public using flexible and accessible formats. Recognizing the challenges of today, DELO (a centralized administrative unit) partners with University faculty, departments and colleges to meet the diverse needs of WKU's local, regional and virtual communities in responsive and engaging ways.

Listed are the DELO units work separately and together to support the mission of the University:

- Carroll Knicely Conference Center
- Center for Training and Development
- Cohort Programs
- Continuing Education
- Dual Credit (high school students only)
- Independent Learning
- Marketing
- Summer Sessions / Winter Term
- WKU/Elizabethtown-Radcliff-Ft. Knox Regional Campuses
- WKU/Glasgow Regional Campus
- WKU/Owensboro Regional Campus

Go to <http://www.wku.edu/delo> for more information on DELO or any of their individual programs.

Many courses are offered in each of the three WKU Centers and in other service locations. Registration is available through TopNet, WKU's online registration system. Admission information, registration materials, and course offerings are available at each of the WKU Centers. Any questions may be directed to the appropriate WKU Center.

Elizabethtown Campus

<http://www.wku.edu/etown-ftknox/>

(270) 769-1614 Office

(270) 766-5133 Fax

Glasgow Campus

<http://www.wku.edu/glasgow/>

(270) 651-6399 Office

(270) 745-5080 Fax

Radcliff Campus

<http://www.wku.edu/etown-ftknox/>

(270) 351-1192 Office

(270) 745-5079 Fax

Owensboro Campus

<http://www.wku.edu/owensboro/>

(270) 684-9797 Office

(270) 684-0104 Fax

Ft. Knox Campus

<http://www.wku.edu/etown-ftknox/>

(502) 942-8381 Office

(502) 745-5079 Fax

## WKU Campus Directory

The complete WKU directory is available [online](#) and has contact information for students, faculty, staff, and departments.

## Expenses and Fees

For information on expenses and fees, please contact the Bursar's Office at (270) 745-6381 or visit their [website](#). Quoted tuition and fees are based upon the 2012-2013 academic year and are subject to change by the Kentucky Council on Postsecondary Education or Western Kentucky University.

<b>Graduate Level</b>	Cost per credit hour*
Resident	\$467
Non-Resident (Domestic)	\$583
Non-Resident (International)†	\$962
Graduate Distance Learning Course‡	\$560
<b>Doctor of Nursing Practice</b>	
Resident	\$562
Non-Resident	\$843
<b>Professional MBA</b>	Full-Time Cost *
Students Beginning Fall 2012	\$4,794
Continuing Students, Prior to Fall 2011	\$4,566

\*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.

†Western Kentucky University offers tuition scholarships to all qualified international graduate students. Scholarship awards are based on merit, need, and institutional priorities. Students must submit GRE (or GMAT) scores to be considered for these scholarships. Following acceptance into a graduate program, the scholarship amount will be determined and stated on the I20 issued to the applicant. All scholarships will continue for the duration of the program provided the student stays continuously enrolled and makes satisfactory academic progress. WKU may however, adjust the value of the scholarship to reflect changes in tuition.

‡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.

### Educational Leadership Doctoral Program

The tuition rate for the program is based on graduate tuition rates. Additionally there is a course fee per credit hour for students in the program. The current program fee is \$1,200 per semester for students enrolled in 5 or more credit hours or \$600 per semester for students enrolled in fewer than 5 credit hours. This program fee is constant for each class (cohort) admitted. It is anticipated that students can complete the program in three years based on a 45-60 hour program. For additional information about these fees, please contact the Office of Doctoral Studies at (270) 745-3061.

### Out-of-State Tuition Waiver

Graduate students who are residents of Macon, Robertson, and Sumner counties in Tennessee are eligible to pay in-state tuition by virtue of a reciprocity agreement. For additional information, students may contact the Office of Graduate Studies and Research.

### Alumni Grant Program

An alumni grant is available to any qualified non-resident student whose parent, stepparent, or grandparent holds an associate, baccalaureate, masters, or specialist degree or has completed a certificate program from

Western Kentucky University. Tuition for qualified students will be assessed at 1.25 times the corresponding full-time resident rate. For qualifications, requirements, and procedures, students may contact the Office of Graduate Studies and Research.

## Course Fees

Some courses require a course fee. These fees are non-refundable after the University's refund policy is less than 100%. All fees are per course unless otherwise noted. Refer to the University's schedule bulletin for a current listing of all course fees.

## 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.

## Auditing Course Fee

All students who audit a course are charged the same fee that they would pay if they took the course for credit.

## Graduation Fee

Candidates for graduate degrees and certificates must complete the Application for Graduation available through TopNet under Student Services and pay the appropriate fee. The Application for Graduation should be submitted according to the dates established by the Registrar for each semester. Candidates for graduate degrees are listed in the commencement ceremony booklet. Applications not received by the Registrar's Office by the due date will result in the omission of the student's name from the booklet.

Degrees are conferred for fall graduates in December, for spring graduates in May, and for summer graduates in August. Any degree requirements completed in the May/June/July summer sessions will result in the student receiving the degree in August. Any degree requirements completed during the Winter term will result in the student receiving the degree in May.

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

## Transcript Fees

Official WKU transcripts may be ordered by any of the following methods: mail, TopNet, fax, or in person. Contact the Office of the Registrar at (270) 745-5448 or visit [here](#) for additional information.

## Parking Fees

Students who register a vehicle should refer to WKU Student Handbook for vehicle regulations and assessments. Parking rules and regulations are distributed at the time of parking permit purchase. Contact the Parking and Transportation at (270) 745- 2361 or visit their [website](#) for additional information.

## Fee Payment

All registration fees, housing fees, course or laboratory fees, meal charges, student health service charges, and other assessments, fees and charges are due and payable in accordance with the statements rendered by the appropriate University office.

Registration and housing fees must be paid on the date a student registers or on other dates as specified by the Office of the Bursar. Students who do not make payment of required fees are not registered students.

The University offers a deferred payment plan for the fall and spring semesters. Fifty percent of the amount due for tuition, fees, housing and meal plans, plus a contract service fee, must be paid by the due

date indicated on the bill. The student must sign a Deferred Payment Contract in the Bursar's Office or obtain the form from the WKU Tuition and Fees website. The remaining tuition and fees will be billed with the due date of October 15 for the fall semester or March 15 for the spring semester. A late fee of \$100 will be charged for failure to pay the balance by the due date. Students who fail to pay the balance will be obligated and not allowed to register for another semester or receive a transcript. A payment plan is not offered for the summer term.

The University expects the students to be financially responsible and not be delinquent in financial obligations to the University or to any department or division of the University. A student who fails to meet a financial obligation within ten (10) days after the date of 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 obtain an official transcript until the Registrar has been notified that the obligation has been settled.

The University expects all students to register for classes and pay tuition prior to the first day of class. Class schedules will be cancelled for students who fail to pay or make arrangements to pay by the due date on the statement rendered by the University. A late payment charge of \$100 may be assessed. Failure to receive a bill does not relieve the student of the obligation to pay tuition and fees by the due date.

***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 incurred by the University.***

## Tuition and Fee Refund Policy

Tuition refunds or reductions in outstanding fee liabilities for students who officially withdraw through the Registrar's Office or TopNet, or who change their status from full-time to part-time or further reduce their part-time status through drop/add, will be made according to the schedules below. The refund percentage is applied to the number of credit hours dropped, not the dollar amount of the tuition and fees assessed.

**To calculate a refund:** Multiply the refund percentage by the number of hours dropped. This number is subtracted from the student's current liable hours.

For more information visit [here](#).

## Residency

The determination of residency for admission and tuition assessment is governed by state regulation 13 KAR 2:045. The regulation can be reviewed [here](#). Enrolled students may contact Graduate Studies & Research for additional information.

# Admission

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## Application

Students seeking a graduate degree must apply for admission by completing the online graduate application available [here](#).

All students seeking admission into a graduate degree program should submit the Graduate Studies application by the following dates:

Fall Semester: June 15

Spring Semester: November 15

*(Please note, the some programs have earlier dates for application submission.)*

Application and all supporting materials (e.g., transcripts, GRE/GMAT, teaching certificate) need to be received in Graduate Studies by the above dates to ensure adequate time for departmental review. To be eligible for any type of financial aid or a graduate assistantship, students must be admitted in good standing to a degree program. Non-degree seeking students are ineligible for financial aid and graduate assistantships. Rank I students are also ineligible for financial aid.

## Application Fee

A first-time WKU graduate applicant is charged a non-refundable application fee presently set at \$40, first-time international WKU graduate applicant is charged a non-refundable application fee presently set at \$45. Previous WKU graduate applicants are not subject to this fee. This fee is subject to change at any time without prior notice. Under no circumstances will this fee be refunded (e.g., a student is not admitted into the program).

## Transcript Record

Graduates of accredited institutions other than Western Kentucky University must request that one official transcript showing the completed undergraduate degree be sent to Western Kentucky University. The transcript must be forwarded from the college or university registrar directly to the Office of Graduate Studies and Research at 1906 College Heights Blvd., #11010, Bowling Green, KY 42101. Applicants who have not completed the undergraduate degree are required to submit one official transcript at the time of application and one official transcript upon completion of the degree. Transcript records should be submitted for any graduate and undergraduate courses taken at any institution other than WKU. ***Transcripts sent to Graduate Studies become the property of the University and will not be returned to the student under any circumstances nor will a copy of the transcript be given to the student.***

## Standardized Examination Scores

Individual programs may have more stringent requirements than the Office of Graduate Studies, but all students must meet the minimum Graduate Studies requirements to be considered for admission. Any program with established, Graduate Council approved admission guidelines that rely on other metrics may continue to utilize them.

Registration materials for the GRE and GMAT are available at the [Counseling and Testing Center](#), the Office of Graduate Studies and Research, <http://www.gre.org>, or <http://www.mba.com/>, or by calling 1 (800) 473-2255.



## Graduate Record Examination (GRE)

The GRE General Test measures the verbal and quantitative reasoning, critical thinking and analytical writing skills. If required by the program the student is applying to, standardized test scores must be received by the Office of Graduate Studies and Research prior to admission. In these cases, the admission decision will be based upon the undergraduate transcript, the GRE score, and other materials required by the program to which the student is applying.

If a student has a master's degree from an accredited institution in a field of study related to the desired program, the student may request that the completed master's degree be considered as a substitute for the GRE General Test. Each program has the discretion to approve this exception to the GRE requirement. Programs that do not approve exceptions to the GRE require the following admissions criteria:

- GRE score minimums of a 139 for Master's programs, 142 for Specialist degrees, and 145 for Doctoral programs on each of the sections (Verbal and Quantitative), respectively.

For example, a GRE score of 290 (145 on Verbal + 145 on Quantitative) and a grade average of 3.5/4.0 would produce a GAP score of 640, calculated as  $290 + (100 * 3.5)$ . It is important to note that GRE scores in each area must be at the minimums or above. For example, a score of 135 on the Verbal section and of 150 on the Quantitative section would disqualify admission regardless of the GAP score calculated because one score is below the minimum threshold. Because the calculated GAP score is a summation of the combined GRE scores and undergraduate (or graduate) grade point average multiplied by 100, both the GRE and transcript record are essential for making an admission decision. The GRE General Test also includes a writing component; some programs have established a minimum Analytical Writing score requirement.

*NOTE: The method in which GRE and other standardized test scores are reported may change. For applicants that took the GRE prior to August 1, 2011 the following GAP formula should be utilized: The GAP score is the sum of the GRE Verbal & Quantitative scores times the overall undergraduate grade point average.*

*For example, a GRE score of 800 (Verbal + Quantitative) and a grade average of 3.5/4.0 would produce a GAP score of 2800. Because GAP is a product of the GRE score and undergraduate grade point average, both the GRE and transcript record are essential for making an admission decision. The GRE General Test also includes a writing component; some programs have established a minimum Analytical Writing score requirement.*

*Most programs requiring a GAP score require a minimum of 2200, although individual degree programs may be higher. Previous graduate course work does not have any bearing on admission requirements, i.e., GAP score calculation. For students who took the GRE General Test prior to October 1, 2002, most programs requiring the GAP score require a minimum 3500 or better. This GRE General Test consisted of verbal, quantitative, and analytical sections, and in this case the GAP score is generated by the sum of the three parts of the GRE times the overall undergraduate grade point average.*

## GMAT Score

Admission decisions to the Master of Business Administration are based upon the scores of the Graduate Management Admission Test. The requirements for general admission to the MBA program are a 500 total GMAT test score and a GAP score of 1050 (calculated as follows: undergraduate grade point average multiplied by 200, plus GMAT score).

## Other Standardized Tests

It is recognized that other exams exist and that scores from these alternatives are often used in lieu of GRE and GMAT results. The decision to use these instruments, along with the minimum scores, should be approved by Graduate Council as an alternative admission procedure.

## Admission Requirements

*Individual programs may have more stringent requirements than the Office of Graduate Studies, but all students must meet the minimum Graduate Studies requirements to be considered for admission.*

## Master's Degrees

Applicants for a master's degree program must:

1. Submit a completed application, along with a \$40.00 (non-refundable) application fee by the admission deadline;
2. Have completed a bachelor's degree from an accredited college or university (applicants from nonaccredited institutions: see Applicants from Non-Regionally Accredited Institutions);
3. Have adequate preparation in the field of specialization;
4. Submit qualifying standardized test scores and other required materials, if required by the specific program
  - For students who took the GRE General Test (Verbal, Quantitative, and Analytical) prior to October 1, 2002, most programs requiring the GAP score require a minimum 3500 or better,
  - For students who took the GRE General Test on or after October 1, 2002 but prior to August 1, 2011, programs requiring the GAP score require a minimum 2200 or better,
  - For students who took the GRE General Test on or after August 1, 2011, programs requiring the GAP score necessitate a minimum 550 score and 139 minimum scores on both the Verbal and Quantitative sections, (applicants to the MBA Program must have a GMAT score of 500 and a GAP score of 1050); and
5. Appropriate language training or test scores for international students.

Graduate course work may be used as an admission requirement (i.e., GAP score calculation) in lieu of the undergraduate grade point average should the program choose to do so providing that there is no less than 12 graduate credit hours available for consideration.

## Specialist Degrees

Applicants for a specialist degree program must:

1. Submit a completed application, along with a \$40.00 (non-refundable) application fee by the admission deadline;
2. Have completed a master's degree from an accredited college or university (exception: Ed.S. in School Psychology does not require an applicant to hold a master's degree);
3. Have adequate preparation in the proposed field of specialization;
4. Submit a copy of current teaching certificate (for students applying for the Ed.S. in Elementary Education, Secondary Education or School Administration only);
5. Have earned a score not less than:
  - For students who took the GRE General Test prior to October 1, 2002
    - 1250 on the GRE General Test (Verbal, Quantitative, and Analytical) , OR have a grade point average of not less than 3.5 on the course work for the master's degree program (the specialist degree in School Administration requires a 3.5 GPA and 1250 GRE score)
  - For students who took the GRE General Test after October 1, 2002 but prior to August 1, 2011
    - 850 on the GRE General Test (Verbal and Quantitative) and a Writing Score of 4.0, or have a grade point average of not less than 3.5 on the course work for the master's degree program (the specialist degree in School Administration requires a 3.5 GPA and 850 GRE score)
  - For students who took the GRE General Test after August 1, 2011
    - GRE scores with minimums of 142 on the Verbal and 142 on the Quantitative sections of the examination
    - The GAP score is a required minimum 555 combined score and a Writing Score of 4.0, OR have a grade point average of not less than 3.5 on the course work for the master's degree program (the specialist degree in School Administration requires a 3.5 GPA and 555 GAP score); and
6. Submit three letters of recommendation from graduate faculty and professional associates.

Graduate course work associated with a completed degree may be used as an admission requirement (i.e., GAP score calculation) in lieu of the undergraduate grade point average should the program choose to do so.

## Doctoral Degrees

Applicants for doctoral programs must:

1. Submit a completed application, along with a \$40.00 (non-refundable) application fee by the admission deadline;
2. Have completed a bachelor's degree (or higher, as specified by program) from an accredited college or university (applicants from non-accredited institutions: see Applicants from Non-Regionally Accredited Institutions);
3. Have adequate preparation in the field of specialization;
4. Submit any specialized materials that may be required by the program;
5. Submit qualifying standardized test scores, if required by the specific program, applicants to some doctoral programs need to have
  - GRE scores with minimums of 145 on the Verbal and 145 on the Quantitative sections of the examination and a Writing Score of 4.0,
  - A minimum GAP score of,
    - For students who took the GRE General Test (Verbal, Quantitative, and Analytical) prior to October 1, 2002, programs requiring the GAP score set a minimum of 3500,
    - For students who took the GRE General Test (Verbal and Quantitative) after October 1, 2002 but prior to August 1, 2011, programs requiring the GAP score set a minimum of 2200,
    - For students who took the GRE General Test (Verbal and Quantitative) after August 1, 2011, programs requiring a GAP score set a minimum of 600, and
6. Appropriate language training or test scores for international students.

Graduate course work associated with a completed degree may be used as an admission requirement (i.e., GAP score calculation) in lieu of the undergraduate grade point average should the program choose to do so.

## Graduate Certificate Programs

Students may apply to a graduate certificate program; however, admission or completion of a graduate certificate does not guarantee admission to a graduate degree program. Admission to pursue a graduate certificate is based upon a bachelor's degree and adequate preparation in the area of study. A maximum of 12 hours of graduate certificate course work, if appropriate, may be duplicated on any other degree program or certificate; however, no more than half of the credits earned toward one certificate may be applied to any other certificate.

## Applicants from Non-Regionally Accredited Institutions

Graduates of non-regionally accredited, four-year educational institutions may be considered for admission to a master's degree program with adequate preparation in the field of specialization and a minimum of 40 hours of general education course work, including the following:

1. At least 6 semester hours (or the equivalent) in each of the areas of communication, humanities, and natural science.
2. At least 12 semester hours (or the equivalent) in social and behavioral studies, including history.
3. At least 2 semester hours (or the equivalent) in mathematics or logic.

## Transient Students

Students working toward a degree at other institutions must complete an Application for Admission and pay the required application fee, but are not required to submit transcripts. Instead of official transcripts, they must submit a letter from the graduate dean of the degree-granting institution verifying good standing status to the Office of Graduate Studies at WKU prior to enrollment.

## Non-Degree Seeking Students

Students not seeking a graduate degree must submit an Application for Admission along with the current application fee and, if not a WKU graduate, submit all transcripts from colleges attended to the Graduate Studies Office. Should the non-degree seeking student later apply for and be granted admission to a degree

program, no more than 12 hours taken while in the non-degree category may be used to fulfill degree requirements. Non-degree seeking students are not eligible for financial aid or graduate assistantships.

### International Students

Applicants who are not U.S. citizens must submit the following materials for admission:

1. Properly completed International Application for Admission;
2. All students who have attended a college/university outside the United States must have a professional course-by-course transcript evaluation by a member of the National Association of Credential Evaluation Services (NACES). Transcript evaluations should be sent directly to the Graduate College from the evaluator. A list of NACES members can be found [here](#).
3. GMAT (if seeking admission to the MBA program);
4. Evidence of ability to communicate in English, (a minimum of 550 on the paper based TOEFL, a minimum of 79 on the iBT TOEFL, or a minimum of 6.5 on the Academic Version IELTS); and
5. Evidence of adequate financial resources.

After the international student has submitted these application materials, evaluation is made within the department offering the degree program. ***Official transcripts sent to WKU will not be returned to the student for any reason.*** Students who wish to keep an official transcript should request two copies from the undergraduate institution. International students must participate in orientation and testing of English proficiency three days prior to the beginning of the regular registration period. Students found to be deficient in English skills must take remedial course work. Health insurance must be purchased upon arrival at the University. For additional information, contact International Student & Scholar Services at (270) 745-4857.

### Senior Citizens

A senior citizen (65 years or older) who holds a bachelor's degree may be admitted to Graduate Studies as a Special Student. Upon completion of 12 hours of course work in a degree program with a minimum grade point average of 3.0, the student may be admitted to that degree program.

### Alternate Admission

Applicants who do not meet admission requirements may pursue alternate admission. In that process, the admission decision may be based upon consideration of accomplishments and qualifications as evidenced by a professional portfolio consisting of the record of vocational attainment and recognition; a statement of goals indicating commitment to pursue graduate education; letters of support from instructors, co-workers, or work supervisors; scholarly papers and/or projects; and any other supportive materials. This additional information is considered by an academic college alternate admission committee and may result in one of three recommendations: full admission to Graduate Studies; conditional admission (full admission to be based upon performance in specified undergraduate/graduate course work); or denial of admission. Some departments may have more specific guidelines on alternate admission materials.

Appeal requests for admission requirements for the specialist or doctoral degree program should follow the procedure outlined above for the master's program.

### Second Master's Guidelines

The student who wishes to earn a second master's degree from Western Kentucky University must apply for and gain admission to the new program and satisfy all requirements (specific course work, research tool, thesis, etc.) for the new degree. No more than 12 hours of previous course work, whether transferred from another university, from the previous master's degree at WKU (or a combination of the two) or as a non-degree seeking student at WKU may be used to fulfill program and research tool requirements. Any course work used must be earned within the six years allowed for the second master's degree program.

### Seeking Dual Degrees

Students may seek two master's and/or specialist degrees simultaneously. However, doctoral students may pursue only one degree program at a time. Students may pursue a certificate (e.g. Women's Studies Certificate, Leadership Studies, and Certificate, etc.) along with any graduate degree program.

**Readmission**

If a graduate student is not enrolled in the semester in which he or she initially applied or have not enrolled in more than three semesters, the student must be readmitted. A Readmit Form may be obtained from the Office of Graduate Studies or via email at [graduate.studies@wku.edu](mailto:graduate.studies@wku.edu). Once admitted to a program or enrolled in courses, a student may complete a readmission application online at the website [here](#).

**Academic Common Market**

Kentucky, along with 12 other southern states, participates in the Academic Common Market—an interstate agreement for sharing non-duplicative academic programs. Selected graduate programs are included in this cooperative arrangement. A Kentucky resident who has gained admission into one of these selected out-of-state programs can enroll and pay the respective state's resident tuition. A listing of the programs is available from the Director of Undergraduate Admissions.

# Policies and Procedures

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The Office of Graduate Studies and Research and all colleges and departments of the University have policies and procedures that must be met before a degree is granted. These requirements are described in this bulletin and in program documents provided by the academic departments.

## Student Responsibilities

The student is responsible for becoming informed of and for fulfilling all degree related requirements. If requirements for graduation have not been met, the degree will not be granted. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation.

## Appeal of Graduate Regulations

The Graduate Council, which represents the graduate faculty, reviews and recommends policies pertinent to the graduate program. In that capacity, the Graduate Council functions as the hearing body for requests for waiver of graduate policies and regulations.

Requests for waiver of Graduate Studies regulations such as minimum admission requirements, time limit for program completion, candidacy requirements, etc., that apply to all graduate programs are considered by the Dean of Graduate Studies and the Graduate Council. The student must present the request in writing, along with supportive documentation, to the Office of Graduate Studies. Requests for waiver of departmental graduate requirements such as higher grade point average, undergraduate preparation, prior certification, demonstrated performance, etc., that are unique to the particular program are considered by the departmental graduate committee. The request must be made in writing to the graduate advisor or the department head in order for it to be considered by the graduate committee. The graduate advisor or department head will inform the student of the outcome. In the event that the student is not satisfied with the college committee's decision, the Graduate Council will act upon the appeal. The Office of Graduate Studies and Research informs the student of the outcome.

Students failing to meet admission requirements should consult the catalog statement on Alternate Admission Requirements.

## Student Complaint Procedure

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

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

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

**Step 4** *University Level.* Should the student or the faculty member desire to appeal the decision of the College Complaint Committee, a formal written notice of appeal may be submitted to the University Complaint Committee chair, with a copy to the Provost and Vice-President for Academic Affairs, within two weeks of the decision of the College Complaint Committee. The chair of the University Complaint Committee will provide the student and the faculty member involved with a copy of the University Complaint Committee's Procedural Guidelines. The University Complaint Committee will secure copies of the written proceedings from the department head and the College Complaint Committee. The University Complaint Committee will schedule a conference where the faculty member and the student jointly discuss the issue. Neither the faculty member nor the student will be allowed representation at the conference. The committee's decision will be sent to the Provost and Vice-President for Academic Affairs, with a copy being sent as a matter of record to the student, faculty member, faculty member's department head and the faculty member's college dean. The Office of the Provost and Vice-President for Academic Affairs will see that decisions of the University Complaint Committee are carried out. The University Complaint Committee's decision is final.

## Privacy Policy

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

## Course Load

In general, the number of semester hours of credit that may be earned during a given term may not exceed the number of weeks of instruction. During a regular semester, the course load for a full-time graduate student is 9-15 hours with 9 being the minimum and 15 the maximum. Students are discouraged from requesting approval of a course overload.

Graduate assistants may carry a course load of 9-12 hours during each semester while holding an assistantship appointment.

## Course Numbering

**500-800** Courses numbered 500 and above are open to graduate students only.

**400G** Upper division undergraduate courses numbered at the 400-level and have a “G” designation (e.g., ENG 401G) may be taken for graduate credit. In these courses, graduate students are expected to complete additional course requirements as prescribed by the instructor. However, a student who has taken a particular 400-level course may not repeat that same course for 400G level credit. A maximum of 12 hours of 400G courses may be applied to the master’s degree. Neither specialist nor doctoral degree candidates may use any 400G-level courses to fulfill degree requirements.

**000-400** Courses numbered at the 400-level or below cannot be taken for graduate credit. Courses of this nature are counted in a student’s overall GPA, but will not affect the student’s degree GPA.

## Grading and the Quality Point System

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, credit is awarded towards a degree, but no quality points are assigned. The “P” designation 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. The IP designation is restricted to specific courses designed to span more than one term. Unless approved otherwise, an IP designation unresolved at the end of one year after its assignment will be converted to an F.



## Academic Offenses

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

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

- **Academic Dishonesty** Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.
- **Plagiarism** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.
- **Cheating** No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.
- **Other Type of Academic Dishonesty** Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

## 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.

## Repeating a Course

A course in which a student has received a passing grade (C or better) may not be repeated for the purpose of raising the grade. If a course is repeated in which a passing grade was received, the course credit(s) will only count once toward the program and both grades will be used in calculating the GPA. A course in which a grade of D or F is received must be repeated if the course is used in meeting degree requirements. When the course is repeated, the course credit(s) will only count once toward the program and both grades are used in calculating the GPA. If the course is not being used to fulfill degree requirements it may be repeated and both grades are used in computing the overall grade point average. *In graduate education, grades are not replaced by repeating courses.*

## Course Descriptions

Course descriptions may be found in the respective department's section of the Graduate Catalog and are available through TopNet. To view a course description, go to TopNet from Western Kentucky University's homepage Quick Links. Once at the TopNet Registration homepage, select "Course Catalog" then "View

Course Descriptions.” To choose a course, locate the department in the drop-down menu and select “Go,” then choose the course number and select “Go.”

## Recording of Grades

Grades are recorded in the Office of the Registrar as reported by the faculty at the end of each term. No grade filed in that office 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.

## Grades

Candidates for graduate degrees and/or certificates are required to maintain a combined average grade of B (3.0 grade point average) in all course work. Grades lower than a C may not be used in meeting degree or non-degree requirements. 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 Form C) and overall cumulative GPA will not be awarded a degree or certificate.

## Graduate Academic Probation and Dismissal

Graduate students must maintain a 3.0 grade point average (GPA) for all courses taken at WKU and those graduate courses transferred to WKU to fulfill graduate program requirements. Students must maintain a minimum grade point average of 3.0 in both the major and the cumulative (overall) GPA to earn a degree or certificate. If a student's overall GPA falls below 3.0, the student will receive a letter of academic warning informing the student that the GPA is below 3.0. The student will have one additional full-time semester or the equivalent (9 hours) to remove the academic probation by attaining a 3.0 cumulative GPA. If the GPA remains below a 3.0 after completing the one semester of full-time course work or the equivalent (9 hours), the student may not register for any additional graduate credit at WKU and will be dismissed from the graduate program. Students placed on academic probation are not eligible for graduate assistantship appointments.

Any student failing to obtain the required 3.0 GPA after the probationary period who wishes to be readmitted to Graduate Studies must submit a written academic plan detailing how the required GPA can be obtained. The request for readmission must have the support of the graduate faculty in the academic program before being reviewed/considered in Graduate Studies. This request for readmission must be submitted with a new application following the semester of academic probation. Each case will be reviewed by the Dean of Graduate Studies and Research for a determination regarding readmission to the desired academic program. Readmitted students will have one full-time semester or the equivalent (9 hours) to remove the academic probation by attaining a 3.0 cumulative GPA. Please note that each program reserves the right to apply more restrictive requirements to graduate students regarding probation and dismissal.

## Dismissal

Graduate students may be dismissed from the program for having failed twice the final comprehensive examination for the graduate degree. A graduate student may also be dismissed from the graduate program if the overall GPA, as a graduate student, (including graduate and undergraduate course work) falls below 3.0 as described in the academic probation section above.

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.

## Time Limitation for Completion of Degrees

### Master's, Certificate, and Specialist Degrees

All requirements for graduate degrees must be completed within six years from the date the first course is taken. Failure to complete a degree in six years will result in the loss of all credits taken outside of the time limit. Students may request an extension to be approved by the Dean of Graduate Studies and Research. Extensions are considered on a case-by-case basis, and a student is not guaranteed approval. All records are purged after six years from the date of last enrollment at the university or degree completion.

### Doctoral Programs

All requirements for the doctoral degree must be completed within ten years of initial enrollment in the doctoral program. Failure to complete a degree within the specified time limit will result in those courses not being counted towards the doctoral degree. Students may request a one-time, one-year extension to be considered by the Dean of Graduate Studies on a case-by-case basis and a student is not guaranteed approval.

## Currency of Courses

### Master's, Certificate, and Specialist Degrees

Courses to be used as part of a Masters, Certificate, or Specialist program should be no older than six years at the time of graduation. Courses older than six years may be counted toward program requirements if approved by the program director, college dean, and the dean of Graduate Studies. Students should check with their advisors to determine whether they are eligible to seek approval for an exception to the course currency policy. Courses to be transferred must also meet transfer credit policies.

### Doctoral Programs

Courses to be used as part of a doctoral program should be no older than ten years at the time of graduation. Courses older than ten years may be counted toward program requirements if approved by the program director, college dean, and the dean of Graduate Studies. Students should check with their doctoral advisors to determine whether they are eligible to see approval for an exception to the course currency policy. Courses to be transferred must also meet transfer credit policies.

## Credit Prior to Program Admission

The total number of credits master's and specialist degree students may apply to their degree program from credits earned prior to admission to the program (courses taken during the senior semester, unclassified status courses, transfer courses, previous master's courses, previous certificate courses) may not exceed twelve (12) hours. EdD students may count up to 15 hours of previously completed courses toward their degree programs.

## Transfer Credit

### Transfer of Graduate Credits for Masters, Specialists, and Certificate Programs

A maximum of 12 transfer credits may be used in any master's or specialist degree program. However, some programs have more restrictive policies regarding the number of hours that will be accepted in a particular program. In any case, the following requirements must be met:

1. The credit(s) must have been earned at an accredited graduate institution.
2. The course work to be transferred must be properly designated as having been taken for graduate credit.
3. The grade point average must be at least 3.0 (4.0 scale) on all graduate course work appearing on the transcript before specific courses can be transferred.
4. Additionally, the courses to be transferred must carry a grade of 3.0 (4.0 scale) or better.
5. For master's, certificate, and education specialist programs, credits must have been earned within the six-year time limit for degree completion. Individuals needing additional time may request for a

one-time, one-year extension from Graduate Studies. It is unusual for Graduate Studies to grant such request.

6. Any course(s) to be transferred must be appropriate for degree completion.
7. Although requirements 5 and 6 above are general rules for transfer credit, program chairs and advisors in coordination with the Office of Graduate Studies may use their discretion regarding time limits on or appropriateness of transfer credits. Transfer courses must meet policy requirements regarding currency of the course.
8. If applicable, at least 12 hours in the major area and at least 6 hours in the minor area must be taken at WKU.
9. No more than a total of 12 hours of courses taken while admitted as non-degree seeking student, enrolled in another program, or transferred from another institution may be used in any master's degree program at WKU.
10. Must meet requirements of Course Currency Policy.

*The "Transfer Credit Practices" report published by the American Association of Collegiate Registrar's and Admissions Officers is the reference used in evaluating credits.*

Transfer credits taken during the final semester of a program will delay program completion until official transcripts have been received in the Office of Graduate Studies and Research. In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. A majority of credits applied toward certificate requirements must be earned at Western Kentucky University.

#### **Transfer of Graduate Credits for Doctoral Programs**

A maximum of 15 transfer credits may be permitted in a doctoral program. However, some programs have more restrictive policies regarding the number of hours that will be accepted in a particular program. In any case, the following requirements must be met:

1. The credit(s) must have been earned at an accredited graduate institution.
2. The course work to be transferred must be properly designated as having been taken for graduate credit.
3. The grade point average must be at least 3.0 (4.0 scale) on all graduate course work appearing on the transcript before specific courses can be transferred.
4. Additionally, the courses to be transferred must carry a grade of 3.0 (4.0 scale) or better.
5. Any course(s) to be transferred must be appropriate for degree completion.
6. Although requirement 6 above is a general rule for transfer credit, program chairs and advisors in coordination with the Office of Graduate Studies may use their discretion regarding time limits on or appropriateness of transfer credits. Transfer courses must meet policy requirements regarding currency of the course.
7. If applicable, at least 12 hours in the major area and at least 6 hours in the minor area must be taken at WKU.
8. No more than a total of 15 hours of courses taken while admitted as non-degree seeking student, enrolled in another program, or transferred from another institution may be used in any doctoral degree program at WKU.
9. Must meet requirements of Course Currency Policy.

*The "Transfer Credit Practices" report published by the American Association of Collegiate Registrar's and Admissions Officers is the reference used in evaluating credits.*

Transfer credits taken during the final semester of a program will delay program completion until official transcripts have been received in the Office of Graduate Studies and Research. In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. A majority of credits applied toward certificate requirements must be earned at Western Kentucky University.

## Independent Study Courses

A maximum of 6 hours of workshops, independent studies, special problems, individual special topics, and readings in the discipline may be used on any degree program.

## Graduate Advising

Upon admission to a graduate program, each student is assigned a major advisor from the graduate faculty in the respective department. Although student advising at Western Kentucky University is specifically designed to assist students as they progress through degree programs, *it is the responsibility of all students to be thoroughly familiar with all rules, regulations, and requirements pertaining to graduate study.*

## Master's Thesis and Specialist Project Committees

Students pursuing graduate programs requiring the thesis or specialist project are assisted by a thesis or specialist project committee. The student in conjunction with the committee chairperson selects at least two additional graduate faculty members.

In some cases, an individual who is not a part of WKU's faculty may be asked to serve on a thesis or specialist project committee. Prior to this service, such an individual must qualify and be recommended for adjunct membership on WKU's graduate faculty. An individual who has expertise in a pertinent area, but who does not meet the requirements for appointment to regular or associate membership on the graduate faculty, may serve as a fourth member of the committee with approval of the Dean of Graduate Studies.

## Doctoral Committees

Students pursuing doctoral degrees are required to complete a dissertation or culminating assessment as determined by the program. Committees consist of a minimum of three members of qualified graduate faculty, representing at least two distinct departments. Students will pass the culminating assessment if no more than one member casts a dissenting vote. If they do not pass the culminating assessments, the committee may grant students permission to one second opportunity, which will be given under the conditions stipulated by the committee. Students can take a second culminating assessment no earlier than the semester following their first opportunity. Normally, the same committee serves from appointment to program completion for a student.

Students may assist in the formation of this committee but final approval of the constituency of this committee lies with the Dean of Graduate Studies. Once the committee is identified, then a completed Form G must be submitted for approval to the Dean of Graduate Studies.

## Change of Program

Students who wish to change from one program of study to another must apply for readmission by completing a new graduate application or readmit application. Admission to the desired program must be gained, and such admission constitutes a new date of admission. The advisor(s) assigned to the new program will evaluate any previously-taken courses for their applicability to the new program. Students may submit a change of program online at the website [here](#).

## Program of Study (Form B/C)

All degree-seeking students must submit a planned program of study (Form B/C for master's and doctoral students or Certificate Program for certificate students) to the Office of Graduate Studies and Research within the first semester (or up to 12 credit hours) of course work (inclusive of transfer credit). The degree program is to be developed in consultation with and approved by the advisor(s) assigned at the time of admission. If a program of study is not on file with the Office of Graduate Studies and Research, a student will not be permitted to enroll in a second semester or beyond 12 hours of courses (whichever comes first).

Removal of this hold is contingent upon receipt and approval of the program of study (Form B/C). No exceptions will be made regarding this matter.

All degree programs must be reviewed and approved in the Office of Graduate Studies and Research. Students in education graduate programs must have degree programs approved by the Teacher Certification Officer prior to submitting the program to Graduate Studies. The total number of credits master's and specialist degree students may apply to their degree programs from credits earned prior to admission to the program (courses taken during the senior semester, unclassified status courses, transfer courses, previous master's courses, previous certificate courses) may not exceed 12 hours; EdD students may apply up to 15 hours of previously-completed course work.

Non-degree education programs are reviewed and approved in the Office of Teacher Certification. Students entering the planned fifth-year (Rank II) or sixth-year (Rank I) professional education programs must have an approved program of study on file in the Office of Teacher Certification. These planned programs lead to the Rank II or Rank I salary classifications as recognized by the Kentucky Department of Education. The approved program must be on file before a letter certifying completion of hours can be sent to the appropriate board of education.

## Course Substitutions

Any change in the approved program of study must be specified on a [Course Change Form](#), approved by the advisor and the Teacher Certification Officer (if applicable), and submitted to Graduate Studies for final approval. Course changes include the addition or deletion of a course, the substitution of a transfer course, or substitution of another course offered by WKU for a course on the program. The final approval should be obtained prior to enrollment in the course(s) affected by the requested course change.

## Research Tool Grades

For those students who choose programs that allow course work in lieu of the foreign language requirement, a minimum grade of B must be attained for the research tool. The research tool is included in the grade point average. Research tool requirements must be met prior to attaining admission to candidacy. The research tool should be completed within the first 15 hours of the graduate program.

## Foreign Language Examination

Students may choose to complete the research tool requirement by taking a foreign language examination. The foreign language application must be filed and approved prior to the completion of the examination. Applications for the foreign language examination are available [here](#), in the Office of Graduate Studies and Research or in the Department of Modern Languages & Intercultural Studies.

## Admission to Candidacy (Form D)

Admission to candidacy is a traditional component of graduate study, the purpose of which is to provide a planned, formal review of the student's progress toward the specified program of study. The review enables the student, in consultation with appropriate University officials, to make warranted changes in the program. Admission to candidacy should be an expression of confidence that the student will (with appropriate, continued effort) be able to complete all requirements for the degree. All degree-seeking graduate students must apply for and be admitted to candidacy by submitting an [Admission to Candidacy Form \(Form D\)](#) to the Office of Graduate Studies. Admission to Graduate Studies and Research and admission to program candidacy are two separate procedures.

### Admission to Candidacy Requirements

1. An approved program of study (Form C).
2. Removal of any deficiencies or conditions for admission.
3. Attainment of at least a 3.0 grade point average in course work included in the program of study (courses on approved Form C) and at least a 3.0 overall GPA at the time of admission to candidacy.

4. Completion of the foreign language examination or research tool as specified for the program.
5. Approval of the major advisor and Dean of Graduate Studies and Research.
6. Adhere to additional degree specific requirements as stated below.

### **Master's/Specialist Degrees**

Students seeking master's or specialist degrees should submit a Form D before the completion of 21 credit hours and after completing at least 15 hours of course work and, if applicable, completing the research tool and removing any deficiencies with a grade of A or B. The Form D must be submitted no later than one semester prior to the intended semester of planned degree completion. Failure to meet the filing deadline for the Form D may delay graduation by at least one semester.

Students seeking a degree who have not filed a Form D prior to the completion of 21 hours of course work are subject to a registration hold. This hold will not be removed until the Form D is signed by the major advisor, and received in the Graduate Studies office. Failure to complete this requirement can delay graduation by at least one semester.

### **Doctoral Degrees**

Doctoral students are required to pass a qualifying exam or equivalent assessment prior to admission to candidacy (Form D). Once doctoral students have registered for any portion of the final 9 course credits (excluding dissertation/clinical residency-credits), they should apply for the qualifying examination or assessment with their dissertation chair. Doctoral students should submit their applications for candidacy after they complete the requirements to be admitted as a candidate for the degree.

## **Thesis, Specialist Project, or Dissertation**

The program of a student pursuing the master's thesis or specialist project must contain 6 hours of credit in 599-Thesis Research and Writing or in 699-Specialist Project. Students in the Doctor of Educational Leadership program must have 12 hours of credit in EDAD 799-Dissertation Research.

The thesis/project must be submitted to the Office of Graduate Studies following approval by the student's committee members. Contact Graduate Studies and Research for semester dates.

Instructions and requirements for preparing, submitting, and distributing the thesis or specialist project are given in the [Guidelines for Master's Thesis, Specialist Project Reports, and Dissertations](#). *It is the student's responsibility to obtain and comply with these guidelines.*

## **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 until the thesis or project has been submitted and approved. To maintain matriculation, the student must register for 600 (thesis), 700 (project), or 800 (dissertation) during any semester or summer term in which he/she will be actively pursuing the thesis/project or will be submitting it for approval. Enrollment in matriculation courses does not result in a grade or credit toward any degree or non-degree program.

## **Comprehensive Examination**

All graduate degree programs require that either a written or an oral examination be satisfactorily completed, or that an approved capstone course be successfully completed. For students in master's degree programs with thesis (Plan A), an oral defense of the thesis is required. For doctoral students, an oral defense of the dissertation is required. Students must meet the following guidelines before they are permitted to attempt the comprehensive examination:

1. Gain admission to candidacy (Form D on file with Graduate Studies and Research),
2. Complete at least one half of the course work in an approved program minor (if applicable),
3. Have no more than nine hours remaining on the approved program, and
4. Complete any additional requirements as specified by faculty in the department in which the program is housed.

The major advisor or dissertation chair, in consultation with the student, appoints the oral examination committee consisting of three graduate faculty members. If the student's program includes a minor, or a significant amount of course work in an area outside the major, one of the committee members must represent that area. The chairperson will notify Graduate Studies of the results of the examination by sending a Comprehensive Examination Report (Form E). The department or dissertation chair is responsible for turning in the results of the examination to Graduate Studies. Failure to receive the Form E can delay graduation by at least one semester. The Form E will not be accepted by students.

## Undergraduate Student Enrollment in Graduate Courses

Undergraduate students at Western Kentucky University may enroll in graduate-level courses. Several conditions must be met to facilitate such enrollment:

1. Students must file all appropriate paper work through the Office of Graduate Studies and Research.
  - (a) Application for Undergraduate Enrollment in Graduate Courses Form, which can be downloaded [here](#).
  - (b) Letter of recommendation from director of graduate program (or department head) that speaks to the student's ability to perform at the graduate level and justification of the appropriateness of enrollment in such courses.
2. Undergraduate students must have declared a major or minor in the subject area or a closely related area for which the graduate course is offered.
3. Students must have a minimum cumulative GPA of 3.0 in the major or minor area to which the graduate coursework is closely related.
4. Students may enroll in no more than 15 hours of coursework (graduate and undergraduate combined) in any semester in which enrollment in graduate-level courses occurs.
5. With the concurrence of the student's undergraduate advisor, department head and dean, graduate coursework may be used to satisfy undergraduate degree requirements; however, graduate credit hours used to meet the requirements for a baccalaureate degree may not be used toward a graduate degree.

## Graduation Checklist

The Graduate Studies and Research office does its best to notify students of missing requirements; however, it is the responsibility of the student to file all paperwork as specified in the guidelines set forth in this catalog. Failure to do so will result in delays of official degree completion. (Note: The Registrar's Office has 6 to 8 weeks after the end of the semester to post degrees and mail diplomas to all graduating students. Failure to submit all required documents by university deadlines may result in delayed graduation.)

- Approved degree program (Form B/C) on file
- Approved for Admission to Candidacy (Form D)
- Any and all course changes made to the degree program
- All transcripts for transfer credit received and approved
- Successful completion of all course work for the program
- Thesis/Specialist Project/Dissertation submitted and approved by all committee members
- Successful completion of the comprehensive examination or capstone experience
- Report on Comprehensive Exam/Capstone (Form E) received by Graduate Studies and Research
- Application for Graduation fee received in the Registrar's Office
- All grades posted on transcript



# College of Education and Behavioral Sciences

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Sam Evans, Dean

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2038 Gary A. Ransdell Hall | Phone: (270) 745-4662 | FAX: (270) 745-6474 | <http://www.wku.edu/cebs>

## Departments

Counseling and Student Affairs  
Educational Administration, Leadership, and Research  
Educational Leadership Doctoral Program  
Military Science & Leadership (offers only undergraduate programs and/or courses)  
Psychology  
School of Teacher Education

## Degrees Offered

### Doctor of Education (EdD)

Educational Leadership

### Master of Arts (MA)

Psychology

### Master of Arts in Education (MAE)

Adult Education  
Counseling  
Education and Behavioral Science Studies  
Elementary Education for Teacher Leaders  
Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders  
Literacy Education  
Middle Grades Education for Teacher Leaders  
School Counseling  
Secondary Education  
Secondary Education for Teacher Leaders  
Special Education for Teacher Leaders: Learning and Behavior Disorders (LBD)  
Special Education: Moderate and Severe Disabilities (MSD)  
Student Affairs in Higher Education

### Master of Arts in Teaching (MAT)

Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification  
Special Education Initial Certification: Learning and Behavior Disorders

### Master of Science (MS)

Instructional Design  
Library Media Education

### Specialist in Education (EdS)

Counselor Education  
Elementary Education  
School Administration  
School Psychology  
Secondary Education

**Certificate Programs**

Adult Education  
Autism Spectrum Disorders  
Career Counseling  
Community College Faculty Preparation  
Educational Technology  
Instructional Design  
International Student Services  
Literacy in Post-Secondary Settings

**Non-Degree Programs****Planned-Fifth-Year/Rank II**

Elementary Education for Teacher Leaders  
Middle Grades Education for Teacher Leaders  
Secondary Education for Teacher Leaders

**Planned Sixth-Year/Rank I**

Director of Special Education  
Elementary Education  
Standard Guidance  
Interdisciplinary Early Childhood Education  
Library Media Education  
Middle Grades Education  
School Administration  
Secondary Education

**Certifications/Endorsements**

Director of Special Education  
Elementary Mathematics Specialist, P-5  
Environmental Education, P-12  
Extension from Elementary or Secondary Guidance to P-12  
Gifted and Talented Education, P-12  
Individual Intellectual Assessment  
Instructional Computer Technology, P-12  
Provisional to Standard P-12 Guidance  
Pupil Personnel Services  
Superintendent  
Supervisor of Instruction

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.

**Degree Programs**

Specific admission requirements for each program are described in the respective departmental listings. Applicants to programs that lead to advanced certification by Kentucky's Education Professional Standards Board must also submit current, valid teaching certificates. Additional information regarding admission to graduate programs in CEBS may be found [here](#).

Information about all programs in the college may be found at this [website](#).

## 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 2.5 or higher, or a cumulative GPA of at least 3.0 in the last 60 hours (graduate hours plus as many undergraduate hours as are needed to total 60).† 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; MS: Library Media Education; MAT: Special Education Initial Certification-Learning and Behavior Disorders; EdS: School Psychology; MS: Communication Disorders; and MAE: Middle Grades/Secondary Education – Alternate Route to Teacher Certification.

†*By state regulation, new GPA requirements go into effect on September 1, 2012, and apply to students admitted to professional education September 1, 2012, and thereafter. Please see the [website](#) of the Office of Teacher Services for additional information.*

## Alternate Admission

An applicant for alternate admission to graduate study in the College of Education and Behavioral Sciences must submit a professional portfolio. Further information about alternate admission to CEBS programs may be found on the college's [website](#).

## Admission to Professional Education

The following are required of all students seeking admission to professional education:

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, and thumbprint 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) The Enhanced American College Test (ACT) with a minimum composite score of 21
  - (b) The Scholastic Aptitude Test (SAT) with a minimum composite score of 1500
  - (c) The Pre-Professional Skills Test (PPST) with minimums of 173 in Mathematics, 173 in Reading, and 172 in Writing
  - (d) The Graduate Record Exam (GRE) with a minimum Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5, or a minimum GAP score (undergraduate GPA multiplied by GRE V+Q) of 2200 and an Analytical Writing score of at least 3.5

Required of graduate students seeking initial certification (in addition to the requirements for all students):

1. Document a minimum overall GPA of at least 2.5\* (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 60 hours.
2. Submit a copy of an approved program of studies (Form B/C) for a program leading to initial certification.

\**By state regulation, new GPA requirements go into effect on September 1, 2012, and apply to students admitted to professional education September 1, 2012, and thereafter. Please see the [website](#) of the Office of Teacher Services for additional information.*

## 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:

- Special Education, Learning and Behavior Disorders (Grades P-12)
- Music Education (Integrated, Instrumental, Vocal) (Grades P-12)
- French Education (Grades P-12)
- German Education (Grades P-12)
- Spanish Education (Grades P-12)
- 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)
- Agriculture Education (Grades 5-12)
- Business and Marketing Education (Grades 5-12)
- Family and Consumer Sciences Education (Grades 5-12)
- Technology Education (Grades 5-12)
- Biology Education (Grades 8-12)
- Chemistry Education (Grades 8-12)
- Earth and Space Science Education (Grades 8-12)
- English/Allied Language Arts Education (Grades 8-12)
- Mathematics Education (Grades 8-12)
- Physics Education (Grades 8-12)
- Social Studies Education (Grades 8-12)

Further information about the Alternate Route to Teacher Certification (ARTC) programs may be found at the website [here](#) or by contacting the Office of Teacher Services at (270) 745-4897. Applicants to ARTC programs must meet all standard program admission requirements as well as additional requirements; further details are provided in the departmental sections for Middle Grades Education, Secondary Education, and Special Education. Those admitted to ARTC programs may be eligible for a recommendation for a one-year temporary provisional teaching certificate, renewable for two additional one-year terms.

At the time of admission to an ARTC program, students will be expected to sign a document to signify their understanding of and agreement to abide by the following expectations:

- 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.
- 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.
- 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.

## Comprehensive Examination Policy

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 on the college's [website](#). Eligibility requirements include successful completion of EDFN 500 or other research foundations course prior to the student's final semester.

## 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 Office of Graduate Studies. 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 [here](#).

Candidates for the Planned Fifth-Year/Rank II, Planned Sixth-Year/Rank I, Advanced Certification, or Endorsement should furnish the WKU Office of Teacher Certification the following documents:

- A completed Application for Kentucky Teacher Certification or Change in Salary Rank (TC-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.)*

1. A minimum of 32 semester hours of graduate courses must be completed, with a minimum GPA of 2.5;
2. In order to be recommended for certification and/or rank change after completing a non-degree certification-only program, students must complete at least one-half of the minimum program hours in residence at Western Kentucky University. Exceptions may be permitted in the case of programs for which contractual arrangements have been made with other institutions for the delivery of course work. With the approval of the advisor and the certification officer, the remaining hours may be taken at other institutions, provided that the grades earned are "B" or higher and other transfer regulations are met;
3. A minimum of 12 hours must be in professional education courses, and a minimum of 9 hours must be in cognate areas;
4. Course work taken by correspondence is not accepted; and
5. With prior advisor approval, a maximum of 12 hours of professional development credit may be applied to the program requirement.

## Planned Sixth-Year/Rank I Programs

The School of Teacher Education offers Planned Sixth-Year/Rank I programs in Elementary Education, Middle Grades Education, Secondary Education, Library Media Education, and Interdisciplinary Early Childhood Education. A Planned Sixth-Year/Rank I program in Communication Disorders is offered in the College of Health and Human Services. The Department of Counseling and Student Affairs offers a Planned Sixth-Year/Rank I program in Guidance, and the Department of Educational Administration, Leadership, and Research offers Planned Sixth-Year/Rank I programs in Principalship, Pupil Personnel Administration, Supervisor of Instruction, and general School Administration. A Planned Sixth-Year/Rank I program in School Administration to prepare special education directors is available in the School of Teacher Education.

Admission to a Planned Sixth-Year/Rank I program requires completion of an approved Rank II program, either a master's degree or a planned fifth-year program. Some programs have additional requirements; see specific program sections for further information.

Planned Sixth-Year/Rank I programs lead to the Rank I salary status for certified teachers in Kentucky.

### General Guidelines

*(See specific program requirements described in the listings for the School of Teacher Education, Department of Counseling and Student Affairs, and Department of Educational Administration and Research.)*

1. A minimum of either (a) 30 semester hours of approved graduate level credit in addition to the requirements for the Rank II salary classification, or (b) 60 semester hours of approved graduate level credit, including a master's degree, must be completed;
2. All course work must be planned in consultation with the advisor and must be related to the professional needs of the student;
3. A minimum of 15 semester hours must be completed in courses numbered 500 or higher;
4. A "B" average must be maintained, and no course grade lower than a "C" may be counted;
5. In order to be recommended for certification and/or rank change after completing a non-degree certification-only program, students must complete at least one-half of the minimum program hours in residence at Western Kentucky University. Exceptions may be permitted in the case of programs for which contractual arrangements have been made with other institutions for the delivery of course work. With the approval of the advisor and the certification officer, the remaining hours may be taken at other institutions, provided that the grades earned are "B" or higher and other transfer regulations are met; and
6. A minimum of 24 hours of the total 60 (62 hours when based on Rank II salary classification) must be in academic work apart from professional education. These hours must be in the candidate's major or minor, area of preparation, or supporting courses from other disciplines as approved by the institution.

## Endorsement & Certification-Only Programs Residency Requirement

In order to be recommended for certification and/or rank change after completing a non-degree certification-only program, students must complete at least one-half of the minimum program hours in residence at Western Kentucky University. Exceptions may be permitted in the case of programs for which contractual arrangements have been made with other institutions for the delivery of course work. With the approval of the advisor and the certification officer, the remaining hours may be taken at other institutions, provided that the grades earned are "B" or higher and other transfer regulations are met.

## 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.

## Master of Arts in Education: Education and Behavioral Science Studies, Ref. #042

Contact: [Janet Applin](#)

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. Details about the program may be found on the program [website](#). Further information about the program may also be obtained by contacting the Associate Dean for Academic Programs.

### Admissions Requirements

Applicants for admission are expected to attain a GAP score consistent with the minimum established by the university; earn a GRE-Verbal score of at least 350; and achieve a GRE Analytical Writing score of at least 3.5. In addition, applicants are expected to have an undergraduate degree in an area related to education or behavioral sciences. Accompanying the application must be a personal statement that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals. A form for the applicant statement is provided on the program website. International students who apply must achieve a minimum score of 79 on the Internet-based TOEFL (or 550 on the paper-based version). The Listening subscale score must be at least 50, and the essay writing subscale score must be at least 4.0. Applicants who take the internet-based version must earn equivalent scores; contact the CEBS Associate Dean for Academic Programs for further information.

### Degree Requirements

A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination.

Selection of courses for each category of the core will be determined by the program advisory committee, based on an evaluation of the student's professional needs and goals.

#### *Required core—18 hours*

Research Foundations—3 hours

EDFN 500 Research Methods or equivalent, approved by advisory committee

Professional Foundations—3 hours

Strategies/Methodologies of Education or Behavioral Sciences—3 hours

Developmental Issues—3 hours

\*Professional Development—3 hours

Practicum/Seminar Course (Field-based, practical application, selected with prior approval by advisor)

\*Capstone Course—3 hours

EDU 595 Directed Study in Education or Behavioral Sciences

*\*Note: A thesis (6 hours) may be substituted for the Professional Development and Capstone Course requirements.*

*Option 1: Education Studies—12 hours*

Advisor-approved pedagogy-related, strategies, or methods course—3 hours

Content courses—9 hours

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

*Option 2: Behavioral Science Studies—12 hours*

Courses selected with advisor approval from Counseling, Psychology, Consumer and Family Sciences, Sociology, Social Work, or other behavioral science areas.

## Doctor of Education: Educational Leadership, Ref. #0010

[doctoral.studies@wku.edu](mailto:doctoral.studies@wku.edu)

270-745-3061 Office

<http://www.wku.edu/cebs/doctorate/>

270-745-3162 Fax

The EdD in Educational Leadership provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world.

The primary purpose of the program is to develop the ability of education and education-related organizational practitioners to obtain and synthesize knowledge for the solution of institutional problems and practices. The program provides value-added opportunities for candidates to develop breadth and depth in understanding leadership, policy, and applied research methodologies. In addition, program experiences contribute to the development of future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching and application. The dissertation for all areas of emphasis is expected to contribute knowledge and understanding of a critical issue drawn from the candidate's field of practice and be applicable for improving educational organizations.

The EdD in Educational Leadership:

- encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors;
- provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices;
- models interdisciplinary and inter-institutional collaboration through the program's management and accountability structures;
- provides participants with leadership capacity to bring about changes that enhance student learning; and
- 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 [here](#).

### Admission Requirements

Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.

Program admission is based on a holistic evaluation of the candidate's application file, which must include:

1. Transcripts of all undergraduate and graduate course work;



2. Documentation of a master's degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization;
3. Completed application;
4. Current (within 1 year of application deadline) resume or vita;
5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program;
6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program; and
7. GRE scores. (Note: Official scores are required. GRE scores must include the Analytical Writing portion or the applicant must complete a writing sample.)

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

1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS Academic Version)

## Degree Requirements

The program consists of 60 hours beyond a master's or other graduate degree. The program includes a) an orientation seminar (3 hours), b) 9 hours of core leadership courses, c) 9 hours of core research and statistics courses, d) 21-24 hours of coursework related to the student's program specialization (see below) and dissertation topic, e) 6 hours of job-embedded internship, and f) 9-12 hours of dissertation. 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 1) pass a qualifying exam that includes questions related to program core and specialization outcomes; and 2) propose, complete, and successfully defend a dissertation.

### Core Courses

EDLD 702 Educational Leadership Doctoral Program Orientation (3 hours) - taken during the first semester after admission to the program

### Leadership courses (9 hours)

- EDLD 710 Leadership I Leadership Theories and Ethics (3 hours)
- EDLD 720 Leadership II Individual and Group Issues in Leadership (3 hours)
- EDLD 730 Leadership III Leading the Organization (3 hours)

### Research courses (9 hours)

- EDLD 712 Research Methods and Design for Educational Leaders (3 hours)
- EDLD 722 Measurement and Survey Methods for Educational Leaders (3 hours)
- EDLD 732 Program Evaluation for Educational Leaders (3 hours)

### Internship courses (1-3 hours per course enrollment for a total of 6 hours)

- EDLD 798 Internship in Administration and Supervision (3 hours)

### Dissertation course (1-3 hours per course enrollment for a total of 9-12 hours)

- EDLD 799 Dissertation\*

\*Students are encouraged to take EDLD 797 – Dissertation Seminar (3 hours) to prepare for their dissertation experience.

### Program Specialization Courses

The specific selection of program specialization courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With advisor approval, courses will be selected to support intellectual and professional development related to one of the four program specializations:

- P-12 Administrative Leadership – designed for individuals desiring to serve or to enhance their capacity to serve as public school/school district administrators;

- Teacher Leadership –designed for individuals desiring to serve or to enhance their capacity to serve in leadership roles related to areas such as assessment, curriculum, technology, literacy, and classroom teaching;
- Postsecondary Education Leadership –designed for individuals desiring to serve or to enhance their capacity to serve in two-year and four-year institutions; or
- Organizational Leadership – designed for individuals desiring to serve or to enhance their capacity to serve in education-related organizations that are not classified as schools, colleges, or universities.

*NBCT Credit Recommendation*

Students admitted to the EdD 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 EdD program in either the Teacher Leader or P-12 Administrative Leadership specialization;
- have completed at least 9 hours in the EdD program; and
- hold current National Board Certification status.

The student must submit an application form to the Educational Leadership Doctoral Program 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 (core) courses in the program. Once a recommendation for the awarding of hours for NBCT completion is approved by the 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 WKU's Office of Graduate Studies and Research so that the credit may be entered on the student's transcript. No charge will be assessed by WKU.

## Department of Counseling and Student Affairs

Bill Kline, Department Head  
Gary A. Ransdell Hall 2011  
Phone: (270) 745-4953 | FAX: (270) 745-5031  
<http://www.wku.edu/csa/>

### Programs Offered

Career Counseling (Certificate)  
Counseling (MAE)  
Counselor Education (EdS)  
Extension from Elementary or Secondary Guidance to P-12 (Certification)  
Individual Intellectual Assessment (Endorsement)  
International Student Services (Certificate)  
Provisional to Standard P-12 Guidance (Certification)  
School Counseling (MAE)  
Standard Guidance (RI)  
Student Affairs in Higher Education (MAE)

### Master of Arts in Education: School Counseling, Ref. #046

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

The School Counseling program reflects current Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards for the preparation of school counselors. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.

### Admission Requirements

Application deadline is April 15 each year for admission in the following fall semester. (Consult the Department website for the current application deadline). Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions recommendations based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available.

Application for admission requires three steps:

1. Submit required materials to Graduate Studies.
  - (a) Complete the online graduate application process found [here](#).
  - (b) Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
  - (c) Submit official transcripts of all post-secondary academic work.
  - (d) All applicants who hold a current valid teaching certificate in any state must submit an official copy of their teaching certificate.
  - (e) Submit an official report of either the Graduate Record Examination (GRE) (including the analytic writing section) or the Miller Analogy Test directly to Graduate Studies. Be sure to complete the GRE or Miller Analogy Test several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.

- (f) Understand that submitting materials to Graduate Studies is required and that it is the first step in the application process. Submission of materials to Graduate Studies does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.
2. Apply for admission to the School Counseling Program. The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the materials specified below directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:
- (a) A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
    - i. Discuss what it would mean to you to become a school counselor.
    - ii. Describe your personal characteristics that prepare you to become an effective school counselor.
    - iii. Discuss how you deal with your emotional reactions to events in your life.
    - iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
    - v. Briefly discuss how you deal with stressful events.
    - vi. Explain how your friends and family would describe the way you function in your relationships with them.
    - vii. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives.
  - (b) A completed admission form ([PDF](#) or [Word](#))
    - i. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
    - ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.
  - (c) Three recommendations that use the Candidate Recommendation Form ([PDF](#) or [Word](#))
    - i. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts, and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.
    - ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which she or he will seal the recommendation.
    - iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application.
  - (d) An unofficial copy of your transcripts and GRE or Miller Analogy Test scores.
  - (e) A current vita.
  - (f) Mail your complete application portfolio to:

Department of Counseling and Student Affairs  
School Counseling Program  
Western Kentucky University  
Gary A. Ransdell Hall 2011  
1906 College Heights Blvd. #51031  
Bowling Green, KY 42101-1031

*The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.*

3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:
  - (a) Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
  - (b) Discussion of academic and professional goals.
  - (c) Expectations of faculty.
  - (d) Demonstration of interpersonal skills and insight into personal motivations.
  - (e) Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are most highly ranked following the interview assessment. The number of students admitted depends on the number of openings.

After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

### **Degree Requirements**

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

- CNS 550 Introduction to Counseling
- CNS 551 Classroom Guidance
- CNS 598 Research and Program Evaluation in Counseling
- CNS 552 Testing and Assessment
- CNS 554 Group Counseling
- CNS 555 Social and Cultural Diversity
- CNS 556 Developmental Career Counseling
- CNS 557 Human Development
- CNS 558 Counseling Theories
- CNS 559 Techniques of Counseling
- CNS 660 Administration of Counseling Services
- CNS 568 Counseling Children and Adolescents
- CNS 658 Seminar Guidance/Counseling
- CNS 590 Practicum<sup>^</sup>
- CNS 595 Internship (6 hours)\*

<sup>^</sup>*To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.*

*\*Internship must be taken over a period of two semesters.*

*Note: 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 [here](#).*

### **Planned Sixth-Year/Rank I: Standard Guidance, Ref. #048**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

The Rank I is designed to provide additional preparation and competency for the school counselor. The combined master's and Rank I program requires a minimum of 60 hours and one year's experience as a school counselor. Many students complete the course work prior to completing the experience requirements.

### **Admission Requirements**

Documentation of a master's degree in school counseling and certification as a school counselor in Kentucky.

### **Program Requirements (for students who possess a provisional school counseling certificate)**

The specific requirements for the Planned Sixth-Year/Rank I: Standard Guidance are as follows:

- Master's in School Counseling 30-36 hours
- CNS 556 Developmental Career Counseling 3 hours
- CNS 666 Legal & Ethical issues in Counseling 3 hours
- CNS Electives 6 hours
- Advisor Approved Electives 12-18 hours Minimum
- Total Hours: 60 hours

Individuals who currently have Provisional Guidance Certification in either Elementary or Secondary Guidance may extend their certification to P-12 by taking two of the following courses:

- CNS 568 Counseling Children and Adolescents
- CNS 590 Practicum
- CNS 660 Administration of Counseling Services

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. For certified teachers, completion of a second master's degree in school counseling provides eligibility for Rank I pay status.

### **Master of Arts in Education: Counseling, Ref. #043**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

The MAE in Counseling has two concentrations and meets the educational requirements for licensure as a Licensed Professional Clinical Counselor and/or Licensed Marriage and Family Therapist 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 and Family Therapy concentrations in the Counseling master's degree program.

### **Admission Requirements**

Review of completed applications begins April 15 each year for admission in the following fall semester. The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and counselors. This approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and extended campuses.

Application for admission requires three steps:

1. Submit required materials to Graduate Studies.
  - (a) Complete the online graduate application process found [here](#).
  - (b) Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
  - (c) Submit official transcripts of all postsecondary academic work and an official score report of either the GRE or the Miller Analogy Test directly to Graduate Studies. Be sure to complete the GRE or Miller Analogy Test several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.

- (d) Understand that submitting materials to Graduate Studies is required. Submission of materials to Graduate Studies does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program.
2. Apply for admission to either the Counseling program's concentration in Clinical Mental Health Counseling or Marriage and Family Therapy. The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:
- (a) A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
- i. Discuss what it would mean to you to become a counselor.
  - ii. Describe your personal characteristics that prepare you to become an effective counseling professional.
  - iii. Discuss how you deal with your emotional reactions to events in your life.
  - iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
  - v. Briefly discuss how you deal with stressful events.
  - vi. Explain how your friends and family would describe the way you function in your relationships with them.
  - vii. Present your career objectives and discuss how a degree in counseling will prepare you to meet these objectives.
- (b) A completed admission form.
- i. Signature Required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
  - ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application for clinical placement in practicum and internship sites.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.
- (c) Three recommendations that use the Candidate Recommendation Form.
- i. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.
  - ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which they will seal the recommendation.
  - iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application.
- (d) An unofficial copy of your transcripts and GRE or Miller Analogy scores.
- (e) A current vita.

(f) Mail your complete application portfolio to:

Department of Counseling and Student Affairs  
 Clinical Mental Health Counseling  
 and Marriage and Family Therapy Concentrations  
 Western Kentucky University  
 Gary A. Ransdell Hall 2011  
 1906 College Heights Blvd. #51031  
 Bowling Green, KY 42101

*The application requires attention to detail, thought, and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.*

3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:
  - (a) Discussion of interests in counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
  - (b) Discussion of academic and professional goals.
  - (c) Expectations of faculty.
  - (d) Demonstration of interpersonal skills and insight into personal motivations.
  - (e) Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

*Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.*

## **Degree Requirements**

### *Counseling Core Requirements (48 hours)*

- CNS 552 Testing & Assess in Counseling
- CNS 554 Group Counseling
- CNS 555 Social and Cultural Diversity
- CNS 556 Developmental Career Counseling
- CNS 557 Human & Family Development
- CNS 558 Theories of Counseling
- CNS 559 Techniques of Counseling
- CNS 560 Professional Studies in Counseling and Marriage & Family Therapy
- CNS 567 Mental Health Diagnosis & Treatment
- CNS 583 Marriage Therapy
- CNS 588 Family Systems Counseling
- CNS 637 Theories of Addictions
- CNS 591 Mental Health/Marriage and Family Practicum\*
- CNS 596 Mental Health/Marriage and Family Internship (6 hours)\*^
- CNS 598 Research and Program Evaluation in Counseling

*^Internship must be taken over a period of two semesters.*



*\*To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.*

*Concentration I - Clinical Mental Health Counseling (CMHC) Requirements—12 hours*

CNS 568 Counseling Children and Adolescents

CNS 587 Professional Mental Health Counseling Practice

CNS 592 Crisis Counseling

Clinical Mental Health Counseling Elective – 3 hours. (Elective selected in consultation with advisor.)

*Concentration II - Marriage and Family Therapy (MHMF)—12 hours*

CNS 580 Family Life Studies

CNS 582 Sex Therapy

CNS 584 Counseling Violent & Dysfunctional Families

CNS 586 Parenting Issues

*Note: 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 [here](#).*

## **Master of Arts in Education: Student Affairs in Higher Education, Ref. #145**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

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 postsecondary 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.

### **Admission Requirements**

Review of completed applications begins April 15 each year for admission in the following fall semester.

The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and student affairs professionals. This approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and extended campuses.

Application for admission requires three steps:

1. Submit required materials to Graduate Studies:
  - (a) Complete the online graduate application process found [here](#).
  - (b) Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
  - (c) Submit official transcripts of all postsecondary academic work and an official score report of either the GRE or the Miller Analogy Test directly to Graduate Studies. (Be sure to complete the GRE or Miller Analogy Test several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.)
  - (d) Understand that submitting materials to Graduate Studies is required. Submission of materials to Graduate Studies does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program.

2. Apply for admission to the Student Affairs in Higher Education program. The second step in applying for admission to the Student Affairs in Higher Education program is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:
  - (a) A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
    - i. Discuss what it would mean to you to become a Student Affairs professional.
    - ii. Describe your personal characteristics that prepare you to become an effective Student Affairs professional.
    - iii. Discuss how you deal with your emotional reactions to events in your life.
    - iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
    - v. Briefly discuss how you deal with stressful events.
    - vi. Explain how your friends and family would describe the way you function in your relationships with them.
    - vii. Present your career objectives and discuss how a master's degree in Student Affairs in Higher Education will prepare you to meet these objectives.
  - (b) A completed admission form:
    - i. Signature Required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
    - ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application for clinical placement in practicum and internship sites.) Falsification of the information in this statement or any other part of the application is grounds for immediate dismissal from the program.
  - (c) Three recommendations that use the Candidate Recommendation Form:
    - i. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.
    - ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which to seal the recommendation.
    - iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application.
  - (d) An unofficial copy of your transcripts and GRE or Miller Analogy scores.
  - (e) A current vita.
  - (f) Mail your complete application portfolio to:

Department of Counseling and Student Affairs  
Student Affairs in Higher Education Program  
Western Kentucky University  
Gary A. Ransdell Hall 2011  
1906 College Heights Blvd. #51031  
Bowling Green, KY 42101

*The application requires attention to detail, thought, and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to*

*get recommendations to and from the individuals making the recommendations.*

3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:
  - (a) Discussion of interests in the Student Affairs in Higher Education program and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
  - (b) Discussion of academic and professional goals.
  - (c) Expectations of faculty.
  - (d) Demonstration of interpersonal skills and insight into personal motivations.
  - (e) Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

*Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.*

### **Degree Requirements**

The specific requirements for the MAE program in Student Affairs are as follows:

#### *General Professional Requirements—18 hours*

- CNS 598 Research and Program Evaluation in Counseling
- CNS 552 Testing and Assessment in Counseling
- CNS 555 Social and Cultural Diversity in Counseling
- CNS 556 Career Counseling
- CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
- CNS 558 Counseling Theories

#### *Student Affairs Major Requirements—30 hours*

- CNS 571 Introduction to Student Affairs
- CNS 572 The College Student Experience
- CNS 574 Student Development in Higher Education
- CNS 585 Leadership and Administration in Student Affairs
- CNS 589 Group Dynamics in Student Affairs and Higher Education
- CNS 610 Assessment and Accountability in Student Affairs and Higher Education
- CNS 670 Parameters of Law in Student Affairs and Higher Education
- CNS 590 Practicum<sup>^</sup>
- CNS 595 Internship (6 hours)\*

<sup>^</sup>*To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.*

*\*Internship must be taken over a period of two semesters.*

*Note: 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 [here](#).*

**Specialist in Education: Counselor Education, Ref. #112**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

The Specialist Degree in Education (EdS) with a Counselor Education major is designed to incorporate the core elements of the master's degree in 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 EdS culminates with the completion of a specialist project, which reflects satisfactory research in an area of particular interest to the student.

**Admission Requirements**

An applicant desiring to pursue this program must first meet the admission requirements of the Office of Graduate Studies, and then must also be admitted to the department. The EdS (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.

EDFN 500 Research Methods  
CNS 550 Introduction to Counseling  
CNS 552 Testing and Assessment in Counseling  
CNS 554 Group Counseling  
CNS 558 Counseling Theories  
CNS 590 Practicum in Counseling\*

*\* To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.*

**Specialist Program Requirements**

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

**Research requirement—3 hours**

EDFN 501 Educational Statistics  
**OR** PSY 512 Seminar in Experimental Design

**Major Emphasis—minimum of 21 hours**

Counseling courses approved by the student's committee

**Specialist Project Research and Writing—6 hours**

CNS 699 Specialist Project

**Certificate: Career Counseling, Ref. #0440**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

The Certificate in Career Counseling (CCC) is designed to provide career counselors, educators, and other helping professionals with the advanced knowledge and skills they need in order to better serve students and clients within the context of an employment landscape that is volatile and ever changing. Participants in 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 CCC program complements the master's degree programs in student affairs, school counseling, and mental health counseling. 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 into the MAE in Student Affairs, Mental Health Counseling, or School Counseling may incorporate up to 12 hours of the certificate program into their program of study (if appropriate). Admission to the CCC 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 CCC program will not guarantee admission to any graduate degree program.

### **Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

### **Certificate Requirements—15 hours**

#### *Required Courses—9 hours*

- CNS 556 Developmental Career Counseling
- CNS 675 Advanced Career Counseling and Services Administration
- CNS 595 Internship (in Career Counseling)

#### *Restricted Electives—6 hours*

- CNS 572 The College Student Experience
- CNS 574 Student Development in Higher Education
- CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
- CNS 552 Testing and Assessment in Counseling
- CNS 553 Community Resources in Guidance and Counseling
- CNS 559 Counseling Techniques
- CNS 576 Technology in Student Affairs

### **Certificate: International Student Services, Ref. #0415**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

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.

### **Admission Requirements**

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.

**Certificate Requirements—15 hours***Required courses—9 hours*

CNS 571 Introduction to Student Affairs

CNS 581 International Students and Services in Higher Education

CNS 595 Internship in Student Affairs, with placement in an appropriate site involved in the delivery of services to international students or those involved in study abroad programs

*Restricted Electives—6 hours*

To be selected with advisor approval at initial advising session upon program admission from the following:

CNS 572 The College Student Experience

CNS 574 Student Development in Higher Education

CNS 670 Parameters of Law in Student Affairs &amp; Higher Education

CNS 555 Social and Cultural Diversity

GWS 555 Global/Cultural Perspectives on Women

CNS 578 Special Topics in Student Affairs (with a focus on international students/student services)

CNS 579 Seminar in Student Affairs (with a focus on international students/student services)

Other course(s) approved by faculty advisor.

**Endorsement: Individual Intellectual Assessment, Concentration IIA, Ref. #159**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#). The Individual Intellectual Assessment (IIA) is an endorsement built upon the student's basic certification as a School Counselor. The purpose of this endorsement is to allow counselors to do individual intelligence testing.

**Admission Requirements**

Documentation of a master's degree in school counseling and certification as a school counselor in Kentucky.

**Certification Requirements***Prerequisites*

Master of Arts in Education in School Counseling Provisional or Standard Guidance Certification

*Required courses—12 hours*

CNS 552 Testing and Assessment in Counseling

CNS 654 Educational and Intellectual Analysis of Children and Adults

CNS 655 Advanced Appraisal of Children

CNS 595 Testing Internship

**Certification: Extension from Elementary or Secondary Guidance to P-12, Ref.#159**

Complete program information (e.g., admission requirements, curriculum, etc.) may be found on the departmental [website](#). Students may pursue this certification as a certification-only program or as part of the Planned Sixth-Year/Rank I in Guidance.

**Admission Requirements**

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.

**Certification Requirements**

To extend the certification to P-12, students must complete CNS 568 Counseling Children and Adolescents (3 hours) and CNS 660 Administration of Counseling Services (3 hours).

**Certification: Provisional to Standard P-12 Guidance, Concentration KGCP, Ref.#159**

Complete program information (e.g., admission requirements, curriculum, etc.) may be found on the departmental [website](#). Students may pursue this certification as a certification-only program or as part of the Planned Sixth-Year/Rank I in Guidance.

**Admission Requirements**

To be admitted to pursue P-12 Standard Guidance certification applicants must document completion of a graduate degree in School Counseling and provisional P-12 guidance certification.

**Certification Requirements**

Students must complete CNS 556 Developmental Career Counseling (3 hours) and CNS 666 Legal and Ethical Issues in Counseling (3 hours). In addition, in order to receive Standard Guidance certification, applicants must document one year of experience as a school counselor. Students may complete the course work for Standard certification prior to completing the experience requirement.

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**Graduate Courses in Counseling and Student Affairs****CNS 550 Introduction to Counseling**

3 hours

The history and overview of the counseling profession, current trends and settings for counselors. Professional roles and functions, including school counselors, professional counselors, and marriage and family therapists. Introduction to professional organizations, legal and ethical issues, and certification and licensure issues.

**CNS 551 Classroom Guidance**

3 hours

Basic guidance concepts such as encouragement, communication, self concept, discipline, and understanding students within the classroom setting will be presented with practical approaches in working with students.

**CNS 552 Testing and Assessment in Counseling**

3 hours

Methods, techniques, statistics, and instruments used in assessing and evaluating individuals, couples, families, and groups; administering, scoring and interpreting both objective and subjective instruments used in counseling. Survey of research design and statistics. Computer utilization in counseling and use of data in decision making.

**CNS 553 Community Resources in Guidance and Counseling**

3 hours

Surveys social agencies, both public and private, with which counselors and those in the helping field should be familiar. An analysis of the referral process and the utilization of these resources with the clientele with which one works.

**CNS 554 Group Counseling**

3 hours

Dynamics of group development. Group counseling theories, leadership styles, group counseling methods and skills. Interpersonal relationships in the family system and other small group settings. (Limited class size.)

**CNS 555 Social and Cultural Diversity**

3 hours

Philosophical, sociological, developmental, and emotional understanding of multicultural education and counseling as they relate to working with individuals in schools, universities, and other human service settings.

**CNS 556 Developmental Career Counseling**

3 hours

Integrates the career counseling process into the life span from early childhood through older adulthood. Career development theories; career assessment instruments; educational resources; placement; follow up and evaluation. Interrelationships among work, marital, family, and other life roles including multicultural and gender issues.

**CNS 557 Human and Family Development in Counseling**

3 hours

Understanding of the nature and needs of normal and abnormal individuals in the family system at all developmental levels emphasizing moral, intellectual and ethical development. Counseling strategies in the complex developmental relationships among individuals in the family system. Counseling in the life cycle of the family.

**CNS 558 Counseling Theories**

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.

**CNS 559 Techniques of Counseling**

3 hours

Prerequisite: CNS 558. Focus on the development of basic and advanced counseling skills and procedures. Refinement of the skills needed in providing counseling intervention.

**CNS 560 Professional Studies in Counseling and Marriage and Family Therapy**

3 hours

Historical, philosophical, and societal dimensions of professional counseling and marriage and family therapists in relationship to life style diversity. Legal and ethical issues in professional counseling and marriage and family therapy.

**CNS 561 Counseling Children**

3 hours

Theories and techniques of developmental counseling with children.

**CNS 562 Counseling Adolescents**

3 hours

Theories and techniques of developmental counseling with the teenage population.

**CNS 563 Counseling Adults**

3 hours

Developmental issues of adulthood. An integration of personal, social, and career counseling with the adult population.

**CNS 564 Counseling the Elderly**

3 hours

Major problems individuals experience relative to or as a consequence of growing older. Basic communication and counseling skills needed to work with the elderly.

**CNS 565 Elementary Guidance Services**

3 hours

The organization, administration, and delivery of guidance and career services in the elementary school.

**CNS 566 Secondary Guidance Services**

3 hours

The organization, administration, and delivery of guidance and career services in the secondary school.

**CNS 567 Mental Health Diagnosis and Treatment in Counseling**

3 hours

Prerequisite: CNS 558. 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.



**CNS 568 Counseling Children and Adolescents**

3 hours

Theories and techniques of developmental counseling with children and adolescents. Topics include: self-concept, social skills, values, moral development, multicultural awareness, child abuse, drug abuse, wellness, and sexual development.

**CNS 569 Play Therapy**

3 hours

Prerequisites/corequisites: Admission to or completion of approved program in a helping profession, or instructor permission. Provides an overview of the essential elements and principles of play therapy including history, theories, and techniques. Assists students in understanding the developmental, social, cognitive, and emotional issues that impact children's behavior.

**CNS 570 Workshop in Counseling**

1-6 hours

Workshop dealing with special problems of current topics in counseling. (May be repeated with a different topic for a maximum of 6 hours.)

**CNS 571 Introduction to Student Affairs in Higher Education**

3 hours

History, philosophy, and development of student services. Includes testing and counseling, financial aids, housing, admissions and records, placement, etc.

**CNS 572 The College Student Experience**

3 hours

Characteristics and attitudes of contemporary "traditional" and "non-traditional" college students will be examined. Major topics covered will include the impact of college environments on students, current issues and concerns, and implications for delivery of student services.

**CNS 573 Leadership in Student Affairs**

3 hours

Prerequisite: Completion of CNS 571 or concurrent enrollment in CNS 571. The essentials of effective leadership in Student Affairs will be examined. Major topics will include organizational and leadership theory, planning and decision making strategies, conflict resolution, managing change, and the use of groups and group dynamics within a Student Affairs context.

**CNS 574 Student Development in Higher Education**

3 hours

Prerequisite: Completion of CNS 571 or concurrent enrollment in CNS 571. 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.

**CNS 575 Administration of Student Affairs**

3 hours

Prerequisite: 6 hours in Student Affairs including CNS 571. The essentials of sound administrative management in Student Affairs will be discussed. Major topics will include policy development, legal considerations, personnel selection, supervision, training and evaluation, collective bargaining, budgeting and financial concerns, governmental policy implications, and information management systems.

**CNS 576 Technology in Student Affairs**

3 hours

The uses of technology for forecasting, budgeting, program planning, communication, policy analysis and resources allocation in Student Affairs will be explored. Automated information systems will be discussed extensively in terms of student affairs applications.

**CNS 577 Counseling Concepts and Applications for Student Affairs Professionals**

3 hours

Basic counseling concepts and applications essential for effective student affairs practice. Restricted to Student Affairs majors.

**CNS 579 Seminar in Student Affairs**

3 hours

This research oriented, discussion course is designed to focus on current issues and practices in Student Affairs.

**CNS 580 Family Life Studies**

3 hours

Issues and events that impact the family life cycle including gender role stereotyping, ethnicity, children, job loss, death and dying, natural disasters and other trauma-causing events.

**CNS 581 International Students and Services in Higher Education**

3 hours

Explores international students needs and interests and global issues confronting higher education. Focuses on increasing student intercultural awareness as a foundation for student services (domestic and abroad) and study abroad.

**CNS 582 Sex Therapy**

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.

**CNS 583 Marriage Therapy**

3 hours

Prerequisite: 12 hours of counseling courses including CNS 580. Knowledge, skills, and techniques of couples therapy including pre-marriage, marriage and divorce.

**CNS 584 Counseling Violent and Dysfunctional Families**

3 hours

Analysis of incidence and patterns of violence against children, adolescents, adults, and elders; motivational factors regarding perpetrator and victims. Counseling and helping strategies for working with family members and the abused victim in counseling and school settings.

**CNS 585 Leadership and Administration in Student Affairs**

3 hours

Applications of student affairs leadership theory, organizational theory, administrative policy development, planning and decision-making strategies, change management, and staff selection, training, supervision and evaluation will be examined.

**CNS 586 Parenting Issues**

3 hours

Changing roles and responsibilities of parents, child-rearing practices, diverse parenting situations and decision-making about parenthood. Changing family system and effects of family system on parenting. Provide skills in working with parents and parenting issues for both educators and counselors.

**CNS 587 Professional Mental Health Counseling Practice**

3 hours

Prerequisites: Admitted to MAE Counseling, Mental Health Counseling concentration and CNS 560. Professional mental health counseling practice topics including and not limited to counseling supervision, advocacy, consultation, current research, and trends in mental health counseling.

**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.

**CNS 589 Group Dynamics in Student Affairs and Higher Education**

3 hours

Prerequisites/corequisites: CNS 577 or permission of instructor. 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.

**CNS 590 Practicum**

3 hours

Prerequisites: Completion of the appropriate practice preparation sequence and departmental approval. Supervised experiences in a school, community college, or university setting. (Course Fee)

**CNS 591 Mental Health Counseling/Marriage and Family Therapy Practicum**

3 hours

Prerequisites: Completion of the appropriate practice preparation sequence and departmental approval. Supervised experiences in a mental health or marriage and family therapy settings. (Course Fee)

**CNS 592 Crisis Counseling**

3 hours

Prerequisites: Admission to or completion of approved program in a helping profession or instructor permission. Theory and practice of crisis counseling. Application of intervention and prevention strategies in individual, family and systemic crisis, disaster and trauma causing events.

**CNS 595 Internship**

3-6 hours

Prerequisite: Completion of the appropriate practice preparation sequence and departmental approval. Supervised experience in a school, community college, or university setting. (Course fee)

**CNS 596 Mental Health Counseling/Marriage and Family Therapy Internship**

3-9 hours

Prerequisites: Completion of the appropriate practice preparation sequence and departmental approval. Supervised experiences in a mental health or marriage and family therapy setting. (Course Fee)

**CNS 598 Research and Program Evaluation in Counseling**

3 hours

Prerequisites/corequisites: Admitted to MAE program in Counseling, School Counseling, or Student Affairs in Higher Education. Research designs in counseling and student affairs. Statistical methods for needs assessment and program evaluation. Action research, evidence-based practice, ethical and cultural implications.

**CNS 599 Thesis Research and Writing**

3-6 hours (6 total)

No course description is available.

**CNS 610 Assessment and Accountability in Student Affairs and Higher Education**

3 hours

Fundamental concepts of comprehensive assessment in student affairs and higher education. Emphasis on program or service assessment and related budget considerations.

**CNS 637 Theories of Addictions**

3 hours

Equivalent: SWRK 637, PSY 637. Prerequisites: Admission to or completion of approved graduate program in helping profession, and instructor's permission. This course involves introduction to theoretical, philosophical and historical premises of addictions. Topics include professional ethics, diversity, family roles and relationships, and dual diagnosis.

**CNS 647 Addictions: Assessment, Diagnosis and Treatment Planning**

3 hours

Equivalent: SWRK 647, PSY 647. Prerequisites: Admission to or completion of approved graduate program in a helping profession, and instructor permission. 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.

**CNS 651 Readings in Contemporary Counseling**

3 hours

Significant books and research articles related to counseling theory, theory application, and innovative techniques.

**CNS 652 Research in Guidance and Counseling**

1-3 hours

Research problems relating to the organization and administration of counseling programs. May be repeated once with a different topic.

**CNS 653 Brief Counseling**

3 hours

Prerequisites: Admission to or completion of approved graduate program in a helping profession and instructor permission. 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.

**CNS 654 Educational and Intellectual Analysis of Children and Adults**

3 hours

Administration and interpretation of standard mental and aptitude tests as tools of educational and occupational guidance.

**CNS 655 Advanced Appraisal of Children**

3 hours

Prerequisites: CNS 552 and 654, or equivalents. Continuation of CNS 654 designed to increase administration-interpretation skills in individual appraisal process.

**CNS 658 Seminar in Guidance and Counseling**

3 hours

Presentation and discussion of research in guidance and counseling. Emphasizes theoretical and practical criticism of relevant studies in the field. (May be repeated with a different topic for a maximum of 6 hours.)

**CNS 660 Organization and Administration of Guidance Services**

3 hours

Administration of human services in counseling including justification of services, staffing, facilities, budget, etc.

**CNS 661 Introduction to Rehabilitation Counseling**

3 hours

Basic counseling procedures appropriate to rehabilitation; history, settings and functions of the counselor.

**CNS 662 Seminar in Disability & Rehabilitation Counseling**

3 hours

Topics include contemporary issues such as supported employment, independent living, client rights, ethical issues and future trends.

**CNS 666 Legal and Ethical Issues in Counseling**

3 hours

Course provides opportunities for mental health providers to make decisions of an ethical nature about people and deal with possible legal actions that result.

**CNS 667 Counseling Substance Abusers and Their Families**

3 hours

Equivalent: SWRK 667, PSY 667. Counseling issues related to substance abuse diagnosis, treatment and aftercare program.

**CNS 669 Special Topics in Counseling and Guidance**

1-3 hours

May be repeated with a different topic for a maximum of 6 hours.

**CNS 670 Parameters of Law in Student Affairs and Higher Education**

3 hours

Survey of legal issues, cases and concepts; the responsibilities of student affairs administrators to act within the law; and the rights of faculty, staff and students in higher education.

**CNS 675 Advanced Career Counseling and Services Administration**

3 hours

Prerequisites: CNS 556. 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 services.

**CNS 699 Specialist Project**

1-6 hours (6 total)

No course description is available.

**CNS 700 Maintaining Matriculation**

1-6 hours

No course description is available.

**CNS 710 Leadership in Stress Management**

3 hours

Prerequisites: Master's degree or instructor permission. 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.

## Educational Administration, Leadership, and Research

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<http://www.wku.edu/ealr>

### Programs Offered

Adult Education (Certificate)  
 Adult Education (MAE)  
 Community College Faculty Preparation (Certificate)  
 Director of Pupil Personnel Services (Endorsement)  
 School Administration (EdS)  
 School Administration, Director of Pupil Personnel Services (RI)  
 School Administration, Instructional Leader, School Principal, All Grades (RI)  
 School Administration, Supervisor of Instruction (RI)  
 Superintendent (Endorsement)  
 Supervisor of Instruction (Endorsement)

### Planned Sixth-Year/Rank I: School Administration, Instructional Leader, School Principal, All Grades, Ref. #121, KP1 and KP2

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#). Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades.

The revised Principal Preparation Program, effective fall 2011, is a certification program involving a minimum of 30 hours of studies beyond the master's degree.

### Admission Requirements

1. A master's degree;
2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160;
3. A GPA of 3.0 or higher on all graduate work;
4. Complete a program admission packet requiring:
  - (a) Letters of reference
  - (b) Professional portfolio
  - (c) Prerequisite course assessments
  - (d) School district agreement of support;
5. Be recommended based on an interview with district practitioners and department faculty.

### Program Requirements

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. Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement. Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development.

#### *Prerequisites—12 hours*

EDAD 588 Allocation and Use of Resources  
 EDAD 677 Legal Issues for Professional Educators  
 EDAD 683 Leading Teaching and Learning

## EDAD 684 Instructional Leadership

*Level I Required Core—18 hours*

- EDAD 640 Introduction to School Leadership
- EDAD 641 Building Culture and Community
- EDAD 642 Leveraging Community Systems and Resources
- EDAD 643 Securing and Developing Staff
- EDAD 644 Creating Organizational Structures and Operations
- EDAD 645 Practicing the Principalship

*Level II Required Core—12 hours*

- EDAD 694 Seminar in Education Administration (6 hours)
- Advisor-approved electives (6 hours)

**Specialist in Education: School Administration, Ref. #098**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

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.

**Admission Requirements**

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. A minimum score of 850 on the GRE, score in the 50th percentile or higher on the MAT, or a 646 Communication and 643 General Knowledge for the NTE;
3. A Graduate Studies and Research Application for Admission (Form A), 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.

**Degree Requirements**

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 Graduate Studies and Research.
5. Copies of the written project will be bound and retained by the University Library.

6. Candidates must follow the guidelines of the Educational Administration, Leadership and Research Department.
7. The project must conform to APA Style and university guidelines.
8. 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.
9. A student cannot be formally admitted to the Specialist in Education Degree program until all admission requirements are met.

### **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 Graduate Studies and Research.
3. WKU will provide the candidate with a letter stating that the candidate has been admitted to the Alternate Route to Principal Certification program, thus, under the provision of Senate Bill #77 and state regulations, making the candidate eligible to interview and accept a principal position. It should be noted that these candidates have the same eligibility status as any other candidate who has completed a regular certification program and already has the certification endorsement.
4. WKU will also notify the Office of Teacher Certification/Services that the candidate has been admitted to the Alternate Route to Principal Certification program.
5. If the candidate is offered the position, the superintendent must provide verification of employment to WKU and the candidate. WKU will assign the candidate an advisor, who will prepare the student's program. The candidate will submit the verification of employment and a TC-TP to the Office of Teacher Certification/Services. That office will sign and verify the enrollment of the candidate in the Alternate Route to Principal Certification program and return the TC-TP to the candidate. The candidate will then forward the TC-TP with the verification of employment as a principal (or assistant principal) and the appropriate fee payment.
6. EPSB will issue the candidate a two-year, Temporary Provisional Certificate for All Grades Principal. The candidate will have two-years to complete all requirements for the principal certification, after which the candidate receives a regular Provisional Certification.

### **Non-degree Certification Programs**

- Principalship—All grades
- Supervisor of Instruction
- Director of Pupil Personnel
- School Superintendent

The Department of Educational Administration, Leadership, and Research offers programs designed to prepare school personnel for effective leadership in P-12 schools. The curricula meet 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 Graduate Studies and Research. Upon completion of the program, individuals must contact the Office of Teacher Certification/Services in the College of Education and Behavioral Sciences. That official then certifies to the Kentucky Education Professional Standards Board that rank requirements have been met.

**Planned Sixth-Year/Rank I: School Administration, Supervisor of Instruction, Ref. #121, ILV1 and ILV2; Endorsement: Supervisor of Instruction, Ref. #131, ILV1 and ILV2**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

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

**Admission Requirements**

Applicants for the Planned Sixth-Year/Rank I program and for the certification-only endorsement for Supervisor of Instruction must meet the following requirements:

- Completion of at least three years full-time appropriate teaching experience;
- Master's degree from an accredited institution;
- 3.2 GPA or above for all graduate course work; and
- Completion of appropriate prerequisite courses.

*Prerequisite courses*

EDFN 500 Research Methods  
 PSY 510/511 Advanced Educational Psychology/Psychology of Learning  
 EDFN 576 Issues and Trends in Education  
 Six hours from the following:  
 SEC 580 The Curriculum  
 MGE 571 The Middle School Curriculum  
 EDAD 683 Leading Teaching and Learning  
 ELED 503 Organization of the Elementary School Curriculum

**Program Requirements**

**Level I – Supervisor of Instruction (Concentration Code ILV1) Requirements—18 hours**

*Required courses—15 hours*

EDAD 585 Fundamentals of School Administration  
 EDAD 684 Instructional Leadership  
 EDAD 686 Principles of Supervision  
 LTCY 519 Foundations of Reading Instruction  
 SPED 516 The Exceptional Child: Perspectives & Issues

*Electives—3 hours*

CNS 551 Classroom Guidance  
 CNS 565 Elementary Guidance Services (or equivalent)  
 CNS 566 Secondary Guidance Services (or equivalent)

*Note: 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.*

**Level II – Certification program course work (Concentration Code ILV2)— 12 hours**

*Required courses—12 hours*

EDAD 677 Legal Issues for Professional Educators

EDAD 682 School-Community Relations  
 EDAD 594 Seminar on Leadership: Auxiliary Programs in Education  
 EDAD 694 Seminar in Educational Administration

### **Planned Sixth-Year/Rank I: School Administration, Director of Pupil Personnel Services, Ref. #121, KDP1 and KDP2**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

#### **Admission Requirements**

The Director of Pupil Personnel (DPP) is one of the two legally mandated positions for a school district. The DPP usually deals with such issues as student attendance, student conduct codes, school calendars, and student services.

Applicants for the Director of Pupil Personnel must meet the following requirements:

- Completion of at least three years full-time appropriate teaching experience;
- Master's degree from an accredited institution;
- 3.2 GPA or above for all graduate course work; and
- Completion of appropriate prerequisite courses.

#### **Program Requirements**

##### **Level I Director of Pupil Personnel Services Requirements—36 hours**

*Prerequisite courses—15 hours*

EDFN 500 Research Methods

PSY 510/511 Advanced Educational Psychology/Psychology of Learning

EDFN 576 Issues & Trends in Education

Three hours from the following:

SEC 580 The Curriculum

ELED 503 Organization of the Elementary School Curriculum

MGE 571 The Middle School Curriculum

EDAD 683 Leading Teaching and Learning

Three hours from the following:

CNS 551 Classroom Guidance

CNS 565 Elementary Guidance Services (or equivalent)

CNS 566 Secondary Guidance Services (or equivalent)

*Required courses—21 hours*

EDAD 583 Accounting for Pupil Personnel

EDAD 585 Fundamentals of School Administration

EDAD 588 Allocations and Use of Resources

EDAD 649 School System Administration

EDAD 677 Legal Issues for Professional Educators

EDAD 684 Instructional Leadership

SPED 516 The Exceptional Child: Perspectives & Issues

##### **Level II Director of Pupil Personnel Services Requirements—6 hours**

*Required courses—6 hours*

EDAD 594 Seminar in Leadership: Auxiliary Programs in Education

EDAD 682 School-Community Relations

*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.*

*Note: 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.*

## **Endorsement: Director of Pupil Personnel Services, Ref. #131, KDP1 and KDP2**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

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.

### **Admission Requirements**

The Director of Pupil Personnel (DPP) is one of the two legally mandated positions for a school district. The DPP usually deals with such issues as student attendance, student conduct codes, school calendars, and student services.

Applicants for the Director of Pupil Personnel must meet the following requirements:

- Completion of at least three years full-time appropriate teaching experience;
- Master's degree from an accredited institution;
- 3.2 GPA or above for all graduate course work;
- Completion of appropriate prerequisite courses; and
- Has completed a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification.

### **Program Requirements**

#### **Level I Director of Pupil Personnel Services Requirements—27 hours**

##### *Prerequisite Courses*

EDFN 500 Research Methods

PSY 510/511 Advanced Educational Psychology/Psychology of Learning

SPED 516 The Exceptional Child: Perspectives & Issues

EDFN 576 Issues & Trends in Education

Three hours from the following:

SEC 580 The Curriculum

ELED 503 Organization of the Elementary School Curriculum

MGE 571 The Middle School Curriculum

EDAD 683 Leading Teaching and Learning

Three hours from the following:

CNS 551 Classroom Guidance

CNS 565 Elementary Guidance Services (or equivalent)

CNS 566 Secondary Guidance Services (or equivalent)

##### *Required courses—9 hours*

EDAD 583 Accounting for Pupil Personnel

EDAD 585 Fundamentals of School Administration

EDAD 677 Legal Issues for Professional Educators

**Level II Director of Pupil Personnel Services Requirements—6 hours**

*Required courses—6 hours*

- EDAD 594 Seminar in Leadership: Auxiliary Programs in Education
- EDAD 682 School-Community Relations

**Endorsement: Superintendent , Ref. #131, KST**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

**Admission Requirements**

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

**Endorsement Requirements**

The professional certificate for school administration and supervision may be endorsed for the position of school superintendent when the candidate has met the following conditions:

1. Completed two years full-time experience in a school administrative position, and
2. Completed a minimum of sixty (60) semester hours graduate credit above the bachelor's degree in (an) approved certification program(s), including the following required courses:
  - (a) EDAD 639 The Superintendency
  - (b) EDAD 649 School System Administration
  - (c) EDAD 659 Strategic Planning in Education
  - (d) EDAD 598 Field Based Experience in Educational Administration- Superintendency
  - (e) EDAD 598 – 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.

**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.

**Admission Requirements**

1. A letter from the employing district signed by the superintendent and/or board chairman must be sent to WKU indicating the desire to employ the named candidate as an assistant superintendent or superintendent and requesting the named candidate to be admitted to the Alternative Route to Superintendent Certification program.
2. The candidate must submit an application for admission that includes all requested information pertaining to education and experience.
3. The department admissions committee will review the request and application and determine if the candidate is eligible for admission, and what, if any, additional requirements must be met.
4. If admitted, the candidate is eligible to be interviewed for a position as superintendent or assistant superintendent.
5. If employed, the candidate is eligible for a two-year, Temporary Provisional Certificate endorsement for Superintendent. The candidate must submit a TC-1 to get endorsement.
6. The candidate has two years to complete all remaining program requirements. Upon completion, the candidate is eligible for a standard certificate endorsement.

**Alternative Admission Requirements**

Applicants seeking admission to any degree program, other than the Ed. D., without the qualifying GAP score may apply under one of the following alternatives:

*Alternative 1*

1. Submit a professional portfolio,
2. Submit professional letters of recommendation,
3. Successfully complete three years of classroom teaching,
4. Submit to an interview, and
5. Meet all other university, college, and department requirements.

*Alternative 2*

1. Possess a master's degree from an accredited institution,
2. Have a GPA of 3.2 or higher on all graduate work,
3. Have NTE scores (Communication Skills 646 and General Knowledge 643) or 50th percentile or higher on the MAT,
4. Have three years of successful teaching experience,
5. Submit directly to the department the following:
  - (a) Department application
  - (b) Written personal statement
  - (c) Three professional recommendations, and
6. Meet all other university, college, and department requirements.

*Alternative 3*

1. Possess a master's degree from an accredited institution,
2. Have a GPA of 3.4 on all master's degree course work,
3. Have acceptable GRE scores,
4. Have three years of successful teaching experience, and
5. Participate in an interview by the Educational Administration, Leadership, & Research Admission Committee. Interviews may be held prior to each regular enrollment period and will focus on determining the candidate's written and oral communication skills as well as potential for success as an educational leader. Questions related to the interview should be directed to the Educational Administration, Leadership, and Research office (270-745-4890), and
6. Meet all other university, college, and department requirements.

**Master of Arts in Education: Adult Education, Ref. #047**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

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.

**Admission Requirements**

Admission to all ADED concentrations requires the student to meet ONE of the following:

1. Applicants with an undergraduate degree from an accredited university and an undergraduate GPA of 2.75 or higher submit a portfolio that will be reviewed by the Adult Education Admission's committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website.
2. Applicants with a previous master's degree from an accredited university and a graduate grade point average of 3.0 or higher submit a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website.

3. Applicants with an undergraduate grade point average below a 2.75 submit qualifying GAP/GREAW\* scores and a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website. Applicants who choose not to take the GRE or whose GAP/GRE-AW scores do not meet stated program minimums may apply for consideration under the College of Education and Behavior Science's alternate admissions policy. Please contact the program coordinator for details.

*\*The qualifying GAP (undergraduate GPA multiplied by GRE V+Q) is 2200 or equivalent, and the qualifying GRE-AW score is 3.5.*

### **Adult Education – General Concentration (SCGE)**

The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, six hours of additional adult education courses, a research foundations course, and two 3-hour electives. The student and his or her advisor choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the following two additional courses are required (EDU 590 – Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing the additional nonthesis 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 – Research Methods within the first twelve hours of their program.

#### *Required courses—15 hours*

ADED 510 Introduction to Adult Education  
 ADED 520 Methods for Teaching Adults  
 ADED 611 Adult Learning and Development  
 ADED 530 Program Planning for Adults  
 ADED 540 History and Philosophy of Adult Education

#### *Electives—6 hours*

Courses may be selected from the following or from other courses with prior approval of advisor:

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 American College Student  
 CNS 574 Student Development in Higher Education  
 CNS 577 Counseling Concepts and Applications for Student Affairs Professionals  
 CNS 580 Family Life Studies  
 CNS 586 Parenting Issues  
 CNS 667 Drug Abuse Counseling  
 CNS 670 Parameters of Law in Student Affairs and Higher Education  
 SPED 516 Exceptional Child: Perspectives and Issues  
 SPED 518 Seminar: Contemporary Challenges in Spec. Ed.  
 SPED 534 Seminar: Research in Exceptional Child Education  
 LTCY 519 Foundations of Reading Instruction  
 LTCY 523 Diagnostic Reading Procedures for Classroom Teachers  
 LME 535 Survey of Educational Technology Practices  
 LME 537 Principles of Educational Technology Practices  
 PSY 510 Advanced Educational Psychology  
 PSY 511 Psychology of Learning

#### *Research Foundations—3 hours*

EDFN 500 Research Methods or equivalent as approved by advisor

*Students must take one of the following two options:*

Thesis Option (6 hours)

ADED 599 Thesis

Non-Thesis Option (6 hours)

ADED 590 Adult Education Practicum

ADED 597 Directed Study in Adult Ed

### **Adult Education – Community and Technical College Concentration (SCTC)**

The 39-hour Community and Technical College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 9 hours in Adult Education, 3 additional hours of higher education courses, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations course, and two capstone experience courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

*Required courses—9 hours*

ADED 510 Introduction to Adult Education

ADED 520 Methods for Teaching Adults

ADED 611 Adult Learning and Development

*Additional Higher Education Courses—3 hours*

EDFN 612 Seminar in Community College Teaching

*Discipline Courses—18 hours*

Eighteen hours of content specific courses related to the student's teaching discipline in technical or community colleges

*Research Foundations—3 hours*

EDFN 500 Research Methods or equivalent as approved by advisor

*Capstone Experience—6 hours*

ADED 589 Internship in Community/Technical College Teaching

ADED 597 Directed Study in Adult Education

### **Adult Education – Higher Education Concentration (SCHE)**

The 30-hour Higher Education concentration is designed for individuals who work in higher education settings, providing training or instructional development to faculty and staff. The program consists of a required core of 9 hours in Adult Education, 3 hours of EDFN 500 – Research Methods, 6 hours of capstone experience, and 12 hours of concentration courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

*Required courses—9 hours*

ADED 510 Introduction to Adult Education

ADED 520 Methods for Teaching Adults

ADED 611 Adult Learning and Development

*Additional Adult and Higher Education Courses—12 hours*

Choose four courses from the following or other courses as approved by your advisor:

ADED 530 Program Planning for Adults

EDFN 612 Seminar in Community College Teaching

EDFN 685 Issues in Higher Education

EDFN 675 Higher Education in America

EDLD 721 Postsecondary Change and Culture

EDLD 724 Leadership in Community and Technical Colleges

EDLD 728 Postsecondary Economics and Finance

ID 570 Principles of Instructional Design

ID 573 Instructional Performance and Task Analysis

- ID 583 Training Materials
- ID 585 Distance Delivery Systems

*Research Methods Course—3 hours*

EDFN 500 Research Methods or equivalent as approved by advisor

*Students must take one of the following two options:*

Thesis Option (6 hours)  
 ADED 599 Thesis

Non-Thesis Option (6 hours)  
 ADED 590 Adult Education Practicum  
 ADED 597 Directed Study in Adult Ed

**Adult Education – Training and Development Concentration (SCTD)**

The 30-hour Training and Development concentration is designed for individuals who either work or would like to work as a trainer in the workplace. This would include business, military, and community education settings among others. The program consists of a required core of 9 hours in Adult Education, 6 hours in program planning and training methods for adults, 3 hours of EDFN 500 – Research Methods, six hours of capstone experience, and six hours of electives. All students are required to take a comprehensive exam. All students are required to take EDFN 500 – Research Methods within the first 12 hours of their program.

*Core Courses—9 hours*

- ADED 510 Introduction to Adult Education
- ADED 520 Methods for Teaching Adults
- ADED 611 Adult Learning and Development

*Additional Required Courses—6 hours*

- ADED 530 Program Planning for Adults
- PSY 773 Employee Training and Development Issues for Organizational Leaders

*Electives—6 hours*

Select from the following or from other courses as approved by advisor:

- ID 570 Principles of Instructional Design
- ID 573 Instructional Performance and Task Analysis
- ID 577 Management of Instructional Systems
- ID 581 Ethical and Legal Issues in Instructional Design
- ID 583 Training Methods
- ID 585 Distance Delivery Systems
- ID 587 Issues and Problems in Instructional Design
- ID 595 Advanced Instructional Design Studio
- LME 535 Survey of Educational Technology Practices
- LME 537 Principles of Education Technology Applications
- LME 545 Education Technology Production
- LME 547 Integration of Education Technology
- EDFN 501 Educational Statistics
- EDFN 601 Applied Statistics and Design
- 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 Substance Abuse and Dependency Counseling (3)

*Research Methods Course—3 hours*

EDFN 500 Research Methods or equivalent as approved by advisor

*Students may take one of the following two options:*



Thesis Option (6 hours)  
 ADED 599 Thesis

Non-Thesis Option (6 hours)  
 ADED 590 Adult Education Practicum  
 ADED 597 Directed Study in Adult Ed

### **Certificate: Adult Education, Ref. #0450**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental [website](#).

The Adult Education certificate program provides a basic understanding of the theories, techniques, and concepts used in the adult education setting. The certificate program includes the following components: Introduction to Adult Education (ADED 510), Methods for Teaching Adults (ADED 520), Program Planning for Adults (ADED 530), and Adult Learning and Development (ADED 611). 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.

#### **Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

#### **Certificate Requirements—12 hours**

##### *Required Courses*

ADED 510 Introduction to Adult Education  
 ADED 520 Methods for Teaching Adults  
 ADED 530 Program Development for Adults  
 ADED 611 Adult Development and Learning

### **Certificate: Community College Faculty Preparation, Ref. #162**

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.

#### **Admission Requirements**

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 Office of Graduate Studies.

#### **Certificate Requirements—9 hours**

##### *Required Courses*

ADED 611 Adult Development and Learning  
 EDFN 612 Seminar in Community College Teaching  
 DEPT 589 Academic Discipline – Internship in Community College Teaching  
 OR Appropriate Departmental Internship\*

*\*Appropriate course will be determined by CCFP director and departmental faculty.*

## **Graduate Courses in Adult Education**

### **ADED 510 Introduction to Adult Education**

3 hours

Prerequisite: EDFN 500. Co-requisite: ADED 520. Survey of principles, models and techniques of adult education. Topics will include history, philosophies, and theories of educational adults.

### **ADED 520 Methods for Teaching Adults**

3 hours

Prerequisite: EDFN 500. Co-requisite: ADED 510. Adult educational theories, models, and approaches and their use in practice.

### **ADED 530 Program Development for Adults**

3 hours

Prerequisite: ADED 520. 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.

### **ADED 540 Philosophy and History of Adult Education**

3 hours

Prerequisite: ADED 510. Philosophy and history of adult education in the United States. Covers history of adult education from the colonial period to today. Includes major philosophies that guide adult education.

### **ADED 590 Practicum in Adult Education**

1-3 hours

Prerequisite: Instructor Permission and completion of at least 18 hours in the Master of Arts in Education in Adult Education program, including all core requirements except Capstone. Restricted to students admitted to the MAE Adult Education program. Supervised practical experience related to adult education studies. Grading is pass-fail.

### **ADED 597 Directed Study in Adult Education**

3 hours

Prerequisites: Restricted to students admitted to MAE-Adult Education; completion of at least 21 hours in the program, including all other core requirements. Permission of faculty supervisor required. Description: Directed study related to best practices in adult education. Requires completion of research or applied project on approved topic.

### **ADED 598 Adult Education Seminar**

3 hours

Prerequisite: ADED 510. Issues in the field of Adult Education. Topics will vary with faculty and student interest.

### **ADED 599 Thesis Research and Writing**

1-6 hours

Prerequisites: Admission into the program. Permission of program director. Independent research on a topic related to Adult Education.

### **ADED 600 Maintaining Matriculation**

1-6 hours

Prerequisites/corequisites: Permission of instructor. One to six hours for ADED students needing to maintain matriculation. (May be repeated up to a maximum of six hours.)

### **ADED 611 Adult Development and Learning**

3 hours

Psychological factors affecting adult development, learning, and motivation. Emphasis on how diverse academic career/experiential backgrounds and objectives affect classroom environments, teaching strategies, and testing and evaluation.

**Graduate Courses in Educational Administration****EDAD 583 Accounting for Pupil Personnel**

3 hours

Emphasizes the responsibilities of directors of pupil personnel, problems of personnel accounting, and records and reports related to the Minimum Foundation Program.

**EDAD 585 Fundamentals of School Administration**

3 hours

Organization and administration of American schools. Principles of effective leadership and the roles and responsibilities of administrative supervisory positions.

**EDAD 588 Allocation and Use of Resources**

3 hours

Effective operation of the fiscal and business aspects of school administration in the educational program.

**EDAD 590 Administration of School Personnel**

3 hours

Allocation of human resources to accomplish the purposes of the school organization.

**EDAD 594 Seminar on Leadership: Auxiliary Programs in Education**

3 hours

Principles and practices of leadership in the development and operation of auxiliary educational programs including special education, counseling, extracurricular programs and vocational education.

**EDAD 596 Readings in Education Administration**

1-3 hours

Prerequisite: Permission of major professor. Reading and research in an area of individual interest. Supervised by the major professor.

**EDAD 597 Problems in Educational Administration and Supervision**

3 hours

Prerequisite: Permission of instructor. Individual problems and self-assessments in educational administration and supervision. To be taken concurrently with EDAD 585.

**EDAD 598 Field-Based Experience in Educational Administration**

3-6 hours

Clinical experiences with practitioners in the field to acquaint the prospective administrator/supervisor with the realities of educational organizations.

**EDAD 620 Seminar in Administration of Special Education**

3 hours

Current trends and issues in the administration and supervision of special education programs, including personnel issues, student identification issues, program assimilation and human relationships.

**EDAD 625 Practicum in the Administration of Special Education**

3 hours

Supervised practice in educational organizations for persons preparing to become a Director of Special Education.

**EDAD 630 Special Education Law and Finance**

3 hours

Clinical study of federal and state cases, statutes, regulations, and administrative decisions reviewing the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990.

**EDAD 639 The Superintendency**

3 hours

Prerequisites: Permission of instructor and two years of school administrative experience. 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.

**EDAD 640 Introduction to School Leadership**

3 hours

Corequisite: EDAD 641. Prerequisite: Completion of a master's degree in education-related area and admission to the Planned Sixth Year/Rank I Instructional Leadership-School Principal, All Grades Program. 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.

**EDAD 641 Building Culture and Community**

3 hours

Corequisite: EDAD 640 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.

**EDAD 642 Leveraging Community Systems and Resources**

3 hours

Corequisite: EDAD 643 Prerequisites: EDAD 640, EDAD 641. Utilization of state, national, and local resources and the creation of collaborative community support and involvement, to provide for the educational needs of students. Field work consistent with the role of the school principal is required.

**EDAD 643 Securing and Developing Staff**

3 hours

Corequisite: EDAD 642 Prerequisite: EDAD 640, EDAD 641. 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.

**EDAD 644 Creating Organizational Structures and Operations**

3 hours

Corequisite: EDAD 645 Prerequisites: EDAD 642 and EDAD 643 Organizational leadership, procedures, and structures for P-12 school improvement. Field work consistent with the role of the school principal is required.

**EDAD 645 Practicing the Principalship**

3 hours

Corequisite: EDAD 644. Prerequisites: EDAD 642, EDAD 643 Capstone course emphasizing leading change, reflective practice, and transitioning into the principalship. Field work consistent with the role of the principal is required.

**EDAD 649 School System Administration**

3 hours

Prerequisite: Instructor permission required. School system operations including finances, auxiliary services, human resources, federal and state programs, facilities, and curriculum and instruction.

**EDAD 659 Strategic Planning in Education**

3 hours

Prerequisite: Instructor permission required. 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.

**EDAD 677 Legal Issues for Professional Educators**

3 hours

Clinical study of U.S. Constitutional, federal and state case, statutory and regulatory law, and their effects on social and political systems on the state and national level.

**EDAD 682 School-Community Relations**

3 hours

Background, need, and techniques for establishing a wholesome working relationship with school-community stakeholders, with an emphasis on their involvement in school programs.

**EDAD 683 Leading Teaching and Learning**

3 hours

Application of educational curriculum foundations for school administration.

**EDAD 684 Instructional Leadership**

3 hours

Identification of practices and characteristics of supervisors and administrators, relative to curriculum and instruction, that have been shown to significantly improve student achievement.

**EDAD 686 Principles of Supervision**

3 hours

The instructional aspect of school administration; organization, problems, principles, and techniques of improving in-service training for teachers.

**EDAD 688 Planning for School Improvement**

3 hours

Prerequisite: Permission of Instructor. Methods and materials of comprehensive school improvement planning and professional development activities tied to the comprehensive school improvement plan. Supervision and evaluation of school staff as it relates to student learning. Field experiences will be required.

**EDAD 690 The Principalship**

3 hours

Prerequisites: EDAD 594 and EDAD 585. Identification and development of essential leadership practices associated with the role of principal in the contemporary school system.

**EDAD 694 Seminar in Educational Administration**

3-6 hours

Examination of current leadership practices with emphasis on the changing role of the educational administrator.

**EDAD 696 Advanced Organizational Theory**

3 hours

Prerequisite: Permission of instructor. A study of historical and contemporary theory in educational administration and leadership.

**EDAD 697 Independent Research/Educ Ad/Sup**

3 hours

Special projects in administration and supervision.

**EDAD 699 Ind Specialist Project**

1-6 hours (6 total)

No course description is available.

**EDAD 700 Maintaining Matriculation**

1-6 hours

No course description is available.

**EDAD 706 Educational Leadership and Reform**

3 hours

Prerequisite: EDLD 700. 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.

**EDAD 707 Educational Leadership Policies and Politics**

3 hours

Prerequisite: EDLD 700. 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.

**EDAD 708 Administration of Fiscal Resources in Districts and Systems**

3 hours

Prerequisite: EDLD 700. 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.

**EDAD 710 School Leadership and Technology Planning for School Improvement**

3 hours

Prerequisite: Admission to EdD program or district-level administrative experience. Use of modern technological tools in instructional and administrative processes; evaluation of hardware and software for both instructional uses and as administrative tools.

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**Graduate Courses in Educational Foundations****EDFN 500 Research Methods**

3 hours

Introduction to research methods in education, information retrieval systems, basic types of research, research procedures, research designs, and discussion of methods of data analysis to facilitate the understanding of research journals in the student's field of study.

**EDFN 501 Educational Statistics**

3 hours

Statistical methods including descriptive statistics, sampling, probability, and correlation.

**EDFN 570 Workshops in Education**

3 hours

Special short courses on educational problems.

**EDFN 576 Issues and Trends in Education**

3 hours

Selected issues and problems in contemporary society, their impact upon the educational system, and the possible role of the educational system in resolving such problems.

**EDFN 601 Applied Statistical Techniques and Research Designs in Education**

3 hours

Parametric and non-parametric statistical techniques applied to experimental and quasi-experimental research designs in education.

**EDFN 603 Qualitative Research in Education**

3 hours

Prerequisite: EDFN 500. 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.

**EDFN 612 Seminar in Community College Teaching**

3 hours

Prerequisite: ADED 611 or permission of instructor. Study of issues and topics critical to the teaching success of potential community college faculty.

**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.

**EDFN 685 Issues in Higher Education**

3 hours

Prerequisite: EDFN 675, or permission of instructor. Major problem areas of academic administration with emphasis on issues and procedures of college and university level curricular development.

**EDFN 700 Research Design and Dissertation**

3 hours

Prerequisites: EDFN 601 and EDFN 603 and Instructor Approval. Includes research proposal process, parts of a dissertation, steps in the dissertation process, use of APA style, library searches, avoiding plagiarism, and scholarly writing process.

**EDFN 703 Field Methods for Qualitative Research**

3 hours

Prerequisites: EDFN 603. Developing and conducting qualitative research.

**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.

**EDFN 726 Postsecondary Change and Cultures**

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.

**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.

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**Graduate Courses in Educational Leadership****EDLD 702 Educational Leadership Doctoral Program Orientation**

3 hours

Prerequisites: Admission to EdD program. 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.

**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.

**EDLD 712 Research Methods and Design for Educational Leaders**

3 hours

Prerequisites: Admission to EdD program. Quantitative and qualitative research methods and design; survey design and administration; and analysis of research reports.

**EDLD 720 Individual and Group Issues in Leadership**

3 hours

Prerequisites: EDLD 710 or permission of both instructor and Director of Educational Leadership Doctoral Program. Theory and application of leadership issues in organizational behavior, including motivation, attitudes, group process, problem solving, decision making, conflict management, and interpersonal communication.

**EDLD 722 Measurement and Survey Methods for Educational Leaders**

3 hours

Prerequisites: EDLD 712 and one of the following: EDFN 501 or equivalent or instructor permission. 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.

**EDLD 730 Leading the Organization**

3 hours

Prerequisites: EDLD 720 or permission of both instructor and Director of Educational Leadership Doctoral Program. Leadership for organizational improvement. Theory and application of systems, communication, culture, change and organizational design, and organizational development.

**EDLD 732 Program Evaluation for Educational Leaders**

3 hours

Prerequisite: EDLD 722. 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.

**EDLD 795 Advanced Topics in Educational Leadership**

1-6 hours

Prerequisite: Admission to EdD program and permission of Director of Educational Leadership Doctoral Program. Readings or special projects in educational leadership. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

**EDLD 796 International Aspects of Educational Leadership**

1-6 hours

Prerequisite: Admission to EdD program and permission of Director of Educational Leadership Doctoral Program. Experiential study of international issues in educational leadership by working with international communities and agencies within or outside the U.S. International travel may be required at student's expense. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

**EDLD 797 Dissertation Seminar**

3 hours

Prerequisites: Admission to EdD program and admission to candidacy or permission of instructor and EdD Director. 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.

**EDLD 798 Internship in Administration and Supervision**

1-6 hours

Prerequisite: Permission of advisor. Internship or other directed field experiences in administration or supervision.

**EDLD 799 Dissertation Research**

1-8 hours

Prerequisites: Admission to candidacy in Cooperative Doctoral Program in Educational Administration. Research undertaken to complete requirements for Doctor of Education in Educational Administration.

**EDLD 800 Maintain Matriculation**

3 hours

Prerequisite: Completion of required dissertation credit hours and advisor permission.



## Department of Psychology

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<http://www.wku.edu/psychology>

### Programs Offered

Psychology-Industrial/Organizational, Psychological Science, and Clinical (MA)  
School Psychology (EdS)

### Master of Arts: Psychology, Ref. #092

This program prepares students to pursue careers in clinical, business, or government settings, and/or to enter a doctoral program. Three concentrations are offered: clinical, industrial/organizational, and psychological science.

#### Admission Requirements

Applicants should have a statistics and experimental methodology course; background in psychology; a minimum score of 850 on the Graduate Record Examination (GRE) General Test (verbal and quantitative combined), for applicants tested prior to August 1, 2011; or for applicants tested after August 1, 2011, the concordant General Test score established by Educational Testing Service; a minimum GPA of 2.75 with 3.0 in psychology courses. Applicants should submit three letters of recommendation, transcripts, a psychology department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate Studies application form. An interview may be required. Applicants to the clinical psychology concentration must also submit an affidavit affirming that they have never been convicted or charged with a felony crime. Applicants to the psychological science concentration must identify one or more research mentors with whom they wish to work. Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.

#### Degree Requirements—36-48 hours

The program comprises 24 hours of core courses plus specific program content that varies by concentration. The clinical concentration has both a thesis (Plan A) and non-thesis (Plan B) option. Both the industrial and organizational concentration and the psychological science concentration require a thesis. Theses should be based upon original research conducted under the direction of a Department graduate faculty member. A comprehensive examination is required at the time of thesis defense or upon completion of course work. The research tool is required in all concentrations. No concentration may have more than 9 hours of 400G-level courses.

#### *Required Core—24 hours*

Research Methods, Measurement, and Statistics—12 hours

PSY 504 Advanced Research Methods in Psychology (3 hrs)

Three of the following:

PSY 512 Experimental Design and Analysis of Variance (3 hrs)

PSY 513 Advanced Statistical Analysis (3 hrs)

PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hrs)

PSY 563 Statistics and Psychometric Theory (3 hrs)

PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs)

Scientific Writing—3-6 hours

PSY 590 Readings of Research in Psychology (3 hrs, clinical Plan B only)

OR PSY 599 Thesis Research (6 hrs)

Science of Behavior—3 hours

PSY 511 Psychology of Learning (3 hrs)

PSY 521 Advanced Child Psychology (3 hrs)  
PSY 523 Advanced Topics in Cognition (3 hrs)  
PSY 552 Advanced Social Psychology (3 hrs)  
PSY 580 Advanced Physiological Psychology (3 hrs)

Ethics (3 hours)

PSY 541 Professional Issues and Ethics in Psychology (3 hrs)

Practicum or Internship—3 hours

PSY 592 Psychology Internship (3 hrs)  
PSY 662 Practicum in Psychology (3 hrs)

**Clinical Psychology, Concentration Code MACL—48 hours**

This concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The concentration offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepares students to pursue further education at the doctoral level. Clinical concentration graduates have the credentials necessary to pursue licensure in the state of Kentucky. Practicum and internship (9 hours) are required. Plan A requires a thesis; Plan B requires PSY 590 (3 hours) plus 3 elective hours in lieu of the thesis and selected with the advice of the graduate student's advisor. 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, 640, 641, and 660), or practicum and internship (PSY 562, 592, and 662).

*Specific Concentration Requirements—48 hours*

Research Methods, Measurement, and Statistics—12 hours

PSY 504 Advanced Research Methods in Psychology (3 hrs)  
PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hrs)  
PSY 563 Statistics and Psychometric Theory (3 hrs)  
PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs)

Science of Behavior—9 hours

PSY 511 Psychology of Learning (3 hrs)  
*OR* PSY 521 Advanced Child Psychology (3 hrs)  
PSY 523 Advanced Topics in Cognition (3 hrs)  
PSY 552 Advanced Social Psychology (3 hrs)  
PSY 580 Advanced Physiological Psychology (3 hrs)

Scientific Writing—6 hours

PSY 599 Thesis Research and Writing (6 hrs),  
*OR* PSY 590 (3 hrs.) and approved elective (3 hrs)

Ethics—3 hours

PSY 541 Professional Issues and Ethics in Psychology (3 hrs)

Practicum and Internship—9 hours

PSY 662 Practicum in Psychology (3 hrs)  
PSY 562 Practicum in Psychological Assessment (3 hrs)  
PSY 592 Psychology Internship (3 hrs)

Clinical Courses—9 hours

PSY 640 Psychopathology (3 hrs)  
PSY 641 Theories of Psychotherapy (3 hrs)  
PSY 520 Individual Differences (3 hrs)

**Industrial-Organizational Psychology, Concentration Code MAIN—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 (PSY 570, 571, 572, 670, and 673).

*Specific Concentration Requirements—45 hours*

Research Methods, Measurement, and Statistics—12 hours

PSY 504 Advanced Research Methods in Psychology (3 hrs)

PSY 512 Experimental Design and Analysis of Variance (3 hrs)

PSY 513 Advanced Statistical Analysis (3 hrs)

PSY 563 Statistics and Psychometric Theory (3 hrs)

Science of Behavior—3 hours

PSY 552 Advanced Social Psychology (3 hrs)

Scientific Writing—6 hours

PSY 599 Thesis Research and Writing (6 hrs)

Ethics—3 hours

PSY 541 Professional Issues and Ethics in Psychology (3 hrs)

Practicum and Internship—6 hours

PSY 592 Psychology Internship (6 hrs)\*

Industrial/Organizational Courses—15 hours

PSY 570 Job Analysis and Compensation (3 hrs)

PSY 571 Personnel Psychology (3 hrs)

PSY 572 Organizational Psychology (3 hrs)

PSY 670 Equal Employment Opportunity, the Law, and Ethical Considerations (3 hrs)

PSY 673 Advanced Training in Business and Industry (3 hrs)

*\*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 Code MAPS—36 Hours**

This concentration utilizes 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 three focus areas allowing specialization in cognitive, developmental, or biobehavioral psychology, or they may design a focus area (9 hours) that best fits their interests (subject to approval by their advisor and the program coordinator). A thesis is required. Applicants should refer to faculty research interests identified on the program web site and must apply specifically to work with one or more faculty members in whose research they have a particular interest.

*Specific Concentration Requirements—36 hours*

Research Methods, Measurement, and Statistics—12 hours

PSY 504 Advanced Research Methods in Psychology (3 hrs)

PSY 512 Experimental Design and Analysis of Variance (3 hrs)

PSY 513 Advanced Statistical Analysis (3 hrs)

PSY 563 Statistics and Psychometric Theory (3 hrs)

Scientific Writing—6 hours

PSY 599 Thesis Research and Writing (6 hrs)

Science of Behavior—3 hours

PSY 511 Psychology of Learning (3 hrs)

PSY 521 Advanced Child Psychology (3 hrs)  
PSY 523 Advanced Topics in Cognition (3 hrs)  
PSY 552 Advanced Social Psychology (3 hrs)  
PSY 580 Advanced Physiological Psychology (3 hrs)

Ethics—3 hours

PSY 541 Professional Issues and Ethics in Psychology (3 hrs)

Practicum—3 hours

PSY 662 Practicum in Psychology (3 hrs)

Cognitive Focus Area—9 hours

PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs)

PSY 523 Advanced Topics in Cognition (3 hrs)

PSY 412G Motivation (3 hrs)

OR PSY 552 Advanced Social Psychology (3 hrs)

OR PSY 580 Advanced Physiological Psychology (3 hrs)

OR PSY 590 Readings of Research in Psychology (3 hrs)

Developmental Focus Area—9 hours

3-6 hrs required from among the following:

PSY 521 Advanced Child Psychology (3 hrs)

PSY 424G Topics in Developmental Psychology (3 hrs)

PSY 423G Psychology of Adult Life and Aging (3 hrs)

3-6 hrs required from among the following:

PSY 523 Advanced Topics in Cognition (3 hrs)

PSY 552 Advanced Social Psychology (3 hrs)

PSY 540 Behavioral Problems of Childhood and Adolescence (3 hrs)

PSY 545 Child Clinical Psychology: Theory and Practice (3 hrs)

PSY 590 Readings of Research in Psychology (3 hrs)

Biobehavioral Focus Area—9 hours

PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs)

PSY 580 Advanced Physiological Psychology (3 hrs)

PSY 411G Sensation and Perception (3 hrs)

OR PSY 483G Evolutionary Psychology (3 hrs)

OR PSY 511 Psychology of Learning (3 hrs)

OR PSY 590 Readings of Research in Psychology (3 hrs)

### **Specialist in Education: School Psychology, Ref. #147**

This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department's psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project are also required.

### **Admission Requirements**

Applicants should have course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology; a minimum score of 850 or equivalent\* on the Graduate Record Examination General Test (Verbal + Quantitative); and a minimum undergraduate GPA of 3.0. Applicants should send three letters of recommendation, a psychology department application form and the graduate studies application form to the Office of Graduate Studies. 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.

*\*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS Teacher Admissions webpage. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.*

### **Specialist Program Requirements—67 hours**

#### *Required Courses*

- PSY 510 Advanced Educational Psychology (3 hours)
- PSY 511 Psychology of Learning (3 hours)
- PSY 514 Program Evaluation (3 hours)
- PSY 519 Psychological Perspectives on Classroom Behavior (3 hours)
- PSY 521 Advanced Child Developmental Psychology (3 hours)
- PSY 540 Behavior Problems of Childhood and Adolescence (3 hours)
- PSY 541 Professional Issues and Ethics in Psychology (3 hours)
- PSY 545 Clinical Child Psychology: Theory and Practice (3 hours)
- PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hours)
- PSY 561 Advanced Assessment in Educational Settings (3 hours)
- PSY 562 Practicum in Psychological Assessment (6 hours)
- PSY 563 Statistics and Psychometric Theory (3 hours)
- PSY 580 Advanced Physiological Psychology (3 hours)
- PSY 592 Internship (6 hours hours)
- PSY 641 Theories of Psychotherapy (3 hours)
- PSY 643 Academic Assessment & Intervention (3 hours)
- PSY 645 Consultation in Educational and Mental Health Settings (3 hours)
- PSY 662 Practicum in Psychology (4 hours)
- PSY 699 Specialist Project (6 hours)

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### **Graduate Courses in Psychology**

#### **PSY 405G Cognitive Psychology**

3 hours

Prerequisite: PSY 100. Overview of theory and research in human cognition, with primary emphasis on attention, memory, judgment and decision making, and problem solving. Cognition in special populations (e.g., elderly, brain-injured, mentally disordered) is also covered.

#### **PSY 410G Psychology of Learning**

3 hours

Prerequisite: PSY 100. Facts and principles of human and animal learning, especially as these have been treated in theories attempting to provide a general framework for understanding what learning is and how it takes place.

#### **PSY 411G Psychology of Sensation and Perception**

3 hours

Prerequisite: PSY 100. Basic sensory mechanisms involved in taste, smell, hearing, and sight, with primary emphasis on auditory and visual perception. Topics include speech perception; visual illusions; color vision; perception of form, shape, movement, time, and space; perceptual motor coordination; and the development of perception.

#### **PSY 412G Psychology of Motivation and Emotion**

3 hours

Prerequisite: PSY 100. 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.

**PSY 421G Psychology of Early Adolescence**

3 hours

Prerequisite: PSY 100. Focuses on theory and research related to cognitive, personality, and social development in early adolescence. Theories are applied to important developmental contexts such as peers, families, and learning environments. Designed for students planning to meet middle grades certification requirements. Either PSY 421 or PSY 422, but not both, may be taken to satisfy the requirements of the psychology major or minor. PSY 421 may not be used to satisfy the Developmental Course Category restricted elective requirement for the major.

**PSY 422G Adolescent Psychology**

3 hours

Prerequisite: PSY 100. Introduction to behavior and development from early adolescence to adulthood, emphasizing a critical review of research and literature.

**PSY 423G Psychology of Adult Life and Aging**

3 hours

Prerequisite: PSY 100. 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.

**PSY 424G Topics in Developmental Psychology**

3 hours

Prerequisite: PSY 199 or PSY 321 or equivalent and graduate standing. A consideration of special topics to acquaint students with theoretical and research issues of particular interest in developmental psychology. May be repeated once for credit provided the topic differs.

**PSY 430G Psychology of Women**

3 hours

Prerequisite: Six hours of psychology, including PSY 100. 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.

**PSY 432G Psychology of the Gifted and Creative**

3 hours

Prerequisite: PSY 100. 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.

**PSY 435G Moral Development and Education**

3 hours

Prerequisites: PSY 100 or equivalent and graduate standing. 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.

**PSY 440G Abnormal Psychology**

3 hours

Prerequisite: PSY 100. Introduction to abnormal psychology emphasizing forms of abnormal behavior, etiology, developmental factors, interpretations, behavioral manifestations and treatment programs.

**PSY 441G Psychological Aspects of Alcoholism**

3 hours

Intensive study of theories and research regarding alcoholism; emphasis on application of psychological theories to the treatment of alcoholism.

**PSY 442G Beginning Skills in Psychological Interviewing**

3 hours

Prerequisites: Six hours in PSY including PSY 100 and permission of instructor. Paraprofessional skills for conducting structured and unstructured interviews in non-therapy settings. Emphasizes skills development but also covers some theoretical material.

**PSY 443G Behavior Modification**

3 hours

Prerequisites: Six hours of psychology including PSY 100, and permission of instructor. 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.

**PSY 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.

**PSY 455G Introduction to Clinical Practice of Psychology**

3 hours

Prerequisites: PSY 440 or 450. Survey of theories, models, and techniques in clinical, counseling, and school psychology. Includes emphasis on professional ethics for psychologists. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

**PSY 470G Psychology and Law**

3 hours

Prerequisites: PSY 100 or equivalent and graduate standing. Psychological knowledge that is pertinent to the legal system. Emphasis on how human characteristics and psychological factors influence attitudes, decisions, and behavior throughout the legal process. Field trips to off-campus locations will be required. Students are responsible for arranging their own transportation.

**PSY 473G Training in Business and Industry**

3 hours

Prerequisites: PSY 370 or MGT 310 and 311, or permission of instructor. Theories, research and methods of training needs analysis, program design, implementation, and evaluation.

**PSY 475G Grant Writing**

3 hours

Prerequisite: English 300 or equivalent and graduate standing. In depth exploration of researching grant opportunities, writing and submitting grant proposals, administering grants and developing evaluation plans for collecting, analyzing and reporting data.

**PSY 480G Physiological Psychology**

3 hours

Prerequisites: PSY 100. Study of physiological mechanisms underlying behavior with an emphasis on current research on neurological, biochemical, and sensory mechanisms that influence behavior.

**PSY 483G Evolutionary Psychology**

3 hours

Prerequisites: PSY 100 or equivalent and Graduate standing. 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.

**PSY 485G Psychology of Religion**

3 hours

Prerequisites: Nine hours of PSY including PSY 100, graduate standing, PSY 201 210 and 450 are preferred but not essential. Study Classical theories and current research in the psychology of religion.

**PSY 490G Research, Readings or Special Projects in Psychology**

1-3 hours

Prerequisite: PSY 100 and permission of the faculty project supervisor. Advanced students will conduct research and/or readings or projects concerning issues in psychology under the direction of faculty members. The course may be repeated.

**PSY 495G History and Systems of Psychology**

3 hours

Prerequisite: Nine hours in psychology including PSY 100 and graduate standing. Overview of the main historical systems of psychology: introspectionist, functionalist, purposive, psychoanalytic, behaviorist, gestalt, existentialistic, and humanistic. Emphasizes the recent history of psychology, and the identification of important systematic trends in contemporary writings in psychology and their underlying assumptions.

**PSY 499G Senior Seminar in Psychology**

3 hours

Seminar in which major concepts and issues in psychology are considered. Directed reading, guest lectures, field trips, and/or oral reports by students are utilized.

**PSY 500 Trends and Scientific Approaches in Psychological Thinking**

1-3 hours

New developments and special topics in contemporary psychological research. May be repeated with a different topic.

**PSY 501 Issues in College Instruction Using the Internet**

2 hours

Prerequisites: Internet access, a WEB page, and instructor permission. Survey of principles and techniques of college-level instruction via the Internet. Students create an Internet-based course or adapt administrative policy to accommodate Internet instruction.

**PSY 504 Advanced Research Methods in Psychology**

3 hours

Prerequisites: Graduate standing or permission of the instructor. Examination of methodological concepts and issues in the conduct of psychological research.

**PSY 505 Statistical Software for Behavioral Scientists**

3 hours

Prerequisites: Three hours of undergraduate statistics and graduate standing or permission of instructor. Develops proficiency in use of statistical software for mainframe and personal computers. Emphasis on SPSS. Data base management for the PC also addressed.

**PSY 510 Advanced Educational Psychology**

3 hours

Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

**PSY 511 Psychology of Learning**

3 hours

Theories of learning including conditioning, social learning, reinforcement, problem solving, motivation, and structure of the learning situation.

**PSY 512 Experimental Design and Analysis of Variance**

3 hours

Principles of experimental design including single factor and multiple factor between- and within-subjects designs, mixed designs, and statistical methods with an emphasis on analysis of variance.

**PSY 513 Advanced Statistical Analysis**

3 hours

Prerequisite: PSY 512 or permission of instructor. Advanced analysis techniques appropriate to psychological research. Emphasizes the more complex forms of the analysis of variance, the analysis of covariance, and non-parametric statistics.

**PSY 514 Program Evaluation**

3 hours

Prerequisite: PSY 512 or equivalent. Examination of program accountability. Emphasizes all phases of evaluation. Also covers decision making processes.



**PSY 519 Psychological Perspectives on Classroom Behavior**

3 hours

Strategies and techniques designed for coping with problem behaviors in the classroom. Covers both preventative and problem encounter measures.

**PSY 520 Individual Differences and Human Diversity**

1-3 hours

Research and theory in aspects of human diversity, including intelligence, motivation, personality, achievement, and aptitudes. Both individual and group differences are addressed, and sources of diversity are explored.

**PSY 521 Advanced Child Developmental Psychology**

3 hours

Particular emphasis upon a critical review of current research in child development.

**PSY 523 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.

**PSY 540 Behavior Problems of Childhood and Adolescence**

3 hours

The major forms of psychopathology in children and adolescents, with emphasis upon recent research, classification systems and developmental patterns. Also covers clinical and school treatment of behavior problems encountered in the school setting.

**PSY 541 Professional Issues and Ethics in Psychology**

3 hours

Roles and responsibilities of professional psychologists emphasizing ethical, legal, and methodological issues for the master's level professional.

**PSY 545 Clinical Child Psychology: Theory and Practice**

3 hours

Prerequisite: PSY 540 or PSY 640 or permission of instructor. For psychology or mental health profession students desiring to work with mental health problems in children and adolescents.

**PSY 551 Social Psychology of Organizations**

3 hours

The dynamics of groups and organizations. Current theory and research in psychology of organizations.

**PSY 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.

**PSY 560 Assessment of Cognitive and Intellectual Functioning**

3 hours

Prerequisite: Permission of instructor. Administration of the WISC, WAIS and other individually administered tests used as basic tools in education, occupational guidance, clinical diagnosis.

**PSY 561 Advanced Assessment in Educational Settings**

3 hours

Prerequisite: PSY 560 and permission of instructor. Interpretation and integration of assessment information for use in educational settings. Includes tests, behavior ratings scales, ecological analysis, systematic observations, and functional behavioral assessment.

**PSY 562 Practicum in Psychological Assessment**

1-3 hours

Corequisite: PSY 560 or 561. Prerequisite: Permission of instructor. 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. (May be repeated)

**PSY 563 Statistics and Psychometric Theory**

3 hours

Required of all graduate students in psychology. Introduction to psychometric theory. Emphasis on statistical techniques, construction and psychological measurement instruments.

**PSY 570 Job Analysis and Compensation**

3 hours

Overview of the I/O discipline with an emphasis on job analysis and compensation.

**PSY 571 Personnel Psychology**

3 hours

Prerequisite: PSY 570. Employee selection procedures, with emphasis on criterion and validity issues. Direct involvement in data collection and analysis.

**PSY 572 Organizational Psychology**

3 hours

Prerequisite: PSY 570. Selected topics relevant to work organizations. Emphasizes current theories and research practices.

**PSY 580 Advanced Physiological Psychology**

3 hours

Anatomy of the nervous system, relationships among the components of the nervous system and psychological functioning.

**PSY 590 Readings/Research Psychology**

1-3 hours

Prerequisite: Departmental permission only. Individual readings or research. Arrangements must be made before enrollment.

**PSY 591 Internship in College Teaching**

3 hours

Problems and methods of teaching at the college level. Students enrolled in this course will concurrently teach a course in introductory or general psychology.

**PSY 592 Psychology Internship**

3 hours

Prerequisite: Permission of instructor. Field experience for clinical, school, industrial, or other psychologists. Required for Kentucky certification. Typically taken in the student's last semester in residence.

**PSY 599 Thesis Research**

1-6 hours (6 total)

No course description is available.

**PSY 600 Maintain Matriculation**

1-6 hours

No course description is available.

**PSY 637 Theories of Addiction**

3 hours

Equivalent: CNS 637, SWRK 637. Prerequisites: Admission to or completion of approved graduate program in helping profession, and instructor's permission. This course involves introduction to theoretical, philosophical and historical premises of addictions. Topics include professional ethics, diversity, family roles and relationships, and dual diagnosis.

**PSY 640 Psychopathology**

3 hours

Major forms of child and adult psychopathology with emphasis upon recent research, classification systems, the modification of deviant behavior and developmental patterns of learning and motivation variables.

**PSY 641 Theories of Psychotherapy**

3 hours

Prerequisite: Permission of instructor. Selected theories and techniques of psychotherapy and counseling. Also covers group therapy, clinical topics, and professional and ethical issues.

**PSY 642 Clinical Interviewing and Psychotherapy**

3 hours

Prerequisite: PSY 641 and permission of instructor. Continuation of 641 with emphasis on group, family, and marital psychotherapy.

**PSY 643 Psychoeducational Assessment**

3 hours

Prerequisites: PSY 560, 561 and permission of instructor. Diagnostic instruments and procedures for assessing educationally-related disabilities. Emphasis on current laws and regulations regarding special education, academic interventions, and Individualized Education Programs. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

**PSY 645 Consultation in Educational and Mental Health Settings: Theory and Practice**

3 hours

Designed to provide theory and practice to mental health professionals. Theories and methods of mental health consultation in depth. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

**PSY 647 Addictions: Assessment, Diagnosis, and Treatment Planning**

3 hours

Equivalent: CNS 647, SWRK 647. Prerequisites: Admission to or completion of approved graduate program in a helping profession, and instructor permission. 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.

**PSY 660 Assessment of Personality and Socio-emotional Functioning**

3 hours

Prerequisite: PSY 560 and permission of instructor. Personality diagnosis using objective and projective techniques with emphasis on current research interpretation, and communication of assessment information.

**PSY 662 Practicum in Psychology**

1-3 hours

Prerequisite: Permission of instructor. 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.

**PSY 667 Counseling Substance Abusers and Their Families**

3 hours

Equivalent: CNS 647, SWRK 647. Counseling issues related to substance abuse diagnosis, treatment and aftercare program.

**PSY 670 Equal Employment Opportunity, the Law, and Ethical Considerations**

3 hours

Prerequisite: PSY 570. 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.

**PSY 673 Advanced Training in Business and Industry**

3 hours

Prerequisites: PSY 571 or permission of instructor. Theories, research and methods of training needs analysis, program design, implementation, and evaluation.

**PSY 699 Specialist Project**

1-6 hours (6 total)

No course description is available.

**PSY 700 Maintain Matriculation**

1-6 hours

No course description is available.

**PSY 770 Legal Issues for Organizational Leaders**

3 hours

Prerequisite: Admission to EdD Program or permission of instructor. Survey of Equal Employment Opportunity laws and other employment laws and their implications for organizational leaders.

**PSY 711 Human Resources Management and Personnel Decisions for Organizational Leaders**

3 hours

Prerequisite: Admission to the EdD program or permission of instructor. 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.

**PSY 773 Employee Training and Development Issues for Organizational Leaders**

3 hours

Prerequisite: Admission to the EdD program or permission of instructor. 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.

## School of Teacher Education

Sylvia Dietrich, Interim Director of the School of Teacher Education and Associate Dean  
Gary A. Ransdell Hall 1092  
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<http://www.wku.edu/ste/>

### Programs Offered

Autism Spectrum Disorders (Certificate)  
Director of Special Education (Endorsement)  
Director of Special Education (RI)  
Educational Technology (Certificate)  
Elementary Education (EdS)  
Elementary Education (RI)  
Elementary Education for Teacher Leaders (RII)  
Elementary Education for Teacher Leaders (MAE)  
Elementary Mathematics Specialist, P-5 (Endorsement)  
Environmental Education, P-12 (Endorsement)  
Gifted and Talented, P-12 (Endorsement)  
Instructional Design (Certificate)  
Instructional Design (MS)  
Instructional Computer Technology, P-12 (Endorsement)  
Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification (MAT)  
Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders (MAE)  
Interdisciplinary Early Childhood Education, Birth to Primary (RI)  
Library Media Education (MS)  
Library Media Education (RI)  
Literacy Education (MAE)  
Literacy in Post-Secondary Settings (Certificate)  
Middle Grades Education (RI)  
Middle Grades Education for Teacher Leaders (RII)  
Middle Grades Education for Teacher Leaders (MAE)  
Secondary Education (EdS)  
Secondary Education (MAE)  
Secondary Education (RI)  
Secondary Education for Teacher Leaders (RII)  
Secondary Education for Teacher Leaders (MAE)  
Special Education for Teacher Leaders: Learning and Behavior Disorders (MAE)  
Special Education Initial Certification: Learning and Behavior Disorders (MAT)  
Special Education-MSD (MAE)

### Non-Degree Programs

For information on the general requirements for Non Degree Planned Fifth-Year/Rank II and Non Degree Planned Sixth-Year/Rank I programs, refer to the section on Non-Degree Programs at the beginning of the College of Education and Behavioral Sciences section.

### Master of Arts in Education: Elementary Education for Teacher Leaders, Ref. #0433

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

**Admission Requirements**

Criteria vary, depending on the student's undergraduate institution and GPA:

1. WKU Graduate: Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility\* for Elementary (Grades P-5).
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 or higher for all previous coursework (undergraduate and graduate) or a qualifying GRE/GAP\*\* score and must have or be eligible for a teaching certificate for elementary education. 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 or higher for all previous coursework (undergraduate and graduate) or a qualifying GRE/GAP\*\* score and must have or be eligible for a teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application.

*\*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.*

*\*\*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.*

**Degree Requirements—30-31 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.

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.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

*Important Note: 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. Courses below in boldface are required.*

*Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

*Professional Education Component—9-16 hours***TCHL 500 Foundations of Teacher Leadership (3 hours)****TCHL 530 Curriculum Development (3 hours)**

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

**TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)***Mid-Point Assessment Requirements*

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

*Specialization Component—15-21 hours***TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)****Advisor-approved content-specific course (3 hours)**

Electives: 9-15 hours

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*

Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.

**Specialist in Education: Elementary Education, Ref. #118**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

This post master's program provides opportunity for the advanced graduate student to improve the foundations and competencies for teaching. The program may also be structured to meet Rank I salary requirements under Kentucky's minimum foundation program of education. The following emphases or specializations are available to the elementary education major: literacy, general curriculum and instruction, English as a second language, gifted education, and Instructional Computer Technology. The EdS in Elementary Education requires 30 hours beyond a master's degree.

**Admission Requirements**

In addition to meeting the admission requirements of Graduate Studies, applicants must meet the following departmental requirements:

1. Three years of teaching experience at the appropriate level. Up to two years of experience may be waived in favor of equivalent experience; and
2. Four letters of recommendation: Two from graduate faculty members and two from professional associates in administrative and/or supervisory roles.

**Degree Requirements***Professional Education Component—9 hours*

EDU 601 Seminar: Advanced Professional Development Plan  
ELED 603 Advanced Seminar Elementary Curriculum  
EDU 604 Management of the Learning Environment  
EDU 698 Seminar: Advanced Portfolio Project

*Related Professional Education Courses—9 hours*

SPED 516 Exceptional Child: Perspectives and Issues\*  
ELED 699 Specialist Project (6 hours total)  
Plus 3-6 hours of advisor approved, professional education graduate-level courses.

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

*Related Non-Professional Education Courses—12 hours*

Twelve hours of advisor approved graduate level, subject-related course work.

*Note: There is a limit of 6 of hours workshop and independent study credit that can be used on a Specialist Degree program. Only three of those 6 hours can be one credit hour courses. A total of 24 hours non-professional education courses are required for MAE and the Specialist Degree combined.*

**Non-Degree Planned Fifth-Year/Rank II: Elementary Education for Teacher Leaders, Ref. #0430**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

**Admission Requirements**

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.

**Program Requirements**

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.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.



*Important Note: 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.*

*Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

*Professional Education Component—9-16 hours*

**TCHL 500 Foundations of Teacher Leadership (3 hours)**

**TCHL 530 Curriculum Development (3 hours)**

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

**TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)**

*Mid-Point Assessment Requirements*

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

*Specialization Component—16-23 hours*

**TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)**

**Advisor-approved content-specific course (3 hours)**

Electives: 10-17 hours

With advisor approval, students may select content electives or 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).

*Total Program Hours: 32-39*

**Non-Degree Planned Sixth-Year Rank I: Elementary Education, Ref. #084**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

**Program Requirements**

This program requires 30 semester hours in addition to the requirements for a Planned Fifth-Year program, or 60 semester hours including a master's degree.

*Required Professional Education Component—9-12 hours*

EDU 601 Seminar: Advanced Professional Development Plan

ELED 603 Advanced Seminar Elementary Curriculum

EDU 604 Management of the Learning Environment

SPED 516 Exceptional Child: Perspectives and Issues\*  
EDU 698 Seminar: Advanced Portfolio Project

*Related Professional Courses—6-9 hours*  
Courses must be approved by advisor.

*Related Specialization Courses—12 hours*  
Courses must be approved by advisor.

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

### **Endorsement: Elementary Mathematics Specialist, P-5, Concentration KEM, Ref.#132**

The Elementary Mathematics Specialist P-5 Endorsement is designed to give professionals both a deep and practical knowledge of the content and pedagogy of elementary mathematics and skills for working with other professionals to develop their mathematical knowledge for teaching in P-5 settings.

#### **Admission Requirements**

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.

#### **Endorsement Requirements**

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 EdS in Elementary Education as well. This graduate endorsement program requires 15 hours that may be incorporated into the Elementary Education MAE program or other graduate programs for elementary teachers.

#### *Required Professional Education Component—9 hours*

ELED 571 Leadership, Math and Technology Education  
ELED 572 Math and Technology Methods for Diverse Learners  
ELED 573 Math and Technology Assessment

#### *Mathematics Content Requirements—6 hours*

Two graduate mathematics courses selected with advisor approval from:  
MATH 411G Problem Solving for Elementary and Middle School Teachers\*  
MATH 507 Mathematics Concepts for Elementary Teachers†  
MATH 508 Number Concepts for Elementary and Middle Grades Teachers†

*\*Required unless MATH 411 was taken as an undergraduate.*

*†Required for students who completed MATH 411 as undergraduates.*

### **Master of Arts in Education: Middle Grades Education for Teacher Leaders, Ref. #0434**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

### Admission Requirements

Criteria vary, depending on the student's undergraduate institution and GPA:

1. WKU Graduate: Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility\* for Middle Grades (Grades 5-9).
2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE\*\* scores and must have or be eligible for a teaching certificate\* for Middle Grades (Grades 5-9). 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 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP\*\* scores and must have or be eligible for a teaching certificate\* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.

*\*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.*

*\*\*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.*

### Degree Requirements

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

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

*Important Note: 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.*

*Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

*Professional Education Component—9-16 hours***TCHL 500 Foundations of Teacher Leadership (3 hours)****TCHL 530 Curriculum Development (3 hours)**

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

**TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)***Mid-Point Assessment Requirements*

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

*Specialization Component—14-21 hours***TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)****Advisor-approved content-specific course (3 hours)**

Electives: 8-15 hours

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.

*Total Program Hours: 30-37**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.

**Non-Degree Planned Fifth-Year/Rank II: Middle Grades for Teacher Leaders, Ref. #0431**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

**Admission Requirements**

Applicants must have or be eligible for a teaching certificate\* for Middle Grades (Grades 5-9).

*\*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**

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

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

*Important Note: 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.*

*Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

#### *Professional Education Component—9-16 hours*

**TCHL 500 Foundations of Teacher Leadership (3 hours)**

**TCHL 530 Curriculum Development (3 hours)**

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

**TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)**

#### *Mid-Point Assessment Requirements*

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

#### *Specialization Component—17-23 hours*

**TCHL 520 – Principles of Action Research for Teacher Leaders (3 hours)**

**Advisor-approved education course (3 hours)**

**Advisor-approved content-specific course (3 hours)**

Electives: 8-14 hours

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).

*Total Program Hours: 32-39*

*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.

**Non- Degree Planned Sixth-Year/Rank I: Middle Grades Education, Ref. #158**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

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.

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

**Program Requirements**

*Professional Education Component—9-12 hours*

- †EDU 601 Seminar: Advanced Professional Development Plan
- ELED 603 Advanced Seminar: Elementary Curriculum
- EDU 604 Management of the Learning Environment
- \*SPED 516 The Exceptional Child
- ‡EDU 698 Seminar: Advanced Portfolio Project

*Related Professional Courses—6-9 hours*

Advisor must approve courses.

*Related Specialization Courses—12 hours*

Advisor must approve courses.

†*Students should enroll in EDU 601 within the first 7 hours of course work in the Non-Degree Planned Rank I or Specialist Degree.*

‡*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.*

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

**Master of Arts in Education: Secondary Education for Teacher Leaders, Major or Minor, Ref. #0435**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

**Admission Requirements**

1. WKU Graduate: Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility\* for Secondary (Grades 8-12, 5-12, or P-12).
2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE\*\* scores and must have or be eligible for a teaching certificate\* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

3. Graduate of an Out-of-State Institution of Higher Education Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP\*\* scores and must have or be eligible for a teaching certificate\* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

*\*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.*

*\*\*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.*

### **Degree Requirements—30 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.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

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

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. This program requires 30-37 hours. Courses below in boldface are required.

*Important Note: 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.*

*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.*

**Secondary Education Major***Professional Education Core—9-16 hours***TCHL 500 Foundations of Teacher Leadership (3 hours)****TCHL 530 Curriculum Development (3 hours)**

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

**TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)***Other Education Courses—3-9 hours***TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)**

Other advisor-approved education electives

*Specialization Component—12 hours***3 hours Advisor-approved content-specific course**

Electives: 9 hours

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.

*Total Program Hours: 30-37***Secondary Education Minor***Content Area Specialization Component—18 hours*

Contact advisor in major area for program information.

For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:

*Professional Education Core—9-16 hours***TCHL 500 Foundations of Teacher Leadership (3 hours)****TCHL 530 Curriculum Development (3 hours)**

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

**TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)***Education Electives—0-3 hours*

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 Principles of Action Research for Teacher Leaders is strongly recommended.

*Total Program Hours: 30-37**Mid-Point Assessment Requirements*

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an



average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

*Program Completion Requirements*

- Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

**Specialist in Education: Secondary Education, Ref. #119**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

This post master's degree provides opportunity for the advanced graduate student to improve the foundations and competencies for teaching. The program may also be structured to meet Rank I salary requirements under Kentucky's minimum foundation program of education. The following emphases or specializations are available to the secondary education major: literacy, general curriculum and instruction, and gifted education. The EdS in Secondary Education requires 30 hours beyond a master's degree.

**Admission Requirements**

In addition to meeting the admission requirements of Graduate Studies, applicants must meet the admission requirements for the School of Teacher Education and, if applicable, the department in which specialization courses are offered.

School of Teacher Education Requirements:

- Three years of teaching experience at the appropriate level. Up to two years of experience may be waived in favor of equivalent experience; and
- Four letters of recommendation: two from graduate faculty members and two from professional associates in administrative and/or supervisory roles.
- Student must hold initial or advanced certification in an area consistent with the focus of study.
- Students must have an overall 3.0 average in specialized field coursework
- Student must submit with their application a Statement of Purpose essay of approximately 750 words. The essay should discuss the applicant's personal, professional, and/or academic preparation for advanced graduate study, and how the EdS degree with a specific concentration will fit into the applicant's future professional development.

**Degree Requirements**

This program requires 30 hours beyond a master's degree.

*Professional Education Component—3 hours*

EDU 604 Management of the Learning Environment

*Research Methods or Statistics—3 hours*

EDFN 501 Educational Statistics or subject-related research methods or statistics course pertinent to the area of specialization

*Related Professional Education Courses—6-9 hours*

Advisor approved professional education courses

*Related Specialization Courses—9-12 hours*

Advisor-approved, subject-related courses pertinent to the area of specialization.

*Specialist Project—6 hours*

EDU 699 Specialist Project (6 hours total)

OR EDU 699 Specialist Project (3 hours) AND discipline-specific 699 course (3 hours)

## Non-Degree Planned Fifth-Year/Rank II: Secondary Education for Teacher Leaders, Ref. #0432

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

### Admission Requirements

Applicants must have or be eligible for a teaching certificate\* for Secondary Education (Grades 8-12, 5-12, or P-12).

*\*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

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

The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

*Important Note: 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.*

*Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

#### *Professional Education Core—9-16 hours*

**TCHL 500 Foundations of Teacher Leadership (3 hours)**

**TCHL 530 Curriculum Development (3 hours)**

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

**TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)***Mid-Point Assessment Requirements*

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

*Specialization Component—17-23 hours***TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)****Advisor-approved content-specific course (3 hours)**

Electives: 11-17 hours

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; and approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).

*Total Program Hours: 32-39*

*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.

**Non-Degree Planned Sixth-Year/Rank I: Secondary Education, Ref. #124**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

**Program Requirements**

This program requires 30 semester hours in addition to the requirements for a Planned Fifth-Year program, or 60 semester hours including a master's degree.

*Required Professional Courses—5 hours*

EDU 604 Management of the Learning Environment

\*EDU 501 Seminar: Designing Professional Development Plan

†EDU 596 Portfolio Development & Professional Education Growth Plan

*Related Professional Courses—7-13 hours (Chosen with advisor)*

Secondary Education Major—13 hours including SPED 516†

Secondary Education Minor—7 hours including SPED 516†

*Related Specialization Courses—12-18 hours (Chosen with advisor)*

Secondary Education Major—12 hours

Secondary Education Minor—18 hours

*\*Students should enroll in this course within the first 7 hours of the program.*

*†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.*

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

## Master of Arts in Education: Secondary Education (Alternate Route to Teacher Certification), Ref. #103

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

A recommendation for certification will be contingent upon successful completion of the Kentucky Teacher Internship Program (KTIP) and submission of qualifying scores on the Principles of Learning and Teaching. All requirements for certification must be completed within three years of the time of employment by a school district.

### Admission Requirements

1. Completion of content course work in the following: single subject for Middle Grades Education mathematics and sciences or two of the following mathematics, science, language arts, or social studies. Completion of content course work for secondary certification: art, biology, chemistry, history, music, English, French, German, Spanish, or physics.
2. Completion of a baccalaureate degree with an overall undergraduate GPA of 2.5 or higher;
3. Passing score on PRAXIS II exams on file before starting program;
4. Acceptable GAP score and GRE writing score on file in Graduate Studies before starting program;
5. Commitment of employment from a Kentucky school district before beginning program;
6. Meet the admission requirements identified by the respective content area; and
7. Favorable recommendation based on interview by screening committee, which will include a faculty member from the identified content area.

### Degree Requirements

#### Required Professional Education Course Components—21 hours

##### *Professional Development Component—6 hours*

- EDU 501 Seminar: Designing Professional Development Plan
- EDU 596 Portfolio Development and Professional Education Growth Plan
- EDU 590 Advanced Internship

##### *Educational Psychology Component—3 hours*

- PSY 511 Psychology of Learning
- OR PSY 510 Advanced Educational Psychology

##### *Curriculum Component—3 hours*

- EDU 520 Planning for Instruction

##### *Strategies Component—3 hours*

- EDU 521 Implementing an Instructional Plan

##### *Exceptional Component—3 hours*

- SPED 516 Exceptional Child: Perspectives and Issues

##### *Research/Assessment Component—3 hours*

- EDFN 500 Research Methods

#### Content Related Component—9 hours

Courses will be selected from the teaching discipline. The specific selection of courses will be based upon candidate pre-assessment. The course selections must be approved by the candidate's program advisory committee, which will include a representative from the candidate's teaching discipline.

## Endorsement: Environmental Education P-12, Concentration KEV, Ref.#132

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

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.

### **Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

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.

### **Endorsement Requirements**

#### *Required Core—6 hours*

- ENVE 520 Introduction to Environmental Education
- ENVE 580 Instructional Strategies in Environmental Education

#### *Electives—6 hours*

- ENVE 585 Special Topics in Environmental Education (repeatable to 6 hours)
- EDU 570 Workshops: Environmental Education
- EDU 507 / GEOS 507 Geography for Teachers
- REC 532 Environmental Education Resources
- REC 434G Environmental Interpretation
- GEOL 511 The Dynamic Earth
- Other courses chosen by the advisor and the environmental education endorsement coordinator

### **Endorsement: Gifted and Talented Education P-12, Concentration KE37, Ref. #132**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

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.

### **Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

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

### **Endorsement Requirements**

#### *Required courses—12 hours*

- GTE 536 Nature and Needs of Gifted, Creative, and Talented Students (3 hours)
- GTE 537 Curriculum, Strategies, and Materials for Gifted Students (3 hours)
- PSY 432G Psychology of the Gifted and Creative (3 hours)
- GTE 538 Practicum for Teachers of Gifted Students (3 hours)

## Master of Arts in Education: Literacy Education, Ref. #044

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

The Master of Arts in Education – Literacy Education is tailored to upgrade literacy instruction at all grade levels and is open to teachers in regular classrooms, special education classrooms, special reading classes, basic adult education classes, and community college reading instructors.

### Admission Requirements

Admission to the Master of Arts in Education-Literacy program requires a GAP score (undergraduate GPA x GRE score) of 2300 and a minimum GRE analytical writing score of 3.5. Applicants with a GAP score between 2200 and 2299 and 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. Applicants must have and submit a current teaching certificate when applying to the MAE: Literacy Education program. Thesis and non-thesis options are available to students.

### Degree Requirements

#### *Required Professional Education Component—21 hours*

- LTCY 518 Literacy Education and Technology
- LTCY 519 Foundations of Reading Instruction
- LTCY 520 Clinical Diagnosis of Reading Variability
- LTCY 521 Reading Intervention Practicum
- LTCY 524 Content Area Literacy
- LTCY 527 Literacy Learning & Cultural Differences
- LTCY 528 Literacy Research Methods & Evaluation

#### *Specialization Component—6 hours*

Choose one of the following (3 hours)

- LTCY 523 Diagnostic Reading Procedures for Classroom Teachers
- LTCY 624 Seminar in Literacy Issues and Trends
- LTCY 695 Internship in Literacy Supervision

Restricted Electives: Choose one of the following (3 hours)

- 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 School Curriculum
- SPED 516 Exceptional Child: Perspectives & Issues
- SEC 580 Curriculum
- ENG 596 Writing Project
- LME 518 Advanced Children's Literature
- LME 527 Literature for Young Adults
- SPED 523 Curriculum/Methods in Early Childhood Special Education
- IECE 591 Seminar in Interdisciplinary Early Childhood Education

#### *Research Foundations*

- EDFN 500 Research Methods

#### *Thesis Option*

- LTCY 599 Thesis

#### *Non-Thesis Option—6 hours*

- LTCY 522 Investigations in Reading
- LTCY 624 Seminar in Literacy Issues and Trends

*Note: Hours above 30 may count toward Rank 1.*

**Certificate: Literacy in Post-Secondary Settings, Ref. #0462**

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.

**Admission Requirements**

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.

**Certificate Requirements***Required Courses—18 hours*

- LTCY 500 Fundamentals of Reading and Related Language Arts
- LTCY 501 Reading and Writing for Learning
- LTCY 502 Differentiating Literacy Instruction
- LTCY 503 Assessment and Evaluation of Reading and Writing
- LTCY 504 Strategy-Based Reading and Writing Intervention
- LTCY 505 Job-Embedded Literacy Methods

**Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders, Ref. #0457**

Program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

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. 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).

**Admission Requirements**

1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate\* and must submit a copy of the certificate or statement of eligibility with their applications.
2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA\*\* for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate\* and must submit a copy of the certificate or statement of eligibility with their applications.
3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA\*\* for all previous coursework (undergraduate and graduate) must have or be

eligible for a teaching certificate\* and must submit a copy of the certificate or statement of eligibility with their applications.

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

*\*\*Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score† of 561 or higher. The 561 score must include a GRE Verbal Reasoning score of 143 or higher, a GRE Quantitative 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 of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application.*

†GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.

Application Deadline Notes: Along with all graduate studies 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 graduate studies 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.

## Degree Requirements

### *Teacher Leader Professional Education Core Courses—9-16 hours*

- TCHL 500 Foundations of Teacher Leadership (3 hours)
- TCHL 530 Curriculum Development (3 hours)
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)
- TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)
- TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)
- TCHL 554 Student Assessment II: Standardized Testing (1 hour)
- TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)
- TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

*NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.*

### *Specialization Component—18 hours*

- SPED 518 Issues in Behavior Management (3 hours)
- SPED 530 Advanced Assessment Techniques (3 hours)
- SPED 531 Advanced Prescriptive Teaching (3 hours)
- SPED 532 Families, Professionals, and Exceptionalities (3 hours)
- SPED 533 Seminar: Curriculum in LBD (3 hours)
- SPED 630 Special Education Law (3 hours)

### *Internship—3 hours*

- SPED 590 Advanced Internship in Exceptional Education (3 hours)

Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 590 and should take SPED 590 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

#### *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.

#### *Program Completion Requirements*

- Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (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.

### **Master of Arts in Teaching: Special Education Initial Certification: Learning and Behavior Disorders, Ref. #0456**

Program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

The Special Education Initial Certification in Learning and Behavior Disorders program, which will lead to a Master of Arts in Teaching, is for individuals who are seeking initial certification in LBD and may or may not be currently employed as a teacher of students with Learning and Behavior disorders. This option is for those individuals with no prior teacher certification in any area. This 36-hour program consists of coursework in induction to the profession of special education, the diagnosis and assessment of learning and behavioral disabilities, prescriptive teaching, managing behavioral disorders and positive behavior supports, research in special education, and special education law. If a student is currently employed or has verification of employment from a school district, the student may be eligible for a Temporary Provisional Teaching Certificate (TC-TP). If the student does not secure employment as the teacher of record in an LBD setting during the program, the student will be required to complete the equivalent of the state required student teaching experience in an unpaid position in an accredited Public School within WKU's service area. Graduates completing the equivalent of a student teaching experience will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD.

Students must submit passing scores on the Praxis II and be fully admitted to the professional education unit (teacher admissions) PRIOR to enrolling in SPED 590 Students must meet all state requirements for student teaching and initial certification. SPED 590 should be taken as the final course of the program. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

*Note: To be eligible to be recommended for teacher certification, students must document that they have received passing score(s) on the required Praxis II examination(s).*

#### **Admission Requirements**

To be considered for admission, applicants must:

- Document completion of a bachelor's degree with a major, or equivalent, in an approved subject area and from an accredited institution.
- Present a letter of application (including professional goals). Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate or graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate).
- Submit the state required passing score on the Pre-Professional Skills Test (PPST).

- 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 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 graduate studies 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.

**Degree Requirements**

*Introduction to Professional Education*

SPED 515 Education of Exceptional Children (3 hours)

*Educational Technology*

LME 535 Survey of Educational Technology Practices (3 hours)

*Educational Psychology*

PSY 510 Advanced Educational Psychology (3 hours)

*Diversity & Classroom Management*

SPED 518 Seminar: Contemporary Challenges in Special Education (3 hours)

*Assessment*

SPED 530 Advanced Assessment Techniques (3 hours)

*Literacy Component*

LTCY 519 Foundations of Reading Instruction (3 hours)

*Research Skills*

SPED 534 Research in Exceptional Child Education (3 hours)

*Content Methods Course*

SPED 533 Seminar: Curriculum for Learning and Behavior Disorders (3 hours)

*Program Specific Electives*

SPED 531 Advanced Prescriptive Teaching (3 hours)

SPED 630 Special Education Law and Finance (3 hours)

*Internship*

SPED 590 Advanced Internship in Exceptional Education (6 hours)

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)

**Master of Arts in Education: Special Education: Moderate/Severe Disabilities, Ref. #0438**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Moderate and Severe Disabilities (MSD). 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 MAE program leads to advanced preparation for those holding initial certification in Special Education MSD and may lead to certification in Moderate and Severe Disabilities (MSD) for those students who:

- Hold certification in any area other than Special Education; OR
- Hold Special Education Learning and Behavior Disorders (LBD) and/or Moderate and Severe Disabilities (MSD) certification.

Within the MAE program in Special Education, MSD, students 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. 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.

Successful completion of an action research capstone project is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a "C."

*Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on each required Praxis II examination. Students must pass all required Praxis II examinations before they may enroll in SPED 590 Internship in Exceptional Education. The program is divided into two instructional components.*

### Admission Requirements

Criteria vary, depending on the student's undergraduate institution and GPA:

1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate\* and must submit a copy of the certificate or statement of eligibility with their applications.
2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA\*\* for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate\* and must submit a copy of the certificate or statement of eligibility with their applications.
3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA\*\* for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate\* and must submit a copy of the certificate or statement of eligibility with their applications.

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

*\*\*Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA or higher for all previous coursework (undergraduate and graduate) or qualifying GAP/GRE\*\* scores and must have or be eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application.*

### Degree Requirements

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.

During the first course in the program, TCHL 500 – Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530 and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.

*Important Note: 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.*

*Professional Education Core—9-16 hours*

**TCHL 500 Foundations of Teacher Leadership (3 hours)**

**TCHL 530 Curriculum Development (3 hours)**

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

**TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)**

*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 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 may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

*Specialization Component—21-24 hours*

SPED 516 Exceptional Child: Perspectives & Issues (3 hours)\*

SPED 535 Curriculum for MSD

OR SPED 615 Instructional Strategies and Design in ASD

**SPED 630 Special Education Law**

SPED 518 Issues in Behavior Management

OR SPED 618 Social Skills Instruction and Behavioral Programming in ASD

SPED 532 Families, Professionals, and Exceptionalities

OR SPED 612 Collaboration for ASD

**SPED 530 Advanced Assessment Techniques**

**SPED 590 Internship in Exceptional Education**

SPED 419 G Assistive Technology

OR SPED 619 Assistive Technology for ASD

*\*Students who have not had an introductory Exceptional Education course such as SPED 330 or SPED 516, or the equivalent from another institution, must take SPED 516 as part of their program. This will add an additional 3 credit hours to the total hours.*

Students have the option of adding the Autism Spectrum Disorders Certificate to the MAE program in Special Education: Moderate and Severe Disabilities and may include 4 of the 5 ASD Courses within their program of study. This may add additional credit hours to a full program. The five Autism Certificate courses are:

- SPED 610 Characteristics of ASD
- SPED 612 Collaboration for Individuals with ASD
- SPED 615 Instructional Strategies and Design in ASD
- SPED 618 Social Skills Instruction and Behavioral Programming in ASD
- SPED 619 Assistive Technology and Communication for ASD (3 hours)

*Note: Students who choose to complete the Autism Certificate Program will add 3 hours to the program, making the total program hours 33-40 hours.*

*Total Program Hours: 30 – 37 hours*

#### *Program Completion Requirements*

Students must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (course grade of C or higher) and present research results in an approved venue.

### **Planned Sixth-Year/Rank I: Director of Special Education, Ref. #0426**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

#### **Admission Requirements**

1. Has submitted an application to Graduate Studies, including a copy of current, valid teaching certificate for exceptional children or school psychologist.
2. Has a master's degree from an accredited institution.
3. Has been recommended for admission by the Special Education Graduate Admission Committee.
4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school psychologist.
5. Has a 3.2 GPA or above on all graduate work.

#### **Program Requirements**

##### **Level I – Director of Special Education — 30 hours**

###### *Prerequisite Courses*

EDFN 500 Research Methods

Three hours from the following:

- SPED 330 Introduction to Exceptional Education: Diversity in Learning
- SPED 516 The Exceptional Child: Perspectives and Issues

Three hours from the following:

- SPED 518 Seminar: Contemporary Challenges in Special Education
- SPED 510 Seminar: Speech Pathology
- CNS 663 Counseling the Exceptional Child and Parent

Three hours from the following:

- ELED 503 Organization of the Elementary School Curriculum
- SEC 580 The Curriculum
- MGE 571 Middle School Curriculum
- EDAD 683 Seminar in Curriculum Development

Three hours from the following:

- SPED 533 Seminar: Curriculum for Learning and Behavior Disorders
- SPED 535 Seminar: Curriculum for the Moderately & Severely Disabled
- OR* an advisor-selected substitute

###### *Required Courses*

EDAD 585 Fundamentals of School Administration

EDAD 677 School Law  
 EDAD/SPED 620 Seminar in the Administration of Special Education  
 EDAD/SPED 625 Practicum in the Administration of Special Education  
 EDAD/SPED 630 Special Education Law and Finance

*Note: 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.*

#### **Level II – Certification program course work – 6 hours**

##### *Required Courses*

EDAD 598 Field-based Experience in Educational Administration & Supervision (Special Education)  
 EDAD 686 Principles of Supervision

#### **Endorsement: Director of Special Education, Ref. #132**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

#### **Admission requirements**

1. Has submitted an application to Graduate Studies, including a copy of current, valid teaching certificate for exceptional children or school psychologist.
2. Has a master's degree from an accredited institution.
3. Has been recommended for admission by the Special Education Graduate Admission Committee.
4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school psychologist.
5. Has a 3.2 GPA or above on all graduate work.

#### **Program Requirements**

##### **Level I Director of Special Education – 27 hours**

##### *Prerequisite Courses*

EDFN 500 Research Methods  
 EDAD 677 School Law  
 EDAD 585 Fundamentals of School Administration  
 Three hours from the following  
     SPED 330 Introduction to Exceptional Education: Diversity in Learning  
     SPED 516 The Exceptional Child: Perspectives and Issues  
 Three hours from the following  
     SPED 518 Seminar: Contemporary Issues  
     SPED 510 Seminar: Speech Pathology  
 Three hours from the following  
     SEC 580 The Curriculum  
     ELED 503 Organization of the Elementary School Curriculum  
     MGE 571 The Middle School Curriculum  
     EDAD 683 Seminar in Curriculum Development

##### *Required Courses*

EDAD/SPED 620 Seminar in the Administration of Special Education  
 EDAD/SPED 625 Practicum in the Administration of Special Education  
 EDAD/SPED 630 Special Education Law and Finance

##### **Level II Director of Special Education – 6 hours**

##### *Required Courses*

EDAD 598 Field-based Experience in Educational Administration & Supervision  
 EDAD 686 Principles of Supervision

## Master of Arts in Education: Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders, Ref. #0461

Program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#). The program is designed to prepare early childhood educators to provide leadership in working with children with and without special needs, ages 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.

### Admission Requirements

To be considered for admission, applicants must:

- 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 + GREQ) 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.

### Degree Requirements

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.

*Important Note: 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.*

#### Professional Education Component Courses – 15 hours

TCHL 500 Foundations of Teacher Leadership (3 hrs)

IECE 530 Advanced IECE Curriculum Development (3 hrs)

TCHL 560 Action Research Capstone for Teacher Leaders (3 hrs)

IECE 520 Organizing Programs for IECE (3 hrs)  
 IECE 550 Advanced IECE Assessment (3 hrs)

*Specialization Course Requirements— 12 hours*

TCHL 520 Principles of Action research for Teacher Leaders (3 hrs)  
 FACS 577 Seminar in Child Development Research  
     OR advisor approved elective (3 hours)  
 CD 486G Language Disorders  
     OR advisor approved elective (3 hours)  
 IECE 423G Interdisciplinary Services for Young Children with Low Incidence Disabilities

*Electives – 9 hours*

Advisor approved electives (9 hours)

**Master of Arts in Teaching: Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification, Ref. #0460**

Program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#). The program is designed to prepare early childhood educators to work with children with and without special needs, 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 ages birth through kindergarten.

**Admission Requirements**

To be considered for admission, applicants must:

- 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 all criteria for admission to professional education.
- 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 Graduate Studies 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.



**Degree Requirements***Course Requirements – 34 hours*

FACS 577 Seminar in Child Development Research,

*OR* advisor approved elective (3 hours)

CD 486G Language Disorders

*OR* advisor approved elective (3 hours)

IECE 520 Organizing Programs for IECE (3 hours)

PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice (3 hours)

EDFN 500 Research Methods (3 hours)

*OR* TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)

CD 481G Speech & Language Development, or advisor approved elective (3 hours)

SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)

IECE 521 Assessment in Early Childhood Special Education (3 hours)

IECE 522 Family-Centered Services (3 hours)

IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education (3 hours)

IECE 524 Internship in IECE (3 hours)\*

IECE 526 Practicum in IECE (1 hour)

*\*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.*

## **Planned Sixth-Year/Rank I: Interdisciplinary Early Childhood Education, Ref. #156**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

This program is designed to prepare educators to work with children both with and without special needs, ages birth through kindergarten and their families. Program graduates are eligible to apply for certification in interdisciplinary early childhood education (IECE), birth to primary (B to P). This certification qualifies individuals to work with children from birth to entry into the primary program. This includes teaching children in kindergarten or other programs for five-year-olds if those programs are operated separately from the primary program. Graduates are prepared for positions in public schools, First Steps, Head Start programs, child care centers, and other public and private agencies serving young children and families.

**Admission Requirements**

In addition to meeting Graduate Studies 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.

**Program Requirements—33 hours**

The performance-based program of study requires 33 hours of course work and 240 clock hours of field experiences. Approximately one-half of the field experience hours are completed as a part of ongoing course work. The culminating experience of the program is a summer internship.

*Prerequisites*

SPED 330 Introduction to Exceptional Education: Diversity in Learning

SPED 516 The Exceptional Child: Perspectives and Issues

*Professional education—21 hours*

CD 481G Speech & Language Development

CD 486G Language Disorders

IECE 521 Assessment in IECE  
 IECE 522 Family-Centered Services  
 IECE 524 Internship in IECE  
 IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education  
 SPED 523 Curriculum/Methods in Early Childhood Special Education

*Content area courses—12 hours*

IECE 520 Organizing Programs for IECE  
 FACS 577 Seminar in Child Development Research  
 SWK 436G Services to Children  
 PSY 645 Consultation in Educational & Mental Health Settings: Theory & Practice

**Master of Science: Library Media Education, Ref. #083**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.

The Master of Science degree is a 30-33 hour program. A fifteen-hour core of courses is required plus a research tool.

Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels.

**Admission Requirements**

Admission to the program does not require prior teacher certification and students may complete the program without seeking any teacher certification. Students who hold a teaching certificate and seek additional certification must follow the requirements for one of the program concentrations. Admission requirements include the following:

- Submission of graduate application to Graduate Studies;
- GRE Analytical Writing score of 3.5 and GAP score of 2500. The GRE/GAP score requirements may be waived for applicants who have earned a previous master's degree from an accredited institution.
- Submission of official transcripts of all college work
- Submission of copy of teaching certificate (if student has earned a previous teaching certificate)

**Degree Requirements—33 hours**

The Master of Science in Library Media Education (General, LMGN) requires a minimum of 30 hours plus a research tool. Eighteen hours are required in Library Media Education.

*Required Core—15 hours*

LME 501 Program Organization and Administration (3 hours)  
 LME 512 Issues in Library Media Education (3 hours)  
 \*LME 535 Survey of Educational Technology Practices (3 hours)  
 †LME 537 Principles of Educational Technology Applications (3 hours)  
 ‡LME 590 Practicum (3 hours) (for students with prior Kentucky teaching certification)  
 OR †LME 592 Internship in LME (3 hours) (for students without prior Kentucky teaching certification.)

*\*Prerequisite for LME 537*

*†Prerequisite: LME 535. Transfer credit is not accepted for LME 537.*

*‡Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy; and admission to professional education.*

*Research Tool—3 hours*

The research tool requirement is met by successful completion (grade A or B) of EDFN 500 Research Methods, LME 519 Research in LME, SPED 534 Research in Exceptional Education, or advisor-approved equivalent.

The remaining courses beyond the required core and research tool are selected with the approval of the graduate advisor based on an applicant's prior experience, previous academic work, and career goals.

*Capstone Courses*

The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum or internship courses. There are two capstone courses. LME 590 for students with prior Kentucky teaching certification, and LME 592 for students without prior KY teaching certification.

*Transfer Credit*

No more than 12 hours of previous equivalent graduate coursework, whether transferred from another institution or from a previous master's degree from WKU (or a combination of the two), or as a non-degree seeking student at WKU may be used to fulfill program and research tool requirements. Transferred courses cannot be older than 6 years by the time the requirements for the degree are completed. Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum.

**Concentrations**

For students who have an earned teaching certificate, the concentrations in the MS in LME degree with a held teaching certificate may fulfill the requirements for a change in Kentucky teacher rank (Rank II or Rank I) and the following Kentucky state certifications in library media and/or educational technology:

- Library Media- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank.
- Educational Technology- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank.

**Concentration in Library Media (LMLM)**

The LMS concentration prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.

The Master of Science in Library Media Education LMS Concentration requires a minimum of 30 semester hours of core courses, professional specialization courses, and a research course/tool for a total of 30-33 hours. Eighteen hours of Library Media Education coursework is required with 15-hours in core courses. Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).

In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following:

*Library Media Specialist Professional Specialization—12 hours*

LME 502 Collection Management

LME 506 Classification and Cataloging

LME 508 Information Sources and Services

Select one of the following courses:

LME 518 Advanced Children's Literature (3 hours)

LME 527 Advanced Young Adult Literature (3 hours)

*Electives—3 hours*

Appropriate LME courses or courses outside of LME may be selected with advisor approval.

*Certification Examination*

While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessments-Library Media Specialist for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

*Program Requirements for Teachers Already Certified as Library Media Specialists*

A person who already holds initial certification as a Library Media Specialist at the graduate or undergraduate level (but not the MS in LME from WKU) must complete 6 semester hours of LME courses and at least 24 hours of other appropriate courses for the MS degree and change in Kentucky teaching rank. Selection of these courses is based on prior experience, previous academic work, and career goals; and requires advisor approval.

*Requirements for Initial Certification with the Master of Science in Library Media Education*

A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the MS in LME Program, admission to Professional Education, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at <http://www.wku.edu/ste>.

**Concentration in Educational Technology (LMET)**

The Educational Technology Concentration prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers that are educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration.

The Educational Technology Concentration of the Master of Science in Library Media Education prepares professionals who work with training and development specialists to incorporate technology into instruction or training, who serve as trainers of employees in the use of technology, or who are certified teachers who wish to be educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking certification may obtain the Educational Technology Certificate, which is listed on the university transcript.

Students in the Educational Technology Concentration must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours plus a research tool. Eighteen hours are required in Library Media Education courses, including 15-hours in core courses. Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).

*Educational Technology Professional Specialization—9 hours*

Selected from the following courses:

\*LME 545 Educational Technology Production (Prerequisite: LME 537) (3 hours)

\*LME 547 Integration of Educational Technology (Prerequisite: LME 537) (3 hours)

†LME 550 Emerging Technology in Education (Prerequisite: LME 535) (3 hours)

LME 519 Special Topics (3 hours)

\*Prerequisite: LME 537

†Prerequisite: LME 535.

*Electives—6 hours*

Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.

**Planned Sixth-Year/Rank I: Library Media Education, Ref. #0429**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

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.

**Admission Requirements**

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 I) level.

**Program Requirements**

The Kentucky Rank I classification for certified school personnel requires the completion of a minimum of either (a) 30 semester hours of unduplicated and approved credit beyond the requirements for the Rank II classification (Planned Fifth Year-5th Year) or (b) 60 semester hours of approved and unduplicated graduate level credit including a master's degree. Students may be expected to meet additional admission requirements for additional certifications and/or endorsements, and university certificate programs appropriate to a specialization.

The Planned Sixth-Year (Rank I) program in LME requires 30 semester hours of unduplicated course work in addition to the requirements for a Planned Fifth Year (Rank II), or 60 unduplicated semester hours including a master's degree that includes 12 hours in the Professional Education Component and 18 hours in the Specialization Component.

*Professional Education Component—12 hours*

- SPED 516 Exceptional Child: Perspectives and Issues
- LTCY 518 Literacy Learning and Technology
- LME 519 Special Topics: Collaboration, Diversity, Leadership
- LME 550 Emerging Technology in Education (prerequisite LME 535)

*Specialization Component—18 hours*

Courses in the specialization must be approved by the designated graduate advisor based on an applicant's prior experience, previous academic work, and career goals.

Content areas for the specialization may include but are not limited to library media education, educational technology, instructional design, literacy, teacher leadership, adult education, information systems, electronic communication, writing, etc.

Additional endorsements, academic certificates, and teacher certifications may include but are not limited to instructional computer technology, school media librarian, gifted-talented education, ESL, reading and writing, environmental education, etc.

**Certificate: Educational Technology, Ref.#167**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

The graduate 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.

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

**Certificate Requirements**

*Required course work—12 hours*

LME 535 Survey of Educational Technology Practices or equivalent

LME 537 Principles of Educational Tech Applications (Prerequisite: LME 535)

Any six hours selected from the following courses (with advisor approval):

LME 545 Educational Technology Production (Prerequisite LME 537)

*OR* equivalent

LME 547 Integration of Educational Technology (Prerequisite LME 537)

*OR* equivalent

LME 550 Emerging Technology in Education (Prerequisite: LME 535)

*OR* equivalent

LME 737 Educational Technology Leadership

*OR* equivalent

**Endorsement: Instructional Computer Technology P-12, Concentration KCT, Ref.#132**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

The Instructional Computer Technology Endorsement P-12 for teachers may be pursued as part of the Educational Technology Concentration in the Master of Science in LME program; as part of the Master of Science in LME, School Media Librarian P-12 Certification Concentration; as an emphasis within another master's degree program in elementary, middle, or secondary education; as an emphasis in a planned fifth-year (Rank II) or planned sixth-year (Rank I) program; or as a certification-only program. It may also be obtained concurrently with the graduate Educational Technology Certificate.

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

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

**Endorsement Requirements**

*Required course work—12 hours*

LME 535 Survey of Educational Technology Practices or equivalent

LME 537 Principles of Educational Tech Applications (Prerequisite: LME 535)

Any six hours selected from the following courses (with advisor approval):

LME 545 Educational Technology Production *OR* equivalent (Prerequisite LME 537)

LME 547 Integration of Educational Technology *OR* equivalent (Prerequisite LME 537)

LME 550 Emerging Technology in Education *OR* equivalent (Prerequisite: LME 535)

LME 737 Educational Technology Leadership (for doctoral students) *OR* equivalent

**Certificate: Autism Spectrum Disorders, Ref. #0441**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

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, School Psychology, Communication Disorders, Social Work, Marriage and Family Therapy, Mental Health Counseling, Nursing, Public Health. 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), 612, 615, 618, and 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.

### **Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

### **Certificate Requirements**

*Required courses—15 hours*

- SPED 610 Characteristics of Autism Spectrum Disorders and Pervasive Developmental Delays
- SPED 612 Collaboration with Schools and Agencies for Students with Autism Spectrum Disorders
- SPED 615 Instructional Strategies and Design for Students with Autism Spectrum Disorders
- SPED 618 Social Skills Instruction and Behavioral Programming for Students with ASD
- SPED 619 Assistive Technological and Communication Interventions for Students with ASD

### **Master of Science: Instructional Design, Ref. #0428**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

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, 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, multi-media 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 may expect 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.

### Admissions Requirements

Applicants to the MS in ID program must qualify for admission through one of the following three admission options.

1. Admission based on scores for the GRE or GMAT requires one of the following:
  - (a) Admission with GRE- The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.
  - (b) Admission with GMAT- The required GAP score based on the GMAT score is 1020 (GAP= Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.
2. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:
  - (a) Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 2.75 or least a 2.75 GPA on their last 60 hours of appropriate undergraduate credit for the degree.
  - (b) The following materials must be submitted as part of an admission portfolio with the application form for admission to Graduate Studies and the MS in Instructional Design degree program:
    - i. A letter of application that explains why the applicant should be admitted without a GRE or GMAT score.
    - ii. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design.
    - iii. A current vita.
    - iv. At least two letters of recommendation:
      - A. One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master of Science program in instructional design.
      - B. One letter of reference from an employer or supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team.
    - v. At least a 3-page paper that indicates the applicant's analytical writing ability.
 

*The admission decision by program faculty under this option 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 instructional design.*
3. Admission based on a previously completed master's degree requires the following:
  - (a) Admission may be granted for applicants who hold a master's degree or higher with an overall graduate GPA of 3.0 or higher from a regionally-accredited institution.

*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.*

### Program requirements

The program includes one 3-hour research course, 15 hours of required courses, and 12 hours of advisor-approved electives selected from selected professional emphasis areas, for a program total of 30 hours.

#### *Research Foundations—3 hours*

EDFN 500 Research Methods



*Required Courses—15 hours*

- ID 570 Principles of Instructional Design
- ID 573 Instructional Performance and Task Analysis
- ID 577 Management of Instructional Systems
- ID 590 Practicum in Instructional Design
- \*ID 595 Advanced Instructional Design Studio (Capstone Course)

*Professional Emphasis—12 hours*

Twelve hours of advisor-approved course work must be selected from courses in one or more of the following professional emphasis areas or other disciplines:

- Adult Education
- Assessment and Evaluation
- Business
- Communication
- Curriculum and Instruction
- Counseling and Student Affairs
- Educational Administration and Leadership
- Educational Technology
- Instructional Design
  - ID 581 Ethical and Legal Issues in Instructional Design
  - ID 583 Training Materials
  - ID 585 Distance Delivery Systems
  - ID 587 Issues and Problems in Instructional Design

*\*The capstone course requires the development and application of an authentic and professional quality product. 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.*

**Certificate: Instructional Design, Ref. #0418**

The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program [website](#).

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 9 hours of required courses and one 3-hour restricted elective, for a total of 12 hours.

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

**Certificate Requirements***Required Courses—9 hours*

- ID 570 Principles of Instructional Design
- ID 573 Instructional Performance and Task Analysis
- ID 577 Management of Instructional Systems

*Electives—3 hours*

One of the following:

- ID 581 Ethical and Legal Issues in Instructional Design
- ID 583 Training Materials
- ID 585 Distance Delivery Systems
- ID 587 Issues and Problems in Instructional Design
- Other related course with advisor's approval

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## **Graduate Courses in Education**

### **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.

### **EDU 507 Geographic Concepts and Skills for Teachers**

3 hours

Equivalent: GEOS 507. 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.

### **EDU 520 Planning for Instruction**

3 hours

Corequisite: EDU 521. Special Requirement: Restricted to students admitted to the Alternative Route to Teacher Certification program or permission of the Department Head. Survey of instructional planning, focused on pre-instruction. Topics include classroom management, determining outcomes and criteria for success, and differentiating instruction.

### **EDU 521 Implementing an Instructional Plan**

3 hours

Corequisite: EDU 520. Special Requirement: Restricted to students admitted to the Alternative Route to Teacher Certification program or permission of the Department Head. 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.

### **EDU 522 Foundations of Differentiated Instruction**

3 hours

Designing a qualitatively different instruction for students with varying abilities, interests, learning profiles, and affect within the regular classroom experience.

### **EDU 524 Educational Assessment**

3 hours

A study of assessment and evaluative techniques used by P-12 teachers, including norm-referenced and criterion-based data analysis, that are utilized throughout the teaching and learning process.

### **EDU 544 Classroom Teaching Strategies**

3 hours

Examination of alternative teaching strategies related to four major goal attainment areas: fact/process retention, information, processing, social interaction, and personal development.

### **EDU 570 Educational Assessment for P-12 Learners**

3 hours

Prerequisites/corequisites: Admission to initial certification graduate program or instructor permission. Best practices for educational assessment for classroom teachers. Designed for graduate students seeking initial teacher certification program.

### **EDU 589 Advanced Internship for the MAT**

6 hours

Prerequisites/corequisites: Admission to initial certification graduate program, instructor permission, and admission to professional education unit. 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.

**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. Pass-fail grading.

**EDU 594 Practicum in Education or Behavioral Sciences**

1-3 hours

Prerequisites: Instructor permission and completion of at least 18 hours in the Education and Behavioral Science Studies program, including all core requirements except capstone. Restricted to students admitted to the MAE Education and Behavioral Science Studies program. Supervised practical experience related to education or behavioral science studies. (Grading: Pass/Fail)

**EDU 595 Directed Study in Education or Behavioral Sciences**

3 hours

Prerequisite: Completion of at least 21 hours in the program including all other core requirements and permission of faculty supervisor. Restricted to students admitted to the MAE - Education and Behavioral Science Studies. Directed study related to best practices in education or behavioral sciences. Requires completion of research project on approved topic.

**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.

**EDU 597 Org/Sup of Student Teach**

3 hours

No course description is available.

**EDU 598 Seminar: Evaluation of Professional Development Plan**

1 hour

No course description is available.

**EDU 599 Thesis Research and Writing**

1-6 hours

Prerequisites: Advisor and instructor permission. Independent research on a topic related to education or behavioral sciences.

**EDU 600 Maintaining Matriculation**

1-6 hours

Prerequisites: Previous enrollment in EDU 599 and completion of all program requirements except thesis. Maintaining matriculation.

**EDU 601 Seminar: Advanced Professional Development Plan**

1 hour

Students should enroll in EDU 601 within the first 7 hours of course work in the Non Degree Planned Rank I or Specialist Degree.

**EDU 604 Management Learning Environment**

3 hours

No course description is available.

**EDU 695 Advanced Topics in Education**

1-6 hours

Prerequisite: Post-master's standing and departmental permission. Readings or special projects in education. May be repeated for credit.

**EDU 698 Seminar: Advanced Portfolio Project**

2 hours

Prerequisites: EDU 598 or EDU 596 and EDU 601. An exit seminar requiring presentation of a professional portfolio project including evidence of professional development. Students should enroll in EDU 698 after completing at least 24 hours of course work in the Non Degree Planned Rank I or Specialist Degree.

**EDU 699 Specialist Project**

1-6 hours

Independent research related to a topic in education.

**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.

**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.

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**Graduate Courses in Elementary Education****ELED 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 media. Cross-listed with LME 445G.

**ELED 503 Organization of the Elementary School Curriculum**

3 hours

Principles and practices in elementary school curriculum construction. Emphasis on forces affecting curriculum, current innovations, and trends.

**ELED 505 Advanced Materials & Methods in Modern Mathematics for Elementary Teachers**

3 hours

No course description is available.

**ELED 506 Seminar in Elementary School Science**

3 hours

Advanced methods and materials for teaching science in the elementary school.

**ELED 507 Advanced Materials and Methods in Social Studies**

3 hours

Concepts and objectives, classroom organization for instruction, current strategies in teaching content, and materials available.

**ELED 508 Foundations and Organization of Early Childhood Education**

3 hours

Emphasizes the importance of appropriate early learning experiences including philosophical, theoretical, and empirical bases of instruction.

**ELED 509 Advanced Methods and Materials for Early Childhood Education**

3 hours

Examination of alternative instructional strategies and support materials appropriate for early learners in language arts-reading, mathematics, social studies, and science.

**ELED 543 Interactive Teaching Skills**

3 hours

No course description is available.

**ELED 545 Investigations in Classroom Teaching**

1-3 hours

Opportunity for elementary teachers to engage in the concentrated study of specific problems and/or the development of specific skills related to effective classroom instruction.

**ELED 570 Workshop - Elementary Education**

1-3 hours

No course description is available.

**ELED 571 Leadership, Math and Technology Education**

3 hours

Prerequisite: Instructor Permission. Leadership and pedagogy for integrating mathematics and technology initiatives within elementary school settings.

**ELED 572 Math and Technology Methods for Diverse Learners**

3 hours

Prerequisite: Instructor Permission. Methods for teaching mathematics to and integrating technology with diverse learners in the elementary school setting.

**ELED 573 Math and Technology Assessment**

3 hours

Prerequisite: Instructor Permission. Techniques for using technology to plan, implement, and evaluate mathematics assessment in the elementary school setting.

**ELED 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**ELED 600 Maintain Matriculation**

1-6 hours

No course description is available.

**ELED 603 Advanced Seminar Elementary Curriculum**

3 hours

Strategies and models to assist the elementary classroom teacher in assuming an active role in total elementary school curriculum development.

**ELED 699 Specialist Project**

1-6 hours (6 total)

No course description is available.

**ELED 700 Maintain Matriculation**

1-6 hours

No course description is available.

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**Graduate Courses in Environmental Education****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.

**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.

**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.

**ENVE 585 Special Topics in Environmental Education**

1-3 hours

A consideration of special topics to acquaint the advanced student with significant problems and developments of current interest in environmental education.

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**Graduate Courses in Gifted and Talented Education****GTE 536 Nature and Needs of Gifted, Creative, and Talented Students**

3 hours

Terminology, theories, issues and general approaches in educating gifted, creative, and talented young people.

**GTE 537 Curriculum, Strategies, and Materials for Gifted Students**

3 hours

The curriculum and the learning environment in meeting the unique and advanced needs of gifted students. Strategies particularly suitable for the gifted.

**GTE 538 Practicum for Teachers of Gifted Students**

3 hours

Prerequisites: GTE 536, 537, and PSY 432G. Supervised experiences to integrate the knowledge and skills needed to plan, implement, and evaluate effective learning experiences for gifted, creative, and talented students.

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**Graduate Courses in Interdisciplinary Early Childhood Education****IECE 423G Interdisciplinary Services for Young Children with Low Incidence Disabilities**

3 hours

Prerequisite: Instructor permission. Characteristics of children birth through five years with low incidence disabilities (e.g. autism, sensory impairments, physical impairments), as well as assessment and instructional strategies. The role of the transdisciplinary team, including family members, in providing services will be emphasized. Field experience is required; students are responsible for their own transportation.

**IECE 520 Organizing Programs for Early Childhood Special Education**

3 hours

Prerequisites: Admission to IECE Master of Arts in Education or Planned Sixth Year programs; or instructor's permission. 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.

**IECE 521 Assessment in Early Childhood Special Education**

3 hours

Prerequisites: IECE 522. Assessment process specific to children B-5, both with and without disabilities, and their families. Thirty clock hours field experiences required.

**IECE 522 Family-Focused Services**

3 hours

Prerequisites: FACS 577 and IECE 520. 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.

**IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education**

3 hours

Prerequisites: IECE 521 AND IECE 522. Planning, designing, and selecting curricula, including learning environments and instruction, for children birth through kindergarten, both with and without disabilities, and their families. Field experience is required; students are responsible for their own transportation. A course fee will be assessed.

**IECE 524 Internship in Early Childhood Special Education**

3 hours

Prerequisites: ELED 509, CD 486G, EXC 523. With the advisor's permission ELED 509, EXC 488G or EXC 523 may be taken concurrently. Supervised work with children B-5, both with and without disabilities, and their families. Repeatable for a total of 6 semester hours credit.

**IECE 525 Special Topics in Interdisciplinary Early Childhood Education**

1-3 hours

Prerequisites: IECE 520 and IECE 521 and IECE 522 or Instructor permission. In-depth reading, investigation, and discussion of current research, issues, and/or trends in Interdisciplinary Early Childhood Education.

**IECE 526 Special Topics in Interdisciplinary Early Childhood Education**

1 hour

Prerequisites: IECE 522 and instructor permission. Practical application in clinical settings of critical skills for interdisciplinary early childhood educators. Students are responsible for transportation to assigned sites. May be repeated up to 2 times, for a total of 3 hours.

**IECE 530 Advanced IECE Curriculum Development**

3 hour

Prerequisites: TCHL 500, or admission to the advanced certification program in IECE. 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.

**IECE 550 Advanced IECE Curriculum Development**

3 hour

Prerequisites: TCHL 500, IECE Certification or admission to the advanced certification program in IECE. 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.

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**Graduate Courses in Interdisciplinary Education****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.

**IED 704 Leadership & 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.

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**Graduate Courses in Library Media Education****LME 407G Literature/Young Adults**

3 hours

Selection and evaluation of materials, reading guidance, and programming for young people, adolescence through young adult.

**LME 409G Selected Topics**

1-3 hours

Prerequisites: Permission of supervising faculty member. Problematic study of a selected topic under the direction of a faculty member. A formal research paper or annotated bibliography is required.

**LME 410G Storytelling**

3 hours

Storytelling literature, story selection and sources. Practice in oral communication.

**LME 411G Creative Media Experiences for Children**

3 hours

Methods and procedures for developing creativity in children. The design and evaluation of materials and activities in a variety of media formats for school and library settings. Includes program development.

**LME 445G Introduction Educational Technology**

3 hours

Instruction and laboratory experiences in the basic theory and application of educational technology to the design, production, evaluation, and utilization of various communication media formats.

**LME 448G Technology Applications in Education**

3 hours

Uses of technology in education for instruction and instructional management. Emphasis on evaluation and utilization of appropriate software and hardware.

**LME 475G Workshop**

3 hours

Workshop classes of variable content focused on library media practice and integration of educational technology.

**LME 501 Program Organization and Administration**

3 hours

Development and administration of the library media program to support the educational goals of the school. Includes school/community needs assessment, program design, implementation of evaluation, budget, and other management areas.

**LME 502 Collection Management**

3 hours

Principles of collection management to meet the needs of the school library media program. Evaluation, selection and acquisition of print, non-print and electronic resources. Examination and development of collection policies and procedures, including acceptable use policies and copyright.

**LME 506 Classification and Cataloging**

3 hours

Classification, descriptive and subject cataloging for print and other media forms. Compliance with national standards including MARC record format.

**LME 508 Information Sources and Services**

3 hours

Information sources and services in school library media centers. Evaluation and use of print and electronic general reference sources, including search techniques. Emphasis on reference interview process, information literacy, and development of pathfinders.



**LME 509 Investigations in Educational Technology**

1-3 hours

The completion of a formal research study in educational technology or the creation of an educational technology prototype under the supervision of a faculty member.

**LME 512 Issues in Library Media Education**

3 hours

Types of information centers and their history, state and national accreditation standards, the development of communication and information technologies, the impact of technology on education, and career opportunities. Attention to legal issues like intellectual freedom, censorship, and information access.

**LME 518 Advanced Children's Literature**

3 hours

Materials available to meet the needs of children including outstanding authors, illustrators, topical issues, and the reviewing of children's books.

**LME 519 Special Topics in Educational Technology**

3 hours

Special topics in the field of educational technology. May be repeated once with a different topic.

**LME 527 Thematic Approach to Young Adult Literature**

3 hours

Thematic examination of literary genres and non-print media appropriate for young adults, ages 12-18. Includes management and service components for effective young adult literature programs.

**LME 535 Survey of Educational Technology Practices**

3 hours

Focus on instructional design and communication models appropriate to effective utilization of multimedia for instruction and training. Application of various multimedia to design, produce, and evaluate instructional/training projects.

**LME 537 Principles of Educational Technology Applications**

3 hours

Prerequisites: LME 535. 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.

**LME 545 Educational Technology Production**

3 hours

Prerequisites: LME 537. Product design and production techniques for education and training. Utilization of various software and hardware configurations to produce electronic prototypes.

**LME 547 Integration of Educational Technology**

3 hours

Prerequisites: LME 537. Application of principles of instructional design to the integration of technology into education and training programs. Prerequisite: LME 537.

**LME 550 Emerging Technology in Education**

3 hours

Prerequisite: LME 535 or instructor approval. 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.

**LME 590 Practicum**

1-3 hours

Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy. Students seeking initial Kentucky teaching certification at the graduate level must be admitted to Professional Education prior to enrollment. Field based experience

in an appropriate setting under a certified library media specialist or a qualified technology coordinator. Prerequisites: LME 501 and in last term of enrollment.

**LME 591 Advanced Practicum in Library Media Education**

1 hour

Prerequisites: LME 501, LME 512, LME 537, and instructor permission. Students seeking initial Kentucky teaching certification must be admitted to Professional Education prior to enrollment. Field-based experience in an appropriate setting under a certified library media specialist; the course is for students in a certification-only or Rank I program for P-12 School Media Librarian.

**LME 592 Internship in Library Media Education**

3 hours

Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy and admitted to professional education. 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.

**LME 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**LME 600 Maintain Matriculation**

1-6 hours

No course description is available.

**LME 737 Educational Technology Leadership**

3 hours

Emphasis on educational technology leadership, professional development, and instructional management. Topics include equitable access, technology plans, meeting needs of diverse learners with technology, and technology integration strategies.

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**Graduate Courses in Literacy**

**LTCY 500 Fundamentals of Reading and Related Language Arts**

3 hours

Prerequisite: Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission. A survey of models of the reading process, research on oral and written language development, and the significant approaches to reading instruction. Provides instruction for fundamental understanding of the theoretical rationale of the reading and related language arts processes. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

**LTCY 501 Reading and Writing for Learning**

3 hours

Prerequisite: Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission. Instruction in the ways reading and writing are interrelated processes, facilitate learning from print, and woven together to better prepare students for the critical reading, critical thinking, and writing expectations of college and career. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

**LTCY 502 Differentiating Literacy Instruction**

3 hours

Prerequisite: Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission. Exploration of differentiated literacy instruction focusing on modification of instructional content, process, assessment, and student product to meet the needs of all learners. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

**LTCY 503 Assessment and Evaluation of Reading and Writing**

3 hours

Prerequisite: Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission. An introduction to assessment and evaluation of readers and writers. Includes experience in reviewing, matching, and administering assessments. Using data to inform instruction, including formative and summative assessments. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

**LTCY 504 Strategy-Based Reading and Writing Intervention**

3 hours

Prerequisite: Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission. Job-embedded (field work) to design and implement instructional techniques for use with individuals or groups experiencing difficulty with literacy skills. Emphasis on tutorial and small group applications. Course is not appropriate for certified teachers and does not count toward the MAE in Literacy Education.

**LTCY 505 Job-Embedded Literacy Methods**

3 hours

Prerequisite: Admission to Literacy in Post-Secondary Settings Certificate, or instructor permission. Job-embedded integration of literacy methods and practices within a community or technical college or other instructor approved educational setting outside P-12 designed to prepare students to provide sound reading assessment and instruction for literacy learners. The course must be completed in the last semester before completion of the Literacy in Post-Secondary Settings Certificate. Students are responsible for own transportation to designated sites.

**LTCY 510 Methods of Teaching Literacy to Adolescents**

3 hours

Prerequisite: Admission to an initial certification program in the School of Teacher Education. 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.

**LTCY 518 Literacy Learning and Technology**

3 hours

Prerequisite: Admission to the MAE in Literacy Education program or permission of instructor. 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.

**LTCY 519 Foundations Reading Instruction**

3 hours

Analysis of the reading process with emphasis on the psychological and physiological foundations of the reading act.

**LTCY 520 Clinical Diagnosis of Reading Variability**

3 hours

Prerequisite: LTCY 519 and admission to the MAE/Literacy Program, or instructor permission. 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.

**LTCY 521 Reading Intervention**

3 hours

Prerequisite: LTCY 520 and Admission to the MAE/Literacy Program. Instructional techniques for use with individuals or groups involved in remedial reading instruction; materials and procedures; clinical experiences with remedial students.

**LTCY 522 Investigations in Reading**

1-3 hours

Prerequisites: LTCY 528 and admission to the MAE/Literacy Program. Maximum total credit allowed: 3 hours. Individual investigation of the research and descriptive literature in the field of reading.

**LTCY 523 Diagnostic Reading Procedures for Classroom Teachers**

3 hours

Prerequisite: LTCY 519 or instructor permission. Emphasizes practical methods of reading appraisal, diagnostic procedures, and materials essential for developing teaching strategies in reading instruction.

**LTCY 524 Content Area Literacy**

3 hours

Prerequisite: LTCY 519 or instructor permission. Reading and study skills strategies and techniques to increase student achievement in content-area classes.

**LTCY 527 Literacy Learning and Cultural Differences**

3 hours

Prerequisite: LTCY 519 or instructor permission. 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.

**LTCY 528 Literacy Research Methods and Evaluation**

3 hours

Prerequisites: LTCY 519 and Admission to the MAE/Literacy Program. Investigation and critical analysis of literacy research and theory, and completion of literacy related-research project.

**LTCY 599 Thesis Research and Writing**

1-6 hours (6 total)

No course description is available.

**LTCY 624 Seminar in Literacy Issues and Trends**

3 hours

Prerequisite: LTCY 519 or instructor permission. Study of literacy research focusing on issues and trends within the discipline of literacy education. Course may be repeated on different topics up to 2 times for a maximum of 9 hours. No more than 6 hours may be counted toward the MAE-Literacy Education program.

**LTCY 695 Internship in Literacy Supervision**

3 hours

Prerequisites: LTCY 521 and instructor permission. In-depth practice of the process for supervising reading professionals in assessing and researching reading problems (first semester) and developing clinical interventions (second semester). Course may be repeated once on a different focus for a total of 6 hours.

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**Graduate Courses in Instructional Design****ID 570 Principles of Instructional Design**

3 hours

Overview of principles of instructional design with consideration of historical development, professional terminology, relevant learning theories, contemporary learning systems, instructional design models and processes.

**ID 573 Instructional Performance and Task Analysis**

3 hours

Prerequisites: ID 570 or instructor approval. Analysis of contexts and classification of instructional goals by performance and task domains. Strategies for analysis of task sequences required for identification of subordinate skills including hierarchical, procedural, cluster, and integrated techniques.

**ID 577 Management of Instructional Systems**

3 hours

Prerequisites: ID 570 or approval of instructor. Overview of the management of instructional design projects in the context of instructional systems design. Topics include project management, instructional design and knowledge management tools for instructional delivery platforms.

**ID 581 Ethical and Legal Issues in Instructional Design**

3 hours

An exploration of the legal and ethical aspects of instructional design and use of media within public and private organizations. Analysis of ethical/legal issues to specific practice.

**ID 583 Training Materials**

3 hours

The application of basic instructional design principles and communication strategies to the preparation of relevant instructional modules and manuals for end-users. Emphasis on transportability of ID materials and documentation.

**ID 585 Distance Delivery Systems**

3 hours

Distance education critical concepts and issues, including theoretical foundations and current practice, are addressed. Course will explore distance learning technologies and models and engage in program development and evaluation.

**ID 587 Issues and Problems in Instructional Design**

3 hours

History of instructional design, major contributors, ID theorists, issues and trends likely to impact the field, and professional organizations.

**ID 590 Practicum in Instructional Design**

3 hours

Prerequisites: Completion of 21 semester hours of course work within the ID program and instructor permission. Supervised, field-based, practical experience for students within the ID program.

**ID 595 Advanced Instructional Design Studio**

3 hours

Prerequisites: ID 590. Development and application of an authentic professional quality product under the supervision of a faculty member.

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**Graduate Courses in Middle Grades Education****MGE 534 Seminar in Mathematics Education**

3 hours

Prerequisite: Permission of instructor. Covers newer concepts in curriculum and methods of instruction, current research and problems in mathematics education. Crosslisted with SEC 534.

**MGE 545 Investigations in Classroom Teaching**

1-3 hours

Opportunity for middle school teachers to engage in concentrated study of specific problems and/or development of specific skills related to effective classroom instruction.

**MGE 570 Workshop - Workshop in Middle School Education**

1-3 hours

Activity-centered on a relevant area of study.

**MGE 571 Middle Grades Curriculum**

3 hours

Examination of programs designed for the young adolescent. Functions, organizations, planning, and evaluation of the curriculum. Includes special curricular areas.

**Graduate Courses in Science and Mathematics Education****SMED 501 Designing Instructional Sequences in Secondary Math and Science**

3 hours

Prerequisite: Admission to GSKyTeach program. Corequisite: SMED 510 and SMED 520. Theory and practice of designing and delivering high quality inquiry-based math and science instruction. Students explore and practice the guided inquiry process, create lesson plans, and implement lessons with secondary students.

**SMED 510 Advanced Topics in Knowing and Learning in Mathematics and Science**

3 hours

Prerequisite: Admission to GSKyTeach program. Corequisite: SMED 501 and SMED 520. 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.

**SMED 520 Management for Positive Learning Environments**

3 hours

Prerequisite: Admission to GSKyTeach program. Corequisite: SMED 501 and SMED 510. 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.

**SMED 530 Literacy Support for Diverse Learners in Mathematics and Science**

3 hours

Prerequisites: Successful completion of at least one graduate SMED course. Designing literacy instruction for diverse learners in mathematics and science.

**SMED 560 Developing Professional Learning Communities for Instructional Improvement**

3 hours

Prerequisites: Admission to GSKyTeach program and permission of instructor. Students form secondary professional learning communities with Mentor and Master Teachers and analyze student performance data to improve teaching/learning.

**SMED 589 Science and Mathematics Education Internship Seminar**

3 hours

Corequisite: SMED 590. Connects theory to practice by helping students complete teaching tasks that demonstrate performance related to Kentucky's New Teacher Standards.

**SMED 590 Teaching Internship**

8 hours

Prerequisites: Admission to GSKyTeach program, Teacher Education, and student teaching; Corequisite: SMED 589. Supervised student teaching experience across fall and spring semesters in assigned off-campus site. Students are responsible for own transportation to off-campus site.

**SMED 620 Collaborative Research to Improve Mathematics and Science Teaching**

3 hours

Prerequisites: Admission to GSKyTeach program and permission of instructor. Development of skills needed to design and develop a data based action research project to be implemented during the semester.

**SMED 630 Action Research Seminar**

1 hour

Prerequisite: SMED 620. Students present results of instructional innovation and develop conclusions about practice or process implemented in secondary math or science classroom.

**Graduate Courses in Secondary Education****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. Cross listed with LME 445G.

**SEC 528 Seminar in the Teaching of Secretarial Subjects**

3 hours

Materials, methods, techniques, and devices for teaching typewriting, shorthand, and the related skilled subjects. Review and application of research findings to this area.

**SEC 529 Seminar in the Teaching of Bookkeeping & Basic Business**

3 hours

Purposes, materials, methods, and techniques for teaching bookkeeping and basic business. Review and application of research findings to this area.

**SEC 534 Seminar in Mathematics Education**

3 hours

Prerequisite: Permission of instructor. Covers newer concepts in curriculum and methods of instruction, current research and problems in mathematics education. Crosslisted with MGE 534.

**SEC 535 Seminar in Music Education**

3 hours

Historical, philosophical and psychological foundations of music education; application of the principles of education to the music program. Emphasis on current trends in education thought and their implications for instruction, supervision, administration, and evaluation in music education.

**SEC 537 Seminar in Science Education**

3 hours

Prerequisite: Permission of instructor. 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. Crosslisted with MGE 537.

**SEC 538 Seminar in Social Studies Education**

3 hours

Prerequisite: Permission of instructor. Covers newer concepts in curriculum and methods of instruction as well as current research in social studies education. Crosslisted with MGE 538.

**SEC 539 Seminar in Agriculture Education**

3 hours

Current problems in the organization, teaching supervision, administration, and evaluation of agricultural education programs. Investigation, papers, and reports.

**SEC 545 Investigations in Classroom Teaching**

1-3 hours

Opportunity for secondary teachers to engage in the concentrated study of specific problems and/or the development of specific skills related to effective classroom instruction.

**SEC 570 Workshop - Secondary Education**

1-3 hours

No course description is available.

**SEC 573 Methods of Teaching Business and Marketing Education**

3 hours

Prerequisites/corequisites: Instructor permission, admitted to the MAT in Secondary Education, and admitted to teacher education. Develops the skills, procedures, and strategies for teaching business and marketing education in the middle and secondary school. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

**SEC 580 Curriculum**

3 hours

Philosophy, principles and practices of curriculum improvement.

**SEC 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**SEC 600 Maintain Matriculation**

1-6 hours

No course description is available.

**SEC 699 Specialist Project**

1-6 hours (6 total)

No course description is available.

**SEC 700 Maintain Matriculation**

1-6 hours

No course description is available.

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**Graduate Courses in Special Education****SPED 419G Assistive Technology in the Special Education Classroom**

3 hours

Prerequisite: SPED 516. 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.

**SPED 421G Special Education and the Law: Inter/Appl**

3 hours

Prerequisite: SPED 516. 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.

**SPED 422G Collaboration and Inclusion in School and Community Settings**

3 hours

Prerequisite: SPED 516. 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.

**SPED 430G Diagnosis for Instructional Planning: Students with Mild Disabilities**

3 hours

Prerequisite: An introductory course in exceptional education 3 hours. SPED 331 and SPED 333 6 hours. (undergraduate prerequisites/graduate deficiencies). Administration, scoring, and educational utilization of various diagnostic instruments designed to assist the development of educational profiles for individuals with school-related problems. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation.

**SPED 431G Language Intervention: Strategies and Materials**

3 hours

Prerequisites: SPED 516. An overview of language development is provided with emphasis placed on the educational remediation of the language disorders of individuals with disabilities. Focus is on the utilization of methods and materials which foster language development. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.



**SPED 432G Applied Behavior Analysis**

3 hours

Prerequisite: An introductory course in Exceptional Education 3 hours, SPED 331 and SPED 333 6 hours (undergraduate prerequisites/graduate deficiencies). Setting realistic classroom performance objectives for individuals with disabilities. Terminology and methodology in managing a learning environment with appropriate record keeping systems. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for providing their own transportation.

**SPED 460G Special Problems**

1-3 hours

Investigation of a special problem from an area of individual interest. Course pass required.

**SPED 515 Education of Exceptional Children**

3 hours

Introductory course for initial certification in Exceptional Education. Induction issues in special education are examined.

**SPED 516 The Exceptional Child: Perspectives and Issues**

3 hours

Focus is on the characteristics, priorities, resources and issues of children who are disabled, delayed or gifted and their families. Emphasis is on current results of research and perspectives on today's children, families, schools and communities. Descriptions, issues and techniques for each area of exceptionality including learning disabilities, emotional/behavioral disorders, mentally challenged, autism, giftedness, physically challenged, health concerns, communication disorders, hearing loss, blindness or low vision, and traumatic brain injury will be included.

**SPED 517 Transition Services and Programs for Individuals with Disabilities**

3 hours

Prerequisites: SPED 516 and SPED 530 and SPED 531. Transition planning for individuals with disabilities. Interagency collaboration, vocational assessment, and life-skills competencies within the general curriculum are addressed.

**SPED 518 Seminar: Contemporary Challenges in Special Education**

3 hours

Prerequisite: Minimum of 12 hours of graduate level course work in Exceptional Education, Instructor permission. Issues in special education. Classroom experiences to develop awareness and sensitivity to educational needs.

**SPED 523 Curriculum/Methods in Early Childhood Special Education**

3 hours

Prerequisites: IECE 521, 522, 523. Selection/development of curricula materials for planning, implementation, and evaluation of intervention with children P-5 who have disabilities.

**SPED 530 Advanced Assessment Techniques**

3 hours

Experiences will be provided for students to enhance their knowledge of issues, techniques, and interpretations of various assessment procedures and instruments.

**SPED 531 Advanced Prescriptive Teaching**

3 hours

Adapting the learning environment to the learner. The identification and modification of various aspects of specialized learning environments are examined.

**SPED 532 Families, Professionals and Exceptionalities**

3 hours

Interpreting programs for individuals with disabilities to maximize family involvement. Emphasizes the attitudes, skills, and knowledge taught in the educational program.

**SPED 533 Seminar: Curriculum for Learning and Behavior Disorders**

3 hours

Prerequisites: SPED 516 and SPED 530 and SPED 531. Development, adaptation, and evaluation of curricula, methods, materials, and resources. Implementing and evaluating instructional programs for students with mild disabilities is stressed.

**SPED 534 Research in Exceptional Child Education**

3 hours

Reading, interpreting and conducting research related to students with disabilities, parents, and teachers. An independent research project is required. May be repeated once with permission of the program director.

**SPED 535 Curriculum for Individuals with Moderate and Severe Disabilities**

3 hours

No course description is available.

**SPED 590 Advanced Internship in Exceptional Education**

3 hours

Prerequisite: Must pass PRAXIS II. Clinically supervised instructional practice in an approved setting for development of advanced skills and experience. Grading for this course will be Pass/Fail.

**SPED 599 Thesis Research and Writing**

1-6 hours (6 total)

No course description is available.

**SPED 600 Maintaining Matriculation**

1-6 hours

No course description is available.

**SPED 610 Characteristics of Autism Spectrum Disorders**

3 hours

Prerequisite: Master's degree in education or related field. 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.

**SPED 612 Collaboration with Schools and Agencies for Individuals with Autism Spectrum Disorders**

3 hours

Prerequisites: SPED 610 and Masters. 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.

**SPED 615 Instructional Strategies and Design for Students with Autism Spectrum Disorders**

3 hours

Prerequisites: SPED 615 and Masters. Development of competencies and philosophies of instructional design specific to teaching students with ASD. Emphasis on research-based instructional strategies, plans and classroom structures.

**SPED 618 Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorders**

3 hours

Prerequisite: SPED 618 and Masters. Development of competencies in assessing, designing, and implementing social skills instruction and behavioral programming for students with Autism Spectrum Disorders.

**SPED 619 Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders**

3 hours

Equivalent: CD 619. Prerequisite: SPED 610 and Masters. Investigation of assistive and instructional technology, as well as alternative and augmentative communication devices to implement with students with ASD and PDD.

**SPED 620 Seminar in the Administration of Special Education**

3 hours

Current trends and issues in the administration and supervision of special education programs. Cross-listed with EDAD 620.

**SPED 625 Practicum in the Administration of Special Education**

3 hours

Supervised practice in educational organizations for persons preparing to become a Director of Special Education. Cross-listed with EDAD 625.

**SPED 630 Special Education Law and Finance**

3 hours

Comprehensive study of existing school law codes for special education; budgeting and financial accounting for local, state and federal monies; and, grant writing and reporting.

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**Graduate Courses in Teacher Leadership****TCHL 500 Foundations of Teacher Leadership**

3 hours

Prerequisites: Admission to a master's or 5th year non-degree program that leads to advanced teacher preparation. 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.

**TCHL 520 Principles of Action Research for Teacher Leaders**

3 hours

Prerequisites: TCHL 500 or admission to a program that leads to graduate initial teacher certification. Principles of action research as it is applied to educational settings.

**TCHL 530 Curriculum Development**

3 hours

Prerequisites or Corequisites: TCHL 500 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.

**TCHL 540 Classroom Instruction: Instructional Strategies**

1 hour

Prerequisites or Corequisites: TCHL 500 Examination of research-based best practices for designing and implementing classroom instruction in diverse P-12 classroom settings.

**TCHL 544 Equitable School and Community Partnerships**

1 hour

Prerequisites or Corequisites: TCHL 500 Study of school and community partnerships designed to build equitable schools for students and families resulting in increased student achievement.

**TCHL 548 Classroom Instruction: Managing the Learning Environment**

1 hour

Prerequisites or Corequisites: TCHL 500 Study of classroom management principles and interventions.

**TCHL 550 Student Assessment I: Fundamentals of Student Assessment**

1 hour

Prerequisites or Corequisites: TCHL 500 Develops an understanding of validity, reliability, descriptive statistics, and professional aspects of evaluating students to improve student learning.

**TCHL 554 Student Assessment II: Standardized Testing**

1 hour

Prerequisites or Corequisites: TCHL 550 Examination of both national norm-referenced and state criterion-referenced tests and utilization of accountability data in planning for school improvement.

**TCHL 558 Student Assessment III: Classroom Tests and Instruments**

2 hours

Prerequisites or Corequisites: TCHL 550 Development of advanced skills for designing and creating classroom assessment instruments.

**TCHL 560 Action Research for Teacher Leaders**

3 hours

Prerequisites: Completion of 18-24 program hours, including all courses in the professional education component of the program; and TCHL 520 or instructor permission. Development, design, implementation, and analysis of action research in educational settings. Students will conduct an action research project and present the results in an advisor-designated setting. Should be taken in the student's next-to-last semester.

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**Graduate Courses in Business Education****BE 463G Information Resource Management**

3 hours

No course description is available.

**BE 471G Office Internship**

3 hours

Prerequisite: Permission of the coordinator. Office Internship is 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.

**BE 485G Office Employee Training**

3 hours

Theories of learning applied to the adult learner in training and development situations; developing, managing, and staffing training and development programs; training materials creation and evaluation; facilities and media; and applications for administrative, professional, support, and office systems employees.

**BE 540 Consumer Financial Problems**

3 hours

Basic elements of money management and the relationship of these elements to family units and corporate citizenship.

**BE 544 Ind Problems in Business Education**

3 hours

Current problems and significant research. Also offered as independent study or workshop. (May be repeated by Business Education Majors.)

**BE 545 Principles of Business Education**

3 hours

Principles, practices, problems, and philosophy includes standards, guidance, and curricula.

**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.

# College of Health and Human Services

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John A. Bonaguro, Dean

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Academic Complex 208 | Phone: (270) 745-2425 | FAX: (270) 745-7073 | <http://www.wku.edu/chhs>

## Departments

Allied Health (offers only undergraduate programs and/or courses)

Communication Disorders  
Family and Consumer Sciences  
Kinesiology, Recreation and Sport  
Public Health  
School of Nursing  
Social Work

## Degrees Offered

### Master of Arts in Education (MAE)

Consumer and Family Sciences, minor  
Physical Education, minor  
Health Education, minor

### Master of Health Administration (MHA)

### Master of Public Health (MPH)

### Master of Science (MS)

Communication Disorders  
Kinesiology  
Recreation and Sport Administration

### Master of Science in Nursing (MSN)

### Master of Social Work (MSW)

### Doctor of Nursing Practice (DNP)

## Certificates Offered

### Post-MSN Options

Complementary Health Care  
Family Nurse Practitioner  
Nurse Administrator  
Nursing Education

### Certificates

Dietetic Practice  
Environmental Health and Safety  
Facility and Event Management  
Nonprofit Administration

## Non-Degree Programs

### Planned Sixth-Year/Rank I

Communication Disorders

## 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.

The College of Health and Human Services (CHHS) is the newest college at Western Kentucky University, established by our Board of Regents in August 2002 to bring together all health and human services programs under one administration unit. One of our strengths is the breadth and depth of the diverse disciplines within the College. The College consists of seven academic units that represent an array of disciplines, and offers degrees at the associate, baccalaureate, masters, and doctoral levels. The College also offers a collaborative doctorate in Rehabilitation Sciences with the University of Kentucky. Departments include: Allied Health; Communication Disorders; Family and Consumer Sciences; School of Nursing; Kinesiology, Recreation and Sport; Public Health, and Social Work. The College also oversees the Academic Center for Excellence, the Center for Gerontology, the Institute for Rural Health Development and Research, the Kentucky Emergency Medical Services Academic, and the South-Central Kentucky Area Health Education Center.

Our focus is to provide the highest possible quality of education to prepare our students to become leaders in careers related to health and human services. The faculty are highly qualified in their respective disciplines and utilize innovative teaching strategies along with state of the art instructional technology, including ITV, web-enhanced and web-based instruction.

The disciplines in the college have their roots in outreach to the community. Disciplines in CHHS prepare students for their profession by engaging them in activities within the community that applies the theories and concepts discussions in the classroom for a more comprehensive understanding of the issues, while providing a valuable service to the communities in which we reside. Students are required to complete clinical experiences, field work, or internships through one of the many affiliation agreements at a myriad of health and humans 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 residences in our region.

Due to the nature of these experiences students are required to meet various departmental academic requirements and federal and/or state mandates. Departments may require the successful completion of specific courses or maintain 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 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 the 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.

CHHS is dedicated to improve 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. The following is a brief description of these organizational units.

### **Academic Center for Excellence (ACE)**

The Academic Center for Excellence (ACE) is the student success center for the College of Health and Human Service. ACE provides a comprehensive array of programs and services to support academic success among the CHHS students. The Center provides academic advising, tutoring for CHHS courses, assistance with degree program completion and career exploration/planning. It also houses a computer lab with software programs available specifically for our majors. Additional information is available online at [wku.edu/ace](http://wku.edu/ace).

**Institute for Rural Health Development and Research (IRHDR)**

The purpose of Western Kentucky University's Institute for Rural Health Development and Research is to identify rural health and human service needs and facilitate collaborative arrangements engaging WKU students and faculty with community agencies in addressing these needs. The Institute works closely with all departments within the College of Health and Human Services. Resources include the WKU Mobile Health and Wellness Unit and the Mobile Dental Health Unit. Services include immunizations, health education and well interventions, health/oral screens, dental services and a school-based dental sealant program. The Institute plays a major role in assisting CHHS in maintaining the focus of student engagement and community service, while promoting collaborative research.

The mission of the WKU Mobile Units is to provide preventative services and health promotion activities to the medically under-served and uninsured of rural Kentucky. Students and faculty within the College of Health and Human Services provide the services which include oral cleanings, screenings, dental sealants, fluoride varnishes, health education/promotion, and health screenings. The target area to provide these services is the ten-county Barren River District Development area. For more information see the website found [here](#).

**South-Central Kentucky Area Health Education Center (AHEC)**

...Promoting the Common Health Throughout the Commonwealth. The mission of the Kentucky AHEC is to promote healthy communities through innovative partnerships. 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. For more information see the website found [here](#).

## Department of Communication Disorders

Joseph Etienne, Department Head

Tate Page Hall 111

Phone: (270) 745-4541 | FAX: (270) 745-3441

[www.wku.edu/communicationdisorders](http://www.wku.edu/communicationdisorders)

### Programs Offered

Communication Disorders (MS)

Communication Disorders (RI)

### Master of Science: Communication Disorders, Ref. #114

This program is designed to prepare professional speech pathologists to meet the needs of the communicatively handicapped in hospitals, clinics, nursing facilities, and schools. It is also designed to meet the academic and clinical requirements of the American Speech Language and Hearing Association, leading to national certification and state licensure. The program is accredited by the Council of Academic Accreditation in Audiology and Speech Language Pathology.

#### Admission Requirements

Applicants to the master's degree program in Communication Disorders must meet the following minimum requirements:

- GRE Verbal score of 350 (or equivalent percentiles)
- GRE Writing score of 3.5
- Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.)

Applicants must also submit along with an application to Graduate Studies:

- 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. See department [website](#) for designated topic when applying.
- 3 references listed with the reference's name, relationship to the applicant, address, phone number, and email address. Letters of recommendation should NOT be sent.
- Official GRE score report. Exam must be completed within the past 5 years.
- Official transcripts from all colleges attended.
- Departmental Application must be completed and submitted to the Department of Communication Disorders

Applications to the Communication Disorders graduate program will be ranked based on scores in the following areas:

- Verbal score of the GRE
- Writing score of the GRE
- Average GPA for the last 60 credit hours of college coursework
- Written essay

Accreditation standards require that the clinical education component of the curriculum provide students with access to a client/patient base that is sufficient to achieve stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups. Therefore, this department reserves the right to limit enrollment in geographical areas where there are known issues in obtaining sufficient and appropriate clinical sites for students. Check [www.wku.edu/communicationdisorders](http://www.wku.edu/communicationdisorders) for further information before applying to the program.

#### Degree Requirements

Forty-nine 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 CD 500 Research Methodology in Communication



Disorders (or equivalent). Additionally, the student must complete at least 400 clock hours of clinical experience by graduation.

Summative evaluations are required by WKU Graduate School and our accrediting agency. This department uses the PRAXIS exam as part of its summative evaluation. Students must take and pass the PRAXIS exam in Speech-Language Pathology. The passing score is 600 and meets the ASHA requirement for certification. For students beginning the graduate program August 2009 or after, the PRAXIS exam can only be taken during the last 4 months of the graduate program.

In order to protect client populations, students will be required to undergo criminal background checks and provide proof of a recent physical examination, professional liability insurance, and negative TB test prior to beginning any clinical experiences, and these must be updated annually. Some clinical externship placements may require students to undergo drug testing and submit proof of health insurance, CPR training, and other immunizations prior to beginning off campus experiences. Additionally, there may be certifications, training seminars, or other requirements specified by an institution that a student must meet in order to be eligible for training at an educational or health care institution. It is the responsibility of the student to ensure that all University and/or institutional requirements are met as a condition of participating in clinical experiences. It is the responsibility of the student to ensure that all institutional and/or facility requirements are met as a condition of participating in the on and off-campus experiences; students may be responsible in part or in full for any costs incurred to meet such requirements. Students are also responsible for transportation to and from off-campus experiences.

*Required Core—46 hours*

- CD 500 Research Methods
- CD 502 Motor Speech Disorders
- CD 504 Seminar in Child Language
- CD 506 Dysfluency
- CD 507 Aphasia
- CD 508 Voice Disorders
- CD 510 Seminar in Professional Issues
- CD 511 Neurology
- CD 512 Phonology
- CD 513 Cognitive Linguistic Disorders
- CD 514 Dysphagia
- CD 515 Rehabilitative Audiology
- CD 518 Advanced Alternative and Augmentative Communication Modalities
- CD 590 Clinical Internship (1 hour)
- CD 591 Clinical Externship (6 hours)

*Electives—3 hours*

- One 3-hour Communication Disorder course

**Planned Sixth-Year/Rank I: Communication Disorders, Ref. #164**

All Rank I applicants must have a master's degree or be in the last semester of study for the master's degree. It indicates 60 approved hours of graduate study (including the Master's degree). For example, a student whose master's program was 48 hours, would need an additional 12 planned hours to earn the Rank I. Students must consult with the Rank I advisor before beginning course work.

If 9 or fewer hours are needed, all should be taken in the Communication Disorders Department. If 12 or more are needed, the majority should be taken within the Communication Disorders Department.

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

**Program Requirements**

*Required—3 hours*

CD 589 Seminar in Communication Disorders

Students can take any graduate course in Communication Disorders that does not appear on the student's graduate transcript.

If choosing to take courses outside the Communication Disorders Department, students can select from appropriate courses offered by the College of Education and Behavioral Sciences after consulting with the Rank I advisor, to obtain a total of 60 hours at the graduate level.

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**Graduate Courses in Communication Disorders****CD 481G Speech and Language Development**

3 hours

Introduction to comprehensive child development (Birth 5-yrs). Topics include development of play, cognition, socialization, and emerging literacy as well as language. Language topics include development of phonology, pragmatics, semantics, syntax, and metalinguistics. Provides a foundation in understanding total child development emphasizing language acquisition.

**CD 483G Articulation Disorders**

3 hours

Prerequisites: CD 280, 290, 405, Jr. status. Study of the etiology, evaluation, and management of phonological process proficiency in children. Includes dialectal and bilingual differences. Stresses proficiency in administering protocols and planning therapy using several approaches.

**CD 484G Speech Anatomy/Physiology**

3 hours

Designed to help students identify the structures and functions which comprise the speech and hearing mechanism. The relation of this mechanism to the production and development of speech and language will be addressed.

**CD 485G Diagnostic Procedures Communication Disorders**

3 hours

Prerequisites: CD 280, 290, 347, 381, 405, 481, 484, Sr. status. Focus on assessment using standardized and nonstandardized screening and diagnostic instruments. Development of formal and informal evaluation techniques common to speech pathology/audiology. Overview of data gathering and interpretation regarding communication functions in persons of all ages. Includes multicultural assessment tools and methods.

**CD 486G Language Disorders**

1-3 hours

Identification, diagnosis, and treatment approaches used with language delayed children. Covers current state and federal legislation as related to service delivery models. Evaluation strategies include language sampling and report writing. Treatment approaches based on medical and educational models with emphasis on functional language therapy.

**CD 487G Aural Rehabilitation**

3 hours

Prerequisites: CD 280, 290, 347, 387, Jr. status. Includes terminology, diagnostic procedures (with emphasis on early identification) and habilitation/rehabilitation programs such as manual and total communication for pediatric through geriatric populations.

**CD 488G Augmentative Communication**

3 hours

Focus on terminology and issues in alternative/augmentative communication. Teaches about various non-electrical and electrical communication aids and techniques with special emphasis on rationale for device selection based on client needs.

**CD 489G Geriatric Communication Disorders**

1-3 hours

Teaches about symptoms, causes, and treatment of speech, language, and hearing disorders in the geriatric population.

**CD 496G International Speech Pathology**

3 hours

Acquire knowledge and understanding of how speech and language services are rendered in other countries. Emphasis on the identification of different methodologies employed by clinicians in other countries for treating communication disorders in adults and children.

**CD 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.

**CD 502 Motor Speech Disorders**

3 hours

The etiologies, communication characteristics, appraisal and treatment of motor speech disorders in children and adults.

**CD 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.

**CD 504 Seminar in Language Disorders of Childhood**

3 hours

Topics cover language disorders from infancy through adolescence; discussion of an integrated model of language, reading, and writing intervention; discussion of multicultural and bilingual issues.

**CD 505 Orofacial Anomalies**

3 hours

Etiology, diagnosis, and management of speech/language dysfunctions associated with cleft palate and other syndromes resulting from neuropathologies.

**CD 506 Dysfluency**

3 hours

Literature review of cluttering and stuttering with emphasis on assessment and clinical management of fluency disorders in children and adults.

**CD 507 Aphasia**

3 hours

Symptomatology, etiology, differential diagnosis, and remediation of adult dysphasia.

**CD 508 Voice Disorders**

3 hours

Diagnosis and remediation techniques for voice disorders in children and adults. Rehabilitation of the laryngectomee including use of electrolarynx, esophageal speech, and other voice substitutes.

**CD 509 Speech Science**

3 hours

Study and review of current research in acoustics, speech production, and speech perception. Emphasis on physiological, acoustical and biomedical recording, measurement and interpretation of speech signals. Includes lab activities with various equipment.

**CD 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.

**CD 511 Neurology Speech Language**

3 hours

Neuroanatomical and physiological development with emphasis on normal reflexes affecting motor and perceptual speech and language patterns. Stresses assessment and treatment procedures in neurologically impaired children and adults.

**CD 512 Seminar Phonology**

3 hours

Study of phonological process theory and therapy approaches for persons, preschool age through adult, with communication disabilities.

**CD 513 Cognitive Linguistic Disorders**

3 hours

Designed to develop a working knowledge of neural based communicative linguistic disorders, with an emphasis on traumatic brain injury, dementia, and other etiologies that cause cognitive linguistic disorders. Students will gain knowledge in identification, assessment and therapeutic strategies of neuro-anatomical bases and classification of cognitive linguistic disorders.

**CD 514 Dysphagia**

3 hours

Characteristics, intervention protocols and treatment techniques for individuals with a diagnosis of dysphagia. Case studies and clinical observations of patients with dysphagia will prepare students for clinical placement.

**CD 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.

**CD 518 Advanced Alternative and Augmentative Communication Modalities**

3 hours

Prerequisites: Permission of Instructor. Surveys terminology and service delivery for alternative and augmentative communication; specifies the rationale for high or low tech device selection based on client needs.

**CD 550 Consultation in Communication Disorders**

3 hours

Prerequisites: Permission of instructor. Course catalog listing: 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.

**CD 570 Administration and Supervision in Speech Language Pathology**

3 hours

Prerequisites: Master's degree in Communication Disorders or permission of instructor. 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.

**CD 572 Contemporary Issues in Communication Disorders**

3 hours

Prerequisites: Permission of instructor. An in-depth examination of a topic of current interest and relevance to speech-language pathologists.

**CD 589 Special Topics in Communication Disorders**

1-3 hours

Independent but guided inquiry of pre-approved topics in the field of Speech Pathology-Audiology. Not substituted for course offered same term.

**CD 590 Clinical Internship**

1 hour

Advanced, supervised, clinical practicum that provides varied on campus experiences with clients having more acute communication disorders. Repeat for total of 3 hours; maximum of two allowed in one semester.

**CD 591 Clinical Externship**

2 hours

Prerequisite: CD 590, course pass from instructor. Advanced, supervised on-site clinical experience in a variety of settings including schools, private practices, hospitals, rehabilitation facilities, nursing homes and home health agencies. Clinical hours meet ASHA certification requirements. Maximum of two hours per semester.

**CD 619 Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders**

3 hours

Equivalent: SPED 619. Prerequisite: SPED 610 and Masters. Equivalent course: CD 619 Investigation of assistive and instructional technology, as well as alternative and augmentative communication devices to implement with students with ASD and PDD.

## Department of Family and Consumer Sciences

Doris Sikora, Department Head

Academic Complex 303

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<http://www.wku.edu/facs>

### **Certificate: Dietetic Practice, Ref. #0451**

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.

#### **Admission Requirements**

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 at least 800 (greater than 900 is preferred) on the Graduate Record Examination (GRE) for applicants testing prior to August 1, 2011; for those applicants testing after August 1, 2011, concordant General Test scores established by the Educational Testing Service will be used.
- 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 will be available [here](#).
- Submitted an application for admission to WKU Graduate Studies with appropriate fee (after being accepted into the Dietetic Internship).

#### **Certificate Requirements**

*Required Courses—12 hours*

FACS 581 Professional Preparation for a Dietetic Internship

FACS 583 Foodservice Systems Management

FACS 584 Community Nutrition

FACS 586 Medical Nutrition Therapy in Practice

FACS 587 Seminar in Concepts and Methods of Dietetic Practice

### **Master of Arts in Education: Secondary Education, Consumer and Family Sciences minor, Ref. #018**

Courses in Consumer and Family Sciences may constitute a minor in the Master of Arts in Education (Secondary) or an area of emphasis in the Master of Arts in Education (Education and Behavioral Science Studies).

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**Graduate Courses in Family and Consumer Sciences****FACS 520 Seminar in Consumer and Family Sciences**

1-3 hours

Survey of recent developments and present trends conducted in a particular area of the Department of FACS or deemed appropriate by faculty and student demand.

**FACS 521 Interior Ergonomics I**

3 hours

Sociological and psychological factors in interior design-separately, in relationship to each other, and in relationship to other disciplines.

**FACS 522 Interior Ergonomics**

3 hours

Cultural and anthropometric literature related to interior design; interrelationships between culture and anthropometrics.

**FACS 531 Cultural Patterns-Dress**

3 hours

In-depth analysis of literature and research related to cultural aspects of clothing. Specific cultural emphasis will vary.

**FACS 533 Fashion Merchandising**

3 hours

Principles, problems, and practices of curriculum, field experiences, and extended classroom activities related to fashion merchandising.

**FACS 535 Textile Analysis**

3 hours

Prerequisite: Chemistry. Qualitative and quantitative techniques for physical and chemical analysis of textiles. Planning and conducting textiles analyses and evaluating resulting data.

**FACS 536 Seminar in Institutional and Home Environment**

3 hours

Technological, cultural, and educational developments in institutional and home environment. Opportunity to pursue individual interest in specialized areas, e.g., textiles, clothing, merchandising, interior design, housing, foods, home economic education, etc.

**FACS 537 Critique and Design of Investigations in Textiles and Clothing**

3 hours

Opportunity to pursue individual interest in specialized areas, e.g., textiles, clothing, merchandising, interior design, housing, foods, nutrition, textiles, home economics education, etc. Critical evaluation of theses and published research.

**FACS 571 Seminar in Family and Consumer Science Education**

3 hours

No course description is available.

**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.

**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.

**FACS 574 Supervision in Family and Consumer Sciences Education**

3 hours

Prerequisite: Teaching experience, advanced courses, and consent of instructor. Theory, principles, and techniques of preservice and inservice training of teachers in family and consumer sciences. Emphasis on preparation of supervisory materials and evaluation.

**FACS 575 Individual Study in Consumer and Family Sciences**

3 hours

Evaluation of family and consumer sciences investigations. Includes planning and completing an individual study of limited scope.

**FACS 577 Child Development Research**

3 hours

Analysis of current theories and research relevant to the development of social perceptual-cognitive, and physical-physiological processes in children.

**FACS 580 Internship**

3 hours

Prerequisite: Approval of instructor. A field practicum in foods and nutrition, textiles and clothing, interior design, or home economics education. Assignments are made to approved private and public agencies/facilities.

**FACS 581 Professional Preparation for a Dietetic Internship**

1 hour

Prerequisite: Admission to the Dietetic Practice Graduate Certificate Program. An intensive preparation which includes assessment of student competency, rules of conduct, review of principles of clinical nutrition, food service management and community nutrition. Field trips at student expense.

**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.

**FACS 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.

**FACS 584 Community Nutrition**

3 hours

Prerequisite: FACS 111, 261, or consent of instructor. 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.

**FACS 585 Nutrition/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)

**FACS 586 Medical Nutrition Therapy in Practice**

3 hours

Prerequisites: Admission to the Dietetic Practice Graduate Certificate Program. 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.



**FACS 587 Seminar in Concepts and Methods of Dietetic Practice**

2 hours

Prerequisites: Admission to the Dietetic Practice Graduate Certificate. Capstone seminar including discussions, didactic practice, and presentations in the field of dietetics.

**FACS 598 Special Topics in Consumer and Family Sciences**

1-6 hours

Prerequisite: Consent of instructor. No course description is available.

**FACS 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**FACS 600 Maintaining Matriculation**

1-6 hours

No course description is available.

## Department of Kinesiology, Recreation and Sport

Bruce A. Larson, Interim Department Head  
 Smith Stadium East 1004  
 Phone: (270) 745-2211 | FAX: (270) 745-6043  
<http://www.wku.edu/krs>

### Programs Offered

Facility and Event Management (Certificate)  
 Kinesiology (MS)  
 Nonprofit Administration (Certificate)  
 Recreation and Sport Administration (MS)

### Master of Science: Kinesiology, Ref. #0454

#### Admission Requirements

*Exercise Physiology, Fitness Management, and Corporate Health Management Admission Requirements*  
 Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

#### *Teacher Leader Admission Requirements*

Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission.

1. WKU Graduate: Admission A current teaching certificate or undergraduate teaching portfolio and statement of eligibility.
2. Graduate of a Kentucky Higher Education Institute other than WKU: A 2.75 GPA or higher or a qualifying GAP score. A current teaching certificate or statement of eligibility.
3. Graduate of an Out-of-State Institution of Higher Education: A 2.75 GPA or higher or a qualifying GAP score. A current teaching certificate or 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 re-issued certificate before being allowed to register for any additional courses.*

### Exercise Physiology, Fitness Management, and Corporate Health Management Requirements—33 hours

#### *Required Core—12 hours*

KIN 501 Research Methods in Kinesiology  
 KIN 503 Advanced Motor Learning and Control  
 KIN 504 Advanced Exercise Physiology  
 KIN 515 Advanced Measurement and Evaluation

#### *Restricted Electives—6 hours*

KIN 505 Foundations Curriculum Construction  
 OR KIN 521 Analysis and Criticism of Professional Literature in Physical Education  
 KIN 520 Teaching Strategies in Physical Education  
 OR KIN 522 Advanced Exercise Testing and Prescription

#### *Exercise Physiology Concentration (KIEP)*

KIN 514 Lab Methods in Exercise Physiology  
 KIN 523 Seminar in Exercise Physiology  
 KIN 524 Applied Biomechanics  
 KIN 598 Capstone Research Experience in Exercise Physiology (6 hours)  
 OR KIN 599 Thesis Research/Writing (6 hours)

*Fitness Management Concentration (KIFM)*

RSA 515 Recreation and Sport Facility Development  
 RSA 517 Legal Issues in Recreation and Sport  
 RSA 519 Fiscal Practices in Recreation and Sport  
 HCA 541 Strategic Management & Marketing of Health Services  
 KIN 596 Practicum in Exercise Physiology

*Corporate Health Management Concentration (KICM)*

PH 502 Health Promotion in the Workplace  
 PH 587 Health Behavior  
 PH 591 Health Program Evaluation  
 HCA 541 Strategic Management & Marketing of Health Services  
 COMM 523 Health Communication

**PE and Coaching Teacher Leader Concentrations Requirements**

The PE and Coaching Teacher Leader Concentrations require 15 credit hours of Professional Education Core, 12 credit hours of either PE or Coaching, and 3 credit hours of Action Research for a total minimum of 30 credit hours.

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

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various grade levels, content, and community areas. The second component is the specialization that allows the candidate to choose one of two concentrations:

1. Physical Education Teacher Leader concentration consists of KIN 503, 504, 508 and 512; and the
2. Coaching Teacher Leader concentration consists of KIN 509, 511, 512 and a professional elective. These concentrations allow for professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which KIN or TCHL core courses they must take in the professional ed. core (see Important Note below). All students must complete PE 505, PE 515 or TCHL 540, 544, 548, and KIN 520 or TCHL 550, 554, 558 or pass proficiency evaluations for these courses. Students passing proficiency evaluations for the TCHL courses listed above will then take alternate KIN courses listed below as part of the Professional Education Core. TCHL 500 and KIN 501, KIN 505, are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

*Professional Education Core—15-16 hours*

TCHL 500 Foundations of Teacher Leadership (3 Hrs)  
 KIN 505 Foundations of Curriculum Construction (3 Hrs)  
 KIN 515 Physical Education Assessment (3 Hrs)  
*OR* TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hr)  
 TCHL 554 Student Assessment II: Standardized Testing (1 hr)  
 TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hrs)  
 KIN 520 Teaching Strategies in Physical Education (3 Hrs)  
*OR* TCHL 540 Classroom Instruction: Instructional Strategies (1 hr)  
 TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hr)  
 TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hr)  
 KIN 501 Research Methods in PE (3 Hrs)

*Students must take Teacher Leader Courses 550, 554, 558, 540, 544, and 548 unless they pass the course assessments while in TCHL 500. Otherwise, the students can take KIN 515 and 520.*

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

#### *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 KIN or 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 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.

#### *Specialization Component—15 hours*

##### Physical Education Teacher Leader Concentration

KIN 503 Motor Learning  
 KIN 504 Advanced Exercise Physiology  
 KIN 508 Adaptive Physical Education  
 KIN 516 Administrative Practices in KRS  
 TCHL 560 Action Research for Teacher Leaders

##### Coaching Teacher Leader Concentration

KIN 509 Sport in a Multicultural Society  
 KIN 513 Coaching Theory  
 KIN 516 Administrative Practices in KRS  
 Approved Elective (3 hours)  
 TCHL 560 Action Research for Teacher Leaders

#### *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.

### **Master of Arts in Education: Physical Education minor, Ref. #023**

#### *Minor Required Courses—12 hours*

KIN 504 Advanced Exercise Physiology  
 KIN 505 Foundations of Curriculum Construction  
 KIN 508 Adapted Physical Education\*  
 KIN 520 Teaching Strategies in Physical Education

*\*Students who have taken an adaptive physical education course in their undergraduate program may substitute an elective course for KIN 508.*

### **Master of Science: Recreation and Sport Administration, Ref. #095**

This program is designed to prepare professional Recreation and Sport Administration practitioners for a wide range of occupations. The program offers four concentrations: 1) General, 2) Athletic Administration & Coaching, 3) Facility and Event Management and 4) Sport Media and Branding. The General concentration provides opportunity for study in a specialized area of recreation, knowledge of research procedures, and academic background for students planning to pursue doctoral study. The 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 program includes thesis and non-thesis options. Candidates are encouraged to write a thesis.

**Admission Requirements**

Applicants to the Recreation and Sport Administration graduate program must meet the following requirements.

- 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

**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.

**Degree Requirements—33 hours***Core Courses—21 hours*

- RSA 501 Research Methods in Recreation and Sport
- RSA 513 Recreation and Sport Administration
- RSA 515 Recreation Sport Facility Development
- RSA 517 Legal Issues in Recreation and Sport
- RSA 519 Fiscal Practices in Recreation Sport
- RSA 521 Public Relations in Recreation and Sport
- RSA 523 Theory of Recreation and Sport

*General Concentration (RECG)*

- RSA 590 Practicum in Recreation and Sport
- 9 hours of electives

*Facility and Event Management (REFM)*

- RSA 590 Practicum in Recreation and Sport
- RSA 534 Facility Management
- RSA 536 Event Management
- RSA 598 Master's Project

*Athletic Administration & Coaching (REIA)*

- RSA 530 Independent Investigations in Physical Education
- RSA 542 Investigation of Current Interscholastic Athletics Issues
- RSA 543 Sports Medicine Administration for Interscholastic Athletics
- RSA 544. Championship Events (Practicum)

*Sport Media and Branding (RESN)*

- JOUR 536 Sport Branding: A New Game
- JOUR 537 Sports Sponsorships: New Revenue Strategies
- JOUR 543 Strategic Public Relations Writing for Sport
- JOUR 547 Issues in Sport Media Relations

**Certificate: Facility and Event Management, Ref. #0455**

This graduate certificate is focused on the practical skills needed for employment in the rapidly growing field of Facility and Event Management.

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

**Certificate Requirements—12 hours***Required Courses—12 hours*

- RSA 534 Facility Management (3 credits)
- RSA 536 Event Management (3 credits)
- RSA 590 Practicum (3 credits)
- RSA 598 Master's Project (3 credits)

**Certificate: Nonprofit Administration, Ref. #0463**

The graduate certificate in Nonprofit Administration (reference number TBA) 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.

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

**Certificate Requirements—12 hours***Required Courses—12 hours*

- RSA 560 Issues in Nonprofit Administration
- RSA 565 Nonprofit Grant Writing and Fundraising
- RSA 570 Fiscal Administration in the Nonprofit Sector
- RSA 585 Nonprofit Practicum\*

*\*At the discretion of the graduate certificate program coordinator, a course substitution may be available by advisement for RSA 585 Nonprofit Practicum.*

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**Graduate Courses in Kinesiology****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 first term of enrollment.)

**KIN 503 Advanced Motor Learning and Control**

3 hours

Theories and principles of learning as they apply to the acquisition of gross motor skills. Emphasizes the interpretation and practical application of experimental data.

**KIN 504 Advanced Exercise Physiology**

3 hours

A comprehensive study of the acute responses and chronic adaptations resulting from exercise or other stressors on the physiological function of the human body. Particular attention will be given to applied learning, as well as to review and critique of current research.

**KIN 505 Foundations Curriculum Construction**

3 hours

Principles, procedures, and criteria for curriculum construction and revision, course building, and lesson planning.

**KIN 508 Adaptive Physical Education**

3 hours

In-depth study of instruction of disabled children in mainstream and/or special physical education classes. Knowledge and skills necessary to assess, plan intervention, and instruct mild, moderate, severely/profoundly disabled children in physical education.

**KIN 509 Sport in Multicultural Society**

3 hours

An examination/understanding of the role of sport in America, its impact on the social structure and the leadership behavior's needed to ensure that the societal impact of sport is congruent with traditional American values.

**KIN 513 Coaching Theory**

3 hours

The theory and analysis of leadership behavior in interscholastic athletics with an emphasis on developing leadership knowledge, personal behavior qualities and job related skills applicable in diverse interscholastic athletic settings.

**KIN 514 Lab Methods in Exercise Physiology**

3 hours

Prerequisite: Graduate Standing, acceptance into the Physical Education graduate program. Theory and application of laboratory techniques germane to research in Exercise Physiology. Includes musculoskeletal, cardiovascular, metabolic, and human performance testing.

**KIN 515 Advanced Measurement and Evaluation**

3 hours

Study and application of assessment tools and statistical techniques commonly used in kinesiology research. Includes regression modeling, single and multi-factor analysis of variance, and repeated measures designs.

**KIN 516 Administrative Practice in KRS**

3 hours

Provide useful information and techniques related to the administration of physical education programs in both school and other settings. Students will focus on leadership that enhances the organization, management, planning and implanting programs and facilities.

**KIN 520 Teaching Strategies in Physical Education**

3 hours

Study and application of teaching strategies utilized in the elementary and secondary physical education setting.

**KIN 521 Analysis and Criticism of Professional Literature in Physical Education**

3 hours

Analysis and critical evaluation of professional literature in the field of physical education and exercise science.

**KIN 522 Advanced Exercise Testing and Prescription**

3 hours

Focuses on the use of exercise in the treatment and diagnosis of various major disease states. Provides the student with an advanced understanding of electrocardiogram (ECG) monitoring, interpretation, graded exercise testing, blood pressure measurement, interviewing skills, screening, risk stratification, and pharmacology. Emphasizes exercise prescription for clinical populations, such as those with endocrinological/metabolic disorders, cardiovascular disease, respiratory disease, and neuromuscular disorders. (course fee)

**KIN 523 Seminar in Exercise Physiology**

3 hours

Advanced study of contemporary knowledge and current professional research centering on various selected topics related to the field of exercise science.

**KIN 524 Applied Biomechanics**

3 hours

Advanced study of the mechanical, neuromuscular, and anatomical bases of human movement.

**KIN 530 Independent Investigation in Kinesiology**

1-3 hours

Research problems or projects in the scientific, organizational, administrative, or supervisory areas of kinesiology.

**KIN 596 Practicum in Exercise Physiology**

3 hours

Work and/or laboratory experience in Exercise Physiology practical settings in progression towards completion of the graduate program. Liability insurance is required.

**KIN 598 Capstone Research Experience in Exercise Physiology**

6 hours

Prerequisites: Graduate standing, admission to Master's program in Kinesiology. 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.

**KIN 599 Thesis Research/Writing**

1-6 hours (6 total)

The master's thesis is to be directed by a member of the Graduate Faculty of the Department. (Each semester)

**KIN 600 Maintain Matriculation**

1-6 hours

No course description is available.

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**Graduate Courses in Recreation****REC 404G Recreation Facility Management**

3 hours

A practical orientation to management for a variety of recreation facilities.

**REC 420G Commercial Recreation Tourism**

3 hours

Prerequisites: REC 200, REC 300, REC 302, and REC 306. Commercial recreation and tourism, including the establishment, supervision, and operation of areas and facilities.

**REC 423G Camp and Conference Center Administration**

3 hours

No course description is available.

**REC 424G Camp and Conference Center Administration**

3 hours

Organization and administration of camp and conference center programs and facilities including history, trends, staffing, client needs, finance, marketing, and legal issues.

**REC 426G Facility Planning and Design**

3 hours

Facility planning and design process with emphasis on the unique features on many different areas and types of facilities. Field experiences required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

**REC 428G Community Centers and Playgrounds**

3 hours

No course description is available.



**REC 430G Recreation Resource Management**

3 hours

Multi-use natural resource management concepts, issues in resource management and the synthesis of concept and practical knowledge into real and simulated applications of land use and environmental problems related to the leisure service industry. Field trips required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

**REC 434G Environmental Interpretation**

3 hours

Environmental interpretation in leisure and educational settings. Includes interpretive design of exhibits and facilities. Emphasizes the development of presentation and program skills.

**REC 435G Outdoor Expedition Planning**

3 hours

Prerequisites/Corequisites: REC 335 and REC 337. Principles and techniques for planning, designing, implementing and evaluating extended outdoor expedition programs. Overnight field trips required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

**REC 437G Outdoor Leadership Expedition**

3 hours

Prerequisite/Corequisite: REC 435G or instructor permission. Outdoor Leadership capstone course involving a backcountry expedition, leadership development, and teaching techniques. Successful students will receive the Wilderness Education Association Outdoor Leader Certification. Overnight, extended field-trips required. Field experiences required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

**REC 482G Recreation Workshop**

1-3 hours

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 extended campus locations are usually required. Students are responsible for their own transportation to off-campus meetings. University transportation provided when possible.

**RSA 501 Research Methods in Recreation and Sport**

3 hours

Research terminology, design, methods, data analysis, and manuscript preparation in recreation and sport.

**RSA 513 Recreation and Sport Administration**

3 hours

Leadership and management of recreation and sport agencies with emphases on strategic planning, policy, human resources, programming, governance, and organizational behavior and culture.

**RSA 515 Recreation and Sport Facility Development**

3 hours

Facility development process with emphasis on the unique features of many different types of facilities. Field experiences required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

**RSA 517 Legal Issues in Recreation and Sport**

3 hours

Legal systems, legal concepts, and landmark cases influencing the recreation and sport industry.

**RSA 519 Fiscal Practices in Recreation and Sport**

3 hours

Financial principles and practices relevant in recreation settings. Topics include economic principles, financial management and organization, income sources, fundraising, pricing, and budgeting.

**RSA 521 Public Relations in Recreation and Sport**

3 hours

Specialized application of effective communication techniques for building relationships with internal and external constituencies that support marketing from the general practice of public relations.

**RSA 523 Theoretical Foundations of Recreation and Sport**

3 hours

Philosophy, theory, and ethics of recreation and sport, including current professional trends in the field.

**RSA 530 Advanced Studies in Recreation and Sport**

3 hours

Specific and detailed analysis of issues in recreation and sport incorporating individualized instruction between student and faculty. Restricted enrollment pending faculty approval. May be repeated once in a different setting for a maximum of six credit hours.

**RSA 532 Environmental Education Resources**

3 hours

Experiential learning with environmental education resources. Emphasis is place on Kentucky based interpretation of the natural environment. Field experiences required and students are required to provide their own means of transportation to field sites.

**RSA 534 Facility Management**

3 hours

This course integrates the various management functions of public assembly facilities. Students focus on advanced management principles, practices and methods.

**RSA 536 Event Management**

3 hours

This course integrates the various management functions associated with conducting successful events. Students focus on advanced management principles, practices and methods.

**RSA 542 Investigation of Current Interscholastic Athletics Issues**

3 hours

A capstone experience for the concentration in IAA that will involve an in depth investigation of the various issues addressed throughout this program of study. Does not count toward certification or rank change in Kentucky.

**RSA 543 Sports Medicine Administration for Interscholastic Athletics**

3 hours

An in-depth study of the many issues administrators and coaches face in supporting and developing an interscholastic sports medicine program within a school or school district. Does not count toward certification or rank change in Kentucky.

**RSA 544 Championship Events (Practicum)**

3 hours

Study of the Organization and Administration of interscholastic championship events. Does not count toward certification or rank change in Kentucky.

**RSA 560 Issues in Nonprofit Administration**

3 hours

Historical, philosophical, and theoretical examination of the nonprofit sector, voluntary action, and philanthropy. Including the comparative perspectives, scope, and significance of the sector. Critical issues related to nonprofit governance, leadership, and board/committee development.

**RSA 565 Nonprofit Grant Writing and Fundraising**

3 hours

Principles, practices, techniques, and ethics of nonprofit grant writing and fundraising. Philanthropy, relationship building, and comprehensive fund development processes. Special emphasis placed on writing grants and developing fundraising strategies.

**RSA 570 Fiscal Administration in the Nonprofit Sector**

3 hours

Financial management, accountability, stewardship, planning, and transparency for nonprofit organizations. Financial literacy with emphasis placed on planning and reporting processes requisite for establishing and maintaining federal nonprofit status.

**RSA 585 Nonprofit Practicum**

3 hours

Capstone supervised professional experience in approved nonprofit settings where students obtain professional nonprofit experience with agency and faculty supervision.

**RSA 590 Practicum in Recreation and Sport**

3 hours

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. May be repeated once in a different setting for a maximum of six credit hours.

**RSA 598 Master's Project in Recreation and Sport**

3 hours

Prerequisite: Instructor Certification. Directed investigation of a faculty approved topic in recreation and sport culminating with the submission of a paper for publication.

**RSA 599 Thesis Research/Writing**

1-6 hours (6 total)

The master's thesis is to be directed by a member of the Graduate Faculty of the Department. (Each semester)

**RSA 600 Maintain Matriculation**

1-6 hours

No course description is available.

## School of Nursing

Mary Bennett, Director  
Academic Complex 111  
Phone: (270) 745-3391 | FAX: (270) 745-3392  
<http://www.wku.edu/nursing>

### Programs Offered

Complementary Health Care (Post-MSN Certificate)  
Doctor of Nursing Practice (DNP)  
Master of Science in Nursing (MSN)  
Nursing Education (Post-MSN Certificate)  
Nurse Administrator (Post-MSN Certificate)  
Family Nurse Practitioner (Post-MSN Certificate)

### Doctor of Nursing Practice (DNP), Ref. #0011

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, and organizational analysis and change. A Post-MSN option for nurse practitioners or nurse administrators and a BSN to DNP option for students seeking a Family Nurse Practitioner concentration is available. WKU FNP students are eligible to sit for national certification as Family Nurse Practitioners (FNP). All students complete a practice immersion experience and culminating DNP Project with a patient population or in a Healthcare system that demonstrates application of advanced clinical and evidence based practice. It will serve as a foundation for future scholarly practice.

### Admission Requirements

1. BSN or MSN, with a specialty in nursing administration or nurse practitioner, from a CCNE or NLNAC 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 Graduate Studies)
4. Three professional references
5. Written goal statement
6. Resume highlighting past education, relevant clinical experience, scholarly endeavors and professional service (BSN to DNP students must document one year of full time experience as a registered nurse)
7. Professional license
  - (a) MSN
    - i. NPs must have a current and unencumbered RN and APN license in the state of residence in which clinical experiences will be completed,
    - ii. Nurse Administrators must have a current and unencumbered RN license in the state of residence where clinical experiences will be completed.
  - (b) BSN - current and unencumbered RN license in Kentucky or compact state
8. Completed verification of post-baccalaureate practice hours form. (Applicants who cannot demonstrate a minimum of 500 clinical clock hours in graduate program will be expected to complete clinical course work beyond the proposed curriculum.)
9. Graduate level statistics course within past 5 years

***Please note that the first term to which a student can be admitted to the BSN to DNP option is Fall 2013.***

Following review of the admission materials by the Graduate Committee, applicants may be invited to interview with graduate faculty. Admissions are competitive. Documentation that an applicant meets the minimum admission requirements does not ensure admission to the program. It is expected that applicants

have moderate technology skills and access to a personal computer and high speed DSL or broadband internet service.

The WKU DNP program is a practice focused degree preparing advanced practice nurses to assume leadership roles in healthcare. The curriculum is based upon a strong scientific foundation for practice and is designed to emphasize evidence-based practice, leadership, health policy development, organizational analysis, and change. A Post-MSN option for nurse practitioners or nurse administrators and a BSN to DNP option for students seeking a family nurse practitioner (FNP) degree is available. WKU FNP students are eligible to sit for national certification as family nurse practitioners (FNP). All students complete a practice immersion experience and culminating DNP Project with a patient population or in a healthcare system that demonstrates application of advanced clinical and evidence-based practice. It will serve as a foundation for future scholarly practice.

### **BSN to DNP Degree Requirements**

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

Graduate Statistics Course

- NURS 500 Advanced Pathophysiology (4 hours)
- NURS 503 Advanced Health Assessment (2 hours)
- NURS 504 Theoretical Foundations of Professional Nursing (3 hours)
- NURS 505 Advanced Health Assessment Clinical (1 hour)
- NURS 508 Advanced Issues in Professional Nursing (1 hour)
- NURS 509 Advanced Practice Management (1 hour)
- NURS 510 Advanced Nursing Research (3 hours)
- NURS 515 Advanced Pharmacology (4 hours)
- NURS 520 Teaching in Schools of Nursing (3 hours)
- NURS 546 Primary Care of Infant, Child and Adolescent (3 hours)
- NURS 547 Primary Care of Infant, Child and Adolescent Clinical (2 hours)
- NURS 548 Primary Care of Adults (3 hours)
- NURS 549 Primary Care of Adults Clinical (2 hours)
- NURS 554 Primary Care Practicum (5 hours)
- NURS 601 Orientation to Doctor of Nursing Practice (2 hours)
- NURS 620 Advanced Biostatistics (3 hours)
- NURS 630 Advanced Epidemiology (3 hours)
- NURS 700 Leadership and Organizational Theory (3 hours)
- NURS 701 Leadership in Health Policy (3 hours)
- NURS 712 Evidence-Based Practice (3 hours)
- NURS 714 Economic and Financial Influences in Healthcare Systems (3 hours)
- NURS 740 Technology in Healthcare (3 hours)
- NURS 750 Program Development and Evaluation (3 hours)
- NURS 755 Quality Improvement in Healthcare (3 hours)
- NURS 765 Institutional Review Board Process in Nursing (1 hour)
- NURS 780 Clinical Practicum (6 hours)

### **MSN to DNP Degree Requirements**

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

- NURS 601 Orientation to Doctor of Nursing Practice (2 hours)
- NURS 620 Advanced Biostatistics (3 hours)
- NURS 630 Advanced Epidemiology (3 hours)
- NURS 700 Leadership and Organizational Theory (3 hours)
- NURS 701 Leadership in Health Policy (3 hours)
- NURS 712 Evidence-Based Practice (3 hours)
- NURS 714 Economic and Financial Influences in Healthcare Systems (3 hours)
- NURS 740 Technology in Healthcare (3 hours)
- NURS 750 Program Development and Evaluation (3 hours)

- NURS 755 Quality Improvement in Healthcare (3 hours)
- NURS 765 Institutional Review Board Process in Nursing (1 hour)
- NURS 780 Clinical Practicum (6 hours)

## **Master of Science in Nursing (MSN), Ref. #149**

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.

### **Admission Requirements**

#### *AD to MSN Program*

Applicants for the AD to MSN program must meet the following requirements:

1. Applicants must hold an associate degree in nursing from an NLN accredited program and a baccalaureate degree in a related field from an accredited college or university with an undergraduate GPA of 3.0 on a 4.0 scale. Examples of related health care fields include the following: Health Care Administration, Public Health, Psychology, Gerontology, Speech Language Pathology, Social Work
2. Hold unencumbered or have applied for RN licensure in Kentucky or compact state.
3. Applicants will be required to complete the GRE in the following instance:
  - (a) Less than a 3.0 cumulative GPA
4. One year of full-time nursing experience is required prior to enrolling in graduate level courses.
5. Submission of:
  - (a) A written goal statement responding to questions listed on the MSN webpage;
  - (b) 3 professional references on form provided to include the following
    - i. One reference from a nurse manager or nurse administrator, and
    - ii. One reference from a nursing faculty from the student's associate degree nursing program if it is three years or less from graduation date.
  - (c) Professional resume
6. All program admission materials must be received prior to the due date noted on the program webpage. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by Graduate Studies does not assure acceptance into the MSN program. Admission is competitive.
7. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating admission materials.

*The Graduate Faculty will schedule a personal interview after all required forms have been received.*

#### *AD to MSN Progression Requirements*

1. MSN students must adhere to progression requirements found in the WKU Graduate School of Nursing Handbook and WKU Graduate Catalog.
2. MSN students must earn a 3.0 (B) in each specialty course before progressing to the next course according to the recommended curriculum sequence.
3. Students entering the AD to MSN track, for either the Nurse Educator or Nurse Administrator concentration, must first complete NURS 408 Professional Issues and NURS 430 Public Health Concepts, earning a grade of B (3.0) in each course, before enrolling in graduate level MSN courses. A graduate level statistics is an exception and may be completed with NURS 408 and 430.

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#### *BSN to MSN Program*

Applicants for the BSN to MSN program must meet the following requirements:

1. Completion of a CCNE or NLN accredited BSN program with an undergraduate GPA of 3.0 on a 4.0 scale. Graduates of non-accredited programs are considered on an individual basis.
2. Hold unencumbered or have applied for RN licensure in Kentucky or compact state.
3. Applicants will be required to complete the GRE in the following instance:
  - (a) Less than a 3.0 cumulative GPA

4. One year of full-time nursing experience is required prior to enrolling (following acceptance) in clinical courses in the nurse practitioner options.
5. Submission of:
  - (a) a written goal statement responding to questions listed on the MSN webpage
  - (b) 3 professional references on form provided to include nurse manager or nurse administrator and nursing faculty if have graduated from BSN program was in past 3 years
  - (c) Professional resume
6. All program admission materials must be received prior to the due date noted on the program webpage. An interview may be offered following a review of admission materials. Completion of an interview and acceptance by Graduate Studies does not assure acceptance into the MSN program. Admission is competitive.
7. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating the Graduate Studies application, and submitting all required program materials.

*The Graduate Faculty will schedule a personal interview after all required forms have been received.*

#### *BSN to MSN Progression Requirements*

1. MSN students must adhere to progression requirements found in the WKU Graduate Catalog.
2. Additionally MSN students must earn a 3.0 (B) in each specialty course before progressing to the next course according to the recommended curriculum sequence.

#### **Family Nurse Practitioner (MSNP) Concentration**

This concentration prepares the graduate to sit for certification as an Advanced Registered Nurse Practitioner, more specifically, primary care or family nurse practitioner. Program is 42-48 hours.

NURS 500 Advanced Concepts  
 NURS 501 Nursing, Politics & Health Policy  
 NURS 503 Advanced Health Assessment  
 NURS 504 Theoretical Foundations of Professional Nursing  
 NURS 505 Advanced Health Assessment Clinic  
 NURS 506 Transition to Advanced Nursing Practice  
 NURS 508 Advanced Issues in Professional Nursing  
 NURS 509 Practice Management for Nurse Practitioners  
 NURS 510 Advanced Nursing Research  
 NURS 512 Research Applications  
 NURS 515 Advanced Pharmacology  
 NURS 546 Primary Care of Infant, Child and Adolescent  
 NURS 547 Primary Care of Infant, Child and Adolescent Clinical  
 NURS 548 Primary Care of Adults  
 NURS 549 Primary Care of Adults Clinical  
 NURS 554 Primary Care Internship Graduate  
 Statistics course  
 Optional thesis (6 hours)

#### **Nurse Educator Concentration (MSNE) Concentration**

This option prepares the registered nurse for the roles of nursing faculty in university or community college settings. Program is 38-44 credit hours.

NURS 408 Professional Issues\*  
 NURS 430 Concepts of Public Health Nursing\*  
 NURS 500 Advanced Physiological and Pathological Concepts  
 NURS 501 Nursing, Politics & Health Policy  
 NURS 503 Advanced Health Assessment

NURS 504 Theoretical Foundations of Professional Nursing  
 NURS 505 Advanced Health Assessment Clinic  
 NURS 506 Transition to Advanced Nursing Practice  
 NURS 508 Advanced Issues in Professional Nursing  
 NURS 510 Advanced Nursing Research  
 NURS 512 Research Applications  
 NURS 517 Applied Advanced Pharmacology  
 NURS 518 Clinical Teaching in Nursing  
 NURS 520 Teaching in Schools of Nursing  
 NURS 522 Teaching in Schools of Nursing Internship  
 NURS 605 Leadership in Nursing Practice  
 NURS 606 Advanced Clinical Practice  
 Graduate Statistics course  
 Optional thesis (6 hours)

*\*Students entering the AD to MSN Nurse Educator Option must first complete these courses.*

### **Nurse Administrator Concentration (MSNA) Concentration**

This concentration prepares graduates for advanced practice as a nurse administrator or nurse manager in various health care settings. The 33 credit hour program curriculum follows.

NURS 408 Professional Issues\*  
 NURS 430 Concepts of Public Health Nursing\*  
 NURS 501 Nursing, Politics & Health Policy  
 NURS 504 Theoretical Foundations of Professional Nursing  
 NURS 506 Transition to Advanced Nursing Practice  
 NURS 508 Advanced Issues in Professional Nursing  
 NURS 510 Advanced Nursing Research  
 NURS 512 Research Applications  
 NURS 528 Leadership and Management in Nursing Administration†  
 NURS 530 Nursing Administration Internship  
 Graduate Statistics course  
 Business Management/Finance course\*\*  
     BA 501 Survey of Economics  
     OR ECON 501 Survey of Economics  
     OR BA 505 Survey of Accounting  
     OR HCA 545 Managerial Finance for Health Services  
     OR HCA 401G Fund Health Financial Mgmt  
 Organizational Theory/Healthcare Systems course\*\*  
     BA 510 Organizational Theory  
     OR HCA 540 Health Care Organ. & Administration  
     OR HCA 544 Health Care Systems Design & Behavior  
     OR HCA 574 Decision Making in Health Care  
     OR LEAD 500 Effective Leadership Studies  
 Human Resource Management/Communication course\*\*  
     HCA 542 Health Care Human Resources Admin  
     OR PS 440G Elements of Public Administration  
     OR COMM 525 Interpersonal Support in Workplace  
     OR COMM 528 Communication in the nonprofit sector  
     OR COMM 551 Employee Communication  
     OR COMM 564 Crisis Communication  
     OR COMM 581 Application Organizational Communication  
     OR COMM 461G Organizational Communication  
 Health care ethics/law course\*\*  
     HCA 551 Health Services Jurisprudence



OR HCA 543 Health Care Quality & Accountability  
 OR COMM 569 Values & Leadership  
 OR PH 447G Human Values & Health Sciences  
 OR LEAD 525 Leadership Ethics

† *It is recommended that students complete three to four of the support courses prior to enrolling in NURS 528.*

*\*Students entering the AD to MSN Nurse Administrator Option must first complete these courses.*

*\*\* Support Courses selected in the categories above are with advisor approval. Suggested courses are included in each category, but are not all inclusive.*

### **Psychiatric Nurse Practitioner Concentration (MSNS) Concentration**

The Psychiatric Nurse Practitioner is prepared at the graduate level to diagnose, prescribe and treat a wide range of mental health clients. The graduate must complete a program of study from an accredited graduate program built upon essential competencies identified by the National Organization of Nurse Practitioner Faculty. The program is 43 credit hours.

#### Special Admission Requirements

Applicants must meet admission criteria for both the University of Louisville and WKU. University of Louisville School of Nursing will admit the student as a non-degree seeking for the specialty courses. Psychiatric Mental Health Nursing specialty courses will be transferred to allowing graduates to complete content required to sit for national certification as a psychiatric nurse practitioner. The MSN degree will be awarded from WKU. Admission requirements for both programs are listed below:

#### *WKU Admission Requirements*

1. Be a graduate of a NLN or CCNE accredited BSN program with a cumulative undergraduate GPA of 3.0 on a 4.0 scale.
2. Submit an WKU application for admission to the Graduate College with appropriate fee
3. Provide official transcripts of all undergraduate & higher education coursework
4. Hold RN licensure or have applied for RN licensure in Kentucky or a nursing compact state.
5. Submit 3 professional references on form provided. If BSN graduate within three years one reference must be from a program faculty.
6. Submit a typed, 1-2 page statement of goals
7. Submit a resume
8. Successfully complete an interview with graduate faculty (scheduled upon completion of above).

#### *University of Louisville Admission Requirements*

1. Submit U of L Graduate School Application and fee.
2. Submit transcripts of all college coursework including one verifying completion of an accredited (by NLN or CCNE) baccalaureate program in nursing, with a cumulative grade point average of at least 3.0 on a 4.0 scale.
3. Submit at least two letters of reference from individuals who can speak of academic and/or professional nursing capabilities and potential.
4. Submit a copy of valid Kentucky registered nurse license (without restrictions) or proof of eligibility for that licensure.
5. Complete the School of Nursing Master's Application Data Sheet and a Certified Background Check.
6. Student may also be required to complete a personal interview with faculty.

*Additional admission University of Louisville information may be found on the University of Louisville website.*

#### Degree Requirements

NURS 501 Nursing, Politics & Health Policy  
 NURS 503 Advanced Health Assessment  
 NURS 504 Advanced Nursing Theory

NURS 505 Adv Health Assessment Clinical  
NURS 506 Transition to Advanced Practice  
NURS 510 Advanced Nursing Research  
NURS 512 Research Applications  
Graduate Statistics course  
NURS 500 Advanced Physiological and Pathophysiological Concepts  
NURS 515 Advanced Pharmacology  
NURS 641 Advanced Psych/ Mental Health Theory I (U of L)  
NURS 645 Clinical Advanced Practice Psych Clinical I (U of L)  
NURS 642 Advanced Psych/Mental Health Theory II (U of L)  
NURS 646 Practice Psych Clinical II (U of L)  
NURS 647 Psychopathology  
NURS 649 Psychopharmacology  
NURS 638 Advanced Psychiatric Assessment & Clinical Interview (U of L)  
PH 587 Health Behaviors

### **Post-MSN Certificate: Nursing Education, Ref. #172**

This certificate is for students who have completed a masters degree in nursing and desire to pursue non-degree educational preparation to teach in schools of nursing in university and community college settings. The required courses focus on theories and strategies that guide instructional process, teaching and evaluation strategies and faculty role development. Students may transfer up to 6 credit hours of the requirements listed below.

#### **Certificate Requirements**

##### *Required Courses—12 hours*

NURS 508 Advanced Issues in Professional Nursing  
NURS 517 Applied Advanced Pharmacology  
NURS 518 Clinical Teaching in Nursing  
NURS 520 Teaching in Schools of Nursing  
NURS 522 Teaching in Schools of Nursing Internship

### **Post-MSN Certificate: Nursing, Family Nurse Practitioner, Ref. #0449**

This certificate is for students who have completed a master's degree in nursing and desire to pursue a non-degree course of study that leads to eligibility to take a national Family Nurse Practitioner certification examination. Students may transfer up to 12 hours of the courses listed below.

Before applying to this certificate, please contact [Eve Main](#).

#### **Certificate Requirements**

##### *Required Courses—17 hours*

NURS 508 Advanced Issues in Professional Nursing  
NURS 509 Practice Management for Advanced Practice Nurses  
NURS 546 Primary Care of Infant, Child & Adolescent  
NURS 547 Primary Care of Infant, Child & Adolescent Clinical  
NURS 548 Primary Care of Adults  
NURS 549 Primary Care of Adults Clinical  
NURS 554 Primary Care Internship

### **Post-MSN Certificate: Nursing, Complementary Health Care, Ref. #206**

Provides theory and nursing skills related to the five domains of complementary therapies recognized by the National Center for Complementary and Alternative Medicine (NCCAM) at the National Institutes of Health (NIH) including manipulative methods, alternative medical systems, mind/body interventions, biologically based treatments, and energy therapies. Regional and cultural influences related to the use of folk medicine are explored and opportunities are provided to interact with complementary healthcare practitioners.

**Certificate Requirements***Required Core—3 hours*

NURS 415G Complementary Health Care

*Electives—6 hours\**

FLK 462G Folklore and Medicine

COMM 463G Intercultural Communication

NURS 490G Parish Nursing (new, approval in process)

NURS 450G Rural Health &amp; Safety

\*Other related courses area acceptable with advisor approval.

**Post-MSN Certificate: Nursing, Nurse Administrator, Ref. #0420**

The Nursing Administration Certificate is designed for MSN prepared nurses currently practicing in nursing management, or interested in a future career change to this specialty. The curriculum is designed to enhance nursing administration and leadership skills in a variety of health care settings. MSN students in other nursing specialties may enroll in this certificate. All of the required courses comprise the nurse administrator specialty core curriculum. Specific support courses in the categories listed are selected by the student and approved by the nursing advisor.

**Certificate Requirements***Required Courses—18 hours*

NURS 528 Leadership &amp; Management in Nursing Administration

NURS 530 Leadership Administration Internship

Business Management/Finance Support Course

Organizational Theory/Health Care System Support Course

Human Resource Management Support Course

Health Care Ethics/Law Support Course

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**Graduate Courses in Nursing****NURS 415G Complementary Health Care**

3 hours

Selected holistic modes of healing will be explored. Focus will be on history, research findings, theoretical basis and legal implications.

**NURS 450G Rural Health and Safety**

3 hours

Students will explore a variety of health and safety issues unique to rural populations. The interdisciplinary team concept will be used throughout the course to foster collaboration that facilitates sharing of the expertise of students and faculty.

**NURS 492G Faith Community Nursing**

3 hours

Prerequisites: Senior level BSN or permission of instructor. Builds upon practice of community health nursing to develop skills needed to provide nursing care for the individuals and groups in faith communities. RNs earn Faith Community Nurse Certificate upon completion.

**NURS 500 Advanced Physiological and Pathophysiological Concepts**

4 hours

Prerequisite: Admission to graduate nursing program or completion of baccalaureate in nursing. 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.

**NURS 501 Nursing, Politics and Health Policy**

2 hours

Prerequisite: Admission to graduate program. 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.

**NURS 503 Advanced Health Assessment**

2 hours

Prerequisite or Corequisite: NURS 506. 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.

**NURS 504 Theoretical Foundations of Professional Nursing**

3 hours

Admission to MSN program, NURS 506 or corequisite NURS 506 or permission of the instructor. 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.

**NURS 505 Advanced Health Assessment Clinical**

1 hour

Corequisites: NURS 503. Students will demonstrate advanced health assessment skills and techniques in the clinical setting.

**NURS 506 Transition to Advanced Nursing Practice**

1 hour

Prerequisite: Admission to graduate nursing program. Focuses on the transition from the professional nursing role to an advanced nursing practice role. Legal, ethical and advanced practice issues are emphasized.

**NURS 508 Advanced Issues in Professional Nursing**

1 hour

Analysis and synthesis of content from NURS 501/506 and new content regarding political, legal, socioeconomic, and technological. Issues that impact advanced nursing practice.

**NURS 509 Practice Management for Advanced Practice Nurses**

1 hour

Corequisites: NURS 554. Focuses on legal and regulatory issues and business skills important to the management of a primary care practice for advanced practice nurses.

**NURS 510 Graduate Nursing Research**

3 hours

Prerequisites: NURS 504 and Graduate Statistics. 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.

**NURS 512 Research Applications**

2 hours

Prerequisites: Admission to graduate nursing program and completion of NURS 510. Includes interpretation, critique and communication of research findings; examine sources and application process for research funding. Written papers, oral presentations and projects required.

**NURS 515 Advanced Pharmacology**

4 hours

Prerequisite: Admission to graduate nursing program or completion of baccalaureate program in nursing. 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.

**NURS 517 Advanced Applied Pharmacology**

3 hours

The advanced study of pharmacotherapeutics of select drug groups with implications for patients from across the lifespan. The pharmacokinetics, pharmacogenetics, and pharmacodynamics of drugs are reviewed. Emphasis is on the importance of the nurse educator's role in teaching safe and effective medication management.

**NURS 518 Clinical Teaching in Nursing**

3 hours

Prerequisite: Admission to MSN program or permission of instructor. Essentials of clinical nursing instruction, including management of clinical experiences, clinical teaching strategies, evaluation of students, and legal/ethical problems encountered in clinical instructions.

**NURS 520 Teaching in Schools of Nursing**

3 hours

Prerequisite: Admission to the MSN Nurse Educator program, DNP program, or permission of instructor. 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.

**NURS 522 Teaching in Schools of Nursing Internship**

2 hours

Prerequisite: Completion of both NURS 518 and NURS 520. This course provides the student the opportunity to implement the nurse-faculty role in an academic setting. The student works with a nurse-faculty to gain actual experience teaching nursing and refining techniques learned about the teaching-learning process.

**NURS 528 Leadership and Management in Nursing Administration**

3 hours

Prerequisites: NURS 504, 506, 510, completion of 3-4 support courses, or permission of instructor. 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.

**NURS 530 Nursing Administration Practicum**

1-3 hours

Prerequisite: NURS 528. 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.

**NURS 546 Primary Care of the Infant, Child, and Adolescent**

3 hours

Prerequisite: NURS 500, 503, 504. Co-requisite: NURS 547. 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.

**NURS 547 Primary Care of the Infant, Child and Adolescent Clinical**

2 hours

Prerequisite: NURS 500, 503, 504. Co-requisite: NURS 546. 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.

**NURS 548 Primary Care of the Adult**

3 hours

Prerequisite: NURS 500, 503, 504. Co-requisite: NURS 549. 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.

**NURS 549 Primary Care of the Adult Clinical**

2 hours

Prerequisite: NURS 500, 503, 504. Co-requisite: NURS 548. Focuses on the 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.

**NURS 554 Primary Care Internship**

5 hours

Prerequisite: Completion of both NURS 546/547 and NURS 548/549. 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. (Pass/Fail)

**NURS 590 Special Topics in Nursing**

1-3 hours

Prerequisites: Permission of instructor. Supervised individual or group study on special topics in nursing. (maximum 6 hours)

**NURS 599 Thesis Research and Writing**

1-6 hours (6 total)

Prerequisites: Admission to graduate nursing program and completion of Nursing 510. During this course the student will work under the direction of a faculty advisor to complete a thesis.

**NURS 600 Maintaining Matriculation**

1-6 hours

Prerequisites: Nursing 510 and 599.

**NURS 601 Orientation to Doctor of Nursing Practice**

2 hours

Prerequisite: Admission to Doctor of Nursing Practice (DNP) program. 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.

**NURS 605 Leadership in Nursing Practice**

3 hours

Prerequisites: NURS 506, 500, 503. Expands theory related to clinical prevention and population health to improve health outcomes through interdisciplinary collaboration, consultation and management of patient care.

**NURS 606 Advanced Clinical Practice**

2 hours

Prerequisite: NURS 605 or may take concurrently. Designs, coordinates and evaluates patient care outcomes for a patient population.

**NURS 620 Advanced Biostatistics**

3 hours

Prerequisite: PH 520 or equivalent. Application of quantitative analysis approaches to evaluation of epidemiological based data using descriptive and inferential statistical methods. Discussion and application to a Healthcare dataset.

**NURS 630 Advanced Epidemiology**

3 hours

Prerequisites: NURS 700 and NURS 620 or permission of instructor. Integrates epidemiologic principles for decision-making in Healthcare for improved patient and population outcomes. It is intended for DNP students and other Healthcare leaders.

**NURS 700 Healthcare Leadership and Organizational Theory**

3 hours

Prerequisites: PH 520 or equivalent, admission to program or permission of instructor. Synthesizes leadership theory and organizational models within the context of the Healthcare 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 Healthcare organizations.

**NURS 701 Leadership in Health Policy**

3 hours

Prerequisite: admission to the DNP program. 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.

**NURS 712 Evidenced-Based Practice**

3 hours

Prerequisites: NURS 504 or equivalent, NURS 510 or equivalent, NURS 700, and NURS 620, or permission of instructor. 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.

**NURS 714 Economic and Financial Influences in Healthcare Systems**

3 hours

Prerequisite: NURS 620. Application and critical appraisal of economic and financial theories in appreciating market dynamics, utilities, incentive structures, and driving and restraining forces in Healthcare changes.

**NURS 740 Technology in Healthcare**

3 hours

Prerequisites: NURS 700 or permission of instructor. 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.

**NURS 750 Program Development and Evaluation in Healthcare**

3 hours

Prerequisite: NURS 712. 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.

**NURS 755 Quality Improvement in Healthcare**

3 hours

Prerequisite: NURS 712 or consent of instructors. 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.

**NURS 765 Institutional Review Board Process in Nursing**

1 hours

Prerequisites: NURS 750 and NURS 755. Overview of the institutional review board (IRB) process with development of an IRB proposal for the capstone project.

**NURS 780 Clinical Practicum**

3-6 hours

Prerequisites: NURS 750, NURS 755, NURS 765. 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 6 credit hours.

## Department of Public Health

Gary English, Department Head

Academic Complex 133

Phone: (270) 745-4797 | FAX: (270) 745-4437

<http://www.wku.edu/publichealth/>

### Programs Offered

Environmental Health and Safety (Certificate)

Master of Health Administration (MHA)

Master of Public Health (MPH)

Health Education, minor (MAE)

### Master of Public Health, Ref. #152

Contact: Darlene Shearer, MPH Program Director

The Master of Public Health (MPH) is a professional degree program designed to meet the needs of a wide range of health professionals (e.g., public health educators, nurses, environmentalists, public health administrators, industrial health personnel, nutritionists, dental hygienists, physicians, and other professionals) who desire graduate education in public health. The MPH degree program is accredited by the Council on Education for Public Health (CEPH). Two concentrations are offered: environmental health and public health education. To pursue the MPH degree, the applicant must have completed a baccalaureate degree in health sciences, or have adequate academic preparation in the disciplines basic to public health.

### Admission Requirements

1. Completion of a baccalaureate degree from an accredited institution or its equivalent
2. At least an undergraduate minor in health, or previous education in the sciences basic to health
3. A minimum GAP score (product of applicant's undergrad GPA and the GRE general test score) of 2200
4. A recommended GPA of 3.0 on a 4.0 scale
5. If applicable, test of English as a foreign language (TOEFL) exam: minimum score of 500 on the written TOEFL; or minimum of 79 on the Internet-based TOEFL (iBT)
6. All applicants are encouraged to take the GRE. However, full admission will be granted to applicants who fulfill one of the following conditions:
  - (a) GRE of at least 1000;
  - (b) or cumulative GPA of at least 3.2 on 4.0 scale from a US accredited university
7. Submission of:
  - (a) a written statement of purpose
  - (b) a resume
  - (c) 2 letters of academic reference

### Admission Requirements For International Students Who Enroll Through Navitas

1. Completion of a baccalaureate degree from an accredited institution or its equivalent
2. At least an undergraduate minor in health, or previous education in the sciences basic to health
3. A recommended GPA of 3.0 on a 4.0 scale
4. English language assessments waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the NAVITAS Pre-Master's program
5. GRE waived provided candidate earns a "B" or higher in each of the graduate (500 level) courses taken in the NAVITAS Pre-Master's program
6. Submission of:
  - (a) a written statement of purpose
  - (b) a resume
  - (c) 2 letters of academic reference



**Environmental Health, Concentration Code PHEH, Degree Requirements—minimum of 42 hours**

The goal of the environmental health option of the MPH program is to prepare graduates who can function as a professional environmental health specialist in a variety of public and private settings. Students completing the environmental health option in the MPH program will be able to:

- Understand basic concepts of ecology and understand human's role in altering the ecosystem
- Assess a community to determine the presence of adverse environmental conditions and their potential impact on human health
- Monitor the community's environment to assure that the environmental quality is conducive to good health
- Develop and implement strategies to remediate unhealthy environmental conditions
- Understand the role of and work with the public and private sectors in controlling adverse environmental conditions
- Manage resources and personnel to effectively carry out an environmental health program
- Identify, interpret, and implement environmental health laws, regulations, and policies
- Function effectively as a member of the public health team

*Required Core—24 hours*

PH 520 Biostatistics for Public Health  
 PH 580 Introduction to Public Health  
 PH 582 Epidemiology  
 PH 583 Public Health Administration  
 PH 584 Principles of Environmental Health  
 PH 587 Health Behavior  
 PH 546 Graduate Internship  
 PH 591 Health Program Evaluation

*Concentration Course Work—18 hours*

PH 510 Watershed Management and Science  
 PH 571 Air Quality Management  
 PH 577 Environmental Toxicology  
 EHS 580 Solid and Hazardous Waste  
 PH 599 Thesis (6 hours)  
 OR PH 588 Public Health Capstone plus one approved elective\*

*\*Unless doing a thesis option, student must select one elective course with a PH, ENV, EHS, or HCA prefix. If a course with a different prefix is desired, it must be with the expressed and written permission of the advisor.*

**Public Health Education, Concentration Code PHED, Degree Requirements—minimum of 42 hours**

The public health education specialization prepares public health education professionals to effectively plan, implement, and evaluate health education and promotion programs, and carry out the related professional functions. Graduates will be able to:

- Assess individual and community needs for health education
- Plan effective health education programs
- Implement health education programs
- Evaluate the effectiveness of health education programs
- Coordinate provisions of health education programs
- Act as a resource person in health education
- Communicate health and health education needs, concerns, and resources
- Solve problems in ways sensitive to cultural differences

*Required Core—24 hours*

PH 520 Biostatistics for Public Health  
 PH 580 Introduction to Public Health

PH 582 Epidemiology  
PH 583 Public Health Administration  
PH 584 Principles of Environmental Health  
PH 587 Health Behavior  
PH 546 Graduate Internship  
PH 591 Health Program Evaluation

*Concentration Course Work—18 hours*

PH 548 Community Health Organization  
PH 575 Health Education & Promotion Program  
PH 576 Education and Communication Techniques in Public Health Education  
PH 599 Thesis plus an approved elective\*  
*OR* PH 588 Public Health Capstone plus two approved electives\*

\*Unless doing a thesis option, student must select two graduate level elective courses with a PH, ENV, EHS, or HCA prefix. If a course with a different prefix is desired, it must be with the expressed and written permission of the advisor.

**Master of Arts in Education: Health Education minor, Ref. #014**

Contact: Dr. Grace Lartey

The program leading to the Master of Arts in Education with a minor in health is designed to prepare graduates for positions as (1) health educators in junior and senior high schools, (2) coordinators of school health programs, (3) administrators and supervisors of school health programs, and (4) family resource and youth service center directors. The applicant must hold a valid teaching certificate and have the minimum of an undergraduate minor in health. Applicants who hold a valid teaching certificate but have not completed a recognized minor in health may be conditionally admitted if they have completed a minimum of 12 semester hours of undergraduate course work in health and/or related courses.

Students pursuing a minor in health must complete 12 to 15 hours in health, including Public Health 567 and 587. Six to nine additional hours of health must be chosen with approval of the student's graduate minor advisor.

**Master of Health Administration, Ref. #153**

Contact: William Mkanta, Program Director

The Master of Health Administration (MHA) degree program prepares graduates for administrative positions in various 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. The program consists of 42 credit hours.

**Admission Requirements**

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 Studies, 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 Office of Graduate Studies. For the Executive Master of Health Care Administration Program option, health care executives, physicians and other health care professionals with at least five years of work experience who otherwise meet university admission criteria in the application for the MHA program are not required to take the GRE. Evidence of outstanding performance in health services would be required and interviews shall be conducted on a case-by-case basis in the admission decision for health care professionals with less than five years of work experience.

**Degree Requirements—42 hours***Required Courses—33 hours*

PH 520 Biostatistics for Public Health  
PH 582 Epidemiology  
PH 583 Public Health Administration  
PH 587 Health Behavior  
HCA 540 Health Care Organization and Administration  
HCA 541 Strategic Management & Marketing of Health Services  
HCA 542 Health Care Human Resource Administration  
HCA 543 Health Care Quality and Accountability  
HCA 545 Managerial Finance for Health Services  
HCA 551 Health Services Jurisprudence  
HCA 586 Health Economics and Policy

*Electives—3 hours*

HCA 555 Healthcare Preparedness and Leadership  
HCA 556 Ambulatory Care/Rural Health  
HCA 572 Current 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 Services  
Other courses may be selected with permission of advisor

*One of the following options:*

Internship Option—6 hours  
HCA 546 Graduate Internship  
Thesis Option—6 hours  
PH 599 Thesis Research and Writing  
Executive Option—6 hours  
Two 3-hour courses in a concentration area

**Certificate: Environmental Health and Safety , Ref.#0427**

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.

**Admission Requirements**

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. The certificate is 15 credit hours.

**Certificate Requirements—15 hours***Required Courses—12 hours*

EHS 572 Environmental and Occupational Epidemiology  
PH 577 Environmental Toxicology  
PH 584 Principles of Environmental Health  
PH 530 Independent Investigations in Public Health

*Electives—3 hours\**

PH 571 Air Quality Management  
EHS 580 Solid and Hazardous Waste Management  
PH 560 Environmental Management and Risk Assessment

PH 595 Public Health Management of Disasters  
PH 510 Watershed Management and Science

*\*Other elective courses may be chosen with advisor approval.*

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## **Graduate Courses in Health Care Administration**

### **HCA 401G Fundamentals of Health Care Financial Management**

3 hours

Basic principles of financial management for health care organizations. Financial ratios applicable to health providers and insurance companies; issues in the healthcare revenue cycle and value chain; recognizing sources of risk in reimbursement; and addressing risk in financial plans.

### **HCA 459G Global Health Service-Learning Practicum**

3 hours, repeatable to 6 hours

Prerequisites: Permission of the instructor. 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.

### **HCA 520 Statistical Application in Health Care**

1 hour

Co-requisite: PH 520. This course covers basic statistical applications in SPSS and MS Excel. Familiarity with personal computers is assumed.

### **HCA 530 Independent Investigation in Health Care Administration**

1-6 hours

Research problems or projects in the area of health care administration.

### **HCA 540 Health Care Organization and Management**

3 hours

Organization and management principles, theories and practices in the health care environment. The U.S. health care system, the role of the administrator, facilities operations and evaluation, and health administration research.

### **HCA 541 Strategic Management & Marketing of Health Services**

3 hours

Marketing principles, theories, and practices in the health care environment. Structured opportunities to study health care marketing literature and to develop skills in marketing plan development.

### **HCA 542 Health Care Human Resources Administration**

3 hours

Principles and practices of human resources administration in the health care field. The unique characteristics of professional, technical, skilled and unskilled health care workers explored and emphasized.

### **HCA 543 Health Care Quality and Accountability**

3 hours

Prerequisite: HCA 540. 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.

### **HCA 544 Healthcare Systems Design and Behavior**

3 hours

Systems approach to effective and efficient management of health services delivery. Application, analysis and evaluation of organizational design and behavior principles to the health care delivery components. Factors such as structure, work design, operations, and performance that affect decision-making are explored.

**HCA 545 Managerial Finance for Health Services**

3 hours

Prerequisites: HCA 540 and BA 505. 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.

**HCA 546 Graduate Internship**

1-6 hours

Supervised, full-time experience in a facility or in an agency approved by the Department of Public Health. A maximum of six hours may be earned.

**HCA 551 Health Care Jurisprudence**

3 hours

Provides an overview of the American legal system as it relates to the health care industry. Topics include duty owed (patients and organizations), ethics, malpractice, risk management, quality, accountability, rights without obligations (of patients, practitioners, and management), and current trends in health care law.

**HCA 555 Health Care Preparedness & Leadership**

3 hours

Prerequisite: HCA 540. 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.

**HCA 556 Ambulatory Care/Rural Health**

3 hours

Prerequisite: HCA 540. 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.

**HCA 564 Health Systems Informatics**

3 hours

Corequisite: HCA 565. 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.

**HCA 565 Information Systems Laboratory**

1 hour

Management of health care data using MS Excel and MS Access. Basic familiarity with personal computers is assumed.

**HCA 571 Managed Care**

3 hours

Prerequisite: HCA 540. Overview of managed care and organized delivery systems, including history, organizational structures, financing, cost containment strategies, and policy issues.

**HCA 572 Special Topics in Health Services**

3 hours

Survey of current topics within the field of health care administration. This course varies in content from term to term and may require field trips to area organizations.

**HCA 574 Decision Making in Health Care**

3 hours

Prerequisite: HCA 540. 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.

**HCA 586 Health Economics & Policy**

3 hours

Economic principles applied to the study of health care facilities, health services and manpower.

**Graduate Courses in Public Health****PH 402G Worksite Health Promotion**

3 hours

Prerequisite: PH 390. This course will provide specific concepts and skills needed in worksite health promotion using comprehensive health promotion and education techniques. This course will also discuss policy issues, program planning and special population interactions that are unique to the worksite setting.

**PH 443G Health Problems of the Aged**

3 hours

Covers ecological factors affecting human health and longevity, current health problems, and research on health and disease as they relate to the aged.

**PH 444G Death Education**

3 hours

Prerequisite: Three hours of social or behavioral science. Man's relationship to death and dying, coming to terms with eventual death, coping with death of loved ones and with fear of death. Includes suicide prevention. Field trips are required.

**PH 447G Human Values/Health Sciences**

3 hours

Prerequisites: PH 261 and PH 381 or appropriate background in the social, behavioral, biological, or allied health sciences. 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.

**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. A fee is required for this course.

**PH 460G School/Community Health Workshop**

3 hours

Prerequisite: Permission of instructor. Emphasizes the coordination of school and community health programs and personnel in seeking solutions for health problems.

**PH 461G Comprehensive School Health Program**

3 hours

Prerequisite: PH 381. 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.

**PH 462G Folk Medicine**

3 hours

Crosslisted FLK 462G. This course 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.

**PH 463G Consumer Health**

3 hours

Benefits and/or hazards of and criteria for selection of health related products and services. Analysis of methods and techniques of health frauds. May include field trips.

**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.

**PH 466G Clinical Health Education**

3 hours

Prerequisite: 12 hours of health. Multidisciplinary approaches for health educators in a clinical situation. Includes education of patient, health facility personnel and family. Also covers program development and discharge counseling. May include field trip.

**PH 467G Drug Abuse Education**

3 hours

Prerequisite: PH 100 or equivalent. 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.

**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.

**PH 469G Critical Issues in Health and Safety**

3 hours

Prerequisites: PH 261 and PH 381. Research and discussion of specific local, national, and world wide health and safety problems.

**PH 501 Research Methods**

3 hours

Methods, materials, techniques, and planning of research studies used and conducted by the profession.

**PH 502 Health Promotion in the Workplace**

3 hours

Prerequisites: Admission to a graduate program and permission of instructor. 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.

**PH 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.

**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.

**PH 524 Applied Biomechanics**

3 hours

Advanced study of the anatomical, mechanical, and neuromuscular bases of human movement.

**PH 530 Independent Investigations in Community Health**

1-6 hours

Research problems or projects in the area of public health.

**PH 545 Health Education Curriculum**

3 hours

Prerequisite: SEC 580. Review of health curriculum guides and curriculum studies in health education. Laboratory work in construction of curriculum guides.

**PH 546 Graduate Internship**

1-6 hours

Supervised, full-time, 12 week field experience planned with various agencies, organizations, facilities, industries, and businesses with health related missions or programs, and approved by the Department of Public Health. Off campus travel required. A maximum of six hours may be earned.

**PH 548 Community Health Organization**

3 hours

Prerequisites: Graduate standing, Public Health Education or Environmental Health concentration, or permission of instructor. 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.

**PH 560 Environmental Management and Risk Assessment**

3 hours

Prerequisites: PH 584 or permission of instructor. 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.

**PH 564 Public Health Issues in Women's Health**

3 hours

Prerequisite: Graduate standing. 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.

**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.

**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.

**PH 571 Air Quality Management**

3 hours

Prerequisites: PH 584 or permission of instructor. 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.

**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.



**PH 575 Health Education/Promotion Program Planning**

3 hours

Prerequisites: PH 583 and PH 587. An overview of the public health education program planning process. Assessment of educational needs at the community, institutional, and individual levels. Steps involved in planning, implementing, and evaluating health education programs to promote positive health practices in a variety of settings.

**PH 576 Education and Communication Techniques in Public Health Education**

3 hours

Prerequisite: PH 587. 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.

**PH 577 Environmental Toxicology**

3 hours

Toxicological principles and environmental risk assessment with emphasis on routes of exposure, biokinetics, and response to chemical stressors.

**PH 579 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.

**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.

**PH 581 Methods Public Health Education**

3 hours

The roles and functions of community health educators, concepts of health education, and specific methods which may be applied to health problems in the community.

**PH 582 Epidemiology: Practice and Theory**

3 hours

Prerequisite: 3 hours of graduate level statistics. Applications of epidemiological principles to representative occurrences of communicable and noncommunicable diseases. Emphasizes problem solving and interpretation.

**PH 583 Public Health Administration**

3 hours

Advanced concepts of organization, administration and management of public health agencies and programs.

**PH 584 Principles of Environmental Health**

3 hours

Prerequisite: Admission to the MPH program or permission of instructor. A study of the traditional, emerging and controversial issues associated with environmental health. Biological, chemical and physical threats to human health are included.

**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.

**PH 586 Violence Prevention**

3 hours

Prerequisites: Graduate Standing, PH 261 and 381, or permission of the instructor. 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.

**PH 587 Health Behavior**

3 hours

Models of positive health within the individual's life style. Includes types of illnesses and factors influencing health behavior.

**PH 588 Public Health Capstone**

3 hours

Current issues in public health.

**PH 590 Public Health Law**

3 hours

The judicial system and the development, enactment and enforcement of laws as they relate to public health.

**PH 591 Health Program Evaluation**

3 hours

Prerequisite: 12 hours of graduate public health course work including 3 hours of statistics. Introduces methods of undertaking evaluations of the efficiency and effectiveness of public health programs.

**PH 595 Public Health Management of Disasters**

3 hours

Prerequisites: PH 584 or permission of instructor. 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.

**PH 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**PH 600 Maintain Matriculation**

1 hour

No course description is available.

**PH 620 Advanced Biostatistics**

3 hours

Prerequisites: PH 520 or equivalent. Application of quantitative analysis approaches to evaluation of epidemiological based data using descriptive and inferential statistical methods. Discussion and application to a Healthcare dataset.

**PH 630 Advanced Epidemiology**

3 hours

Prerequisites: NURS 700, NURS 620, PH 582 or permission of instructor. Integrates epidemiologic principles for decision-making in Healthcare for improved patient and population outcomes. It is intended for DNP students and other Healthcare leaders.

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**Graduate Courses in Safety****SFTY 470G Driver Ed Training Safety II**

3 hours

Prerequisite: PH 370. Management of classroom and laboratory phases of the high school driver and traffic safety education program. Emphasizes simulation and range programs.

**SFTY 471G Advanced Study Driver Ed**

3 hours

Prerequisite: PH 470. Advanced instructional technology to meet the needs of the driver and safety education program. Emphasizes behavioral approaches to traffic safety education.

**SFTY 530 Independent Investigation in Community Health**

3 hours

No course description is available.

**SFTY 570 School/Community Safety**

3 hours

Responsibilities, activities, and problems of school and community safety programs. Emphasizes pupil transportation programs. Also includes home, fire, traffic and transportation, industrial, and public safety.

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**Graduate Courses in Environmental Health and Safety****EHS 572 Environmental and Occupational Epidemiology**

3 hours

Prerequisites: PUBH 520 and PUBH 582 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.

**EHS 580 Solid and Hazardous Wastes**

3 hours

Management of solid and hazardous wastes in the environment. Emphasis on regulatory compliance, control and remediation technologies, and environmental pathways.

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**Graduate Courses in Environmental Science****ENV 410G Water Treatment Processes**

3 hours

Prerequisite: ENV 280. Design and operational characteristics of unit processes in water and waste-water treatment; fundamentals of water chemistry pertaining to chemical, biological, and physical treatment.

**ENV 460G Industrial Environmental Management**

3 hours

Prerequisites: ENV 280, ENV 360, ENV 410, ENV 480. This course will require frequent off-campus travel to a local industrial facility. Focuses on air, water and waste management issues in the industrial setting. Includes discussion of pertinent environmental legislation, mandated industrial environmental programs, and required air, water and waste permits. Course includes an in-depth field project with a local industry.

**ENV 480G Hazardous and Solid Waste**

3 hours

Prerequisites: ENV 280. Includes the physical, chemical and biological stressors associated with both hazardous and solid waste. Emphasis on characterization and remediation efforts.

**ENV 495G Environmental Measurement**

3 hours

Prerequisites: ENV 280, ENV 360, ENV 410, ENV 480 Includes environmental measurements methods for air, soils and water analysis. Devices covered include AA, GC/MS, XRF, PID, SEM, colorimetric tubes, and water quality instruments.

## Department of Social Work

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<http://www.wku.edu/socialwork/>

### Master of Social Work, Ref. #157

Contact: Amy Cappiccie, MSW Program Director

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.

### Admission Requirements

#### 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 lower GPAs must take the Graduate Record Exam (GRE) and achieve a total score (verbal and quantitative) of 800 or better and apply for Alternate Admissions (See Alternate Admissions and Admissions Appeal Process below). Students testing on or after Aug. 1, 2011 need concordant scores established by the Education Testing Service.
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.

**Degree Requirements****Traditional Program Degree Requirements—60 hours***Year 1 Fall*

SWRK 501 Cultural Competency In Social Work Practice  
SWRK 510 Human Behavior in the Social Environment  
SWRK 520 Generalist Social Work Practice  
SWRK 540 Foundation of Social Work Research  
SWRK 560 Foundation Field Practicum I

*Year 1 Spring*

SWRK 522 Group Dynamics in Social Work Practice  
SWRK 523 Rural Community Organization and Development  
SWRK 530 Foundation of Social Welfare Policy  
SWRK 561 Foundation Field Practicum II  
Elective (3 hours)

*Year 2 Fall*

SWRK 610 Social Work Administration and Supervision  
SWRK 620 Advanced Psycho-Social Approaches for Rural Practice  
SWRK 623 Social Work Clinical Assessment and Intervention  
SWRK 660 Concentration Field Practicum I  
Elective (3 hours)

*Year 2 Spring*

SWRK 622 Integrated Social Work Practice with Families  
SWRK 630 Rural Social Welfare Policy  
SWRK 640 Applied Social Work Research  
SWRK 661 Concentration Field Practicum II  
Elective (3 hours)

**Advanced Standing Degree Requirements—33 hours***Year 1 Fall*

SWRK 610 Social Work Administration & Supervision  
SWRK 612 Social Work in Diverse Rural Areas  
SWRK 620 Advanced Psycho-Social Approached for Rural Practice  
SWRK 623 Social Work Clinical Assessment & Intervention (formerly SWRK 521)  
SWRK 660 Concentration Field Practicum I

*Year 1 Winter*

Elective (3 hours)

*Year 1 Spring*

SWRK 622 Advanced Social Work Practice with Families  
SWRK 630 Rural Social Work Policy  
SWRK 640 Applied Social Work Research  
SWRK 661 Concentration Field Practicum II  
Elective (3 hours)

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**Graduate Courses in Social Work****SWRK 433G Ethical Issues and Dilemmas in Social Work**

3 hours

Prerequisite: permission of instructor. An examination of professional ethics and common ethical dilemmas in social work. Models of ethical decision making are applied in case vignettes.

**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.

**SWRK 501 Cultural Competency in Social Work Practice**

3 hours

Prerequisites: Admission to the MSW program or permission of the instructor. Not appropriate for advanced standing MSW students. Expands culturally competent standards of practice used in making effective assessments and providing interventions across cultures, including rurality.

**SWRK 510 Human Behavior in the Social Environment**

3 hours

Prerequisite: Admission to the MSW program or permission of the instructor. 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.

**SWRK 520 Generalist Social Work Practice**

3 hours

Prerequisite: Admission to the MSW program. Corequisite: SWRK 560. Presents micro level theories as they apply to individuals and families. Foundation level skills are tied to theory for practice including communication skills, case management skills, and assessment skills. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

**SWRK 522 Group Dynamics in Social Work Practice**

3 hours

Prerequisites: SWRK 501, 510, 520, and 560. Corequisite: SWRK 561. 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.

**SWRK 523 Rural Community Organization and Development**

3 hours

Prerequisites: SWRK 501, 510, and 520. 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.

**SWRK 530 Foundations of Social Welfare Policy**

3 hours

Prerequisite: Admission to the MSW program or permission of the instructor. Foundations to social policy, social welfare, and the American society. Introduction to analytical and critical thinking about social welfare policy and processes.

**SWRK 540 Foundations of Social Work Research Methods**

3 hours

Prerequisite: Admission to the MSW program or permission of the instructor. Basic skills, knowledge, and values of social work research methods. Introduces single subject design and program evaluation.

**SWRK 560 Foundation Field Practicum I**

3 hours

Prerequisite: Admission to the MSW program. Corequisite: SWRK 520. A beginning application of advanced social work principles and practice skills in a human services environment. Field experiences in an appropriate off-campus setting is required. Students are responsible for arranging their own transportation to designated or assigned sites. Grading: Pass/Fail.

**SWRK 561 Foundation Field Practicum II**

3 hours

Prerequisites: SWRK 520 and 560. Corequisite: SWRK 522. Continued application of advanced social work principles and practice skills in a human services environment. This is a continuation of SWRK 560. Field

experiences in an appropriate off-campus setting are required. Students are responsible for arranging their own transportation to designating or assigned sites. Graded: Pass/Fail.

**SWRK 571 Introduction to Kentucky Child Welfare Practice**

3 hours

Special Requirement: Permission of the instructor. 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.

**SWRK 572 Family Violence: Social Work Practice**

3 hours

Special Requirement: Permission of instructor. 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.

**SWRK 573 Assessment and Case Management of Child Sexual Abuse**

3 hours

Special Requirement: Permission of instructor. 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.

**SWRK 574 Enhancing Safety and Permanency for Children**

3 hours

Special Requirement: Permission of instructor. 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.

**SWRK 575 Adolescent Issues in Kentucky Child Welfare**

3 hours

Focuses on special issues related to adolescents and status offenders involved with the Kentucky Child Welfare system. Emphasis is on related policy issues and developing skill sets for working with adolescents within the Kentucky Child Welfare system. Issues related to both urban and rural areas will be explored.

**SWRK 576 Advanced Casework Practice in Child Welfare**

3 hours

Prerequisites: Permission of the Credit for Learning (CFL) Program. Corequisites: SWRK 577 and 578. Training in advanced levels of casework in a child welfare practice setting. This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 577 and 578.

**SWRK 577 Supervision of Advanced Casework in Child Welfare**

3 hours

Prerequisites: Permission of the Credit for Learning (CFL) Program. Corequisites: SWRK 576 and 578. Core concepts and competencies in casework supervision in child welfare. This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 576 and 578.

**SWRK 578 Coaching and Mentoring Child Welfare Practice**

3 hours

Prerequisites: Permission of the Credit for Learning (CFL) Program. Corequisites: SWRK 576 and 577. Supervision, coaching and mentoring theory, research, practices, and policies in child welfare. This is one of three administration and supervision courses offered by the Credit for Learning Program along with SWRK 576 and 577.



**SWRK 610 Social Work Administration and Supervision**

3 hours

Prerequisite: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor. Develop the knowledge, skills and values necessary for advanced practice focusing on the social work roles of administration and supervision.

**SWRK 612 Social Work in Diverse Rural Areas**

3 hours

Prerequisites: Admission to Advanced Standing MSW Program or permission of instructor. Addresses issues of diversity, including rurality, in multilevel advanced social work practice for Advanced Standing students.

**SWRK 620 Advanced Psycho-Social Approaches for Rural Practice**

3 hours

Prerequisites: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program. Corequisite: SWRK 660. 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.

**SWRK 622 Integrated Social Work Practice with Families**

3 hours

Prerequisites: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program. SWRK 610, 620, 623, and 660. Corequisite: SWRK 661. This course builds on the knowledge and skills gained in 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.

**SWRK 623 Social Work Clinical Assessment and Intervention**

3 hours

Prerequisites: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor. 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.

**SWRK 630 Rural Social Welfare Policy**

3 hours

Prerequisite: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program. Corequisite: SWRK 660. 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.

**SWRK 637 Theories of Addiction**

3 hours

Equivalent: CNS 637, PSY 637. Prerequisites: Admission to or completion of approved graduate program in helping profession, and instructor's permission. This course involves introduction to theoretical, philosophical and historical premises of addictions. Topics include professional ethics, diversity, family roles and relationships, and dual diagnosis.

**SWRK 640 Applied Social Work Research**

3 hours

Prerequisite: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program. Corequisite: SWRK 661. 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.

**SWRK 647 Addictions: Assessment, Diagnosis and Treatment Planning**

3 hours

Equivalent: CNS 647, PSY 647. Prerequisites: Admission to or completion of approved graduate program in a helping profession, and instructor permission. 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.

**SWRK 660 Advanced Field Practicum I**

3 hours

Prerequisites: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program. Corequisite: SWRK 620. An advanced application of social work principles and practice skills in a human services environment with a specific population. Field experiences in an appropriate off-campus setting are required. Students are responsible for arranging their own transportation to designated or assigned sites. Graded: Pass/Fail.

**SWRK 661 Advanced Field Practicum II**

3 hours

Prerequisites: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program. SWRK 620 and 660. Corequisite: SWRK 622. The capstone course, a continuation of SWRK 660. Application of advanced social work principles and practice skills in a human services environment with a specific population. Field experiences in appropriate off-campus settings are required. Students are responsible for arranging their own transportation to designated or assigned sites. Graded: Pass/Fail.

**SWRK 667 Counseling Substance Abusers and Their Families**

3 hours

Equivalent: CNS 667, PSY 667. Counseling issues related to substance abuse diagnosis, treatment and after-care programs; family roles and relationships; the counselor's role in elementary, secondary, post-secondary school and community drug abuse programs.

**SWRK 671 Social Work and the Law**

3 hours

Prerequisite: Admission to the MSW Program or permission of the instructor. 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.

**SWRK 672 Child Sexual Abuse**

3 hours

Prerequisite: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor. 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.

**SWRK 673 Grief and Loss: Issues and Interventions**

3 hours

Prerequisite: Admission to the MSW Program or permission of the instructor. Dynamics of grief and loss. Theories/models for interventions that are relevant for advanced direct social work practice in rural settings.

**SWRK 675 Expressive Therapies in Social Work Practice**

3 hours

Prerequisites: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor. 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 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".

**SWRK 676 Social Work with Migrants**

3 hours

Prerequisites: MSW Admission or permission of the instructor. 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.

**SWRK 695 Special Topics in Social Work**

3 hours

Prerequisite: Admission to the MSW Program or permission of the instructor. An in-depth examination of a selected topic in social work. Topics will vary. May be repeated with different topics for a total of 6 credit hours.

**SWRK 698 Selected Readings in Social Work**

3 hours

Prerequisite: Completion of the 1st year of MSW or advanced standing. 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.

**SWRK 699 Selected Research in Social Work**

3-6 hours (6 total)

Prerequisite: SWRK 698. An independent study with a faculty member focusing on the completion of the research proposal initiated in SWRK 698. This course may be taken for 3 or 6 credit hours.

# Gordon Ford College of Business

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Jeffrey Katz, Dean

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Grise Hall 445 | Phone: (270) 745-6311 | FAX: (270) 745-3893 | <http://www.wku.edu/gfcb>

## Departments

Accounting  
Computer Information Systems  
Economics  
Finance  
Management  
Marketing

## Degrees Offered

**Master of Accountancy (MAcc)**  
**Master of Arts (MA)**  
Applied Economics  
**Master of Business Administration (MBA)**

## Department of Accounting

Steve Wells, Chair

Grise Hall 501

Phone: (270) 745-3895 | FAX: (270) 745-5953

<http://www.wku.edu/accounting/>

### Master of Accountancy, Ref. #0445

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.

#### Admission Requirements

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 Studies.
- 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.*

#### Degree Requirements

The program curriculum consists of thirty (30) semester hours of graduate courses with eighteen (18) semester hours of required accounting courses.

##### *Required accounting courses-18 Hours*

ACCT 500 Advanced Financial Accounting and Reporting

ACCT 510 Advanced Accounting Information Systems Control and Audit

ACCT 520 Special Topics in Managerial Accounting

ACCT 530 Special Topics in Tax Research and Planning

ACCT 540 Advanced Auditing Standards, Applications and Fraud

ACCT 550 Special Topics in Accounting for Not-For-Profit Organizations and Governments

*Elective graduate courses-12 hours*

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.

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**Graduate Courses in Accounting****ACCT 401G Business Combinations and Related Topics**

3 hours

Prerequisite: ACCT 301 with grade of "C" or better. 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.

**ACCT 420G Governmental and Not For Profit Accounting**

3 hours

Prerequisite: ACCT 301 with grade of "C" or better. 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.

**ACCT 431G Federal Taxation – Business Entities**

3 hours

Prerequisites/corequisites: ACCT 430 with a grade of "C" or better. Furthers the student's understanding and knowledge of the federal income tax structure as it applies to partnerships and corporations. Other specialized areas of taxation are also covered. Emphasis is placed on the use of tax services in researching tax problems.

**ACCT 500 Advanced Financial Accounting and Reporting**

3 hours

Prerequisite: ACCT 402 (Contemporary Accounting Issues) or its equivalent with a C or better, or by permission of the Department Chair. 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.

**ACCT 510 Advanced Accounting Information Systems Control and Audit**

3 hours

Prerequisite: ACCT 312 and ACCT 450 or their equivalents with a grade of C or better. 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.

**ACCT 520 Special Topics in Managerial Accounting**

3 hours

Prerequisite: ACCT 310 or equivalent with a C or better. 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.

**ACCT 530 Special Topics in Tax Research and Planning**

3 hours

Prerequisite: ACCT 430 or equivalent with a C or better. 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.

**ACCT 540 Advanced Auditing Standards, Applications, and Fraud**

3 hours

Prerequisite: ACCT 450 or equivalent with a C or better. 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.

**ACCT 550 Special Topics in Accounting for Not-for-Profit**

3 hours

Study of current topics in accounting for not-for-profit organizations and governments. Topics may include college and universities 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.

**ACCT 598 Special Topics in Accounting**

3 hours

Prerequisite: Admission to the Master of Accountancy program. Current topics relevant to the accounting profession and business; prerequisites are determined by program director and faculty member offering the course. Course offering will be on an as-needed basis and specific topics will vary based on availability of qualified faculty and resources.

## **Department of Computer Information Systems**

J. Butterfield, Chair

Grise Hall 200

Phone: (270) 745-5408 | FAX: (270) 745-6376

<http://www.wku.edu/information-systems/>

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### **Graduate Courses in Computer Information Systems**

#### **CIS 516 Business Computer Applications**

3 hours

No course description is available.



## Department of Economics

Catherine Carey, Chair

Grise Hall 431

Phone: (270) 745-2249 | FAX: (270) 745-3190

<http://www.wku.edu/economics>

### Master of Arts: Applied Economics, Ref. #0410

The Master of Arts in Applied Economics emphasizes the training of students with backgrounds in economics and other arts and sciences for careers that require strong quantitative skills, technical tools, and communication abilities that can be applied to a broad range of subjects. Toward this end, students may also enroll in courses from related master programs including the Master in Business Administration, the Master in Public Administration, and the Master in Health Administration to enhance their range of knowledge and experience. In addition to course work, the program utilizes practicum, an end-of-program applied project, and non-credit workshops to build specific technical skills and to enhance employability of graduates.

#### Admission Requirements

1. Completion of graduate application form, a list of three references, submission of official copy of undergraduate degree transcript, and an official copy of a GRE score taken within the last five years. Applications are considered for fall admission only.
2. Minimum undergraduate GPA of 2.75 (4.0 scale) and minimum GRE Quantitative score of 147 on a 170 point scale (or 570 on an 800 point scale). Alternate graduate admission test scores such as the GMAT or LSAT will be considered on a case by case basis.
3. All applicants from non-English speaking countries are required to meet university TOEFL/IELTS Academic Version minimum standards.
4. All applicants must have completed an introductory microeconomics (Economics 202 or equivalent) course, an introductory macroeconomics (Economics 203 or equivalent) course, and an introductory statistics (Economics 206 or equivalent) course. Students who have not completed an intermediate level course (300 level or higher) in microeconomics, macroeconomics, or statistics will be required to complete a preparatory workshop in the area of deficiency prior to the fall semester. Economics 501 may be substituted for the microeconomics and macroeconomics preparatory workshops.

#### Degree Requirements—30 hour minimum

##### *Required Core—12-15 hours*

ECON 465G Regression and Econometric Analysis\*  
ECON 502 Applied Microeconomic Theory  
ECON 503 Applied Macroeconomic Theory  
ECON 506 Applied Statistical Methods  
ECON 594 Forecasting

##### *Electives—9-12 hours*

Selected with advisor approval. Up to 6 hours of approved non-economics courses and up to 12 hours of 400G courses.

##### *Thesis or Project—3-6 hours*

ECON 596 Applied Economics Project  
OR ECON 599 (Thesis)

*\*Waived if student has taken Econ 465 or equivalent as an undergraduate.*

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## Graduate Courses in Economics

### ECON 400G Issues in Capital Market Economics

3 hours

Exposure to current economic theory and evidence related to capital markets with emphasis on public policy, the interplay with the macroeconomy, stock price variability, internationalization, and other related topics.

**ECON 410G Seminar in Economics**

1-3 hours

Special topics in economics of current interest.

**ECON 420G Public Finance**

3 hours

A study of the economic effects of taxation and government spending. Topics include types and incidence of various taxes, policy objectives of taxes and spending, and related issues.

**ECON 430G Environmental and Resource Economics**

3 hours

Study of environmental issues and natural resource problems and solutions. Topics include measurements of environmental benefits, property rights, externalities, environmental quality, pollution control, and solid waste management.

**ECON 434G The Economics of Poverty and Discrimination**

3 hours

Study of the economic nature, origins, and public policy aimed at addressing poverty and discrimination in the economy. Topics include social security, food stamps, and equal employment opportunity.

**ECON 440G American Industry: Structure, Performance, and Policy**

3 hours

Applications of microeconomics to the structure, behavior, and performance of American industry in view of public and private social goals. Coverage includes public policy toward monopoly.

**ECON 445G Economics of Healthcare**

3 hours

Health economics studies the unique role that healthcare systems play in the broader area of microeconomics.

**ECON 464G Introduction to Mathematical Economics**

3 hours

The application of mathematics to economic analysis covering functions, optimization techniques, differential and difference matrix algebra, and game theory.

**ECON 465G Regression and Econometric Analysis**

3 hours

Presents the use of statistical methods in measuring and testing economic relationships. Emphasizes the use of ordinary least squares in estimating single equation models. Topics included are dummy variables, lagged variables, and classic regression problems.

**ECON 475G Urban and Regional Economics**

3 hours

Considers the economic relationships within a between economic and political units in the U.S. Emphasis is on applied analysis dealing with characteristics of a region, the urban center, and employment.

**ECON 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.

**ECON 496G International Monetary Economics**

3 hours

A systematic analysis of monetary aspects of international trade and finance.

**ECON 501 Survey of Economic Theory**

3 hours

Equivalent: BA 501. 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.

**ECON 502 Applied Microeconomic Theory**

3 hours

Crosslisted BA 511. Prerequisite: BA 501 or the equivalent. 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.

**ECON 503 Applied Macroeconomic Theory**

3 hours

Fundamental concepts dealing aggregate economic activity in the U.S. Topics include measurement, consumption, saving and investment, long term growth, business cycles, monetary and fiscal policy, and basic forecasting ideas.

**ECON 505 Economics for Teachers**

3 hours

Basic concepts and topics dealing with the functioning of a market oriented economic system and the U.S. economy.

**ECON 506 Applied Statistical Methods**

3 hours

Equivalent: BA 540. 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.

**ECON 508 Problem Solving, Data Modeling, and Managerial Decisions**

1.5 hours

Equivalent: BA 512. 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. (Credit will not be awarded for both ECON 508 and ECON 506).

**ECON 530 Economic Policy**

3 hours

Survey course designed to study the moral, social, and economic effects of current and changing government policies regarding the operation of markets.

**ECON 532 Topics in Microeconomics**

3 hours

Prerequisites: ECON 502 and ECON 506 or consent of instructor. Discussion and application of current and developing topics in microeconomics. Specific topics vary.

**ECON 571 Public Policy Economics**

3 hours

Equivalent: BA 571. Prerequisites: ECON 502 and ECON 506. 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.

**ECON 581 Survey of Public Finance Theory**

3 hours

Crosslisted BA 541. An overview of topics including a study of the economic properties of various taxes and their effects, government budgeting, fiscal federalism, public provision, regulation, privatization, benefit-cost analysis, and other related issues.

**ECON 582 Seminar in Economic History**

3 hours

Emphasis on research and evidence on U.S. economic history with some discussion of non-U.S. economic history.

**ECON 583 Advanced Microeconomic Theory**

3 hours

Prerequisites: ECON 502, 506, or equivalent. Systematic and rigorous coverage of theory of consumer behavior, prices, markets, production, distribution, and welfare.

**ECON 585 Topics in Microeconomics**

3 hours

Prerequisites: ECON 503, 506, or equivalent. Discussion of current areas of research in macroeconomic/monetary fields. Specific content will vary by semester and instructor.

**ECON 591 International Economics**

3 hours

Crosslisted BA 542. Survey of trade theory and evidence, status and effects of tariffs and other trade restrictions, and balance of payment issues.

**ECON 594 Forecasting**

3 hours

Equivalent: BA 543. Prerequisites: BA 540 or ECON 506. Methods of forecasting changes in the U.S. economy and other economic units. Emphasis on application and evaluation of different techniques.

**ECON 595 Labor and Human Resource Economics**

3 hours

Crosslisted BA 544. Study of static and dynamic models of labor demand, supply, and human capital investment.

**ECON 596 Applied Economics Project**

3 hours

Prerequisite: Completion of at least 24 hours of program 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.

**ECON 597 Practicum in Economics**

3 hours

Prerequisite: Permission of instructor. A directed, supervised practicum or internship with a business or government agency utilizing the skills developed in the program.

**ECON 598 Independent Study Economics**

3 hours

Selected topics in economics.

**ECON 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**ECON 600 Maintaining Matriculation**

1-6 hours

No course description is available.

## Department of Finance

C. Brown, Chair

Grise Hall 334

Phone: (270) 745-2018 | FAX: (270) 745-5284

<http://www.wku.edu/finance/>

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### Graduate Courses in Finance

#### **FIN 437G Corporate Asset Management**

3 hours

Prerequisite: Completion of FIN 330 with a grade of 'C' or better and completion of, or current enrollment in ECON 307. 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.

#### **FIN 438G Corporate Funds Management**

3 hours

Prerequisite: Completion of FIN 330 with a grade of 'C' or better and completion of, or current enrollment in ECON 307. 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.

#### **FIN 439G SEC Analysis/Portfolio Management**

3 hours

Prerequisites: FIN 332. An advanced level exposure to fixed income and equity security valuation, and the theory and practice of portfolio management.

#### **FIN 449G Practicum in Portfolio**

3 hours

Prerequisites: FIN 332. Special Information: May be repeated for credit. 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.

## Department of Management

Z. Mohamed, Chair

Grise Hall 200

Phone: (270) 745-5408 | FAX: (270) 745-6376

<http://www.wku.edu/management/>

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### Graduate Courses in Management

#### **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.

## **Department of Marketing**

R. Shannon, Chair

Grise Hall 431

Phone: (270) 745-2249 | FAX: (270) 745-3190

<http://www.wku.edu/marketing/>

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### **Graduate Courses in Marketing**

#### **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.

## Master of Business Administration

April Schlegel, Program Director

Grise Hall 434A

Phone: (270) 745-5458 | FAX: (270) 745-3893

<http://www.wku.edu/mba/>

### Master of Business Administration, Ref. #057

The MBA is an interdisciplinary program that provides professional education for successful careers in business. The program emphasizes accounting, computer information systems, economics, finance, management and marketing. Students take a core area of courses and fulfill their remaining credit hours with approved electives.

The program is offered using four distinct methods of delivery. Students must elect their preferred method of delivery in their graduate application form. The full-time option is best suited for the students whose schedule can accommodate regularly scheduled afternoon and evening sessions, desire face-to-face interaction, and are not employed full-time. (The Trilateral option is an iteration of the full-time, featuring two semesters in two foreign countries).

The part-time online option offers its course work online. This delivery method is best suited for students who are already actively engaged in their profession and require the flexibility of work anywhere, anytime.

The professional option combines the flexibility of a part-time program with face-to-face interaction, by meeting in person on alternating Saturdays. This program is best suited for students who have at least five years of professional or mid to upper lever management experience.

### Admission Requirements

Applicant materials are reviewed during the normal admission cycles. Students accepted into the MBA program will receive written notification and additional orientation materials. Students not admitted will be notified in writing and may be encouraged to reapply during the next regular admissions cycle.

The admission process for the MBA program at Western Kentucky University involves the following steps and requirements\*:

1. Completion of graduate application form, 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.
3. Admissions standards for the professional MBA option may use substantial professional work experience (five years minimum of professional or mid to upper lever management experience) to overcome deficiencies in other admission criteria.
4. Applicants who have limited prior academic background in basic business are required to demonstrate proficiency in eight major areas by:
  - (a) Successfully completing one or more preparatory courses as specified by the MBA Director, or
  - (b) Successfully completing BA 502 MBA Foundation Modules, or
  - (c) Successfully completing one or more core area proficiency exams (fees required).

*\*These minimum requirements establish eligibility for admission, but do not guarantee acceptance.*

### Degree Requirements—33 hours

*Required Courses—27 hours*

BA 510 Advanced Organizational Theory

BA 511 Applied Microeconomic Theory

BA 512 Business Analysis & Research

BA 513 Information Technology and Strategy

BA 515 Managerial Accounting



- BA 517 Advanced Marketing
- BA 519 Advanced Managerial Finance
- BA 580 Contemporary Issues in Business\*
- BA 590 Strategic Business Concepts & Applications

*\*Can be replaced with an approved 3 hour elective.*

#### *Electives—6 hours*

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.

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## **Graduate Courses in Business Administration**

### **BA 500 Management Dynamics**

3 hours

Crosslisted: MGT 513 An introduction to organizational analysis and to the understanding and management of behavior in organizations.

### **BA 501 Survey of Economic Theory**

3 hours

Equivalent: ECON 501. See ECON 501 for course description.

### **BA 502 MBA Foundation Modules**

4.5 hours

Prerequisites: Approval through MBA office. Preparatory course covering the eight foundational areas required to take courses in the MBA program. Course is pass/fail and is offered in a self-paced, online independent learning format.

### **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.

### **BA 504 MBA Foundation Modules Pt 1**

1.5 hours

Prerequisites/corequisites: Graduate student standing. 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 with a pass/fail grading component.

### **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.

### **BA 506 MBA Foundation Modules Pt 2**

1.5 hours

Prerequisites/corequisites: Graduate student standing. 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 with a pass/fail grading component.

### **BA 507 Managerial Marketing**

3 hours

Concepts, terms, and functions important to marketing, consumer behavior, product planning, pricing, and public policy implications of marketing strategies.

### **BA 508 MBA Foundation Modules Pt 3**

1.5 hours

Prerequisites/corequisites: Graduate student standing. 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 with a pass/fail grading component.

**BA 509 Managerial Finance**

3 hours

Nature and scope; topics in financial structure and the cost of capital.

**BA 510 Advanced Organizational Theory**

3 hours

Prerequisite: BA 500 or the equivalent. Contemporary theory and research on organizational structure and design that has relevance for practical problems of designing and managing organizations.

**BA 511 Applied Microeconomic Theory**

3 hours

Fundamental concepts – firm analysis, public policy, and individual decisions. Critical thinking applied to topics like demand and supply, revenue and costs, pricing, and information and uncertainty.

**BA 512 Problem Solving, Data Modeling, and Managerial Decisions**

3 hours

Equivalent: ECON 508. 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.

**BA 513 Information Technology & Strategy**

3 hours

Prerequisite: BA 503 or the equivalent. Critical thinking in strategic uses of information systems technology; resources (computers, networks, software, data, and people); and innovations in effective IT management. Issues in IT ethics, teamwork and leadership included.

**BA 515 Managerial Accounting Concepts and Applications**

3 hours

Prerequisite: BA 500 or the equivalent. 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.

**BA 517 Advanced Marketing**

3 hours

Prerequisite: BA 507 or the equivalent. 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.

**BA 519 Advanced Managerial Finance**

3 hours

Prerequisite: BA 509 or the equivalent. 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.

**BA 520 Critical Thinking and Business Ethics**

3 hours

Prerequisites/co requisites: Admission to the MBA program, or Graduate Leadership Certificate program. This course studies contemporary ethical issues facing leaders. Emphasis is placed on examining analyzing issues for sound solutions from a variety of perspectives, some grounded in business, some grounded in the Liberal Arts. Students will examine ideas and cases from the business world and gain practice in the application of a variety of approaches to problem solving. Additionally, the responsibilities of business corporations and executives to shareholders and other constituencies will be explored.

**BA 533 Managing Database Applications**

3 hours

Prerequisite: BA 503 or the equivalent. Theories and concepts employed in database management systems and the efficiencies and economics of such systems. Topics include the design and building of relational

databases, information storage and retrieval, structured query language (SQL), and the development of database queries.

**BA 534 Electronic Commerce**

3 hours

Prerequisite: BA 503 or the equivalent. 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.

**BA 535 International Accounting Issues for Management Decision Making**

3 hours

Prerequisites: BA505 or equivalent. A comprehensive examination from a user perspective of current issues in international accounting and financial reporting.

**BA 540 Applied Statistical Methods**

3 hours

Equivalent: ECON 506. See ECON 506 for course description.

**BA 541 Survey of Public Finance**

3 hours

See ECON 581 for course description.

**BA 542 International Economics**

3 hours

See ECON 591 for course description.

**BA 543 Forecasting**

3 hours

Equivalent: ECON 594. See ECON 594 for course description.

**BA 544 Labor and Human Resources Economics**

3 hours

See ECON 595 for course description.

**BA 550 Bank Management**

3 hours

Prerequisite: Admission to the MBA Program and completion or waiver of BA 509. A comprehensive analysis of issues involving the financial management of financial institutions. Emphasis on financial decision making focusing on such issues as asset/liability management, balance sheet management, and the management of risk/return tradeoffs in financial intermediaries, especially commercial banks.

**BA 551 Investments and Portfolio Management**

3 hours

Prerequisite: Admission to the MBA program and a completion or waiver of BA 509. 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.

**BA 552 International Financial Management**

3 hours

The focus of the course is on financial decision making in an international context. Topics covered include environment of international financial management, foreign exchange risk management, foreign investment analysis, financing foreign operations, and international tax management.

**BA 560 Contemporary Human Resources Management**

3 hours

Prerequisite: Graduate standing. 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.

**BA 571 Services Marketing**

3 hours

Prerequisite: BA 507 or the equivalent. Focuses on the marketing of intangible products by discussing strategic implications for marketing mixes (product, price, place, and promotion) and consumer perceptions and expectations.

**BA 572 Consumer Behavior**

3 hours

Prerequisite: BA 507 or the equivalent. 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.

**BA 573 International Business**

3 hours

Prerequisites: BA 507 and 509. Institutions, organizations, and procedures of international business. Emphasizes problems and decision-making techniques.

**BA 579 Supply Chain Management**

3 hours

Prerequisite: BA 503 and 506 or BA 540. Integrates an organization's operations planning and control with suppliers and distributors through sharing information, managerial and technical talents.

**BA 580 Contemporary Issues in Business**

1-3 hours

Emphasizes issues pertinent to an understanding of today's business environment. Topics embrace the cross-functional, global, and technical aspects of business. May be repeated for credit.

**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.

**BA 592 Special Topics in Business**

3 hours

Emphasizes special topics in business. Course may be repeated for credit to a maximum of 6 semester hours.

**BA 751 Strategic Leadership**

3 hours

Corequisite: EDLD 730. Prerequisite: EDLD 700. 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.

**BA 752 Leading Innovation, Creativity and Change**

3 hours

Corequisite: EDLD 730. Prerequisite: EDLD 700. This course is geared towards developing a better understanding of the challenges, techniques, burden, and successes associated with initiating and implementing major changes within organizations. Therefore, the objective of the course is to prepare leaders to meet the challenges of organizational change. The theoretical concepts and practice of leading change in organizational, community, political and social action/social movement contexts are examined. This course explicitly links theoretical concepts, models and processes of leadership and change with the intended purpose of change and its resulting outcomes.

**BA 753 Current Topics in Organizational Behavior**

3 hours

Corequisites: EDLD 710. 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.

**BA 754 Budgeting and Financial Decision Making**

3 hours

Corequisites: EDLD 710. Prerequisites: EDLD 700. 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.

# Ogden College of Science & Engineering

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Cheryl Stevens, Dean

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College High Hall 2114 | Phone: (270) 745-4449 | FAX: (270) 745-6471 | <http://www.wku.edu/ogden/>

## Departments

Agriculture  
Architectural and Manufacturing Sciences  
Biology  
Chemistry  
Computer Science  
Engineering (offers only undergraduate programs and/or courses)  
Geography and Geology  
Mathematics  
Physics and Astronomy

## Degrees Offered

### Master of Arts (MA)

Mathematics

### Master of Arts in Education (MAE)

Agriculture, minor  
Biology Education for Teacher Leaders, major  
Biology Education for Teacher Leaders, minor  
Chemistry, major  
Chemistry, minor  
Geography Education for Teacher Leaders, major  
Geography Education for Teacher Leaders, minor  
Physics, minor

### Master of Science (MS)

Agriculture  
Biology  
Chemistry  
Computer Science  
Engineering Technology Management  
Geoscience  
Homeland Security Science  
Mathematics

## Certificates Offered

Geographic Information Science  
Lean Sigma

## Department of Agriculture

Jack Rudolph, Department Head  
Environmental Science and Technology 269  
Phone: (270) 745-3151 | FAX: (270) 745-5972  
[www.wku.edu/agriculture](http://www.wku.edu/agriculture)

### Programs Offered

Agriculture (MS)  
Agriculture, minor (MAE)

### Master of Science: Agriculture, Ref. #052

In addition to Graduate Studies admissions requirements, applicants should have an undergraduate major or area of concentration in agriculture or a related science. Non-agriculture undergraduate degree holders may be required to complete pertinent undergraduate courses in agriculture, as prescribed by the departmental graduate committee.

### Admission Requirements

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

### Degree Requirements—30 hours

#### *Required Courses—15 hours*

AGRI 491G Data Analysis and Interpretation  
AGRI 528 Agriculture Genetics  
AGEC 561 Agricultural Production Economics\*  
AGRI 590 Experimental Design & Data Analysis  
AGRI 598 Seminar (3 hours total)

*\*Not required for thesis students*

#### *Electives—15 hours*

### Master of Arts in Education: Agriculture minor Ref. #001

This program provides graduate course work in agriculture and meets Kentucky certification requirements. The student with a minor in agriculture shall take a minimum of 12 hours in agriculture and related areas as designated by the departmental advisor. The remaining hours will be taken in professional education. For additional information regarding the education aspects of this degree, consult the [Master of Arts in Education Secondary Education](#) section.

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## Graduate Courses in Agricultural Economics

### AGEC 460G Agricultural Policy

3 hours

Prerequisite: AGECE 360. The role of agriculture in the national economy; objectives of agricultural policy; appraisal and proposed agricultural programs; legislation for economics action.

### AGEC 461G Advanced Farm Management

3 hours

Prerequisite: AGECE 361 or permission of instructor. Identification, analysis, and solution of problems of farm organization and operation. Case studies and field trips to situation farms in South Central Kentucky.

**AGEC 463G Agricultural Finance**

3 hours

Prerequisite: AGECE 361 or permission of instructor. Farm finance problems including capital requirements, investment decisions, budgeting techniques, etc. Lending agencies and alternative means of acquiring capital.

**AGEC 468G World Food Development**

3 hours

Problems and opportunities in feeding an ever-increasing population. Assessment of world food production, poverty, businesses and cultures; ways of increasing production.

**AGEC 482G Agricultural Resources and Recreation**

3 hours

Prerequisite: Upper division or instructors consent. Principles in developing physical facilities for various rural recreational enterprises are studied. Topics include enterprise selection, program planning, site selection, promotion financing, management and construction of facilities.

**AGEC 561 Agricultural Production and Economics**

3 hours

Production and cost functions, programming and decision-making principles and their application to agriculture.

**AGEC 675 Advanced Topics Agricultural Economics**

3 hours

No course description is available.

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**Graduate Courses in Agricultural Education****AGED 470G Methods of Teaching in Agriculture Education**

3 hours

Prerequisite: AGMC 170, or permission of instructor. Basic principles, design options, and economic considerations for hay and grain handling systems and for silage and manure systems. Field trips as needed.

**AGED 471G Organization and Planning in Agricultural Education**

3 hours

Prerequisites: AGED 250 (EDU 250), SPED 330, AGRI 398, PYS 310, Admission to student teaching. A teacher preparation course designed to prepare pre-service teachers for the student teaching experience and for a full-time teaching position. Unit planning, lesson preparation, and delivery comprise the major portion of this course.

**AGED 475G Topics in Agriculture Education**

1-3 hours

Prerequisite: Consent of instructor. 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. May be repeated with change in content.

**AGED 583 Curriculum Development/Agriculture Education**

3 hours

Principles of curriculum development, curriculum alignment, and assessment of content standards.

**AGED 584 Program Development/Agriculture Education**

3 hours

For new and returning ag-ed teachers. Covers planning, conducting, and following through instructional programs for secondary, post-secondary, and/or adult students.

**AGED 589 Ind Spec Prob Agriculture Education**

1-3 hours

Supervised individual study in agricultural education. May be repeated to a maximum of 6 hours.



**AGED 675 Advanced Topics in Agriculture Education**

1-3 hours

No course description is available.

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**Graduate Courses in Agricultural Mechanics****AGMC 470G Agriculture Material Handling**

3 hours

Prerequisite: AGMC 170 or permission of instructor. Basic principles, design options and economic considerations for hay handling systems, silage systems and grain handling systems are covered. Field trips as needed.

**AGMC 475G Selected Topics Agriculture Mech**

1-3 hours

Prerequisite: Consent of instructor. 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. May be repeated with change in content.

**AGMC 675 Advanced Topics Agriculture Mech**

1-3 hours

No course description is available.

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**Graduate Courses in Agriculture****AGRI 450G Rural Health and Safety**

3 hours

Students will explore a variety of health and safety issues unique to rural populations. The interdisciplinary team concept will be used throughout the course to foster collaboration that facilitates sharing of the expertise of students and faculty.

**AGRI 473G Cave and Karst Environment**

3 hours

Prerequisites: Biology 120/121 or equivalent. Discussion of biological diversity, groundwater and humanity's role in utilizing and conserving the unique features of karst areas and use of these areas in teaching. Not applicable to a major or minor in agriculture, biology or geography and geology. Cross listed with Biology and Geography.

**AGRI 475G Selected Topics/Agriculture**

1-3 hours

Prerequisite: Permission of instructor. Special topics on significant problems and scientific developments of current interest in agriculture. Lecture and assignments are variable with credit. May be repeated with change in content.

**AGRI 491G Data Analysis/Interpret**

3 hours

Statistical models and use of samples, variation, statistical measures, distributions, tests of significance, analysis of variance, regression, correlation and chi-square as related to interpretation and use of scientific data.

**AGRI 528 Population Genetics**

3 hours

Prerequisites: BIOL 327 and AGRI 491 or equivalent. Application of genetic and statistical concepts to populations of plants and domestic animals.

**AGRI 590 Experimental Design**

3 hours

Prerequisite: AGRI 491 or permission of instructor. Statistical consideration in experimental design; covariance, multiple regression, factorial design, and incomplete block designs.

**AGRI 597 Independent Special Problems/Agriculture**

1-3 hours

Prerequisite: Permission of instructor. Supervised individual study in agriculture. May be repeated to a maximum of 9 hours.

**AGRI 598 Seminar**

1 hour

Problems and research in agriculture. Required of all graduate students. Repeated for a minimum of 3 hours.

**AGRI 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**AGRI 600 Maintaining Matriculation**

1-6 hours

No course description is available.

**AGRI 675 Advanced Topics/Agriculture**

1-3 hours

Prerequisite: Permission of instructor. Issues and scientific developments of current interest. May be repeated to a maximum of 10 hours with different topics.

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**Graduate Courses in Agronomy****AGRO 409G Weed Science**

2 hours

Corequisite: AGRO 410G. Prerequisite: BIOL 120 and AGRO 110; CHEM 105 and 107 or equivalent. Identification of prominent weed species; relationship of weeds to crop production problems; physical and chemical control measures.

**AGRO 410G Weed Science**

1 hour

Corequisite: AGRO 409G. A laboratory course correlated with AGRO 409G.

**AGRO 414G Crop Improvement**

3 hours

Prerequisites: Six hours of plant science and upper division or graduate standing. Identification, development, and utilization of genetic differences in the improvement of cultivated plants.

**AGRO 420G Forage Crops**

2 hours

Corequisite: AGRO 421G. Prerequisite: AGRO 110, 350 and BIOL 120. Distribution, improvement, morphology, culture, harvesting and utilization of forage crops are presented.

**AGRO 421G Forage Crops Laboratory**

1 hour

Corequisite: AGRO 420G. A laboratory course correlated with AGRO 420G. Laboratory, two hours.

**AGRO 422G Field Crops**

3 hours

Prerequisite: AGRO 110, 350, and BIOL 120 or permission of instructor. Distribution, improvement, morphology, culture, harvesting, and utilization of field crops are presented. Lecture, three hours.

**AGRO 451G Soil Management**

3 hours

Prerequisites: AGRO 350, AGRO 351 and AGECE 361, or permission of instructor. Evaluation of characteristics which determine the productive potential of soils and the prevailing climate to maximize production or net income.

**AGRO 452G Soil Microbiology**

3 hours

Prerequisites: AGRO 350 and BIOL 207, 208. Soil microbial populations and systems and their influence on plant nutrition. Soil organic matter, its decomposition and associated microorganisms; oxidation-reduction process; nitrogen fixation.

**AGRO 454G Soil Management and Conservation**

3 hours

Prerequisite: AGRO 350. Economic utilization of land for agricultural recreation and public purposes; interpretation and application of soil conservation; public and industrial uses; practice in designing land-use maps.

**AGRO 455G Soil Chemistry**

2 hours

Corequisite: AGRO 456G. Prerequisite: AGRO 350. Analytical techniques used in soil chemistry and soil fertility studies, nutrient determination; colloidal systems; chemical properties related to plant nutrition.

**AGRO 456G Soil Chemistry Lab**

1 hour

Corequisite: AGRO 455G. A laboratory course correlated with AGRO 455G.

**AGRO 457G Soil Form/Class/Map**

2 hours

Corequisite: AGRO 458G. Prerequisite: AGRO 350. Soil origin; classification schemes; profile description, mapping and interpretation of soil survey information are discussed, emphasizing Kentucky soils.

**AGRO 458G Soil Form/Class/Map Lab**

1 hour

Corequisite: AGRO 457G. A laboratory course correlated with AGRO 457G.

**AGRO 475G Topics Agronomy**

1-3 hours

Prerequisite: Consent of instructor. 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. May be repeated with change in content.

**AGRO 521 Pasture Management**

3 hours

Prerequisites: AGRO 420/421 and ANSC 448 or permission of instructor. Development of pastures, physiological principles related to forage production, pasture management, and preservation and use of conserved forages.

**AGRO 551 Advanced Soil Fertility**

3 hours

Prerequisite: AGRO 352 or permission of instructor. Evaluation of soil fertility and fertilizers; soil-plant relationships; composition and properties of soil in relation to ion intake, nutrition and growth of plants.

**AGRO 675 Advanced Topics Agronomy**

1-3 hours

No course description is available.

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**Graduate Courses in Animal Science****ANSC 437G Physiology/Reproduction**

2 hours

Corequisite: ANSC 438G. Prerequisite: AGRI 140 and BIOL 120. Endocrinology and physiology of reproductive systems; anatomical physiology and biochemical bases of reproduction, artificial insemination, synchronized estrus and related topics are presented.

**ANSC 438G Physiology/Reproduction Lab**

1 hour

Corequisite: ANSC 437G. A laboratory course correlated with ANSC 437G. Laboratory, two hours.

**ANSC 446G Animal Breeding**

2 hours

Corequisite: ANSC 447G. Prerequisite: ANSC 140 and BIOL 120. Application of genetic and statistical principles of breeding and improvements of farm animals; the role of selection in changing populations; the effects of different mating systems upon improvement of farm animals are investigated.

**ANSC 447G Animal Breeding**

1 hour

Corequisite: ANSC 446GA laboratory course correlated with ANSC 446.

**ANSC 448G Animal Feeds and Feeding Practices**

1-4 hours

Prerequisites: ANSC 345 or permission of instructor. Livestock feeds and their nutrients; functions of and requirements for nutrients; evaluation of feeds; feeding practices and formulation of rations for all classes of livestock are included.

**ANSC 449G Lab Methods Animal Nutrition**

3 hours

Prerequisite: ANSC 448. Laboratory methods for determining major minerals and vitamins in feeds, proximate analysis of feeds, products of fermentation, feed residues and contamination.

**ANSC 475G Selected Topics**

1-3 hours

Prerequisite: Consent of instructor. 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. May be repeated with change in content.

**ANSC 533 Physiology of Lactation**

3 hours

Prerequisite: ANSC 344. Anatomy of the mammary gland, hormonal control of mammogenesis, initiation and maintenance of milk secretion, factors affecting level and composition of milk, synthesis of milk.

**ANSC 545 Ruminant Nutrition**

3 hours

Prerequisite: ANSC 345, BIOL 446, or equivalent, or permission of instructor. Rumen development and function, products of fermentation, nutrient requirements, absorption and metabolism, symptoms of deficiency and toxicity.

**ANSC 546 Advanced Animal Breeding**

3 hours

Prerequisites: ANSC 446 and AGRI 528, or permission of instructor. Application of population genetics to the economic improvement of farm animals, phenotypic and genetic relationships, role of selection in changing populations, formulation and application of breeding plans.

**ANSC 547 Advanced Animal Nutrition**

3 hours

Prerequisite: ANSC 345, BIOL 446 or equivalent, or permission of instructor. The nutrient requirements of the monogastric animals, structure, metabolism and function of each nutrient class, interrelationship of the nutrient classes, deficiency and toxicity symptoms.

**ANSC 675 Advanced Topics in Animal Science**

1-3 hours

No course description is available.

**Graduate Courses in Horticulture****HORT 401G Landscape Plants II**

2 hours

Corequisite: HORT 402G. Prerequisite: HORT 301 or permission of instructor. 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. Lecture 2 hours.

**HORT 402G Landscape Plants II Lab**

1 hour

Corequisite: HORT 401G. Prerequisite: HORT 301 or permission of instructor. A laboratory course correlated with HORT 401G. Laboratory, 2 hours.

**HORT 403G Landscape Design and Construction**

2 hours

Corequisite: HORT 404G. Prerequisite: HORT 402 and GC 105 or permission of instructor. 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. Lecture 2 hours.

**HORT 404G Landscape Design and Construction Lab**

1 hour

Corequisite: HORT 403GA laboratory course correlated with HORT 403G.

**HORT 405G Nursery Management**

2 hours

Corequisite: AGRO 406G Prerequisite: AGRO 110. 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.

**HORT 406G Nursery Management Lab**

1 hour

Corequisite: AGRO 405GA laboratory course correlated with HORT 405G.

**HORT 407G Plant Propagation**

2 hours

Corequisite: AGRO 408G. Prerequisite: AGRO 110. 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. Lecture, two hours.

**HORT 408G Plant Propagation Lab**

1 hour

Corequisite: AGRO 407GA laboratory course correlated with HORT 407G.

**HORT 419G Vegetable Production**

3 hours

Prerequisite: AGRO 110 or permission of instructor. Production of vegetables that are particularly suited for Kentucky, considering variety selection, culture, harvesting, processing, and marketing. Lecture, three hours.

**HORT 426G Viticulture**

3 hours

Prerequisites: AGRO 110 and AGRO 350 or permission of instructor. 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.

**HORT 475G Selected Topics Horticulture**

1-3 hours

Prerequisite: Consent of instructor. 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. May be repeated with change in content.

**HORT 675 Advanced Topics in Horticulture**

1-3 hours

No course description is available.

## Department of Architectural and Manufacturing Sciences

Keith Sylvester, Department Head  
Environmental Science and Technology 204  
Phone: (270) 745-3251 | FAX: (270) 745-5946  
<http://www.wku.edu/msetm>

### Master of Science: Engineering Technology Management, Ref. #0447

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. Courses are offered either on a bi-term basis (eight-week sessions) or semester basis and have no sequenced prerequisites.

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).

#### Admission Requirements

1. Bachelor's degree from an accredited college or university (undergraduates may apply one semester prior to graduation).
2. Submission of official transcripts.
3. Completion the Graduate Record Exam (GRE), GMAT or equivalent.
4. A one or two page statement of purpose regarding the intentions for obtaining the degree and future career goals that would be supported by the degree.
5. A professional resume or vita.

International students may apply for full acceptance into the program by completing the above and providing evidence of an ability to communicate effectively in English.

International students may apply for conditional admission through one of the following:

1. Complete English as a Second Language Institute (ESLI) and the GRE.
2. Complete the Navitas Pre-Masters Program (PMP) for Engineering Technology Management.

#### Degree Requirements—33 hours

##### *Required Courses—12 hours*

AMS 520 Resource Management  
AMS 590 Operations Leadership  
AMS 655 Project Management  
AMS 671 Quality Management

##### *Technical Concentration—9 hours*

Select three courses from the following:

AMS 510 Emerging Technologies  
AMS 540 Theory of Constraints  
AMS 594 Lean Systems  
AMS 580 Six Sigma Quality  
AMS 588 Product Development  
AMS 650 Supply Chain Management

##### *Electives—3 hours*

Select one course from the following:

AMS 530 Automated Data Collection  
AMS 535 Workforce Development  
AMS 630 Legal and Ethical Issues in Technology

*Research Tool—3 hours*

AMS 571 Research Methods in Technology Management

*Thesis option—6 hours*

AMS 599 Thesis

*Non-thesis option—6 hours*

AMS 690 Graduate Project

*Other requirements*

Students are required to complete an oral defense of their Thesis or Graduate Project and complete a comprehensive written exam of their course work.

## **Certificate: Lean Sigma, Ref. #0452**

### **Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

### **Certificate Requirements**

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.

*Required Core—9 hours*

AMS 540 Theory of Constraints

AMS 594 Lean Systems

AMS 580 Six Sigma Quality

*Electives—3 hours*

Select one of the following:

AMS 520 Resource Management

AMS 590 Operations Leadership

AMS 655 Project Management

AMS 671 Quality Management

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## **Graduate Courses in Architectural & Manufacturing Sciences**

### **AMS 505 Architectural Design Studio**

6 hours

Prerequisite: Graduate Standing. A study of the built environment including both exterior and interior design features. Student is required to identify a project and present their design portfolio to a panel of jurors.

### **AMS 510 Emerging Technologies**

3 hours

Discovery of powerfully disruptive technologies, evaluating them accurately and implementing change for profitability.

### **AMS 520 Resource Management**

3 hours

A comprehensive study of efficient allocation of materials and money. Includes review of basic decision-making techniques, cost-benefit ratio analysis, depreciation, salvage value of equipment, and time value of money.



**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 activity.

**AMS 530 Automated Data Collection Systems**

3 hours

Information systems for industry; collecting and analyzing real time data to make production decisions regarding profitability and quality.

**AMS 535 Workforce Development**

3 hours

Strategies for developing educational opportunities for personnel in industry and appropriate appraisal techniques for program improvement. Includes 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.

**AMS 540 Theory of Constraints**

3 hours

Concepts of theory of constraints (TOC) pertaining to drum-buffer-rope, operations analysis, cost management, decision making and related areas. TOC management strategies and thinking processes applied to business problems.

**AMS 571 Research Methods in Technology Management**

3 hours

A comprehensive study of research methods and experimental design applicable to industrial and technical operations. This course includes a review of basic statistics, quality control techniques, and quality assurance.

**AMS 580 Six Sigma Quality**

3 hours

Management and application of six sigma methodologies including the DMAIC process and data-driven decision making. Advanced quality concepts and statistical process control.

**AMS 588 Product Development**

3 hours

Basic elements of marketing, design, and prototyping for innovation. Study of the multidisciplinary interrelationships involved in the development of commercial products.

**AMS 590 Operations Leadership**

3 hours

Provides technical professionals with leadership and management skills needed to be effective throughout their career.

**AMS 594 Lean Systems**

3 hours

Analysis of lean concepts and process improvement in business value streams, production, and distribution. Pull systems, flow control, inventory reduction, waste elimination, and value creation.

**AMS 599 Thesis Research and Writing**

1-6 hours (6 total)

No course description is available.

**AMS 600 Maintaining Matriculation**

1-6 hours

No course description is available.

**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.

**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.

**AMS 655 Project Management**

3 hours

Concepts of project management as applicable to a wide range of business and technical situations. Focus on behavioral organizational aspects, quantitative methods, and automated tools.

**AMS 671 Quality Management**

3 hours

An examination of philosophies, concepts, tools and techniques used in continuous quality improvement programs. Non-Thesis Option.

**AMS 690 Graduate Project**

1-6 hours

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.

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**Graduate Courses in Industrial Education****INED 530 Advanced Drafting**

3 hours

An exploration of Computer Aided Drafting, including Coordinate Systems, 3D Entities, Meshes, Attributes, Shapes, Scripts, Import and Export files suffixes, and simple AutoLisp Programming.

**INED 532 Industrial Design**

3 hours

No course description is available.

**INED 542 Ind Electricity and Electronics**

3 hours

Students will study electrical circuit design, integrated circuits, digital technology, PLC programming, robotics programming, and motor controls. A working model of an automated electro-mechanical device will serve as a capstone activity for the course.

**INED 544 Wood Technology**

3 hours

Students will explore wood as a basic industrial material. Basic properties of wood, and basic processes for separating, forming and combining wood will be explored. A presentation suitable for use as an instructional unit in wood technology will serve as a capstone for the course.

**INED 548 Graphic Arts**

3 hours

An exploration of digital imaging, desk-top pre-press operations, and preparation of computer ready graphic files. Students will be required to scan photographic images, edit images from different sources, and produce a publication that demonstrates proficiency in graphic design.

**INED 552 Advanced Machine Shop**

3 hours

Students will explore metals machining processes as currently used in industry. Basic working properties of ferrous and non-ferrous metals, will be explored, and basic machine processes for separating, and forming metals will be examined. A presentation suitable for use as an instructional unit in metal processing technology will serve as a capstone for the course.

**INED 560 Metals Technology**

3 hours

An exploration of metals as basic industrial materials. Properties of metals, required process allowances, cutting speeds, and finishing methods will be explored. Students will use computer simulations and engage in the development of a computer aided teaching resource for metals technology.

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**Graduate Courses in Industrial Technology****IT 465G Industrial Technology for Elementary Teachers**

3 hours

Prerequisite: Graduate standing. Philosophy, purposes, organization and correlation of industrial arts activities as they apply to the elementary school program.

**IT 510 Investigations in Industrial Technology**

3 hours

Individual research under the direction of a graduate faculty member.

**IT 520 Philosophy of Industrial Technology Education**

3 hours

The development of industrial education in Europe and America. Emphasis on influences, experiments, and trends leading to modern practices in industrial, vocational, and technical education.

**IT 525 Planning and Organizing Technical Activities**

3 hours

Curriculum practices, concepts, and trends in curriculum development and improvement of programs.

## Department of Biology

Bruce Schulte, Department Head  
Thompson Complex-North Wing 201  
Phone: (270) 745-3696 | FAX: (270) 745-6856  
<http://www.wku.edu/biology>

### Programs Offered

#### Biology (MS)

Biology Education, Teacher Leader, major (MAE)

Biology Education, Teacher Leader, minor (MAE)

### Master of Science: Biology, Ref. #056

#### Admission Requirements

In addition to Graduate Studies requirements, the Department of Biology requires the following:

- Bachelors degree in biology or equivalent including supporting courses in science and mathematics
- Undergraduate GPA  $\geq 3.0$  (on a 4.0 scale)
- GRE general score (quantitative + verbal)  $\geq 300$  if taken on or after August 1, 2011 or  $\geq 1050$  if taken prior to August 1, 2011, and analytical writing score of  $\geq 3.5$ . If the GRE has not been taken previously, exam scores from the MCAT ( $\geq 24$ ) or DAT ( $\geq 16$ ) 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
- As part of the graduate application, prospective students must include a 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).

#### Degree Requirements—30 hours minimum

The M.S. in Biology program offers thesis and non-thesis plans. Thesis options (Plan A) comprise Biology, Biochemistry, and Environmental Science. Non-thesis options (Plan B) comprise online, traditional in-residence, and Peace Corps Master's International (32 hours required for both the M.S. in Biology and Graduate Certificate in Leadership Studies).

#### *Biology Core Requirements – 8-11 hours*

BIOL 500 Introduction to Graduate Study and Research (3 hrs, first term)

BIOL 598 Graduate Seminar in the final term of coursework (2 hrs)

BIOL 599 Thesis Research for thesis students (6 hrs, Plan A)

**OR** BIOL 516 Investigations in Biology for non-thesis students (3 hrs, Plan B)

#### *Electives – 19-22 hours*

Coursework will be determined by the student's graduate advisory committee (or graduate advisor for online program students).

#### Biochemistry Option - Thesis—17-25 hours

##### *Biology core requirements - Plan A plus*

BIOL 446G Biochemistry or equivalent (3 hrs)\*

BIOL 447G Biochemistry Lab or equivalent (2 hrs)\*

BIOL 467G Biochemistry II or equivalent (3 hrs)\*

BIOL 535 Analytical Biochemistry (3 hrs)  
BIOL 562 Advanced Biochemistry (3 hrs)

*\*Students who have completed any of these courses for undergraduate credit will satisfy the requirement(s) and complete the elective(s) in its/their place.*

*Electives – 5-13 hours*

Coursework will be determined by the student's graduate advisory committee.

### **Environmental Science Option - Thesis—20 hours**

*Biology core requirements - Plan A plus*

BIOL 506 Environmental Seminar (3 hrs)  
BIOL 543 Environmental Science Concepts (3 hrs)  
BIOL 587 Environmental Law (3 hrs)

*Electives – 10 hours*

Coursework will be determined by the student's graduate advisory committee.

### **Peace Corps Master's International Option - Non-Thesis—19 hours**

*Biology core requirements - Plan B plus*

Leadership Studies Certificate core requirements  
LEAD 500 Effective Leadership Studies (3 hrs, first term)  
LEAD 600 Capstone Leadership Experience (2 hrs, last term)  
Leadership Studies Categorical Electives (6 hrs)  
Ethics and Social Responsibility course (3 hrs)  
Human Relations course (3 hrs)

*Electives – 13 hours*

Coursework will be determined by the student's graduate advisory committee.

*\*\*A maximum of 12 hours may be applied toward two graduate programs.*

## **Master of Arts in Education: Biology Education for Teacher Leaders, major Ref. #0442 or minor Ref. #003**

### **Admission Requirements**

Criteria vary, depending on the student's undergraduate institution and GPA:

1. WKU Graduate: Admission No qualifying GAP\*\* score will be required for graduates of the WKU B.S. in Biology program, as long as they have or are eligible for a teaching certificate for Secondary Biology (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.
2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP\*\* score and must have or be 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.
3. Graduate of an Out-of-State Institution of Higher Education Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP\*\* scores and must have or be 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.

*\*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.*

*\*\*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.*

### **Degree Requirements**

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 program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

This program is designed for the preparation and strengthening of secondary school science teachers. The major requires a minimum of 18 hours of course work in Biology. The remainder of the required 30-34 hours is taken in professional education. Students following this option must have all Biology courses approved by the appropriate advisor in the Department of Biology. In addition to Graduate Studies 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.

*Important Note: 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.*

#### *Content Major – 18 hours*

Advisor-approved BIOL courses numbered 400G or higher that would count for the M.S. in Biology program.

#### *Content Minor – 12 hours*

Please consult the biology department for requirements. The minor is housed under the MAE in Secondary Education (103).

#### *Program Completion Requirements*

A minimum of 18 graduate credit hours in biology is required for a major. A minimum of 12 graduate credit hours in biology is required for a minor. The remaining credit hours must consist of Teacher Leader (TCHL) courses in the School of Teacher Education. For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.

### **Biochemistry**

Biochemistry is the study of the most intricate of all chemical systems, living matter, and attempts to determine the chemical nature and chemical reactions in protoplasm - the basic material of living matter. Training in biochemistry provides many opportunities in teaching, research, and public service and provides excellent preparation for many other areas of basic and applied sciences.

Biochemistry courses are administered jointly by the Departments of Biology and Chemistry. The student should enroll either in the Department of Biology or the Department of Chemistry, depending upon the major emphasis, as the awarded degree is either a Masters in Biology or Chemistry. Enrollment requires

the completion of proper prerequisites in biology and chemistry. For further information, contact [Dr. Sigrid Jacobshagen](#) in the Department of Biology.

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## **Graduate Courses in Biology**

### **BIOL 400G Plant Physiology**

4 hours

Prerequisites: BIOL 120/121, and two semesters of chemistry. 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.

### **BIOL 403G Molecular Basis of Cancer**

3 hours

Prerequisites: BIOL 319/322 or equivalent course. 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.

### **BIOL 404G Electron Microscopy**

4 hours

Prerequisites: BIOL 222/223, 224/225 or permission of instructor. 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.

### **BIOL 405G Aquatic Insect Diversity**

2 hours

Prerequisite: Graduate Standing. The taxonomy and biology of the insects commonly encountered in freshwater habitats.

### **BIOL 407G Virology**

3 hours

Prerequisites: BIOL 150 or BIOL 319/ 322. Study of bacterial, animal and plant viruses. Emphasis on the molecular aspects of replication, expression, regulation and pathogenesis. Lecture, three hours.

### **BIOL 411G Cell Biology**

3 hours

Prerequisites: BIOL 319/322 or consent of instructor. No course description is available.

### **BIOL 412G Lab Cell Biology**

1 hour

No course description is available.

### **BIOL 415G Ecological Methods**

3 hours

Prerequisite: BIOL 315 or permission of instructor. A course emphasizing the collection, manipulation and analysis of ecological data using a variety of techniques in aquatic and terrestrial habits. Lecture, one hour; laboratory, four hours.

### **BIOL 430G Evolution: Theory and Process**

3 hours

Prerequisite or corequisite: Graduate standing. Study of the genetic, behavioral and ecological mechanisms leading to evolutionary change, and the role of evolutionary theory as a unifying framework in biology.

### **BIOL 446G Biochemistry I**

3 hours

Prerequisite: CHEM 314 or 340. Biochemical compounds and their role in metabolism.

**BIOL 447G Lab Biochemistry I**

2 hours

Prerequisite or corequisite: BIOL/CHEM 446. Selected experiments which illustrate biochemical principles. Five hours per week.

**BIOL 450G Recombinant Gene Technology**

3 hours

Prerequisite: BIOL 350 and BIOL 446. 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.

**BIOL 456G Ichthyology**

4 hours

Prerequisites: BIOL 224/225, and permission of instructor. 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.

**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.

**BIOL 459G Mammalogy**

3 hours

Prerequisites: BIOL 120/121. 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.

**BIOL 460G Parasitology**

4 hours

Prerequisites: BIOL 224/225. The morphology, physiology, life histories, control and economic significance of representative species. Lecture, two hours; laboratory, four hours.

**BIOL 467G Biochemistry II**

3 hours

Prerequisite: BIOL/CHEM 446. The reactions of living systems and an introduction to the mechanisms and energetics of metabolism. Lecture.

**BIOL 470G Pathogenic Microbiology**

4 hours

Prerequisites: BIOL 226/227, or permission of instructor. 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.

**BIOL 472G Applied and Environmental Microbiology**

4 hours

Prerequisites: BIOL 226/227, or consent of instructor. 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 micro-organisms and their environment. Lecture, three hours; laboratory, two hours.

**BIOL 473G Cave and Karst Environment**

3 hours

Prerequisites: BIOL 120/121 or equivalent. Discussion of biological diversity, groundwater and humanity's role in utilizing and conserving the unique features of karst areas and use of these areas in teaching. Course does not count toward the M.S. Options.

**BIOL 475G Independent Topics/Biology**

1-3 hours

Significant problems and developments of current interest in biology.



**BIOL 483G Multivariate Methods in Biology**

4 hours

Prerequisites: Junior standing and a course in statistics, or permission of instructor. Application of multivariate statistical analysis techniques to problems in the biological sciences. Principal component and factor analysis, canonical discriminant analysis, correspondence analysis, distance metrics and clustering, canonical correlation, repetitive sampling, randomization. Not a course in mathematical statistics; rather, emphasis is on experimental design, selection of appropriate methods for testing particular hypotheses, and the analysis of real data. Lecture, three hours; laboratory, two hours.

**BIOL 485G Field Biology**

1-4 hours

An intensive field experience on a biological or ecological topic. (course fee)

**BIOL 490G Plants as Alternative Therapeutics**

3 hours

Prerequisite: Consent of instructor. An exploration of plants used in traditional systems of medicine with an 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.

**BIOL 495G Molecular Genetics**

3 hours

Prerequisite BIOL 450G. A study of the molecular basis of genetics and heredity of prokaryotic and eukaryotic organisms. Lecture, three hours.

**BIOL 496G Plant Biotechnology**

4 hours

A course designed to illustrate the current advances in plant biotechnology and their potential application in agriculture, health and environment.

**BIOL 497G Aquatic Field Ecology**

4 hours

Prerequisites: BIOL 222/223 or BIOL 224/225 or BIOL 226/227; CHEM 120/121; or equivalent or graduate standing. 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.

**BIOL 500 Introduction to Graduate Studies and Research in Biology**

3 hours

Introduction to research techniques and experimental design, with an emphasis on on-going research at WKU. Also includes an introduction to research-related resources at WKU.

**BIOL 501 Biological Perspectives**

1-4 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.

**BIOL 503 Contemporary Research/Biology**

1 hour

Prerequisite: Admission to biology graduate program. 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.

**BIOL 505 Aquatic Insect Ecology**

2 hours

Prerequisite: Graduate standing or permission of instructor. Ecological functions, evolutionary adaptations, and indicators of environmental quality of aquatic insects.

**BIOL 506 Environmental Seminar**

1 hour

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. Repeatable twice for a maximum of three credit hours.

**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.

**BIOL 515 Advanced Ecology**

3 hours

Prerequisite: BIOL 315 or consent of instructor. 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. Lecture, three hours.

**BIOL 516 Investigations/Biology**

1-3 hours

Prerequisite: Permission of research project director. Research project completed under faculty supervision. Not applicable to MS thesis option.

**BIOL 518 Population Ecology**

2 hours

Prerequisites: Permission of instructor. 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.

**BIOL 519 International Wildlife Management and Policy**

2 hours

Prerequisites: Permission of instructor. 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.

**BIOL 522 Systematics and Evolution**

4 hours

Prerequisites: BIOL 430 or consent of instructor. Study of systematic theory and practice with a focus on current controversies. Taxonomic methods will be evaluated with an emphasis upon the use of taxonomic tools to reconstruct evolutionary relationships. Lecture, three hours; laboratory, two hours.

**BIOL 523 Biological Symbioses and Host-Parasite Associations**

3 hours

Prerequisites: Graduate standing. 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.

**BIOL 524 Evolution and Ecological Genetics**

3 hours

Prerequisites: BIOL 327 and 430 or consent of instructor. 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.

**BIOL 526 Physiological Ecology**

3 hours

Prerequisites: BIOL 330 or consent of instructor. Study of the physiological adaptations of animals that enhance their survival and/or permit them to exploit extreme environments. Lecture, three hours.

**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.

**BIOL 532 Behavioral Ecology**

3 hours

Prerequisites: Graduate standing. 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.

**BIOL 533 Behavioral Ecology Laboratory**

2 hours

Prerequisites: Graduate standing. 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.

**BIOL 535 Analytical Biochemistry**

3 hours

Equivalent: CHEM 535. Prerequisites: BIOL 446/G or CHEM 446/G or consent of instructor. An overview of the science of modern analytical and instrumental techniques with emphasis on techniques relevant to measurements in biochemistry and biology.

**BIOL 543 Environmental Science Concepts**

3 hours

Explores the inter-relationship among the science and technical disciplines that contribute to our understanding of the environment as a whole. Introduces research methods and core environmental science concepts. Prepares students to examine environmental science questions with an interdisciplinary outlook.

**BIOL 545 Animal Communication**

3 hours

Prerequisites: Graduate standing. An investigation of the principles and mechanisms by which animals produce and receive signals for each sensory modality (sound detection, vision, chemoreception, and electroreception).

**BIOL 550 Introduction to Biological Applications in Homeland Security**

3 hours

An introductory course in biological principals for students in Homeland Security with a limited biology background. Topics include cell structure/function, cellular information and energy flow, immune function, cellular and population genetics.

**BIOL 552 Biological Applications in Homeland Security I**

3 hours

Corequisite: BIOL 553. Prerequisites: BIOL 550 or permission of instructor. An advanced study of biological phenomena relevant to Homeland Security Concerns. Biol Apps to HLS I will focus on the recognized groups of pathogenic organisms to human and selected crops. Topics to be covered are types of pathogens, pathogenicity and virulence, control and detection, and dispersal mechanisms. Also, the immune response to infectious disease will be covered in depth with special attention toward understanding the functionality of the antibody.

**BIOL 553 Laboratory: Biological Applications in Homeland Security I**

1 hour

Corequisite: BIOL 552. Prerequisites: BIOL 550 or equivalent. The laboratory will provide students with knowledge in laboratory safety and manipulation, identification, and enumeration of microbial and viral cultures.

**BIOL 555 Laboratory: Biological Applications in Homeland Security II**

1 hours

Corequisite: EH 572. Prerequisite: BIOL 552/553 or permission of instructor. The laboratory will provide students with knowledge in laboratory immunological methodologies and analytical methods in DNA forensics.

**BIOL 560 Advanced Cell Biology**

3 hours

Prerequisite: BIOL 411 or equivalent. 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.

**BIOL 562 Advanced Biochemistry**

3 hours

Equivalent: CHEM 562. Prerequisites: BIOL/CHEM 446. 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. Lecture, three hours.

**BIOL 566 Advanced Molecular Genetics**

3 hours

Prerequisites: BIOL 495 or consent of instructor. Consideration of the molecular mechanisms for replication, gene expression and regulation of development.

**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.

**BIOL 569 Professional Work/Career Experience in Biology**

1-3 hours

Practical experience in a supervised work situation with a cooperative business, industry, nongovernmental, or governmental agency, emphasizing application of advanced knowledge and skills in specific areas of biology. May be repeated for a maximum of 3 hours.

**BIOL 570 Advanced Immunology**

3 hours

Prerequisites: BIOL 328 or consent of instructor. Cellular, biochemical, and molecular mechanisms of the immune response of multicellular organisms. Emphasis is on current scientific literature in the field.

**BIOL 577 Advanced Marine Biology**

3 hours

Prerequisite: Graduate standing. 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.

**BIOL 579 Mechanistic Toxicology**

3 hours

Prerequisites: graduate standing. 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.

**BIOL 582 Biometry**

3 hours

Prerequisites/corequisites: Graduate standing. Application of statistical techniques to problems in biological sciences. Emphasis is placed on hypothesis testing, use of linear models, randomization techniques, and non-parametric methods.

**BIOL 587 Environmental Law, Regulations, and Policy**

3 hours

An introduction to major environmental legislation for air, water, toxic and hazardous pollutants, and related legislative, administrative, and judicial developments. A broad overview of legal practices focused on specific regulatory programs.

**BIOL 598 Graduate Seminar**

2 hours

Oral presentation on selected topics in biology.

**BIOL 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**BIOL 600 Maintaining Matriculation**

1-6 hours

No course description is available.

**BIOL 601 Internship in College Instruction**

1 hour

Designed for prospective teachers of biology. Staff direction in preparing and giving lectures. Includes analyses of presentation and techniques. May be repeated.

**BIOL 675 Independent Advanced Topics/Biology**

1-3 hours

Selected topics in Biology.

Division of Computer Science

## Department of Chemistry

Cathleen Webb, Department Head  
Thompson Complex-Central Wing 444  
Phone: (270) 745-3457 | FAX: (270) 745-5361  
<http://www.wku.edu/chemistry/>

### Programs Offered

Chemistry (MS)  
Chemistry Education, major (MAE)  
Chemistry Education, minor (MAE)

### Master of Science: Chemistry, Ref. #059

#### Admission Requirements

In addition to Graduate Studies admission requirements, candidates for admission to this program must submit evidence of satisfactory completion of undergraduate curricula in chemistry. The Master of Science degree program in Chemistry has been designed around a core curriculum. In addition, a number of elective courses are offered in analytical, inorganic, and physical chemistry and in biochemistry. This program also offers options in Coal Chemistry, Biochemistry, and Teacher education.

Individuals interested in pursuing the Teacher Option should contact [Cathleen Webb](#) before applying.

#### Degree Requirements—Minimum of 30 hours

All candidates are required to complete a minimum of 30 semester hours of graduate work, including 24 semester hours of course work and 6 hours of thesis research. Students who have completed 3 core courses at the 500-level with a B average may elect to take CHEM 516 as part of the 24-hour course work requirement.

#### *Required Core—12 hours*

Students must complete 4 out of 5 core area requirements, and at least two of the core courses must be at the 500-level:

CHEM 435G Analytical Chemistry  
OR CHEM 531 Advanced Analytical Chemistry  
CHEM 446G Biochemistry  
OR CHEM 562 Advanced Biochemistry  
CHEM 420G Inorganic Chemistry  
OR CHEM 520 Advanced Inorganic Chemistry I  
CHEM 440G Organic Synthesis  
OR CHEM 541 Advanced Organic Chemistry II  
CHEM 452G Physical Chemistry  
OR CHEM 550 Advanced Physical Chemistry I

#### *Investigation Course—3 hours*

CHEM 580 Chemical Skills

The student must review the current chemical literature, prepare a written report, and prepare a laboratory research proposal appropriate for an MS degree in chemistry. The student must then present a well-documented plan of laboratory research that could be used to gather the data needed to support hypotheses offered in his/her research proposal. The student must also defend this plan in a formal meeting of his/her MS committee.

#### *Required Seminar—2 hours*

CHEM 598 Graduate Seminar requirements are to be satisfied according to the current departmental policy.

#### *Thesis—6 hours*

CHEM 599 requirements are to be satisfied by preparing two comprehensive literature reviews on topics chosen by the three (or more) members of the student's graduate committee. Each of these comprehensive

literature reviews should be the equivalent of at least the introduction to an MS thesis. At least one of the reviews must be appropriate for publication in a major journal in one of the six areas of chemistry offered by the department. Both reviews must be written in the style and format (ACS Style Guide) required by the department and University graduate study committees.

The six-hour thesis research requirements (CHEM 599) may be replaced by a cooperative research project (CHEM 596) conducted at a cooperating industrial or governmental laboratory.

#### *Electives*

Elective course work may be selected from among the core courses or other appropriate chemistry courses.

#### **Coal Chemistry Option Requirements**

Core Requirements plus

CHEM 490G Materials Chemistry

CHEM 591 Coal Chemistry Laboratory

#### **Biochemistry Option Requirements**

Core Requirements plus

CHEM 446G Biochemistry

CHEM 447G Biochemistry Laboratory

CHEM 467G Biochemistry II

#### **Teacher Option Requirements**

Students must complete at least one course in four of the six areas of chemistry offered by the department and at least two of the four courses must be at the 500-level. The courses which may be used to satisfy this requirement are:

CHEM 435G Analytical Chemistry

OR CHEM 531 Advanced Analytical Chemistry

CHEM 446G Biochemistry

OR CHEM 562 Advanced Biochemistry

CHEM 420G Inorganic Chemistry

OR CHEM 520 Advanced Inorganic Chemistry I

CHEM 440G Organic Synthesis

OR CHEM 541 Advanced Organic Chemistry II

CHEM 452G Physical Chemistry

OR CHEM 550 Advanced Physical Chemistry I

CHEM 446G/447G and CHEM 490G/591

No more than 12 of the required 30 hours of graduate work in chemistry can be at the 400G-level.

#### *Other chemistry courses are as follows:*

CHEM 430G Forensic Chemistry

CHEM 467G Biochemistry II

CHEM 450G Physical Chemistry I

CHEM 475G Advanced Topics in Chemistry

CHEM 516 Investigations in Chemistry (maximum of 3 credit hours)

#### *Additional Requirements for the Teacher Option*

1. Each student must complete at least 7 courses in the above lists.
2. All students must complete 3 hours of CHEM 580 (which counts for the research tool and does not count toward the 30-hour requirement), 2 hours of CHEM 598, and 6 hours of CHEM 599 or 596.

## Master of Arts in Education: Chemistry, major Ref. #061 or minor Ref. #005 Admission Requirements

Criteria vary, depending on the student's undergraduate institution and GPA:

1. WKU Graduate: No qualifying GAP\*\* score will be required for graduates of the WKU B.S. in Chemistry program, as long as they have or are eligible for a teaching certificate for Secondary Chemistry (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.
2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP\*\* score and must have or be eligible for a teaching certificate\* for Secondary Chemistry (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.
3. Graduate of an Out-of-State Institution of Higher Education Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP\*\* scores and must have or be eligible for a teaching certificate\* for Secondary Chemistry (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

*\*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.*

*\*\*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.*

## Degree Requirements

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 program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

*Important Note: 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.*

## Program Completion Requirements

A minimum of 18 graduate credit hours in chemistry is required for a major. A minimum of 12 graduate credit hours in chemistry is required for a minor. The remaining credit hours must consist of Teacher Leader (TCHL) courses in the School of Teacher Education. For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.



**Graduate Courses in Chemistry****CHEM 412G Introduction to Physical Chemistry**

1-5 hours

Prerequisites: CHEM 330, MATH 118. 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. (Not applicable to MS degree.)

**CHEM 420G Inorganic Chemistry**

3 hours

Prerequisites or corequisites: CHEM 352-353. Atomic and molecular structure, bonding theory, ionic substances, electron deficient compounds, acid-base theory and coordination chemistry.

**CHEM 425G Polymer Chemistry**

4 hours

Prerequisites: CHEM 342-343 and CHEM 330 with grade of C or better. 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.

**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.

**CHEM 435G Instrumental Analysis**

3 hours

Prerequisites: CHEM 452-453. Modern instrumental methods of analysis including spectroscopic, electroanalytical and chromatographic techniques.

**CHEM 440G Introduction to Synthetic Organic Methodology**

3 hours

Prerequisites: CHEM 342 with grades of C or better and graduate standing. An advanced course designed to address a broad spectrum of topics including an overview of the year-long organic chemistry sequence and a systematic treatment of modern synthetic organic chemistry focusing on basic reactions and methodologies.

**CHEM 446G Biochemistry**

3 hours

See Biochemistry.

**CHEM 447G Lab Biochemistry**

2 hours

See Biochemistry.

**CHEM 450G Physical Chemistry I**

3 hours

A study of theoretical chemistry, including such as gaseous state, solid state, liquid state, thermodynamics, thermochemistry and phase and chemical equilibria.

**CHEM 451G Lab Physical Chemistry I**

2 hours

A laboratory to accompany CHEM 450G and includes experiments on state of matter, surface phenomena, macromolecules, thermochemistry, thermodynamics and equilibria. Pre-lab lecture and laboratory meets four and one-half hours per week.

**CHEM 452G Physical Chemistry II**

3 hours

A continuation of CHEM 450G including studies of kinetics, atomic and molecular structure, theory of chemical bonding, electromotive force and selected topics.

**CHEM 453G Lab Physical Chemistry II**

2 hours

A laboratory to accompany CHEM 452G and includes experiments on chemical kinetics, spectroscopy, molecular structure, electrochemistry and mass spectroscopy. Pre-lab lecture and laboratory meets four and one-half hours per week.

**CHEM 462G Bioinorganic Chemistry**

3 hours

See Biochemistry.

**CHEM 467G Biochemistry**

3 hours

See Biochemistry.

**CHEM 470G Chemistry/Middle School**

2-4 hours

Prerequisite: CHEM 108, or CHEM 123, or permission of instructor. Chemical theories and principles in the middle school science curricula. (Elective credit only)

**CHEM 475G Selected Topics in Chemistry**

1-3 hours

Topics in analytical, biochemical, coal, inorganic, organic, physical and polymer chemistry. May be repeated with different topic.

**CHEM 476G Advanced Laboratory Investigations in Chemistry**

2 hours

Prerequisite: CHEM 314, or 343. 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.

**CHEM 490G Materials Chemistry**

3 hours

Prerequisites: CHEM 412 or CHEM 452 or CHEM 330. 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.

**CHEM 491G Materials Chemistry Laboratory**

3 hours

Prerequisite: CHEM 412 or CHEM 452 and CHEM 330 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.

**CHEM 500 Fundamentals of Chemistry**

3 hours

Prerequisite: Undergraduate minor in chemistry. Fundamental principles, theories, and laws of chemistry. (Not applicable to the MS degree)

**CHEM 506 Chemical Environmental Seminar**

3 hours

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 multi-disciplinary perspective. Required for the MS environmental Science emphasis degrees.

**CHEM 516 Laboratory Investigations**

1-3 hours

Review of chemical literature on topics of individual interest. Includes reports and proposals for further research.

**CHEM 520 Advanced Inorganic Chemistry**

3 hours

Prerequisites: CHEM 420, 452, or equivalent. Various aspects of coordination chemistry.

**CHEM 531 Advanced Analytical Chemistry**

3 hours

Prerequisite: CHEM 435, or permission of instructor. Survey of selected topics in modern instrumental methods of chemical analysis. Includes instrumental techniques not covered in CHEM 435.

**CHEM 535 Analytical Biochemistry**

3 hours

Equivalent: BIOL 535. Prerequisite: CHEM 446/G or BIOL 446/G or consent of instructor. An overview of the science of modern analytical and instrumental techniques with particular emphasis on techniques relevant to measurements in biochemistry and biology.

**CHEM 540 Organic Reactions**

3 hours

Prerequisite: Permission of instructor. Modern synthetic methods used in organic chemistry.

**CHEM 541 Advanced Organic Chemistry**

3 hours

Prerequisites: CHEM 342 and CHEM 452. Modern physical-organic chemistry including bonding, stereochemistry, reaction mechanisms, concerted reactions, photo-chemistry, and free-radical reactions.

**CHEM 543 Environmental Science Concepts**

3 hours

Prepare students to enter into the study of environmental sciences at a graduate level. Research methods and core environmental science concepts. Students examine science questions with an interdisciplinary outlook and work in research teams.

**CHEM 550 Advanced Physical Chemistry**

3 hours

Prerequisite: CHEM 452, MATH 227, or equivalents. Covers thermodynamics, kinetics and molecular structure in preparation for graduate study or research.

**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.

**CHEM 562 Advanced Biochemistry**

3 hours

Equivalent: BIOL 562. 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. Lecture, three hours.

**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.

**CHEM 570 Lecture Demonstration Techniques**

3 hours

Prerequisite: CHEM 452 or permission of instructor. The design and operation of meaningful lecture demonstrations in chemistry.

**CHEM 572 Detection/Analysis of Chemical Agents and Explosives Lecture**

3 hours

Corequisite: CHEM 573. Prerequisite: CHEM 560. An advanced study of the fundamental principles and applications for detection/analysis of chemical threats.

**CHEM 573 Detection/Analysis of Chemical Agents and Explosives Laboratory**

1 hour

An applications laboratory for detection/analysis of chemical threats.

**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.

**CHEM 581 Spectroscopy**

3 hours

Prerequisites: CHEM 342 and 452 or CHEM 550. Application of nuclear magnetic resonance, ultraviolet, infrared and mass spectrometry to solving chemical structures.

**CHEM 586 Advanced Materials Chemistry**

3 hours

Prerequisites: CHEM 412 or CHEM 452 or CHEM 330 or equivalent or CHEM 490G/491G. Lecture and laboratory activities designed to highlight the role of chemistry in the design, preparation and processing of advanced materials. Through characterization of advanced materials students learn advanced methods and technologies in development of functional materials for different applications.

**CHEM 587 Environmental Law**

3 hours

Prerequisites: CHEM 500. 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 with focus on specific regulatory programs.

**CHEM 589 Internship in Chemistry II**

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.

**CHEM 590 Coal Chemistry**

3 hours

Prerequisites: CHEM 342, 452, or equivalent. Extensive survey of coal science topics including the geological and chemical aspects of coal formation, as well as coal resources, handling, conversion, and utilization. The organic chemistry and reactivity of coal in combustion and conversion processes will be emphasized.

**CHEM 591 Coal Chemistry Laboratory**

3 hours

Prerequisite: CHEM 330, or equivalent. Analytical chemistry of coal including coal sample preparation, characterization, and analysis will be studied. Analyses as specified by the American Society for Testing and Materials (ASTM) will be emphasized. Recent developments in methods and instrumentation used in coal analysis will be studied.

**CHEM 592 Remediation of Chemical Agents**

3 hours

Corequisite: CHEM 593 Prerequisite: CHEM 560. Required for students enrolled in the MS in Homeland Security Science program. Students will be educated in a number of current chemical agents and explosive threats that serve to undermine homeland security in the United States. Students will also learn of chemical techniques and countermeasures to address these threats.

**CHEM 593 Remediation of Chemical Agents Laboratory**

1 hour

Corequisite: CHEM 592 Prerequisite: CHEM 560. Required for students enrolled in the MS in Homeland Security Science program. Students will be educated in a number of current chemical agents and explosive threats that serve to undermine homeland security in the United States. Students will also learn of chemical techniques and countermeasures to address these threats.

**CHEM 595 Scientific Writing in Chemistry**

1-6 hours

Prerequisites/corequisites: CHEM 596/CHEM589 or permission of instructor. A course to build and enhance students' writing skills when preparing lab reports, scientific articles and other professional communications.

**CHEM 596 Practicum Research Experience in Chemistry**

1-10 hours

Prerequisite: CHEM 589 (Research Proposal) or permission of instructor. A student will work under the direction of a faculty advisor on a project proposed by the student in CHEM 596 or a project of mutual scientific interest. This research will lead to a thesis in chemistry.

**CHEM 597 Cooperative Research**

1-10 hours

Prerequisite: Student must have completed one academic year of the course work in Chemistry. Research at a cooperating laboratory leading to a thesis in coal chemistry.

**CHEM 598 Graduate Seminar**

0.5 hours

Required each semester for all MS Chemistry students. Attendance is required of all full-time graduate students.

**CHEM 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**CHEM 600 Maintaining Matriculation**

1-6 hours

No course description is available.

**CHEM 799 Doctoral Research/Chemistry**

1-6 hours

No course description is available.

## Department of Computer Science

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### Master of Science: Computer Science, Ref. #117

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.

#### Admission requirements

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 that adheres to the university minimum. In addition, applicants must have completed approximately two years of undergraduate study in computer science and mathematics, including a year of calculus. Minimum requirements include knowledge of programming in a high level language including data structures, computer organization, discrete structures, software engineering and operating systems.

An applicant without a GRE score from Navitas may be admitted if the applicant satisfies the following criteria:

1. Completion of the courses required by Navitas with a GPA of 3.0 or higher.
2. The applicant has a baccalaureate degree in Computer Science, Computer Engineering, Information Systems, Electrical Engineering, Mathematics, or Statistics from an accredited university.
3. The applicant has no more than three deficiency courses as defined in the general admission criteria. The department has the right to assess course deficiencies for the applicants admitted to our program. Course deficiencies are based on the academic transcript.

#### Degree Requirements—30 hours plus Research Tool

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 Research Methods and Projects.

##### *Required Core—15 hours*

CS 445G Operating Systems II  
CS 530 Automata Theory and Compiler Construction  
CS 543 Advanced Database Systems  
CS 549 Analysis of Algorithms  
CS 560 Software Engineering and Project Management

##### *Approved Electives—15 hours*

Five elective computer science courses approved by graduate advisor

##### *Research Tool—3 hours*

CS 500 Research Methods and Projects

##### *Net-Centric Concentration*

Student may elect the “net-centric” concentration. Students who choose the “net-centric” concentration must take:

CS 450G Computer Networks

Six hours from:

CS 550 Advanced Topics in Computer Networks (up to six credit hours)

CS 570 Security in Computing

**Graduate Courses in Computer Science****CS 405G Numerical Analysis I**

3 hours

Prerequisites: MATH 237 or 307 or 310; and CS 180 or CS 146 or permission of instructor. Crosslisted with Math 405G.

**CS 406G Numerical Analysis I**

3 hours

Prerequisites: MATH 237, 307 and 331; and either MATH 405 or CS 405. Crosslisted with Math 406G.

**CS 443G Database Management Systems**

3 hours

Prerequisites: CS 280 and CS 360 or permission of instructor. Organization and management of large data files, various database paradigms, database design theory, query optimization, physical database design, database security, distributed databases. Credit will not be given for CS 443 or CS 443G once credit has been received for CS 543.

**CS 445G Operating Systems II**

3 hours

Prerequisite: CS 425. Advanced study of modern operating system theory and practice. Topics include distributed system structures and coordination, distributed file systems, and protection and security.

**CS 446G Interactive Computer Graphics**

3 hours

Prerequisites: CS 338, MA 307. 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.

**CS 450G Computer Networks**

3 hours

Prerequisite: CS 425 or permission of instructor. An advanced study of the design and implementation of computer networks. Topics include network topologies, switching techniques, routing, end-to-end protocols, quality of service, and other advanced topics, e.g. wireless networks and multimedia networks. Credit will not be given for CS 450 or CS 450G once credit has been received for CS 550.

**CS 456G Artificial Intelligence**

3 hours

Prerequisites: CS 338, 360. Problems having no plausible algorithmic solution, their computer representations and solutions which usually involve heuristics.

**CS 460G Software Engineering II**

3 hours

Prerequisite: CS 360 or equivalent. Examination of critical theoretical problems underlying software engineering, including the rigorous treatment of software metrics, cost-estimating, object-oriented design, real time systems, etc.

**CS 475G Topics/Computer Science**

1-3 hours

Prerequisite: Permission of instructor. Significant problems and developments in computer science. May be repeated for 6 hours.

**CS 500 Research Methods/Computer Science**

3 hours

A graduate level overview of problem-solving techniques and skills for computer-based systems including solution design and implementation. Topics include a team project to develop practical skills in documentation, communication, and module interfacing. The course may be used only in fulfilling the research tool requirement and may not be used toward an undergraduate degree in computer science.

**CS 530 Automata Theory and Compiler Construction**

3 hours

Prerequisite: CS graduate student status. 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.

**CS 541 Theory of Computation**

3 hours

Prerequisite: CS 530 An advanced study of the theory of computing, including languages, finite automata, grammars, Turing machines, complexity and computability.

**CS 543 Advanced Database Systems**

3 hours

Prerequisite: CS 443 or equivalent. 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.

**CS 544 Compiler Theory/Design**

3 hours

Prerequisite: CS 500 and CS 530 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.

**CS 545 Systems Programming**

3 hours

Prerequisite: CS 445. 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.

**CS 549 Analysis of Algorithms**

3 hours

Prerequisite: CS 338. Methods (algorithms) for solving a variety of problems on computers and the relative efficiency of these algorithms.

**CS 550 Advanced Topics in Computer Networks**

3 hours

Prerequisites: CS 450G or equivalent. Advanced topics in computer networks. Selected topics may include embedded systems, mobile computing, or other current development in computer networks. Students can get up to 6 credits for this course under different topics with the permission of the academic advisor. Students will not get credit for CS 450G if they have already taken CS 550 or are currently taking CS 550.

**CS 560 Software Engineering and Project Management**

3 hours

Prerequisite: CS 360 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.

**CS 562 Parallel and Distributed Computing**

3 hours

An introduction to parallel and distributed computing. The development, implementation, and analysis of parallel algorithms will be studied.

**CS 565 Data Mining Techniques and Tools**

3 hours

Prerequisite: CS 443G or equivalent. 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.



**CS 568 Computer Vision**

3 hours

Prerequisites/corequisites: CS 380 or CS 500. 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.

**CS 570 Security in Computing**

3 hours

Prerequisite: CS 445G or CS 450G or equivalent. 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.

**CS 595 Advanced Topics/Computer Science**

1-3 hours

Prerequisite: 9 hours of CS and permission of instructor. Significant problems and current developments in computer science. May be repeated with a different topic for a maximum of 6 hours.

**CS 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**CS 600 Maintain Matriculation**

1-6 hours

No course description is available.

## Department of Geography and Geology

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<http://www.wku.edu/geoweb>

### Programs Offered

Geoscience (MS)  
 Geography Education for Teacher Leaders, major (MAE)  
 Geography Education for Teacher Leaders, minor (MAE)  
 Geographic Information Science (Certificate)

### Master of Science: Geoscience, Ref. #072

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.

### Admission Requirements

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

### Degree Requirements—minimum of 30 hours

*Program Core—17-18 hours*

GEOS 500 Geoscience Research (4 hours)  
 GEOS 520 Geoscience Data Analysis (4 hours)

Students choose one of the following methods courses based on their Research Concentration:

Physical Science: GEOS 502 Field Research (4 hours)  
 Geographical Information Science: GEOS 523 Urban GIS Applies (4 hours)  
 Cultural Science: GEOS 530 Seminar in Cultural Geography (4 hours)  
 Environmental Science: GEOS 587 Environmental Law & Policy (3 hours)  
 Climate Science: GEOS 555 Global Environmental Change (3 hours)

GEOS 599 Thesis Writing and Research

*Concentration Electives\*\*—12-13 hours*

At least 12 hours of graduate coursework in the specified Research Concentration approved by the thesis director and selected from the following electives

#### Physical Science

GEOS 510 Research Topics (3 hours)  
 GEOS 515 Remote Sensing (4 hours)  
 GEOS 521 Geomorphology (3 hours)  
 GEOS 559 Hydrological Fluid Dynamics (3 hours)  
 GEOS 566 Karst Geoscience (3 hours)  
 GEOS 595 Geoscience Practicum (3 hours)  
 GEOG 427G Water Resources (3 hours)  
 GEOG 428G Applied Groundwater (3 hours)  
 GEOL 4xxG Any Geology course (3 hours)

#### Cultural Science

GEOS 507 Concepts & Skills Teach (3 hours)

GEOS 510 Research Topics (3 hours)  
GEOS 525 Political Geography (3 hours)  
GEOS 534 Historic Preservation (3 hours)  
GEOS 540 Regional Geography (3 hours)  
GEOS 550 Economic Geography (3 hours)  
GEOS 580 Urban Geography (3 hours)  
GEOS 585 Population Geography (3 hours)  
GEOS 595 Geoscience Practicum (3 hours)  
GEOG 451G Geography Kentucky (3 hours)

#### Geographical Information Science

GEOS 510 Research Topics (3 hours)  
GEOS 515 Remote Sensing (4 hours)  
GEOS 517 Spatial Databases (3 hours)  
GEOS 577 Special Topics GIS (3 hours)  
GEOS 584 Advanced Planning (3 hours)  
GEOS 590 Experimental Design (3 hours)  
GEOS 595 Geoscience Practicum (3 hours)  
GEOG 417G GIS Analysis (3 hours)  
GEOG 419G GIS Programming (3 hours)

#### Environmental Science

GEOS 505 Biogeography (3 hours)  
GEOS 506 Environment Seminar (3 hours)  
GEOS 510 Research Topics (3 hours)  
GEOS 515 Remote Sensing (4 hours)  
GEOS 543 Env Science Concepts (3 hours)  
GEOS 544 Environmental Ethics (3 hours)  
GEOS 571 Quality of Life (3 hours)  
GEOS 595 Geoscience Practicum (3 hours)  
GEOG 474G Environment Planning (3 hours)  
GEOL 415G Environmental Geology (3 hours)

#### Climate Science

GEOS 510 Research Topics (3 hours)  
GEOS 515 Remote Sensing (4 hours)  
GEOS 522 Physical Climatology (3 hours)  
GEOS 533 Synoptic Meteorology (3 hours)  
GEOS 535 Dynamic Meteorology II (3 hours)  
GEOS 537 Mesoscale Meteorology (3 hours)  
GEOS 538 Physical Meteorology (3 hours)  
GEOS 539 Atmospheric Modeling (3 hours)  
GEOS 595 Geoscience Practicum (3 hours)  
GEOG 424G Weather Analysis (3 hours)

*\*\* A maximum of six hours of advisor-approved electives that are consistent with the student's Research Concentration interests may be selected from other departments or from other Geoscience concentrations*

With approval of the advisory committee, a student may take a maximum of six hours outside the Department. No more than 9 hours of course work can be taken at the 400G-level under either plan.

*Note: Applicants for the Master of Science in Geoscience must meet the University GAP score requirement for admission.*

## Master of Arts in Education: Geography Education for Teacher Leaders, major Ref.#0444 or minor Ref. #011

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.

### Admission Requirements

1. WKU Graduate: No qualifying GAP\*\* score will be required for graduates of the WKU B.S. in Geology program (Earth and Space Science emphasis), the B.A. in Social Studies program, or any other baccalaureate degree program that led to initial certification for teaching geography, as long as applicants have or are eligible for a teaching certificate for Geography, Earth and Space Science, or Social Studies (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.
2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP\*\* score and must have or be eligible for a teaching certificate\* for Geography, Earth and Space Science, or Social Studies (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.
3. Graduate of an Out-of-State Institution of Higher Education: Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP\*\* scores and must have or be 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.

*\*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.*

*\*\*Qualifying GAP Score: 2200 or higher (GRE score multiplied by the under-graduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher.*

### Degree Requirements

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. During the first course in the professional education portion of the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 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. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. Courses below in bold are required.

*Important Note: 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.*

#### *Cultural Geography Emphasis*

**EDU or GEOS 507 Geographic Concepts and Skills for Teachers (3)**

Two regional geography courses (6)  
 Two topical geography courses (6)  
 Geography elective (3)

*Earth Science Emphasis*

**GEOL 511 Dynamic Earth (3)**

Approved content courses (15)

\*(Students may choose 6 hours of content courses from Agriculture, Biology, Chemistry, or Physics with approval of the program advisor.)

*Secondary Education Minor*

For the minor in Secondary Education students must complete a total of at least 12 hours in education course work, including the following:

Professional Education Core: 9-16 hours

**TCHL 500 Foundations of Teacher Leadership (3)**

**TCHL 530 Curriculum Development (3)**

TCHL 540 Classroom Instruction: Instructional Strategies (1)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1)

TCHL 548 Classroom Instruction: Managing Learning Environment (1)

TCHL 550 Student Assessment I: Fundamentals Student Assessment (1)

TCHL 554 Student Assessment II: Standardized Testing (1)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2)

**TCHL 560 Action Research for Teacher Leaders (3)**

Education Electives—0-3 hours

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 Principles of Action Research for Teacher Leaders is strongly recommended.

*Secondary Education Mid-Point Assessment Requirements*

To ensure that all Master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Candidates may only complete 6 hours in their specialized coursework before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.

*Total Program Hours: 30-34*

*Program 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.

**Certificate: Geographic Information Science, Ref. #203**

Geographic Information Science (GIS) technology is widely used in business, industry, government, and education. This 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.

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

**Certificate Requirements—minimum of 12 hours**

The Certificate is offered by the Department of Geography & Geology. It consists of a series of four graduate courses taken for a minimum of 12 credit hours. At least four different courses must be taken for the Certificate.

*Courses selected from*

GEOG 417G GIS Analysis and Modeling  
GEOG 419G GIS Applications Development  
GEOS 515 Remote Sensing Applications  
GEOG 517 Spatial Databases  
GEOS 520 Geoscience Statistical Methods  
GEOS 523 Urban GIS Apps  
GEOS 577 Special Topics in GIS  
GEOS 590 Experimental Design  
GEOS 595 Geoscience Practicum

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**Graduate Courses in Geography and Geoscience****GEOG 416G Remote Sensing: Principles and Applications to Environment and Planning**

3 hours

Prerequisites: GEOG 317, or instructor's permission. Remote-sensing techniques and their application in the study of the biophysical environment through use of satellite imagery, including visible, infrared, and radar data.

**GEOG 417G GIS Analysis and Modeling**

3 hours

Prerequisites: GEOG 317 and GEOG 319, or instructor's permission. Develops expertise with a broad range of spatial analysis functions applied within a cartographic modeling framework.

**GEOG 419G GIS Applications Development**

3 hours

Prerequisite: GEOG 417G and CS 146. Planning and implementing GIS within an organization. Designing and developing GIS applications to support spatial decision making.

**GEOG 420G Geomorphology**

1-4 hours

The origin, history, and characteristics of landforms produced by fluvial, glacial, wind and wave erosion and by masswasting and ground-water.

**GEOG 421G Advanced Geomorphology**

3 hours

Prerequisite: GEOG 420. Landform development under processes associated with running water. Principal topics are: climate and geomorphic processes; weathering; the drainage basin as a geomorphic unit; channel form; hillslope characteristics; drainage pattern evolution, etc.

**GEOG 422G Climatology**

1-4 hours

This course presents the elements of climate and their world distribution with emphasis on climatic controls and processes; surveys the influences of climates on environment; introduces climatic classification systems and climatological regions of the world.

**GEOG 423G Transport, Location, and GIS**

3 hours

Prerequisite: GEOG 317, or permission of instructor. The problems of interaction, diffusion and information transfer as they appear in a spatial context.

**GEOG 424G Weather Analysis and Forecasting**

3 hours

Analysis of the atmosphere using satellite and radar imagery. Weather forecasting techniques using surface and upper air data are also examined.

**GEOG 426G Meteorology and Climatology**

3 hours

Prerequisite: GEOG 422 or permission of instructor. 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.

**GEOG 427G Water Resources**

3 hours

Prerequisite: GEOG 310. Opportunities and constraints of natural hydrologic processes in maintaining or reclaiming environmental quality. Storm water runoff, floods, droughts and water resources planning, development and management.

**GEOG 428G Appl/Groundwater Hydrology**

4 hours

Prerequisites: GEOG /GEOL 310 and GEOL 440. Groundwater contamination and procedures used in groundwater investigations. Regulations, monitoring wells, groundwater flow, tracer studies, aquifer pumping tests, contaminant plumes, groundwater modeling, remediation and cleanup.

**GEOG 430G Cultural Geography**

3 hours

Prerequisites: 6 hours of cultural geography, or instructor's permission. Examines the concept of culture as it relates to the geographic landscape. Topics include the built environment, symbolic landscapes, representation of place in film, literature, photography, music, subaltern geographies, landscapes and cultures of work, and place-situated identity. Course provides an overview of research methods and themes in cultural geography. Field trip and field research required.

**GEOG 431G Dynamic Meteorology I**

3 hours

Prerequisites: GEOG 424 and MATH 237 and PHYS 265, or permission of Instructor. Earth's troposphere focusing on fundamental topics, the basic governing equations of motion in the atmosphere, and dry thermodynamics.

**GEOG 434G Historic Preservation: Principles and Practices**

3 hours

Historic preservation methodology and practice as related to urban, small town, and rural neighborhoods. Includes historic preservation law and impact statements. Field project required.

**GEOG 451G Geography of Kentucky**

3 hours

Regional study assessing the natural and human resources with special attention to current ecological, social, and economic problems. Field experience required.

**GEOG 454G Geography of Middle America**

3 hours

A regional analysis of Mexico, Central America, and the West Indies.

**GEOG 462G Geography of South America**

3 hours

Physical and cultural bases of South America's geographic patterns with an emphasis on problems of urban and regional development.

**GEOG 464G Europe**

3 hours

A geographical analysis of Europe.

**GEOG 465G Geography of Asia**

3 hours

Regional differences with emphasis on the distribution and activities of the peoples relative to the natural and economic setting and to problems of development.

**GEOG 466G Africa**

3 hours

Geographic survey, assessing the relationships of the physical and cultural patterns to actual and potential economic development.

**GEOG 467G Geography of the Middle East**

3 hours

Various aspects of the sequent occupation of Southwestern Asia and surrounding regions mentioned in the Bible.

**GEOG 473G Cave and Karst Environment**

3 hours

Prerequisites: BIOL 120, 121 or equivalent. Discussion of biological diversity, groundwater and humanity's role in utilizing and conserving the unique features of karst areas and use of these areas in teaching.

**GEOG 474G Environmental Planning**

3 hours

An advanced integrative course in environmental science and planning dealing with urban and rural areas. Emphasis on ecological planning strategies for improving climatic conditions, conserving water and optimizing vegetative and aquatic habitats while allowing for sustainable economic development at reduced cost.

**GEOG 479G Industrial and Commercial Geography**

3 hours

Prerequisite: GEOG 350 or permission of instructor. Manufacturing and commercial activities and facilities related to assembling of raw materials and distribution of products.

**GEOG 484G Planning: Theory/Appl**

3 hours

Planning theory, practice, and organizational structure.

**GEOG 488G Rural Planning**

3 hours

Principles and practices of rural planning with emphasis on the relationships between planning and economic, social, and ecologic problems in the rural setting.

**GEOG 492G Spatial Analysis**

3 hours

Prerequisites: GEOG 300, 491 or equivalent. History and philosophy of spatial analysis. Applications of spatial analytical techniques in an interactive computer-based environment.

**GEOG 497G Spatial Dec Supp Sys**

3 hours

Prerequisite: GEOG 350. Theory of locational decision making. Application of locational models in an interactive computer-based environment. The following graduate course, specially designed for teachers of natural and earth science, is offered in Geology.

**GEOS 500 Geoscience Research and Literacy**

4 hours

Development of geographic research skills with emphasis on posing of research problems, documentation, organization, and presentation.

**GEOS 501 Geoscience and Development**

3 hours

Topical seminar examining current issues and trends of the discipline and related fields, recent research, and the role of science in society, technology and culture.



**GEOS 502 Geoscience Field Research Methods**

4 hours

An introduction to field techniques and methodology. Surveying, sampling, and water testing are emphasized.

**GEOS 505 Biogeography**

3 hours

Prerequisites: Introductory courses in geography and/or biology, and permission of the instructor. The evolutionary, geographical, ecological, pedological, and edaphic factors involved in the naturalization, acclimatization, and distribution of plant and animal life.

**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 multi-disciplinary perspective. Required for the MS Environmental Science emphasis degree.

**GEOS 507 Geography for Teachers**

3 hours

Equivalent: EDU 507. 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.

**GEOS 510 Geoscience Research Topics**

1-3 hours

Supervised independent research in applied or basic geoscience topics.

**GEOS 515 Remote Sensing Applications**

4 hours

Prerequisite: GEOG 317 or permission of instructor. Applications of remote sensing, analysis of current systems in use globally, and use of data for research and policy. A research project that allows students to apply remote-sensing techniques to an area of investigation is required. Associated laboratory work includes RS techniques (course fee).

**GEOS 517 Spatial Databases**

3 hours

Prerequisites: GEOG 417G AND GEOG 419G OR Instructor's Permission. 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. (Course fee required.)

**GEOS 520 Geoscience Statistical Methods**

4 hours

Prerequisites: GEOG 391 or equivalent. Multivariate statistical methods for analyzing and modeling spatial data and processes. Regression methods, including spatial autoregressive and spatial varying parameter models. Principal components, cluster analysis and other multivariate methods. Applications in an interactive computer-based environment.

**GEOS 521 Seminar in Geomorphology**

3 hours

Prerequisites: GEOG 420 or equivalent, and 3 hours in upper level physical geography or geology. 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.

**GEOS 522 Seminar in Physical Climatology**

3 hours

Prerequisites: GEOG 424 and MATH 237 and PHYS 265, or permission of instructor. Addresses the complexity of climactic processes at multiple spatial and temporal scales, and from selected theoretical and practical perspectives.

**GEOS 523 Urban GIS Applications**

4 hours

Prerequisites: GEOG 417G and GEOG 419G or special instruction of the instructor. 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 required.)

**GEOS 524 Meteorology Science Teachers**

3 hours

Basic weather course with emphasis on new developments and applications in the classroom.

**GEOS 525 Seminar in Political Geography**

3 hours

No course description is available.

**GEOS 530 Seminar in Cultural Geography**

4 hours

Prerequisite: GEOG 430 or permission of instructor. Seminar-field experience. Covers cultural origins and dispersals, environmental perception and behavior, and resulting consequence upon the geographic landscape.

**GEOS 533 Seminar in Synoptic Meteorology**

3 hours

Prerequisites: GEOG 424 and MATH 237 and PHYS 265, or permission of Instructor. 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.

**GEOS 534 Historic Preservation Planning**

3 hours

Prerequisite: GEOG 434G. Field application of historic preservation method and techniques.

**GEOS 535 Seminar in Dynamic Meteorology II**

3 hours

Prerequisites: GEOG 431G or permission of instructor. Phenomena related to large-scale tropospheric dynamics. Topics include moist and dry thermodynamics, applications of balanced flow, boundary layer processes, and vorticity.

**GEOS 537 Seminar in Mesoscale Meteorology**

3 hours

Prerequisites: GEOG 424, MATH 237, and PHYS 265, or permission of instructor. Use of mesoscale analysis techniques in the prediction of convective precipitation systems, including severe thunderstorms, tornadoes, and hurricanes.

**GEOS 538 Seminar in Physical Meteorology**

3 hours

Prerequisites: GEOG 424, MATH 237, and PHYS 265, or permission of instructor. Microscale analytic techniques related to radiative transfer in the atmosphere, cloud and precipitation processes, and dry and moist thermodynamics.

**GEOS 540 Advanced Regional Geography**

3 hours

Prerequisites: Two courses in regional geography and consent of instructor. The regional method as a basic approach to geographic research via one or more major regional units.

**GEOS 543 Environmental Science Concepts**

3 hours

Provides students a fundamental understanding of the inter-relationship between the science and technical disciplines that contribute to our understanding of the environment as a whole. Students are exposed to the unique challenges facing environmental scientists, both from a practitioner and researcher perspective.

Students learn to utilize their discipline-specific background in conjunction with an understanding of the roles and impacts of other disciplines to solve environmental problems.

**GEOS 544 Practical Environmental Ethics**

3 hours

Prerequisite: GEOG 280 or Equivalent Course. 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.

**GEOS 550 Advanced Studies in Economic Geography**

3 hours

Prerequisites: GEOG 350, 478 or 479, and permission of instructor. An examination of the major theories in economic geography.

**GEOS 555 Global Environmental Change**

3 hours

Prerequisites: GEOG 280, or instructor's permission. Examines key themes in environmental change at the global scale, environmental policy formation, and relevance of environmental change for policy implementation and assessment.

**GEOS 559 Hydrological Fluid Dynamics**

3 hours

Prerequisites: GEOG or GEOL 310; and MATH 136 (or equivalent) with a grade of C or better. Focus on how fluids respond to the application of forces and their impact on the movement of natural waters within the context of the hydrologic cycle. (Field trips required.)

**GEOS 560 Settlement Geography**

3 hours

Prerequisite: GEOG 430 or consent of instructor. Sources and philosophies of settlement studies. Investigations of selected settlement patterns with emphasis on rural and rural non-farm settlement; farmstead, hamlet, village and town, and functionally related features, architectural style, and functional rationale.

**GEOS 566 Karst Geoscience**

3 hours

Prerequisites/corequisites: GEOS 500, or permission of instructor. Focus on the geological, geomorphological, and hydrological processes of karst landscapes, including human-environment interactions over time, with emphasis on the characterization, distribution, and function of various karst systems. Field trips and field-based exercises are required.

**GEOS 571 Quality of Life: Environmental Problems and Ecological Solutions**

3 hours

Seminar approach to developing critical ecological sensitivity through analysis of past and present environmental problems, implemented and alternative solutions.

**GEOS 577 Special Topics in Geographic Information Systems**

3 hours

Prerequisites: GEOG 417G and GEOG 419G. 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 (course fee).

**GEOS 580 Seminar Urban Geography**

3 hours

Analysis of problems of American cities.

**GEOS 584 Advanced Planning**

3 hours

Prerequisite: GEOG 484. Analysis of advanced topics and results of recent research in city and regional planning.

**GEOS 585 Advanced Studies in Population Geography**

3 hours

Prerequisite: Permission of instructor. Seminar approach to regional and world problems in human population.

**GEOS 587 Environmental Law, Regulations, and Policy**

3 hours

An introduction to major environmental legislation for air, water, toxic and hazardous pollutants; and related legislative, administrative, and judicial developments. The course provides a broad overview of legal practices and focuses on specific regulatory programs.

**GEOS 590 Experimental Design and Data Analysis**

3 hours

Prerequisite: GEOG 491 or permission of instructor. (Cross-listed with Agriculture 590). Statistical consideration in experimental design: Covariance, multiple regression, factorial design, incomplete block designs, etc.

**GEOS 595 Geoscience Practicum**

3-6 hours

Prerequisites: GEOS 500, 502 and 520. Supervised geoscience practicum experience in a cooperating government or private agency, business, or community.

**GEOS 599 Thesis Writing and Research**

1-6 hours (6 total)

No course description is available.

**GEOS 600 Maintain Matriculation**

1-6 hours

No course description is available.

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**Graduate Courses in Geology****GEOL 405G Paleontology**

1-4 hours

Prerequisites: GEOL 112 and 114 and BIOL 120-121 or permission of instructor. A basic course in paleobiology including the nature of the fossil record, preservation, basic factors and theories relating to the origin and development of living systems and the process of evolution, the species concept, systematics, and paleoecology. Major invertebrate taxa with a significant fossil record are also studied. Laboratory work includes the examination, description, and classification of fossil specimens.

**GEOL 415G Environmental Geology**

3 hours

Prerequisite: GEOL 111-113 or 102 or GEOG 100 or permission of instructor. 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.

**GEOL 420G Geomorphology**

1-4 hours

(Cross-listed with geography.) Prerequisite: GEOG 100 or GEOL 111. The study of the origin, history, and characteristics of landforms produced by fluvial, glacial, wind, and wave erosion and mass-wasting and ground water or by combination of these, acting upon the major types of earth materials and structures. Laboratory work includes the interpretation of topographic and geologic maps, air photos, and stereopairs. A field trip may be required.

**GEOL 440G Hydrogeology**

3 hours

Corequisite: MATH 126. Prerequisite: GEOG 310, GEOL 310 or permission of instructor. Origin, occurrence, and movement of ground water; water wells and aquifer evaluations; exploratory investigations; quality of ground water supplies; legal aspects.

**GEOL 445G Aqueous Geochemistry**

3 hours

Prerequisites: CHEM 120 and 121. 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.

**GEOL 460G Sedimentation and Stratigraphy**

1-3 hours

Prerequisite: GEOL 380. Introduces sedimentary processes, including sediment origins, erosion, transportation, deposition, and diagenesis. Sedimentation patterns and stratigraphic architecture are studied in the context of depositional and tectonic settings.

**GEOL 465G Geophysics**

3 hours

Prerequisites: GEOL 111 and one year of college physics or permission of instructor. 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.

**GEOL 470G Tectonics**

3 hours

Prerequisite: Geology 308. Deformational structure and style of various crustal regions. Regional tectonics of North America is emphasized.

**GEOL 475G Independent Topics/Geology**

1-3 hours

Prerequisite: Permission of instructor. A lecture-discussion course in which advanced or special topics in geology are considered in detail.

**GEOL 480G Coal Geology**

1-4 hours

Prerequisite: GEOL 370 or equivalent. Origins, characteristics, and occurrences of coal and coal-bearing strata. Relations between depositional environment and coal characteristics, techniques in coal exploration and the evaluation of coal prospects are emphasized. Field trip required. Petrographic description and classification are studied in the lab.

**GEOL 485G Geology of Fossil Fuels**

3 hours

Prerequisite: GEOL 308 or Permission of Instructor. 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.

**GEOL 490G Petroleum Geology**

3 hours

Prerequisite: GEOL 370 or equivalent. Concepts of oil formation, source-rock evaluation, thermal maturation, and petroleum migration are reviewed. Emphasis is placed on characterization of petroleum reservoirs and traps and on the techniques employed by geologists in exploration for oil and gas accumulations. Field trip required.

**GEOL 492G Spatial Analysis**

3 hours

(cross-listed with geography) Prerequisites: GEOG 300, GEOG 391. History and philosophy of spatial analysis. Applications of spatial analytical techniques in an interactive computer-based environment.

**\*GEOL 511 The Dynamic Earth**

3 hours

*\*This graduate course is specially designed for teachers of natural and earth science.*

## Department of Mathematics

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<http://www.wku.edu/math>

### Programs Offered

Mathematics (MA)

Mathematics (MS)

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 [here](#).

### Master of Science: Mathematics - General Option, Ref. #085

#### Admission Requirements

Admission requirements for the M.S. in Mathematics General Option include:

1. A GAP score of 3000 ((GRE Verbal + GRE Quantitative) x Undergraduate GPA).
2. Successful 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) is required in at least one of the following:
  - (a) all mathematics courses that are applicable to the undergraduate mathematics major; or
  - (b) courses specified in (b) through (e) of Item 2 above. Admission may be granted to a student having at most one deficiency in the undergraduate courses listed in Item 2 above.

#### Degree Requirements—minimum of 30 hours

The Master of Science in Mathematics (General Option) requires a minimum of 30 hours of graduate-level mathematics courses. A maximum of 12 hours at the 400G level may be included in the entire program.

A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool must be completed during the first 15 hours of coursework and may be fulfilled by a mathematics reading course, a computer science course, a foreign language examination, or another option approved by a Mathematics Department graduate advisor. In addition, all students in the M.S. program (general option) must have a working knowledge of a high-level programming language or computer algebra system.

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.

#### Required Core

1. The following courses must be completed:  
MATH 417G Algebraic Systems\*

MATH 431G Intermediate Analysis I\*  
 MATH 439G Topology I\*

2. One of the following applied mathematics courses:

MATH 529 Applied Probability  
 MATH 531 Advanced Differential Equations  
 MATH 535 Advanced Applied Mathematics I  
 MATH 536 Advanced Applied Mathematics 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  
 STAT 549 Statistical Methods I  
 Another course as approved by the Mathematics Department Graduate Committee.

3. The following course is required:

MATH 532 Real Analysis

4. One of the following two-course sequences:

MATH 417G Algebraic Systems *AND* MATH 517 Topics from Algebra  
 MATH 439G Topology I *AND* MATH 539 Topology II  
 MATH 450G Complex Variables *AND* MATH 550 Complex Analysis  
 MATH 435G Partial Differential Equations *AND* MATH 535 Advanced Applied Mathematics I  
 MATH 470G Introduction to Operations Research *AND* MATH 570 Topics in Operations Research  
 MATH 529 Applied Probability *AND* MATH 540 Stochastic Processes  
 MATH 435G Partial Differential Equations *AND* MATH 531 Advanced Differential Equations  
 MATH 535 Advanced Applied Mathematics I *AND* MATH 536 Advanced Applied Mathematics II  
 MATH 405G Numerical Analysis I *AND* MATH 406G Numerical Analysis II

*\*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.*

*^Sequence can be taken by students who have substituted a 500-level course for at least one of the three courses listed in (1).*

*Electives*

The remaining mathematics courses in the student's program must be chosen from:

MATH 405G Numerical Analysis I	MATH 535 Adv. Applied Mathematics I
MATH 406G Numerical Analysis II	MATH 536 Adv. Applied Mathematics II
MATH 415G Algebra and Number Theory	MATH 539 Topology II
MATH 423G Geometry II	MATH 540 Stochastic Processes
MATH 435G Partial Differential Equations	MATH 541 Graph Theory
MATH 450G Complex Variables	MATH 542 Adv. Topics in Discrete Mathematics
MATH 470G Intro. to Operations Research	MATH 550 Complex Analysis
MATH 504 Appl of Technology to Problems in Math	MATH 560 Functional Analysis
MATH 517 Topics from Algebra	MATH 570 Topics in Operations Research
MATH 523 Topics from Geometry	MATH 590 Special Topics in Mathematics
MATH 529 Applied Probability	STAT 549 Statistical Methods I
MATH 531 Adv. Differential Equations	

*Research Tool*

*Optional Thesis—6 hours*

Students who choose to write a thesis are required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.



## Master of Science: Mathematics, Computational Mathematics - Option, Ref. #085

### Admission Requirements

1. A GAP score of 3000.
2. Completion of the following undergraduate courses:
  - (a) a one year calculus sequence;
  - (b) linear algebra;
  - (c) discrete mathematics;
  - (d) a one year sequence of programming courses;
  - (e) a 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.

### Degree Requirements—minimum of 30 hours

The Master of Science in Mathematics (Computational Mathematics Option) requires a minimum of 30 hours of graduate-level mathematics and computer science courses. A maximum of 12 hours at the 400G level may be included in the entire program. All students in the M.S. program (computational mathematics option) must have a working knowledge of a high-level programming language. The CS classes required in this option do not allow for additional courses in a related field.

Comprehensive exams are required.

#### *Required Core*

MATH/CS 405G Numerical Analysis I\*

MATH 470G Introduction to Operations Research\*

CS 549 Algorithms Analysis\*

STAT 549 Statistical Methods I

MATH 406G Numerical Analysis II

At least two courses from the list below:

CS 562 Parallel and Distributed Computing

CS 565 Data Mining Techniques and Tools

CS 595 Advanced Topics in Computer Science (with advisor approval)

*\*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.*

#### *Electives*

MATH 431G Intermediate Analysis I

MATH 541 Graph Theory

MATH 570 Topics in Operations Research

MATH 504 Application of Technology to Problems in Mathematics

MATH 540 Stochastic Processes

MATH 542 Advanced Topics in Discrete Mathematics

MATH 590 Special Topics in Mathematics (with advisor approval)

#### *Research Tool*

This requirement is satisfied by the computer science classes.

#### *Optional Thesis—6 hours*

Students who choose to write a thesis are required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.

**Master of Arts: Mathematics, Ref. #049**

This program is intended for students who are secondary teachers in Kentucky who already hold teacher certification and are seeking rank change through attainment of a Master's degree. This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.

**Admission Requirements**

Either (1) a bachelor's degree in mathematics or (2) completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. Applicants without a bachelor's degree in mathematics may be admitted with at most one deficiency in the undergraduate courses listed above. Applicants must have a 2.75 GPA in all required undergraduate mathematics courses or a GAP score of 3000.

*Secondary Education Admission Requirements*

Criteria vary, depending on the student's undergraduate institution and GPA:

1. WKU Graduate: No qualifying GAP\*\* score will be required for graduates of the WKU B.A. in Mathematics program, as long as they have or are eligible for a teaching certificate for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.
2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP\*\* score and must have or be eligible for a teaching certificate\* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.
3. Graduate of an Out-of-State Institution of Higher Education Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP\*\* score and must have or be eligible for a teaching certificate\* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

*\*Kentucky teachers whose certificates have expired may be admitted, but they may enroll for 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.*

*\*\*Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA) and a GRE Analytical Writing score of 3.5 or higher.*

**Degree Requirements—minimum of 30 hours****Mathematics—18 hours***Required*

The following core mathematics courses are required:

- MATH 501 Introduction to Probability and Statistics I
- MATH 503 Introduction to Analysis
- MATH 423G Geometry II or MATH 523 Topics from Geometry
- MATH 514 Applications and Modeling for Teachers

*Elective Mathematics Courses—6 hours required*

MATH 405G, 406G, 409G, 415G, 417G, 421G, 423G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 510, 511, 512, 517, 523, 529, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.

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 Thesis Research and Writing and to give an oral defense of the thesis.

#### Secondary Education—12-16 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.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

*Important Note: 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.*

Courses below in bold are required. Students must complete a total of at least 12 hours in education course work, including the following:

#### *Professional Education Core—9-16 hours*

**TCHL 500 Foundations of Teacher Leadership (3 hours)**

**TCHL 530 Curriculum Development (3 hours)**

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

**TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)**

#### *Education Electives—0-3 hours*

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 Principles of Action Research for Teacher Leaders is strongly recommended.

#### *Secondary Education Mid-Point Assessment*

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

#### *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.

- Achieve a minimum 3.0 GPA overall and in secondary education course work.

*Total program hours: 30-34 hours*

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## **Graduate Courses in Mathematics**

### **MATH 403G Geometry for Elementary and Middle School Teachers**

3 hours

Prerequisites: MATH 205 and MATH 206 with a grade of C or better OR MATH 211 and MATH 212 with a grade of C or better or permission of instructor based on mathematical background and experience. (For students enrolled in elementary or middle grades graduate programs.) Both formal and informal methods are used to explain the basic concepts of Euclidean geometry. Emphasis is given to the investigative approach, organizational skills, and problem solving. (Not applicable for the M.S. degree in Mathematics or the M.A.E. degree in Secondary Education.)

### **MATH 405G Numerical Analysis I**

3 hours

Prerequisites: MATH 237 or 307 or 310; and CS 180 or CS 146 or permission of instructor. Computer arithmetic, roots of equations, polynomial approximation and interpolation, numerical differentiation and integration. Computer solutions of problems will be required.

### **MATH 406G Numerical Analysis II**

3 hours

Prerequisites: MATH 237, 307 and 331; and either MATH 405 or CS 405. 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.

### **MATH 409G History of Mathematics**

3 hours

Prerequisite: Graduate standing with at least 6 hours of undergraduate mathematics or permission of instructor. History of mathematics from ancient times through the development of calculus with emphasis on famous problems. Provides knowledge and appreciation useful in the classroom. Term papers will be required. (Not applicable to the M.S. degree in Mathematics).

### **MATH 411G Problem Solving for Elementary and Middle School Teachers**

3 hours

Prerequisites: MATH 205, MATH 206, and MATH 308 with a grade of C or better, OR MATH 211, MATH 212, and MATH 308 with a grade of C or better, OR permission of instructor based on mathematical background and experience. Integrates concepts developed in algebra, geometry, logic, statistics, probability, and elementary number theory. Students are encouraged to use problem-solving strategies, models, and technologies, and to create problems of their own. (Not applicable to the M.S. degree in Mathematics or the M.A.E. in Secondary Education.)

### **MATH 413G Algebra and Technology for Middle Grades Teachers**

3 hours

Prerequisite: MATH 117 or MATH 136, with grade of C or better OR permission of instructor based on mathematical background and experience. The use of graphing calculators and computer software to explore algebraic ideas including patterns, functions, equations, inequalities, linear programming, curve fitting, and practical applications of algebra and technology. (Not applicable to the M.S. degree in Mathematics or the M.A.E. degree in Secondary Education.)

### **MATH 415G Algebra and Number Theory**

3 hours

Prerequisite: MATH 315 or 317. Survey of modern algebra and number theory. Includes number systems, divisibility, congruences, groups and their application to number theory.

**MATH 417G Algebraic Systems**

3 hours

Prerequisite: MATH 317. Theory of groups.

**MATH 421G Problem Solving for Secondary Teachers**

3 hours

Prerequisites: MATH 307 and MATH 310; MATH 382 and MATH 323, or permission of instructor. Utilizes various techniques and technology to solve mathematical problems. Integrates concepts from algebra, geometry, trigonometry, probability, statistics, number theory, discrete mathematics, linear algebra, and calculus. (Not applicable to the M.S. degree in mathematics).

**MATH 423G Geometry II**

3 hours

Prerequisite: MATH 323. An axiomatic development of plane hyperbolic geometry which presupposes a development of absolute geometry.

**MATH 429G Probability/Statistics II**

3 hours

Prerequisite: MATH 237, 382. 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.

**MATH 431G Intermediate Analysis I**

3 hours

Prerequisite: MATH 337 with a grade of C or better. Topics in analysis chosen from inverse and implicit function theorems, differentiation, integration, infinite series, series of functions, and introductory functional analysis.

**MATH 432G Intermediate Analysis II**

3 hours

Prerequisite: MATH 431. Continuation of MATH 431.

**MATH 435G Partial Differential Equations**

3 hours

Prerequisites: MATH 237, 307, and 331. Equations of first and second order; elliptic, hyperbolic and parabolic equations of mathematical physics using separation of variables and Fourier series.

**MATH 439G Topology I**

3 hours

Prerequisite: MATH 317 or permission of instructor. Introduction to topology including topics selected from: topological spaces, mappings, homeomorphisms, metric spaces, surfaces, knots, manifolds, separation properties, compactness and connectedness.

**MATH 450G Complex Variables**

3 hours

Prerequisite: MATH 237. Complex number plane, analytic functions of a complex variable, integration, power series, calculus of residues, conformal representation, applications of analytic function theory.

**MATH 470G Introduction to Operations Research**

3 hours

Prerequisite: MATH 237 and 307 or permission of instructor. Principles and techniques of operations research including linear programming, integer programming, quality theory, sensitivity analysis, and dynamic programming.

**MATH 475G Selected Topics Mathematics**

1-3 hours

Prerequisite: Permission of instructor. Significant problems and developments of current interest.

**MATH 500 Readings in Mathematics**

1-3 hours

Prerequisite: Undergraduate major in mathematics. Students read and present papers that have appeared in (or have been accepted by) mathematical journals. Topics covered are determined by areas of interest.

**MATH 501 Introduction to Probability and Statistics I**

3 hours

Prerequisite: Admission to the Master of Arts in Mathematics program or permission of instructor. Interpreting and analyzing univariate and bivariate data; probability and sampling distributions; simulation. (Not applicable to the M.S. degree in Mathematics.)

**MATH 502 Introduction to Probability and Statistics II**

3 hours

Prerequisite: MATH 183 or 382 or 501; or permission of instructor. Review of linear algebra, Markov chains, decision theory, linear programming and game theory.

**MATH 503 Introduction to Analysis**

3 hours

Prerequisite: Admission to the Master of Arts in Mathematics program or permission of instructor. Examination of selected topics in elementary calculus including sequences, series, limits, continuity, the derivative, and the Riemann integral. Introductory material includes logic, set theory, and functions.

**MATH 504 Application of Technology to Problems in Mathematics**

3 hours

Prerequisite: Admission to the Master of Arts in Mathematics program or permission of instructor. Integration of technology to solve problems in areas of mathematics including calculus, applied statistics, probability, geometry, and algebra. (Not applicable to the M.S. degree in Mathematics.)

**MATH 506 Mathematical Applications for Middle Grades Teachers**

3 hours

Prerequisites: Middle Grades Mathematics Certification or Permission of Instructor. Sets, logic, dimensional analysis, functions and modeling, and discrete mathematics with a focus on real-world applications. Not applicable for MS and MA in Mathematics.

**MATH 507 Mathematics Concepts for Elementary Teachers**

3 hours

Prerequisites: MATH 211 and MATH 212. Course intended for graduate students in Elementary Education only. Focuses on mathematics and strategies to effectively teach Kentucky Mathematics Core Content in grades K-5.

**MATH 508 Number Concepts for Elementary and Middle Grades Teachers**

3 hours

Prerequisites: MATH 205, MATH 206, and MATH 308 or permission of instructor. Mathematical structures of integers and rational numbers; numeration systems; elementary number theory; special sequences and numerical relationships; applications of fractions, decimals, percents, ratio, proportion, exponents, and scientific notation. (Not applicable to M.S. degree in Mathematics or M.A.E. degree in Secondary Education.)

**MATH 509 History of Modern Mathematics**

3 hours

Prerequisite: MATH 137 or permission of the instructor. History and development of mathematics since the 18th century with an emphasis on important problems and famous mathematicians. (Not applicable to the M.S. degree in mathematics).

**MATH 510 Intermediate Statistics**

3 hours

Prerequisite/corequisite: MATH 501. Extended coverage of experimental design and data collection. Statistical inference including confidence intervals, estimation, tests of significance, comparison of population parameters, and chi-square procedures. (Not applicable to the M.S. degree in Mathematics.)

**MATH 511 Secondary Mathematics from an Advanced Perspective I**

3 hours

Prerequisite: Admission to the Master of Arts in Mathematics program or permission of instructor. Intended for teachers wishing to develop a deeper understanding of high school algebra and calculus. Examines links among different fields of mathematics and connections among high school, mathematics, college mathematics and higher mathematics. (Not applicable to the M.S. degree in Mathematics.)

**MATH 512 Secondary Mathematics from an Advanced Perspective I**

3 hours

Prerequisite: Admission to the Master of Arts in Mathematics program or permission of instructor. Intended for teachers wishing to develop a deeper understanding of underlying concepts of geometry. Examines relationships among different fields of mathematics and connections among high school mathematics, college mathematics and higher mathematics. (Not applicable to the M.S. degree in Mathematics.)

**MATH 514 Applications and Modeling for Teachers**

3 hours

Prerequisites: Mathematics major, mathematics minor, or permission of the instructor. Utilizes concepts from many fields of mathematics to explore how high school and college mathematics are used in real world settings. Intended for secondary teachers. (Not applicable to the M.S. degree in Mathematics.)

**MATH 517 Topics from Algebra**

3 hours

Prerequisite: MATH 417. Theory of rings, fields, and vector spaces. Topics include: polynomial rings, principal ideal domains, unique factorization domains, field extensions, Galois theory.

**MATH 523 Topics from Geometry**

3 hours

Prerequisite: Undergraduate geometry and permission of instructor. Geometry of special lines and points, isometries, similarities, inversion, applications.

**MATH 529 Applied Probability**

3 hours

Prerequisites: MATH 431 or MATH 237 and permission of instructor. Axiomatic development of the theory of probability. Introduction to Markov chains, random variables, distributions, transformations. Limit theorems and various modes of convergence.

**MATH 531 Advanced Differential Equations**

3 hours

Prerequisites: MATH 331, 431. Power series solutions, existence and uniqueness theorems, stability and Liapunov's method, regular singular points, perturbations of periodic solutions.

**MATH 532 Real Analysis**

3 hours

Prerequisite: MATH 432. Function spaces, additive set functions, outer measure; measurable functions, integration.

**MATH 535 Advanced Applications Mathematics I**

3 hours

Prerequisites: MATH 331, 431. Eigenvalue and boundary value problems, orthogonal expansions in function spaces, classical polynomials, Sturm-Liouville theory, Fourier and Laplace transforms.

**MATH 536 Advanced Applications Mathematics II**

3 hours

Prerequisite: MATH 535. Integral equations, calculus of variations, maximization of linear functionals, maximum gradient method.

**MATH 539 Topology II**

3 hours

Prerequisite: MATH 439. Homotopy, homology theory.

**MATH 540 Stochastic Processes**

3 hours

Prerequisite: MATH 529 or MATH 382, with a grade of C or better, or consent of instructor. Theory and application of stochastic processes; random walks; Markov chains; Poisson processes; birth and death processes; queues; renewal and branching processes; computer simulations.

**MATH 541 Graph Theory**

3 hours

Prerequisite: Undergraduate major in mathematics or permission of instructor. Introduction to the basic concepts of graph theory. Topics include Eulerian circuits, Hamiltonian cycles, coloring problems and planar graphs.

**MATH 542 Advanced Topics in Discrete Mathematics**

3 hours

Prerequisites: Math 310 and Math 317. Combinatorics, ordered sets and lattice theory, modeling with difference equations, discrete calculus, dynamic equations on time scales.

**MATH 550 Complex Analysis**

3 hours

Prerequisites: MATH 432, 450. Analytic continuation, conformal mapping, Riemann surfaces, and univalent functions.

**MATH 560 Functional Analysis**

3 hours

Prerequisite: MATH 432. Theory of abstract linear spaces. Topics include: normed vector spaces, inner product spaces, Hilbert spaces, open mapping and closed graph theorems, Banach-Steinhaus theorem, weak and weak-topologies.

**MATH 570 Top Operations Research**

3 hours

Prerequisites: MATH 432, 470, or consent of instructor. Specific area(s) of operations research.

**MATH 590 Special Topics in Mathematics**

3 hours

Prerequisite: Permission of instructor.

**MATH 599 Thesis/Research**

1-6 hours (6 total)

No course description is available.

**MATH 600 Maintaining Matriculation**

1-6 hours

No course description is available.

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**Graduate Courses in Statistics****STAT 549 Statistical Methods 1**

3 hours

Prerequisite: Permission of instructor. 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.



## Department of Physics and Astronomy

Keith Andrew, Department Head  
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Phone: (270) 745-4357 | FAX: (270) 745-2014  
<http://www.wku.edu/physics>

### Programs Offered

Homeland Security Sciences (MS)  
Physics, minor (MAE)

### Master of Science: Homeland Security Sciences, Ref. #0413

This multi-disciplinary program prepares science professionals for careers in the Homeland Security area. The program features hands-on research components to enable students to apply their training to real-world problems. The Physical Threats area involves the study of applications of physics, biology and chemistry to detect, quantify, prevent and decontaminate radiological, nuclear, biological, explosive and chemical threats. The Cyber Defense area involves the study of prevention, detection, and remediation of attacks on information systems. In addition to the University Graduate Studies requirements, admission to the program requires a Bachelors degree in Biology, Chemistry, or Physics.

### Admission Requirements

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

### Degree Requirements—Minimum of 30 hours

#### *Level One Required Courses—7 hours*

PHYS 506 Overview of Homeland Security  
6 hours are required from the following courses:  
PHYS 560  
BIO 550  
CHEM 560

#### *Level Two Required Core—8 hours*

8 credit hours required, including two of the following 4-hour courses:  
PHYS 570/571 Nuclear Detection (Lecture and Lab)  
CHEM 572/573 Chemical Detection  
BIOL 552/553 Biological Applications in Homeland Security I (Lecture and Lab)

#### *Level Three Required Core—10 hours*

Six hours for thesis writing and research  
At least one four-credit hour course from the following list:  
PHYS 590/591 Physics of CBE Detection (Lecture and Lab)  
CHEM 592/593 Remediation of Chemical Agents (Lecture and Lab)  
EHS 572 Environmental and Occupational Epidemiology  
BIOL 555 Biological Applications in Homeland Security II

#### *Elective Courses—6 hours*

Additional courses from Level 2 or 3 and courses provided by other Departments: Engineering, Languages, Political Science, Health, History, Management, or established 500-level courses from the Departments of Physics and Astronomy, Biology, and Chemistry.

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 such as:

- HLS 800 - Homeland Security Policy Analysis (3 credit hours)

- HLS 810 - Critical Infrastructure Protection (3 credit hours)
- HLS 820 - Intelligence for Homeland Security (3 credit hours)
- HLS 830 - Hazards and Threats to Homeland Security (3 credit hours)

Any course, other than these EKV courses, must receive approval from the graduate director of the program before being considered as an elective.

### **Master of Arts in Education: Physics, minor Ref. #024**

The department offers a Physics minor in the Master of Arts in Education. The 12-hour minor may include physics and astronomy courses to familiarize the teacher with modern instructional developments and to strengthen the academic background. The remainder of the 30-hour degree program will be taken in professional education.

### **Graduate Courses in Astronomy**

#### **ASTR 405G Astronomy for Teachers**

3 hours

Selected topics in astronomy for elementary and secondary teachers.

### **Graduate Courses in Physics**

#### **PHYS 402G Laboratory for Applications of Modern Physics I**

1 hour

Prerequisites: PHYS 302 and PHYS 321 and MATH 327. Corequisite: PHYS 420G. Required for students enrolled in PHYS 420G. Laboratory experience focusing on applications of modern optics and astrophysics.

#### **PHYS 403G Laboratory for Applications of Modern Physics II**

1 hour

Prerequisites: PHYS 302 and PHYS 321 and MATH 327. Corequisites: PHYS 430G. Required for students enrolled in PHYS 430G. Laboratory experience focusing on applications of solid state and nuclear physics.

#### **PHYS 404G Laboratory Optics**

1 hour

Corequisite: PHYS 441G. The conclusions and concepts of optics and techniques of experimental optics.

#### **PHYS 409G Laboratory Exper Physics/Research Tech**

1 hour

Prerequisite: Two years of college physics. Laboratory techniques in experimental research, includes drawing and fabrication of apparatus, technical photography, and statistical treatment of data.

#### **PHYS 410G Physics for Teachers**

3 hours

A broad study, including laboratory experiences, of the areas of physics relevant to science teaching in grades K-12. For pre-service for in-service teachers who have a minimal physics background. Instruction will be differentiated according to student needs. Applicable toward a major or minor in physics only for those students obtaining teacher certification.

#### **PHYS 420G Applications of Modern Physics I**

3 hours

Prerequisites: PHYS 302 and PHYS 321 and MATH 327. Corequisite: PHYS 402G. An advanced-level survey of principles and applications of contemporary physics, focusing on modern optics and astrophysics.

#### **PHYS 430G Applications of Modern Physics II**

3 hours

Prerequisites: PHYS 302 and PHYS 321 and MATH 327. Corequisite: PHYS 403G. An advanced-level survey of principles and applications of contemporary physics, focusing on solid state and nuclear physics.

**PHYS 431G Radiation Biophysics**

1-4 hours

Prerequisites: PHYS 201-202 or PHYS 231-232. 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.

**PHYS 440G Electromagnetism I**

3 hours

Introduction to the study of classical electromagnetic fields, including electrostatics.

**PHYS 441G Optics**

3 hours

Corequisite: PHYS 404G. Prerequisite: One year of college physics and one year of calculus. Geometrical and physical optics including wave propagation, refraction, dispersion, diffraction, and polarization

**PHYS 445G Electromagnetism II**

3 hours

Study of classical electrodynamics with emphasis on Maxwell's equations, electromagnetic waves, dispersion and radiation.

**PHYS 450G Classical Mechanics II**

3 hours

A continuation of PHYS 350, Includes motion in central potentials, dynamics of systems of particles, rigid body motion.

**PHYS 465G Geophysics**

3 hours

(Also cross-listed as GEOL 465) Prerequisites: GEOL 111 and one year of college physics or permission of the instructor. 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.

**PHYS 475G Topics/Physics**

1-3 hours

Directed study under the supervision of a faculty member. May be repeated with different topic.

**PHYS 480G Quantum Mechanics**

3 hours

Prerequisites: PHYS 320, 350, 450. Fundamental principles of quantum mechanics including the hydrogen and helium atoms, the harmonic oscillator, and the Schrodinger wave equation.

**PHYS 501 Classical Dev in Physics**

3 hours

Physics for junior high and high school teachers covers the discovery of physical laws, the origin of forces, motion, energy, momentum, conservation, principles, wave phenomena, and electromagnetics.

**PHYS 502 Modern Develop/Physics**

3 hours

Physics for junior high and high school teachers. Covers atomic structure, the nucleus, elementary particles, probability and uncertainty, and special relativity. Emphasizes the impact of twentieth century discoveries on the foundations of physical law.

**PHYS 503 Physics Demonstration**

3 hours

Designed to acquaint the junior high and high school teacher with laboratory equipment and demonstrations for use in secondary education.

**PHYS 505 Investigations/Physics**

3 hours

Topics of individual interest relating to the teaching of physics.

**PHYS 506 Overview Of Homeland Security**

1 hour

Special requirements: Instructor permission required if not enrolled into graduate program in Homeland Security Sciences. A weekly seminar course available as a in-class group discussion, a real-time webcast, or a downloadable PEG file from the departmental website. Seminar speakers from Department of Homeland Security, businesses, and other recognized national and international experts, will provide an overview of the Homeland Security area. To be taken during the first semester of matriculation.

**PHYS 510 Methods in Math Physics**

3 hours

No course description is available.

**PHYS 511 Quantitative Modeling for Physics Instruction I: Mechanics**

6 hours

Prerequisite: One year of math-based physics at the college level. 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.

**PHYS 512 Quantitative Modeling for Physics Instruction II: Electromagnetism**

6 hours

Prerequisite: One year of math-based physics at the college level. 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.

**PHYS 516 Classroom Physics Teaching: Theory and Practice**

3 hours

Prerequisites: PHYS 511 or PHYS 512; must be instructor in a physical science course as verified by a letter from school principal or equivalent. Designed to assist new physics instructors in teaching physics. Includes constructing and using laboratory equipment, implementing research-based curriculum, and assessments in physics.

**PHYS 518 Classroom Applications of Physics and Science Education Research**

3 hours

Prerequisites: PHYS 511 or PHYS 512; must be instructor in a physical science course as verified by a letter from school principal or equivalent. 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.

**PHYS 519 Physical Science Education Research Methods**

3 hours

Prerequisite: PHYS 518 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.

**PHYS 520 Atomic and Molecular**

3 hours

No course description is available.

**PHYS 530 Statistical Physics**

3 hours

No course description is available.

**PHYS 540 Electromagnetic Theory**

3 hours

No course description is available.

**PHYS 550 Classical Mechanics**

3 hours

No course description is available.

**PHYS 560 Introduction to Physics Applications in Homeland Security**

3 hours

A preparatory course in Homeland Security Science for students with limited physics background. An overview of physics applicable to Homeland Security Sciences. Topics include atomic and nuclear physics, optics and analytical techniques.

**PHYS 570 Nuclear / Radiological Detection and Remediation**

3 hours

Corequisites: PHYS 571 Prerequisites: PHYS 560. An advanced study of the fundamental principles of nuclear physics and their applications for detection and remediation of nuclear and radiological threats.

**PHYS 571 Nuclear / Radiological Detection and Remediation Laboratory**

1 hour

Corequisite: PHYS 570 Prerequisite: PHYS 560. Required for students enrolled in Physics 570 (Nuclear/Radiological Detection and Remediation). Students perform laboratory experiments in applications of nuclear physics for detection and remediation of nuclear and radiological threats. Students will gain experience in computerized data acquisition and data analysis using modern techniques and equipment.

**PHYS 580 Quantum Theory**

3 hours

No course description is available.

**PHYS 590 Physical Principles of CBE Detection and Remediation**

3 hours

Corequisite: PHYS 591 Prerequisites: PHYS 570 or equivalent. The course explores physical principles behind chemical agent, biological agent and explosives detection and remediation, and examines current detection techniques and systems deployed.

**PHYS 591 Physics CBE Detection and Remediation Laboratory**

1 hour

Corequisite: PHYS 590 Prerequisites: PHYS 570 or equivalent. Explores physical principles behind chemical agent, biological agent and explosives detection and remediation. Examines current detection techniques and systems deployed.

**PHYS 598 Graduate Seminar**

0.5 hours

No course description is available.

**PHYS 599 Thesis Research / Writing**

1-6 hours

Prerequisites: PHYS-570 or CHEM-572 or BIOL-552 (core courses of Level 2). Thesis research / writing.

**PHYS 600 Maintain Matriculation**

1-6 hours

No course description is available.

**PHYS 660 Theory of Solids**

3 hours

No course description is available.

**PHYS 670 Theoretical Nuclear Physics**

3 hours

No course description is available.

**PHYS 675 Advanced Topics in Physics**

1-3 hours

No course description is available.

# Potter College of Arts & Letters

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David Lee, Dean

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Ivan Wilson Center for Fine Arts 200 | Phone: (270) 745-2344 | <http://www.wku.edu/pcal/>

## Departments

Art  
Communication  
English  
Folk Studies and Anthropology  
History  
Journalism & Broadcasting  
Modern Languages  
Music  
Philosophy and Religion  
Political Science  
Sociology  
Theatre & Dance (offers only undergraduate programs and/or courses)

## Degrees Offered

### Master of Arts (MA)

Criminology  
English  
Folk Studies  
History  
Organizational Communication  
Religious Studies  
Sociology

### Master of Arts in Education (MAE)

Art Education for Teacher Leaders, major  
Art Education for Teacher Leaders, minor  
English, minor  
Folk Studies, minor  
French, minor  
German, minor  
History, major  
History, minor  
Spanish, minor

### Master of Music (MM)

### Master of Public Administration (MPA)

## Certificates Offered

Historic Preservation  
History  
Organizational Communication  
Religious Studies  
Teaching English to Speakers of Other Languages (TESOL)

## **Endorsement Offered**

Teach English as a Second Language (Endorsement)

## Department of Art

Brent Oglesbee, Department Head  
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<http://www.wku.edu/art>

### **Master of Arts in Education: Art Education for Teacher Leaders, major Ref. #0443 or minor Ref. #002**

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.

#### **Admission Requirements**

1. WKU Graduate: No qualifying GAP\*\* score will be required for graduates of the WKU A.B. in Visual Studies, Art Education concentration program, as long as they have or are eligible for a teaching certificate for Visual Art (Grades P-12). A copy of the certificate or statement of eligibility must be submitted with the application.
2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or a qualifying GAP\*\* score and must have or be eligible for a teaching certificate\* for Visual Art (Grades P-12). A copy of the certificate or statement of eligibility must be submitted with the application.
3. Graduate of an Out-of-State Institution of Higher Education Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or a qualifying GRE/GAP\*\* scores and must have or be eligible for a teaching certificate\* for Visual Art (Grades P-12). A copy of the certificate or statement of eligibility must be submitted with the application.

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

*\*\*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.*

#### **Art Major Requirements**

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

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 or content specific action research course (ART 512) are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.



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

#### Specialization Component—18 hours

Advisor-approved specialization courses selected from studio, art history, and art education.

##### *Art Core Content—12 hours from*

- ART 520 Ceramics (3-9 hours)
- ART 540 Drawings (3-9 hours)
- ART 550 Printmaking (3-9 hours)
- ART 560 Painting (3-9 hours)
- ART 570 Sculpture (3-9 hours)
- ART 401G Art of Italian Renaissance (3 hours)
- ART 405G Art Theory and Criticism (3 hours)
- ART 496G Special Topics in Studio Art (3-6 hours)
- ART 591 Investigation in Art History (3 hours)

##### *Art Education—6 hours*

Elected from the following:

- ART 511 Investigation in Art Education (3 hours) (Topic: History of Art Education)
- ART 590 Workshop for Arts and Humanities Education (3-6 hours)
- Applicable courses from the art core: ART 496G – Special Topics in Studio Art (3-6 hours)  
(Overseas program or directed investigation on studio application for art education)

#### Professional Education Component—12-19 hours

##### *Professional Education Core—9-16 hours*

- TCHL 500 Foundations of Teacher Leadership (3 hours)**
- TCHL 530 Curriculum Development (3 hours)**
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)
- TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)
- TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)
- TCHL 554 Student Assessment II: Standardized Testing (1 hour)
- TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)
- ART 512 Investigations in Art Education (Topic: Teacher Leaders Action Research)**  
**OR TCHL 560: Action Research for Teacher Leaders (3 hours)**

##### *Education Electives—0-3 hours*

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 Principles of Action Research for Teacher Leaders is strongly recommended.

##### *Mid-Point Assessment Requirements*

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

##### *Total Program Hours: 30-37*

##### *Program Completion Requirements*

1. Successfully complete ART 512 or TCHL 560 (Course grade of C or higher).

2. Give acceptable presentation of action research in appropriate venue approved by Action Research capstone course instructor.
3. Achieve a minimum 3.0 GPA overall and in program coursework.

### **Art Minor Requirements**

#### *Studio & Art Education courses—12 hours*

This includes one advisor-approved art education specific assessment/research course.

#### *Secondary Education courses—18 hours*

Please refer to the School of Teacher Education for information on secondary education requirements.

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### **Graduate Courses in Art**

#### **ART 401G Art of the Italian Renaissance**

3 hours

This course analyzes the architecture, sculpture and paintings of Italian Renaissance with an emphasis on the examination of selected examples. Graduate students will be required to display advanced research skills.

#### **ART 405G Art Theory and Criticism**

3 hours

Major theories of art, both historical and contemporary, and various approaches to qualitative judgments about individual works of art. Graduate students will be required to display advanced research skills.

#### **ART 411G Foundations of Art Education and Methods II**

3 hours

Prerequisites or Corequisites: ART 311, PSY 510, SPED 516 or instructor permission. Prerequisite: ART 311 or equivalent or instructor permission. Provide diverse experiences related to art education theory and practice in elementary schools. Field experiences in public schools outside the regular class sessions are required. Students are responsible for arranging their own transportation to designated or assigned sites.

#### **ART 413G Foundations of Art Education and Methods III**

3 hours

Prerequisites: ART 411G Long-term curriculum design, assessment, and classroom management methods, appropriate for visual arts instruction in secondary schools. Field experience is required. Students are responsible for arranging their own transportation to designated or assigned sites.

#### **ART 420G Ceramics**

3 hours

Prerequisite: ART 321. A continuation of production in clay form and research in experimental clay and glaze composition.

#### **ART 421G Ceramics**

3 hours

Prerequisites: ART 420. This course requires advanced individual performance in creative design concepts and in research and recording.

#### **ART 422G Ceramics**

3 hours

Prerequisite: ART 421. This course is a continuation of ART 421.

#### **ART 440G Drawing**

3 hours

Prerequisite: ART 341. Advanced drawing explorations through individual problem solving.

#### **ART 450G Printmaking**

3 hours

Prerequisite: ART 351. Stresses advanced printmaking techniques and requires students to have strong personal imagery.

**ART 451G Printmaking**

3 hours

Prerequisite: ART 450. Corequisite: Art 452. Printmaking exploration through research and creative activity.

**ART 452G Printmaking**

3 hours

Corequisite: ART 451. This course consists of advanced research problems in printmaking.

**ART 460G Painting**

3 hours

Prerequisite: ART 361. Research problems in selected painting materials are provided in this course.

**ART 461G Painting**

3 hours

Prerequisite: ART 460. This course consists of advanced individual research problems in painting.

**ART 462G Painting**

3 hours

Prerequisite: ART 461. This course is a continuation of 461 Painting.

**ART 470G Sculpture**

3 hours

Prerequisite: ART 371. Sculptural problems. Introduction to metal casting using sand molds.

**ART 471G Sculpture**

3 hours

Prerequisites: ART 371 and 372. Sculptural problems. Introduction to the lost-wax method of casting.

**ART 472G Sculpture**

3 hours

Prerequisites: ART 471. Experience in solving problems met in professional practice.

**ART 480G Weaving**

3 hours

Prerequisite: ART 381. This course consists of creative research in the areas of double-weave, ikat, the use of indigenous fibers and other more complicated techniques.

**ART 481G Weaving**

3 hours

Prerequisite: ART 480. This course provides for the development of special creative problems involving techniques investigated in Weaving 480.

**ART 482G Weaving**

3 hours

Prerequisite: ART 481. This course involves advanced individual research in weaving.

**ART 490G Special Problems**

3-6 hours

Independent course work done on an individual basis under the guidance of a selected faculty member.

**ART 491G Special Studies**

3 hours

Independent course work done on an individual basis under the guidance of a selected faculty member.

**ART 496G Studio Art Topic**

3 hours

Prerequisite: Permission of instructor. Investigates different topics in art through process or technique in a studio practice. May be repeated for a total of 6 credit hours.

**ART 500 Early Medieval Art**

3 hours

Examination of topics and problems in Early Christian, Byzantine, Migration, Carolingian, and Ottonian art.

**ART 501 Romanesque and Gothic Art**

3 hours

Directed individual research into the architecture, sculpture, and illuminated manuscripts of Western Europe during the eleventh to early sixteenth centuries.

**ART 511 Independent Investigation/Art Education**

3 hours

Independent study in art curriculum and methodology, with emphasis on the literature, selected art history, and studio areas.

**ART 512 Independent Investigation/Art Education**

3 hours

Independent study in art curriculum and methodology (including art history and studio). Emphasizes the use of surveys, observations, and experimental techniques.

**ART 520 Ceramic Art**

3 hours

Advanced levels of clay forming techniques and clay glaze composition. Research in various phases of the ceramic process.

**ART 540 Drawing**

3 hours

Independent study utilizing traditional methods of drawing. Students are encouraged to investigate and utilize new directions.

**ART 550 Printmaking**

3 hours

Independent study utilizing traditional methods of printmaking. Encourages the exploration of new directions in personal expression.

**ART 560 Painting**

3 hours

Advanced aspects of painting, with emphasis on experimentation in different styles and on individualized approaches.

**ART 570 Sculpture**

3 hours

Independent study and experimentation in sculpture.

**ART 580 Weaving**

3 hours

Individual study of weaving utilizing traditional and experimental techniques: the production of works that are highly individualistic and are of exhibition quality.

**ART 590 Workshop in Arts and Humanities Education**

3 hours

Integrated arts and humanities curriculum development in P-12 settings. May be repeated once on a different theme for credit.

**ART 591 Investigation/Art History**

3 hours

Topics and approaches for special areas of interest. Emphasis on the traditional periods of art history.

**ART 599 Thesis Research/Writing**

1-6 hours

No course description is available.

**ART 600 Maintaining Matriculation**

1-6 hours

No course description is available.

## Department of Communication

Helen Sterk, Department Head

Ivan Wilson Fine Arts Center 130

Phone: (270) 745-3296 | FAX: (270) 745-3295

<http://www.wku.edu/communication>

### Programs Offered

Organizational Communication (MA)

Organizational Communication (Certificate)

### Master of Arts: Organizational Communication, Ref. #0012

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.

### Admission Requirements

Admission to the program requires a GAP score of at least 2200 (GAP = Overall GRE score X Undergraduate GPA) and a minimum score of 3.5 on the analytical writing section of the GRE. Students desiring a graduate assistantship must have a GAP score of 2700 and a minimum analytical writing score of 3.5. Applicants should submit the application, official transcripts, GRE scores, a writing sample from an undergraduate course, and a letter of intent to the Office of Graduate Studies. The letter of intent should discuss the following:

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

### Degree requirements—34 hours

All students in the MA program take two foundational courses COMM 505: Introduction to Graduate Studies in Communication and COMM 547: Organizational Communication Theory and two research methods courses (COMM 501 Qualitative Methods of Communication Research and COMM 502 Quantitative Methods of Communication Research). Additionally, students complete a minimum of twelve hours of electives in the organizational communication area and a minimum of six hours in the human communication area.

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

In order for students to matriculate through the program successfully, appropriate sequencing of the required courses is required. Students should complete the required core courses within their first 18 hours of coursework. These courses include COMM 501, 502, 505, and 547.

Students must maintain a grade point average of 3.0 or better. A grade of 'B' or higher must be earned in the required core courses. No grade below a 'C' in any elective course will be acceptable toward the degree. The program is a total of 34 hours.

*Required Core – 10 hours*

- COMM 501 Qualitative Research Methods in Comm
- COMM 502 Quantitative Research Methods in Comm
- COMM 505 Introduction to Grad Studies in Comm
- COMM 547 Organizational Communication Theory

*Organizational Communication Electives – 12 hours*

Selected with advisor approval

- COMM 528 Communication in the Nonprofit Sector
- COMM 551 Employee Communication
- COMM 552 Democracy, Power, & Voice in Orgs
- COMM 560 Seminar in Organizational Comm
- COMM 561 Multinational Organizational Comm
- COMM 563 Issues Management
- COMM 564 Crisis Communication
- COMM 566 Corporate & Organizational Advocacy
- COMM 568 Organizational Identification
- COMM 571 Computer Mediated Comm in Orgs
- COMM 581 Applied Organizational Communication
- COMM 586 Processes of Group Communication
- COMM 587 Comm in Intercultural Neg. & Mediation
- COMM 595 Independent Study in Communication

*Human Communication Electives – 6-12 hours*

Selected with advisor approval

- 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 Terrorism and Communication
- COMM 578 Interpersonal Communication Theory
- COMM 595 Independent Study in Communication

*Capstone – 6 hours*

Thesis Option: COMM 599 Thesis Research/Writing

Non-thesis Capstone Option: Students complete 6 hours of Organizational or Human Communication electives and complete written Comprehensive Exams.

**Certificate: Organizational Communication, Ref. #175**

The Certificate in Organizational Communication is designed for managers and supervisors who wish to enhance their skills in the areas of organizational communication but do not see a current need for an advanced degree. Students will take graduate courses that focus on general organizational communication theory, the communication strategies useful in multinational businesses, either interpersonal or small group communication theoretical applications, and one other course chosen by participants as especially relevant to their own work and interests. Students' applied projects may be designed to address specific real-life communication problems in their own organizations.

**Admission Requirements**

A person seeking the Certificate in Organizational Communication must satisfy the Graduate Studies admission requirements and must provide a letter of application and one letter of recommendation supporting the applicant's capacity for studying organizational communication to the Office of Graduate Studies and Research.

**Certificate Requirements—12 hours***Required Courses—6 hours*

COMM 581 Applied Organizational Communication  
COMM 561 Multinational Business Communication

*Electives—3 hours*

COMM 586 Processes of Group Communication  
*OR* COMM 578 Seminar in Interpersonal Communication

*And one of the following:*

COMM 563 Issue Management  
COMM 564 Crisis Communication  
COMM 565 Communication and Conflict  
COMM 566 Corporate & Organizational Advocacy  
COMM 571 Computer Mediated Communication in Organizations  
COMM 578 Seminar in Interpersonal Communication  
COMM 586 Process of Group Communication  
COMM 587 Communication in Intercultural Negotiation & Mediation

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**Graduate Courses in Communication****COMM 461G Organizational Communication**

3 hours

Theoretical examination of rhetorical principles operant in modern organizational communication systems.

**COMM 463G Intercultural Communication**

3 hours

This course is designed to create an understanding of dimensions of communication theory that apply across cultural boundaries. Emphasis is placed on both theoretical and practical awareness of communication in and between cultures.

**COMM 501 Qualitative Methods of Communication Research**

3 hours

Study of qualitative research designs and the procedures typically used in communication research. Includes general overview of interviewing and other qualitative research methodologies.

**COMM 502 Quantitative Methods in Communication Research**

3 hours

Study of quantitative research designs and the procedures typically used in communication research. Includes general overview of survey and other quantitative research methodologies along with statistical analysis using computer software.

**COMM 503 Foundations of Communication**

3 hours

Major concepts and issues which characterize the discipline. (Required)

**COMM 505 Introduction to Graduate Studies in Communication**

1 hour

Introduces students to the norms and practices of scholarship in the Communication discipline. Topics include: scholarly thought, research strategies, and writing strategies.

**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.



**COMM 523 Health Communication**

3 hours

An examination of the role communication plays in the delivery of health care. Focus is on provider-patient relationships, other providers of care, health communication campaigns, health behavior change, and within health care contexts.

**COMM 526 Seminar in Family Communication**

3 hours

Survey of research and theory in family communication.

**COMM 528 Communication in the Nonprofit Sector**

3 hours

Survey of organizational communication issues and the ways in which they are uniquely situated in and applied to nonprofit organizations and philanthropy.

**COMM 531 Global Leadership Communication**

3 hours

This seminar focuses on the impact of national or ethnic culture on leadership communication behaviors when leading in multi-national and/or multi-ethnic organizations.

**COMM 544 Persuasive Communication**

3 hours

How persuasion works across the dimensions of the communication process: one-to-one, small group, public, and mass communication.

**COMM 547 Organizational Communication Theory**

3 hours

A survey of organizational communication theories, perspectives, methods, and current issues.

**COMM 551 Employee Communication**

3 hours

Prerequisite: Graduate Standing. 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, moral and productivity.

**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.

**COMM 560 Seminar in Organizational Communication**

3 hours

Topical studies within the field of organizational communication. Topics include employee communication and conflict management, among others. May be repeated with a different topic.

**COMM 561 Multinational Organizational Communication**

3 hours

This course provides an in-depth study of internal and external communication behaviors in business organizations operating in multinational environments.

**COMM 563 Issues Management**

3 hours

A study of issue identification, issue analysis, issue change strategy options, and issue action programming with particular emphasis upon the role of communication in issue management.

**COMM 564 Crisis Communication**

3 hours

Role of communication in crisis prevention, crisis readiness and crisis resolution.

**COMM 565 Communication and Conflict**

3 hours

Study of communication as it relates to conflict in interpersonal, group, organizational, and intercultural settings.

**COMM 566 Corporate and Organizational Advocacy**

3 hours

Historical overview of corporate and organizational advocacy in the 20th century focusing on the communication process used in corporate advocacy.

**COMM 568 Communication and Organizational Identification**

3 hours

Survey of the phenomena of identification in organizations and how identification is constructed through communication.

**COMM 570 Seminar in Human Communication**

3 hours

Selected topics in communication theory: small group communication, language behavior, etc. May be repeated with a different topic.

**COMM 571 Computer Mediated Communication in Organizations**

3 hours

Introduces students to communication technologies (specifically electronic mail, groupware, decision support systems, and intranet technologies) within organizations. Stresses the social and communicative impact of these technologies on organizational shareholders such as employees and customers.

**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.

**COMM 577 Cultural Impact on Terrorism Communication**

3 hours

This course deals with the communication behaviors of terrorist groups, particularly as culture impacts and influences those behaviors.

**COMM 578 Seminar in Interpersonal Communication**

3 hours

Examination of professional literature and basic research in interpersonal communication.

**COMM 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.

**COMM 586 Processes of Group Communication**

3 hours

Practice in the group communication processes that lead toward successful team work in organizational contexts.

**COMM 587 Communication in Intercultural Negotiation and Mediation**

3 hours

Role of communication in intercultural negotiation and mediation processes. Addresses cultural factors and negotiation techniques in cross-cultural conflict situations.

**COMM 595 Independent Study in Communication**

3 hours

Permits students to conduct individualized communication research in an area of their interest.

**COMM 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**COMM 600 Maintaining Matriculation**

1-6 hours

No course description is available.

**COMM 721 Organizational Communication for Leaders**

3 hours

Prerequisites: Enrollment in EdD Educational Leadership program; corequisite with LEAD I or permission of instructor. Examines the communication perspectives, theories, and principles necessary to lead organizations. Considers ways to assess and improve communication processes in various organizational situations.

**COMM 731 Global Communication for Leaders**

3 hours

Prerequisites: Enrollment in EdD Educational Leadership program and LEAD I; or permission of instructor. This seminar focuses on the impact of national or ethnic culture on leadership communication behaviors when leading in multi-national and/or multi-ethnic organizations.

**COMM 741 Leadership and Social Trends**

3 hours

Examines the literature on current economic, political, technological and/or social trends as they relate to leadership.

**COMM 751 Strategic Communication**

3 hours

Prerequisites: Enrollment in EdD Educational Leadership program or the permission of the instructor; corequisite with LEAD III. Considers the way organizational leaders use communication to influence opinions and behavior of various constituencies.

## Department of English

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<http://www.wku.edu/english/>

### Programs Offered

English (MA)  
English, minor (MAE)  
Teach English as a Second Language (Endorsement)  
Teaching English to Speakers of Other Languages-TESOL (Certificate)

### Master of Arts: English, Ref. #067

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

#### Admission Requirements

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

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

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

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

#### Degree Requirements

All students in the MA program take English 520 (which should be taken in the first semester of graduate study), 6 hours of American literature, and 6 hours of British literature. The literature concentration also requires a nonliterature elective and an additional 12 hours of literature or 6 hours of literature and 6 hours of thesis credit. The TESL concentration requires 565, 566, 407G, 408G, and 471G. The creative writing concentration requires 501, a 3-hour writing elective, a 3-hour elective, and a creative thesis. The rhetoric and composition concentration requires 412G and 12 hours of writing classes or 6 hours and a thesis. The teaching concentration requires 3 hours of English composition and 12-16 hours of Teacher Leader (TCHL) courses in the School of Teacher Education.

All concentrations include a research tool requirement, which the student may satisfy by demonstrating reading proficiency in a foreign language or by completing English 520. If English 520 is designated as the research tool, it may not be included in the 30 credit hours required for the degree, and students must take an additional 3 hours for a total of 33 hours. For the creative writing and rhetoric/composition concentrations,

the electives for students counting ENG 520 as the research tool is restricted to courses appropriate to their concentrations.

An examination over the course work, related materials, and thesis (if there is one) must be completed. Rank II/I candidates also present a portfolio at the time of the examination. Early in the graduate program, the student should obtain from the English graduate advisor a copy of the Reading List for the MA oral examination.

*Required Core for All Concentrations—15 hours*

ENG 520 Introduction to Graduate Studies

6 hours of American Literature

3 hours of British Literature with a focus on pre-1800 literature

3 hours of British Literature with a focus on post-1800 literature

*Literature Concentration*

Required Core

3 hrs of non-literature English electives

12 hours of literature electives (at least 3 hours British and at least 3 hours American)

*OR* 6 hours of literature electives (3 hours British & 3 hours American) and a thesis

Research tool

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

*TESL Concentration*

Required Core

ENG 565 Integrated Teaching ESL

ENG 566 Teaching and Testing ESL

ENG 407G Linguistic Analysis

ENG 408G Psycholinguistics and Sociolinguistics

ENG 471G TESL Practicum

Research Tool

*Creative Writing Concentration*

Required Core

ENG 501 Graduate Writing Workshop

3 hours of creative writing electives

3 hours of English electives

Creative Thesis

Research Tool (Students using ENG 520 as the research tool should choose a writing class for the additional 3 required hours.)

*Rhetoric and Composition Concentration*

Required Core

12 hours of rhetoric or composition electives

*OR* 6 hours of writing electives and a thesis

Research Tool

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

402G Editing and Publishing

403G Writing Memoir and Autobiography

404G History of the English Language

407G Linguistic Analysis

408G Psycho/Sociolinguistics

501 Graduate Writing Workshop

502 Graduate Directed Writing

598 Advanced Directed Study

*Teaching Track Concentration*

This concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which

students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

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

9-16 hrs in School of Teacher Education

\*TCHL 500 Foundations of Teacher Leadership (3 hrs)

\*TCHL 530 Curriculum Development (3 hrs)

TCHL 540 Classroom Instruction: Instructional Strategies (1 hr)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hr)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hr)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hr)

TCHL 554 Student Assessment II: Standardized Testing (1 hr)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hrs)

\*TCHL 560 Action Research Capstone for Teacher Leaders (3 hrs)

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

### **Master of Arts in Education: Secondary Education (Ref. #0435), English minor, Ref. #008**

To pursue a minor in English, the student must have completed at least 24 hours of undergraduate work in English with a GPA of 3.0 or better in English. Students minoring in English take 12 hours in English, including 3 hours of American literature, 3 hours of British literature, 3 hours in composition or English language studies, and 3 hours of electives. Students take a written test in the minor. For more information on secondary education requirements, please refer to the School of Teacher Education.

*Minor requirements—12 hours*

3 hours of American literature

3 hours of British literature

3 hours in composition or English language studies

3 hours of electives

### **Certificate: Teaching English to Speakers of Other Languages (TESOL), Ref. #0416**

#### **Admission Requirements**

- B.A. plus completion of at least one undergraduate linguistics course
- 3.0 undergraduate or graduate GPA, or
- A GAP score of 2200, with minimum of 3.5 on analytical writing portion of GRE
- 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

#### **Certificate requirements—22 hours**

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 16 hours consisting of English 407G Linguistic Analysis, 408G Psycholinguistics and Sociolinguistics, 565 Integrated TESL, 566 Teaching and Testing ESL Grammar, and 471G TESL Practicum, which involves field experience in Bowling Green conducted during the final semester. Other requirements include a portfolio of student work and completion of 6 hours of one foreign language if not previously taken. Students must have taken one linguistics class—ENG 104 Introduction to Linguistics, ENG 302 Language and Communication, ENG 304 English Language, or an approved equivalent— before taking 407G. Students must maintain a 3.0 GPA in order to receive the certificate.

*Required Courses—16 hours*

ENG 407G Linguistic Analysis  
ENG 408G Sociolinguistic and Psycholinguistics  
ENG 565 Integrated TESL  
ENG 566 Teaching and Testing ESL Grammar  
ENG 471G TESL Practicum  
Student Portfolio (for final assessment)

*Other requirements*

6 hours of one foreign language if not previously taken

**Endorsement: Teach English as a Second Language (TESL)**

Persons who have certification to teach in the elementary, middle, or secondary grades can add on to that certification an endorsement in teaching English as a Second Language by completing the courses below and the ESL Praxis test with a minimum score of 157.

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

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.

**Endorsement requirements—22 hours***Required Courses—16 hours*

ENG 407G Linguistic Analysis  
ENG 408G Sociolinguistic and Psycholinguistics  
ENG 565 Integrated TESL  
ENG 566 Teaching and Testing ESL Grammar  
ENG 471G TESL Practicum

*Other requirements*

6 hours of one foreign language if not previously taken

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**Graduate Courses in English****ENG 401G Advanced Composition**

3 hours

Study and practice in various forms of writing and rhetorical principles.

**ENG 402G Editing and Publishing**

3 hours

Editing collections of student works in several types including experience in computer text editing; lectures by visiting publishers and editors of books, journals, and newspapers.

**ENG 403G Writing Memoir and Autobiography**

3 hours

A course in the techniques of writing autobiography; readings will be chosen primarily from contemporary American examples of the genre.

ENG 404G History of English Language 3 hours Origin and development of the language from Indo-European to Modern English with emphasis on developments in the sound system, vocabulary, and grammar; historical and cultural effects.

**ENG 407G Linguistic Analysis**

3 hours

Prerequisites: ENG 104 OR ENG 302 OR ENG 304 or equivalent. 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.

**ENG 408G Psycholinguistics and Sociolinguistics**

3 hours

Prerequisite: ENG 200 and ENG 407. How sociology and psychology contribute to the study of linguistics. Emphasis on social and regional dialects, first and second language acquisition, and speech perception and production.

**ENG 410G Composition Theory and Practice in Writing Instruction**

3 hours

A study of contemporary theories of composition with an emphasis on their relevance to writing and the teaching of writing.

**ENG 412G Theory and Practice of Rhetoric**

3 hours

A survey of the history of rhetorical theory from the classical to the contemporary period with emphasis on how theories reflect and guide public and written discourse and the teaching of writing.

**ENG 415G Writing and Technology**

3 hours

Prerequisite: ENG 300. 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.

**ENG 430G 19th Century American Literature**

3 hours

Seminar in 19th-century American literature; course topics will vary.

**ENG 457G British Literature since 1900**

3 hours

A study of British literature from 1900 to the present, including fiction, poetry, and drama, with attention to innovations in literary form and cultural context.

**ENG 460G Literary Theory and Criticism**

3 hours

A study of theories and methods of literary and cultural analysis selected from ancient times to the present. Focus includes the written practice of criticism in response to a wide variety of texts.

**ENG 465G Film Genres**

3 hours

Prerequisites: ENG 100 and 200 and either BCOM 271 or ENG 365, or instructor's permission. 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.

**ENG 466G Film Theory**

1-3 hours

Prerequisites: ENG 366, ENG 365; BCOM 271, or permission of instructor. 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.

**ENG 467G Visiting Writer Summer Workshop**

3 hours

Prerequisite: Instructor Permission Required. Advanced Creative Writing Workshop. Offered for four weeks each summer by a visiting writer of national reputation. Alternating genres. Instructor Permission Required. May be repeated once if different genre.



**ENG 468G Early Modern English Literature**

3 hours

A study of sixteenth- and seventeenth-century English literature with attention to embrace of the vernacular; development of genres and poetic forms; and cultural and social contexts.

**ENG 471G Teaching English as a Second Language Practicum**

4 credits

Prerequisites: ENG 407G, ENG 408G, ENG 565, ENG 566 and permission of instructor. Supervised observation and instruction in public school or other appropriate settings, culminating in the production of a portfolio. Students are responsible for arranging their own transportation to designated or assigned sites.

**ENG 474G Advanced Poetry Writing**

3 hours

An advanced, intensive course in the writing of poetry, emphasizing the practice and prevalent theories of contemporary poets.

**ENG 475G Advanced Fiction Workshop**

3 hours

Prerequisites/corequisites: ENG 303 or equivalent. An advanced and intensive course exploring the techniques of writing fiction, emphasizing contemporary theory and practice.

**ENG 478G Visiting Writer Summer Workshop**

3 hours

Prerequisite: Permission of Instructor Advanced Creative Writing Workshop. Offered for four weeks each summer by a visiting writer of national reputations. Alternating genres. Instructor permission Required. May be repeated once if different genre.

**ENG 481G Chaucer**

3 hours

Representative works of Chaucer, with emphasis on *The Canterbury Tales*; backgrounds; outside readings and reports.

**ENG 482G Shakespeare I**

3 hours

Major plays from each stage of Shakespeare's career studied in the light of current Shakespearean criticism and writings from the time.

**ENG 484G British Romanticism**

3 hours

Background and phases of romanticism; representative exponents of the Romantic Movement.

**ENG 486G The Eighteenth Century**

3 hours

Eighteenth-century literature, forms, and developments.

**ENG 487G Dante's Divine Comedy and its Influences**

3 hours

An intensive study of *The Divine Comedy*, in English translation, along with Dante's major sources and analogues.

**ENG 488G Victorian Literature**

3 hours

Selected works by major poets, essayists, and novelists of Victorian England as a reflection of the culture of the age.

**ENG 489G English Novel**

3 hours

Technique and history of the novel. Several representative novels studied.

**ENG 490G American Novel**

3 hours

A chronological examination of the American novel and its development from the 18th century to the present. Major literary techniques and movements will be analyzed in the context of several representative American novels.

**ENG 493G American Poetry**

3 hours

The course examines, in addition to major writers, selected major movements and schools in American poetry, paying special attention to influences, techniques and styles.

**ENG 495G Southern Literature**

3 hours

Intensive study of distinctively Southern characteristics as reflected in the works of major writers with strong cultural and psychological ties to the American South. The development of these characteristics will be examined in historical and social contexts.

**ENG 497G Women's Literature**

3 hours

An examination of the themes, aesthetic importance, and historical context of literature by women, with emphasis on American and British writers. Topic will vary by semester.

**ENG 499G Directed Study/English-Ind**

3 hours

Prerequisites: 3.0 grade point average; senior standing. A study of a specific literary or linguistic topic directed by a faculty member.

**ENG 501 Graduate Writing Workshop**

3 hours

Provides a Master's level workshop for students with varied writing interests.

**ENG 502 Graduate Directed Writing**

3 hours

Provides a graduate-level directed writing course for students with varied writing interests.

**ENG 504 Studies in American Literature**

3 hours

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. May be repeated once, for a total of 6 credit hours.

**ENG 509 Practicum in One-to-One Writing Instruction**

0 hours

Prerequisites: ENG 100 and ENG 200 and ENG 300. 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.

**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.

**ENG 511 Writing Instruction Practicum**

0 hours

Prerequisites: Department graduate assistant status AND completion of min. 9 hours of English course work. A practicum in composition instruction for English Department graduate assistants who will be teaching ENG 100 as part of their assistantship in subsequent semesters.

**ENG 514 Studies in British Literature**

3 hours

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. May be repeated once, for a total of 6 credit hours.

**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.

**ENG 524 Studies in World Literature**

3 hours

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. May be repeated once, for total of six credit hours.

**ENG 534 Studies in Genre**

3 hours

Study of a particular genre, such as the novel, short stories, life writing, poetry, or drama. Topics will vary. May be repeated once, for total of six credit hours.

**ENG 565 Integrated Teaching English as a Second Language**

3 hours

Prerequisite: Solid foundation in the theories of child-adult classroom-based language learning and methods for English language instruction. Field experiences in public schools or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.

**ENG 566 Teaching and Testing English as a Second Language Grammar**

3 hours

Prerequisite: ENG 407G. Investigation of ESL learners' grammatical difficulties, approaches to solving them, and ways to test their grammatical development. Field experiences in public schools or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.

**ENG 586 Seminar in British Writers**

3 hours

Content varies. Selected works or writers. May be repeated once with a different topic.

**ENG 596 Seminar in American Writers**

3 hours

Topics will vary. Selected works or writers. May be repeated once with a different topic.

**ENG 597 Special Topics in English**

3 hours

Seminar on topics in literature, language, or composition. Course may be repeated with different content.

**ENG 598 Advanced Directed Study**

3-6 hours

Supervised student research on literary or linguistic topics.

**ENG 599 Thesis Research and Writing**

1-6 hours (6 total)

No course description is available.

**ENG 600 Maintaining Matriculation**

1-6 hours

No course description is available.

## Department of Folk Studies and Anthropology

Michael Ann Williams, Department Head  
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<http://www.wku.edu/fsa>

### Programs Offered

Folk Studies (MA)  
Folk Studies, minor (MAE)  
Historic Preservation (Certificate)

### Master of Arts: Folk Studies, Ref. #069

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.

### Admission Requirements

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

### Plan A (Thesis Option) Degree Requirements—36 hours

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

#### *Required Courses—18 hours*

The following three courses must be taken in the first year:

FLK 577 Folklore Theory  
FLK 578 Folklore Fieldwork  
FLK 569 Folklore Genres

Three of the following genre courses:

FLK 561 Folk Arts and Technology  
FLK 571 Folk Narrative  
FLK 575 Folk Belief  
FLK 576 American Traditional Music

#### *Electives—12 hours*

Selected with approval of advisor.

#### *Thesis – 6 hours*

FLK 599 Thesis Research and Writing

#### *Exam*

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

**Plan B (Public Folklore Option) Degree Requirements—36 hours**

This option requires additional course work rather than thesis writing. It also permits individually planned programs (with advisor) stressing those combinations of course related research, “hands on” skills, and writing experiences that will best prepare individuals for their personal and professional goals.

*Required Courses—27 hours*

The following three courses must be taken in the first year:

- FLK 577 Folklore Theory
- FLK 578 Folklore Fieldwork
- FLK 569 Folklore Genres

Three of the following genre courses:

- FLK 561 Folk Arts and Technology
- FLK 571 Folk Narrative
- FLK 575 Folk Belief
- FLK 576 American Traditional Music

These courses are required:

- FLK 562 Folklore and Education
- FLK 572 Public Folklore
- FLK 589 Internship in Folk Studies

*Electives—9 hours*

- FLK 462G Folklore and Medicine
- FLK 470G Museum Procedures and Preservation Techniques
- FLK 560 Cultural Conservation
- Other electives chosen with the advisor’s approval

*Exam and Portfolio*

The student must also pass a comprehensive written examination based on course work and a program reading list, and submit a portfolio of professional-level work for the degree.

**Plan C (Historic Preservation Option) Degree Requirements—36 hours**

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

*Required Courses—27 hours*

The following three courses must be taken in the first year:

- FLK 577 Folklore Theory
- FLK 578 Folklore Fieldwork
- FLK 569 Folklore Genres

Three of the following genre courses:

- FLK 561 Folk Arts and Technology
- FLK 571 Folk Narrative
- FLK 575 Folk Belief
- FLK 576 American Traditional Music

These courses are required:

- FLK 470G Museum Procedures and Preservation Techniques
- FLK 464G Vernacular Architecture
- FLK 560 Cultural Conservation

*Electives—9 hours*

Electives chosen with the advisor’s approval

*Exam and Portfolio*

The student must also pass a comprehensive written examination based on course work and a program reading list, and submit a portfolio of professional-level work for the degree.

**Master of Arts in Education: Folk Studies minor, Ref. #009**

This program is designed to enrich teaching content in the public schools in the arts, humanities, and social sciences, and to broaden the teacher's general education background.

**Admission Requirements**

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

**Requirements for Folk Studies minor—minimum of 12 hours***Required Core—6 hours*

- FLK 577 Folklore Theory
- FLK 578 Folklore Fieldwork

*Electives—6 hours*

Chosen with the advisor's approval. One course from a related discipline may be substituted for one folklore elective.

**Certificate: Historic Preservation, Ref. #0423**

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

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

**Certificate requirements—15 hours***Required Courses—12 hours*

- FLK 560 Cultural Conservation
- FLK 589HP Internship
- Two of the following:
  - FLK 445G American Architectural History
  - FLK 464G Vernacular Architecture
  - FLK 470G Museum Procedures and Preservation Techniques
  - GEOG 434G Historic Preservation and Planning

*Electives – 3 hours*

Chosen with advisor's approval.

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**Graduate Courses in Folk Studies****FLK 410G African American Music**

3 hours

A survey of selected musical styles created and developed by African Americans from the 17th to the 20th century: spirituals, blues, popular music forms (e.g., soul, reggae, rap music). Emphasis will be placed on the historical factors and socio-cultural trends that influenced the development of African-American music.

**FLK 445G American Architectural History**

3 hours

An interdisciplinary survey of American architectural history, including trends and styles, architect designed and manufactured structures and elements, and the social history of American architecture.

**FLK 446G Restoration of Historic Interiors**

3 hours

Design and other aspects of interior historic restoration of both academic and vernacular structures. Attention focused on aesthetic issues of designing domestic and commercial historic interiors for restoration. Cross-listed with Consumer and Family Sciences 446G.

**FLK 447G History of Architecture Interiors**

3 hours

Analysis of styles in architectures and interiors from ca. 1900 to present time. Emphasis on interiors and furnishings of both academic and vernacular structures and the forces which affected their development. Cross-listed with Consumer and Family Sciences 447G.

**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. Cross-listed with Public Health 462G.

**FLK 464G Vernacular Architecture**

3 hours

The forms, functions, and styles of buildings constructed according to custom from local materials to meet individual and cultural preferences.

**FLK 470G Museum Procedures and Preservation Techniques**

3 hours

Essential aspects of museums and of preservation, i.e., collecting, preserving, researching, exhibiting, and interpreting material culture.

**FLK 478G Folklore and 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.

**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.

**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.

**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.

**FLK 562 Folklore and Education**

3 hours

No course description is available.

**FLK 566 Oral History**

3 hours

Methods and theories of oral history, legal and ethical considerations, uses and planning of local oral history projects.

**FLK 569 Folklore Genres**

3 hours

An examination of the oral, customary, and material culture genres of folklore, and the theories and methods of genre studies.

**FLK 570 Appalachian Folklore and Folklife**

3 hours

Folklife and culture of southern Appalachia, with emphasis on verbal, customary, and material traditions.

**FLK 571 Folk Narrative**

3 hours

A survey of narrative genres of folklore and relevant scholarship.

**FLK 572 Public Folklore**

3 hours

History, methods, and issues of public folklore.

**FLK 574 Urban Folklore**

3 hours

Folkloric aspects of urban America, with special emphasis on legends, customs, beliefs, and other lore of today's regional, occupational, and ethnic groups.

**FLK 575 Folk Belief**

3 hours

An examination of vernacular belief systems and practices, including folk religion, alternative and folk healing, divination, ritual, legend, and myth. Current historical, philosophical, anthropological, and folkloristic theories will be covered.

**FLK 576 American Traditional Music**

3 hours

An examination of diverse forms of traditional American musical expression.

**FLK 577 Folklore Theory**

3 hours

Folklore scholarship, its historical development, and its principal bibliographical materials.

**FLK 578 Folklore Fieldwork**

3 hours

Examination of methodological issues and techniques in folklore fieldwork.

**FLK 579 Independent Study Folklore**

3 hours

Supervised individual study under the direction of a member of the folklore graduate faculty. (course pass required)

**FLK 580 Folklore Conversation and Communication**

3 hours

Forms of folklore which occur within a conversational stream. Expressive culture as a particular culture-specific mode of communication.

**FLK 585 Topics in Folklore**

3 hours

Topics of current interest in the field. Content varies according to the instructor and needs of the students. May be repeated once.

**FLK 589 Internship**

3 hours

Supervised work situation with cooperating business, industry, social or governmental agency, emphasizing application of advanced knowledge and skills in folk studies. (course pass required)

**FLK 599 Thesis Research and Writing**

1-6 hours (6 total)

Master's thesis in Folk Studies. Open only to candidates for the M. A. degree in folk studies who are engaged in thesis writing.

**FLK 600 Maintaining Matriculation**

1-6 hours

No course description is available.



## Department of History

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<http://www.wku.edu/history>

### Programs Offered

History (Certificate)  
History (MA)  
History, major (MAE)  
History, minor (MAE)

### Master of Arts: History, Ref. #078

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.

#### Admission Requirements

Applications to the Master of Arts in History program are handled by the Graduate Studies Office. Students must meet the minimum standards for admission set forth by Graduate Studies.

Applicants must sit for the Graduate Record Examination (GRE) and submit scores to the university as part of their application. 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 150 (if taken Aug. 2011 or later)
- A GRE Quantitative Reasoning section score that meets the University's minimum for admission
- Applicants must submit application and all supporting materials by June 15 (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.

#### Degree requirements

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

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

Plan B requires 36 hours. Historiography (HIST 535) must be included in the program or used as a research tool. The research tool may be met by demonstrating proficiency in a foreign language, completing Math 203 or Statistics, or completing History 535.

*Plan A – minimum of 30 hours*

HIST 535 Historiography  
21 hours of electives

Thesis

Modern foreign language reading proficiency

*Plan B – minimum of 36 hours*

HIST 535 Historiography

33 hours of electives

Research Tool: may be met by demonstrating proficiency in a foreign language, completing Math 203 or Statistics, or completing History 535

*Comprehensive Exam*

Students should contact the History Graduate Advisor early in their programs for help in compiling a list of books to study in preparation for the comprehensive exam. Students must pass the comprehensive exam (oral and written) over course work, bibliography, and (if Plan A) thesis.

### **Master of Arts in Education: History, major Ref. #111 or minor Ref. #017**

The Master of Arts in Education in History degree is designed for public school teachers who wish to specialize in history. Students may complete a major or a minor in history.

#### **Admission Requirements**

Applicants must meet the admission requirements of the Graduate School, the History Department's Master of Arts program, and the School of Teacher Education's Master of Arts in Education program.

1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate\* for Secondary.
2. Applicants who completed their initial certification program at another Kentucky or out of state institution with at least a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework must have or be eligible for a teaching certificate\* for Secondary.
3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate for Secondary.
4. Applicants must complete at least 18 undergraduate credit hours in history or equivalent. Applicants must have a GPA in undergraduate and graduate history courses of at least 3.0, and an overall GPA of at least 2.75.

*Applicants must submit GRE General Test scores with their application. The GRE advanced test in history is not required for admission.*

*\*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 Completion Requirements**

A minimum of 18 graduate credit hours in history is required for a major. A minimum of 12 graduate credit hours in history is required for a minor. The remaining credit hours must consist of Teacher Leader (TCHL) courses in the School of Teacher Education. For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.

### **Certificate: History, Ref. #165**

#### **Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

**Certificate Requirements**

Twelve (12) hours of course work is required for the following areas of certificate completion:

*United States (HUST)*

HIST 630 Seminar in United States History  
HIST 525 Social and Intellectual History of the US: 19th Century  
HIST 526 Social and Intellectual History of the US: 20th Century  
3 hours of electives

*Modern Europe (HMEU)*

HIST 606 Seminar in European History  
HIST 422G The French Revolution and Napoleonic Era  
HIST 425G Modern Germany  
3 hours of electives

*Military (HMIL)*

HIST 443G Civil War and Reconstruction, 1850-1877  
HIST 606 Seminar in European History (WWI)  
HIST 630 Seminar in United States History  
HIST 606 Seminar in European History (WWII)

*Social/Intellectual (HSOC)*

HIST 525 Social and Intellectual History of the US: 19th Century  
HIST 526 Social and Intellectual History of the US: 20th Century  
HIST 527 Social and Intellectual History of Europe: 19th Century  
HIST 447G History of American Popular Culture

*Kentucky (HKEN)*

HIST 554 Local History  
HIST 631 Seminar in Kentucky History  
HIST 456G Kentucky History  
3 hours of electives

*Southern (HSOU)*

HIST 630 Seminar in United States History  
HIST 457G The Old South  
HIST 458G New South  
3 hours of electives

*Early Modern Europe (HEME)*

HIST 606 Seminar in European History (Middle Ages)  
HIST 606 Seminar in European History (Renaissance)  
HIST 419G Tudor-Stuart England  
3 hours of electives

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**Graduate Courses in History****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.

**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.

**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.

**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.

**HIST 425G Modern Germany**

3 hours

A survey of German history from the early nineteenth century to the present.

**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.

**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.

**HIST 440G Colonial History of America to 1776**

3 hours

The founding and development of the colonies, emphasizing political, social, cultural, and economic institutions.

**HIST 442G The Age of Jackson, 1815-1850**

3 hours

A detailed study of social, political, and economic events from the War of 1812 through the War with Mexico.

**HIST 448G American Biographies**

3 hours

The lives of famous Americans, the times in which they lived, and the skills of their biographers.

**HIST 449G Korea and Vietnam**

3 hours

A detailed study of both the Korean and Vietnam conflicts and how they related to the overall foreign policy of the U.S.

**HIST 450G Diplomatic History of the US to 1898**

3 hours

An analysis of American diplomacy from the colonial period through the Spanish-American War.

**HIST 451G Diplomatic History of the US since 1898**

3 hours

An analysis of American diplomacy from the Spanish-American War to the present.

**HIST 454G The History of Religion in America**

3 hours

Survey of the development of religion in America. Among topics: separation of church and state and American civil religion.

**HIST 460G Traditional East Asia**

3 hours

A study of the political, socioeconomic, intellectual, and cultural history of China and Japan to 1600.

**HIST 462G History of the Middle East**

3 hours

A study of the history, religion, and culture of the Middle East from the rise of Islam until the present.

**HIST 464G Latin America and the United States**

3 hours

An intensive study of the relations between Latin America and the United States.

**HIST 465G The Mexican Republic**

3 hours

A study of Mexico from 1824 to the present.

**HIST 471G Modern China**

3 hours

Detailed study of rise of modern China since the 17th century.

**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.

**HIST 479G Topics in the Third World**

3 hours

Intensive study of a selected Third World topic.

**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.

**HIST 490G Topics in History I**

3 hours

Detailed study of selected topics in history.

**HIST 491G Topics in History II**

3 hours

Provides a detailed study of a selected topic in history, using the lecture and discussion approach.

**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.

**HIST 501 European History/Secondary Teachers**

3 hours

Emphasis on bibliography, documents, historical interpretations and materials useful for secondary teachers of history.

**HIST 502 US History/Secondary Teachers**

3 hours

Emphasis on bibliography, documents, historical interpretations and materials for secondary teachers of history.

**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.

**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.

**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.

**HIST 522 United States Since 1945**

3 hours

A study of all phases of United States history since 1945.

**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.

**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.

**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.

**HIST 530 History of the Civil Rights Movement in America**

3 hours

Equivalent: HIST 430G. Introduction to graduate-level survey of the struggle for civil rights and social justice in 20th century America.

**HIST 531 A Cultural History of Alcohol**

3 hours

An examination of the role that alcohol plays in historical development among various world cultures over time. Instructor may choose to focus on a specific region and/or time period.

**HIST 535 Historiography**

3 hours

A survey of historical writing from ancient times to the present, with emphasis on European and American historians of the nineteenth and twentieth centuries.

**HIST 540 Colonial North America to 1763**

3 hours

The background, founding, and development of the North American colonies, emphasizing political, social, cultural, and economic institutions.

**HIST 541 The American Revolution and Early Republic 1776-1815**

3 hours

Equivalent: HIST 441G. A study of the Confederation, the making of the Constitution, and the development of the nation through the War of 1812.

**HIST 543 Civil War and Reconstruction, 1850-1877**

3 hours

Equivalent: HIST 443G. A study of the origins of the war, including an analysis of the military, social, cultural, and diplomatic events, as well as the significant developments of Reconstruction. Occasional field trips to Civil War sites.

**HIST 544 Gilded Age America**

3 hours

Equivalent: HIST 444G. A study of American history and culture from the end of Reconstruction to the early twentieth century, emphasizing social, political, cultural, and regional development.

**HIST 545 American Legal History to 1865**

3 hours

Equivalent: HIST 445G. A survey of the development of American law and its relationship to political, economic, and social trends in antebellum American society.

**HIST 546 American Legal History Since 1865**

3 hours

Equivalent: HIST 446G. A survey of the development of American law and its relationship to political, economic, and social trends in modern American society.

**HIST 547 History of American Popular Culture**

3 hours

Equivalent: HIST 447G. Prerequisite: 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.

**HIST 552 American Urban History**

3 hours

Equivalent: HIST 452G. The rise of the city from colonial times to the present, focusing on the economic base of urban expansion, the social and cultural scene, the pattern of urban politics, urban services, municipal administration, and the image of the city in popular thought.

**HIST 553 American Women's History**

3 hours

Equivalent: HIST 453G. Social, cultural, and political history of American women from pre-colonial times to the present.

**HIST 554 Discovery and Interpretation of Local History**

3 hours

Materials, methodology and techniques employed in local history research and its integration with other fields.

**HIST 556 Kentucky History**

3 hours

Equivalent: HIST 456G. A study of the political, economic, social, and cultural development of the state from pioneer days. Local development is also stressed.

**HIST 557 The Old South**

3 hours

Equivalent: HIST 457G. This course analyzes intellectual, cultural, political, economic, and racial ideologies of the American south, focusing on the period between 1800 and 1860.

**HIST 558 The New South**

3 hours

Equivalent: HIST 458G. This course analyzes intellectual, cultural, political, economic, and racial ideologies of the American south from the civil war until the end of the twentieth century.

**HIST 563 The Atlantic World**

3 hours

Equivalent: HIST 463G. A study of the areas touched by the Atlantic Ocean in the period from the 1300's through the early 1900's, focusing on the intersections of African, Native American, and European cultures.

**HIST 569 Cooperative Education in History**

3 hours

Practical experience in a supervised work situation with a cooperating library, museum, archives, or other appropriate historical organization.

**HIST 574 History of Religion in America**

3 hours

Survey of the development of religion in America. Among topics: separation of church and state and American civil religion.

**HIST 581 The Rise and Fall of the Confederacy**

3 hours

An overview of the Confederate States of America. Topics covered will include nationalism, race, politics, religion, and leadership.

**HIST 590 Advanced Individual Study**

3 hours

Prerequisite: 3.0 average in at least 9 hours at the graduate level. A research problem or intensive readings directed by a faculty member. May be repeated once with a different topic.

**HIST 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**HIST 600 Maintain Matriculation**

1-6 hours

No course description is available.

**HIST 605 Seminar in Ancient History**

3 hours

A seminar that focuses on the historical developments in and cultural achievements of Ancient Greece or Ancient Rome. May be repeated once with a different topic.

**HIST 606 Seminar in European History**

3 hours

Graduate seminar in such diverse areas as the Middle Ages, Renaissance, Reformation, and Nazi Germany. May be repeated once with a different topic.

**HIST 615 Seminar in Non-Western History**

3 hours

Seminar on a selected topic or area of the non-Western world, including China, Japan, Middle East, Africa and Latin America. May be repeated once with a different topic.

**HIST 619 Seminar in US Diplomatic Relations**

3 hours

A study of issues, problems, and accomplishments in American foreign relations during the twentieth century. May be repeated once with a different topic.

**HIST 622 Seminar in American Borderlands and the West**

3 hours

A study of American borderlands and/or the regional West with a concentration on social, cultural, and political developments. May be repeated once with a different topic.

**HIST 630 Seminar in US History**

3 hours

Graduate seminar in such diverse areas as Colonial America, the Federalist era, the Slavery Controversy, the U.S. since 1945. May be repeated once with a different topic.

**HIST 631 Seminar in Kentucky History**

3 hours

A study of political, economic, social, and cultural developments in Kentucky from pioneer days to the present.



**HIST 641 Readings in American History**

3 hours

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. May be repeated one time for credit with permission of instructor.

**HIST 644 Readings in European History**

3 hours

A broad survey of readings designed to acquaint students with current trends in European historiography. May cover various time periods. May be repeated one time for credit with permission of instructor.

## School of Journalism & Broadcasting

Loup Langton, Director  
Mass Media & Technology Hall 216  
Phone: (270) 745-4144 | FAX: (270) 745-5835  
<http://www.wku.edu/journalism>

The School of Journalism & Broadcasting offers a concentration of courses in Sport Media & Branding within the online **Master of Science in Recreation and Sport Administration**. The concentration in Sport Media & Branding allows graduate students to explore the context and complexities of sport media relations, sport branding, digital media production and distribution, and sport sponsorships. The 33-credit-hour, two-year program confronts the extraordinary changes occurring in the integrated sport marketing communication landscape, and assists students in the pursuit of competitive jobs in the sport communication, advertising, and branding industries. For more program information refer to the **Department of Kinesiology, Recreation and Sport** in the College of Health and Human Services and **DELO Cohort Programs** .

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### Graduate Courses in Journalism

#### **JOUR 427G School Journalism**

3 hours

A course designed to meet the state requirements for secondary certification in journalism. Explores resources available to journalism teachers and the responsibility of publication advisors.

#### **JOUR 481G Problems/Mass Communication**

3 hours

Study of contrived and real problems involving research, planning and implementation.

#### **JOUR 536 Sport Branding: A New Game**

3 hours

Prerequisite: RSA 521 Public Relations in Recreation & Sport. Focused on developing and delivering a meaningful brand message to increase sport fan loyalty and engagement. Topics include team-branding, athletes as brands, globalization, and digital technologies.

#### **JOUR 537 Sport Sponsorships: New Revenue Strategies**

3 hours

Prerequisite: JOUR 536 Sport Branding: A New Game. Focused on developing and selling sport sponsorships. Topics include brand alignment, identifying potential sponsors, sales planning, adding value, digital technologies, and tracking results.

#### **JOUR 543 Strategic Public Relations Writing for Sport**

3 hours

Prerequisites: RSA521 Public Relations in Recreation & Sport. Addresses public relations writing and multimedia distribution requirements for reaching a variety of sport audiences in today's digital age.

#### **JOUR 537 Issues in Sport Media Relations**

3 hours

Prerequisites: RSA 521 Public Relations in Recreation & Sport. Provides a strategic framework for understanding sport information management and preparation by focusing on the relationship among sport organizations, spokespeople and media.

## Department of Modern Languages

Laura McGee, Department Head  
 Ivan Wilson Fine Arts Center 251  
 Phone: (270) 745-2401 | FAX: (270) 745-6859  
<http://www.wku.edu/modernlanguages/>

### **Master of Arts in Education: French minor, Ref. #010; German minor, Ref. #012; Spanish minor, Ref. #038**

Minors are available in French, German, and Spanish. Since this program is designed for the public school teacher, students following it must meet all requirements for renewing the teaching certificate. Those persons minoring in French, German, or Spanish may take a minimum of 12 and a maximum of 15 hours. The remaining hours will be taken in professional education. No more than four 400G-level courses can be counted overall among the 30 required hours.

### **Graduate Courses in French**

#### **FREN 420G French Stylistics**

3 hours

Prerequisite: FREN 320. Creative self-expression, refinement of grammatical understanding, the art of translation, and stylistic devices.

#### **FREN 421G Advanced French Conversation**

3 hours

Prerequisite: FREN 321. Discussion on assigned topics and reports on current newspaper and magazine articles. Special emphasis on idiomatic expression.

#### **FREN 427G Francophone Culture**

3 hours

Prerequisites: FREN 323. Covers all Francophone countries (including France) and deals with various aspects of culture: oral literature (legends, customs, etc.), music, religion.

#### **FREN 445G French Canadian Literature**

3 hours

Prerequisite: FREN 321, 314, 325, or 326, or instructor's permission. A survey of the Quebecois novel, theatre and poetry through a selection of 19th and 20th century writers.

#### **FREN 450G Topics in Francophone Cinema**

3 hours

Course examines the way Francophone film directors and social scientists look at various aspects of the most recent cinema: general narrative structure, recurring patterns, relation form/content, ideology.

#### **FREN 520 Seminar French Literature/Language**

3 hours

A seminar involving the study of a single French author, school of literature, or particular emphasis in a literary genre; or an advanced level study of the French language, its use, development, and/or linguistic principles.

### **Graduate Courses in German**

#### **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.

#### **GERM 435G German Literature 19/20th Century**

3 hours

Major German, Austrian, and Swiss writers of the 19th and 20th centuries, with emphasis on prose and drama.

**GERM 436G German Literature of Classic Period**

3 hours

Prerequisite: GERM 314. The outstanding works of Goethe, Schiller, and other authors of the late 18th and early 19th centuries.

**GERM 437G German Literature and Film**

3 hours

A study of German film and film adaptations of German literature. Emphasis on textual analysis, special film terminology, theoretical approaches to film, writing about film.

**GERM 555 Topics in Germanic Literature and Culture**

3 hours

Prerequisite: Graduate Status. This course will examine different topics of interest in German literary and cultural studies.

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**Graduate Courses in Modern Languages****MLNG 410G Second Language Acquisition**

3 hours

Introduction to principal theories of the acquisition of a second or foreign language. Explores how language learning styles and strategies relate to language acquisition and implications for the classroom.

**MLNG 420G Multimedia Technologies in Teaching Foreign Languages**

3 hours

Special Requirements: For graduate enrollment: teacher certification in French, German, or Spanish or permission of instructor. Pedagogical and hands-on training for in-service teachers. Students may gain permission of instructor to enroll in a section for a language other than French, German, or Spanish.

**MLNG 474G Teaching Foreign Language**

3 hours

Corequisites: SEC 453. Prerequisites: EDU 250 and SPED 330 and EDUC 403 or SEC 351, PSY 310. Develops skills, procedures and strategies for teaching foreign language in middle and secondary schools. Field experiences in public schools and/or appropriate settings away from campus are required for this course. Students are responsible for arranging their own transportation to designated or assigned sites.

**MLNG 480G Topics in Modern Language Cultures and Pedagogy**

1-3 hours

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. May be repeated with different topics for a maximum of 6 hours of credit.

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**Graduate Courses in Spanish****SPAN 470G Advanced Oral Spanish**

3 hours

Prerequisite: SPAN 370. Conversation units, dramatic sketches, original oral topics.

**SPAN 471G Advanced Spanish Composition**

3 hours

Prerequisite: SPAN 371. Examination of selected literary works; original compositions on selected topics.

**SPAN 476G 20th Century Spain**

3 hours

Chronological study of the culture of Spain through literary masterpieces of the present century. Ideas and characteristics of cultural and literary periods in Spain and approaches to literary texts will be discussed.

**SPAN 490G Hispanic Cinema**

3 hours

Prerequisite: graduate standing. 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.

**SPAN 499G Advanced Studies in Spanish**

1-4 hours

Prerequisites: Junior or senior standing and permission of instructor. For guided independent study in culture, language, or literature. May be used with consent of full-time program faculty members for work accomplished during study abroad. Number of credit hours will be determined in consultation with instructor. May be repeated for a maximum of six hours of credit.

**SPAN 555 Topics in Hispanic Literature and Culture**

3 hours

Prerequisite: Graduate Status. This course will examine different literary and cultural topics of interest in Hispanic studies.

**SPAN 578 Seminar: Hispanic Literature or Language**

3 hours

May be repeated once.

## Department of Music

Mitzi Groom, Department Head

Ivan Wilson Fine Arts Center 351

Phone: (270) 745-3751 | FAX: (270) 745-6855

<http://www.wku.edu/music>

### Master of Music, Ref. #0453

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).

### Admission Requirements

#### *University Admission Requirements*

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

#### *Department of Music Admission Requirements*

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

### Degree Requirements

#### *Music Core: Required for all 4 concentrations—12 hours*

(Level 2 content core for the Music Education/Teacher Leader and Conducting/Teacher Leader)

MUS 500 Theory (3 hours)

MUS 530 Music Literature (3 hours)

MUS 511 Research Methods in Music (3 hours)

OR TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)

MUS 525 Music and Human Experience (3 hours)

#### *Music Elective Hours for all concentrations*

MUS 513 Directed Ind. Study (3 hours)

MUS 518 Advanced Conducting (3 hours)

MUS 538 Directed Ind. Study (3 hours)

MUS 553 Applied Principal (2 hours)

MUS 550 Applied Music Secondary (1 hour)

Performing Ensemble 1 hour selected from: MUS 540, 541, 544, 545, 547, 548, 549, 571 or 574

*Music Education/Teacher Leader Concentration (MUTL)—30 hours*Music Core—12 hours

MUS 500 Theory (3 hours)

MUS 530 Music Literature (3 hours)

MUS 511 Research Methods in Music (3 hours)

OR TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)

MUS 525 Music and Human Experience (3 hours)

(Level 1) Professional Education Core—12 hours

\*TCHL 500 Foundations of Teacher Leadership (3 hours) (Required the first semester of admission to the program.)

MUS 509 Music Curriculum in the Elementary and Middle Schools (3 hours)

MUS 514 Secondary Music Curriculum (3 hours)

MUS 625 Graduate Capstone Project (Action Research Project, an exit requirement) (3 hours)

OR TCHL 560 Action Research for Teacher Leaders

*\*Competencies included in TCHL 530, 540, 544, 548, 550, 554, and 558 are embedded in MUS 509 & 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 558 course. Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, 540, 544, 548, 550, 554, and 558. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509 and 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).*

Elective Hours—6 hours

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, 554, and 558 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL courses 550 & 554.

*Conducting/Teacher Leader Concentration (MUCT)—33-36 hours*Music Core—12 hours

MUS 500 Theory (3 hours)

MUS 530 Music Literature (3 hours)

MUS 511 Research Methods in Music (3 hours)

OR TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)

MUS 525 Music and Human Experience (3 hours)

(Level 1) Professional Education Core—12 hours

\*TCHL 500 Foundations of Teacher Leadership (3 hours) (Required the first semester of admission to the program.)

MUS 509 Music Curriculum in the Elementary and Middle Schools (3 hours)

MUS 514 Secondary Music Curriculum (3 hours)

MUS 625 Graduate Capstone Project (Action Research Project, an exit requirement) (3 hours)

OR TCHL 560 Action Research for Teacher Leaders

*\*Competencies included in TCHL 530, 540, 544, 548, 550, 554, and 558 are embedded in MUS 509 & 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 558 course. Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, 540, 544, 548, 550, 554, and 558. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509 and 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).*

Conducting/Teacher Leader Requirements—9-12 hours

MUS 518 Conducting (3 hours)  
 MUS 519 Conducting Seminar (3 to 6 hours)  
 Choral Emphasis 6 hours  
 Instrumental Emphasis 3 hours  
 \*MUS 512 Music Education Workshop (3 hours)

*\*Competencies included in TCHL 550, 554, and 558 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL courses 550 & 554*

*Conducting Concentration (MUCN)—30-33 hours*

Music Core—12 hours

MUS 500 Theory (3 hours)  
 MUS 530 Music Literature (3 hours)  
 MUS 511 Research Methods in Music (3 hours)  
 OR TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)  
 MUS 525 Music and Human Experience (3 hours)

Required Conducting Concentration Courses—12-15 hours

MUS 518 Advanced Conducting (3 hours)  
 MUS 519 Conducting Seminar (3 to 6 hours)  
 Choral Emphasis: 6 hours  
 Instrumental Emphasis: 3 hours  
 Ensemble (1 hour)  
 Applied Lessons in conducting (2 hours)  
 MUS 625 Graduate Capstone Project (3 hours)

Elective Hours—6 hours

Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. MUS 519 may be taken for a total of 6 hours.

*Pedagogy Concentration (MUPD)—30 hours*

Music Core—12 hours

MUS 500 Theory (3 hours)  
 MUS 530 Music Literature (3 hours)  
 MUS 511 Research Methods in Music (3 hours)  
 OR TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)  
 MUS 525 Music and Human Experience (3 hours)

Required Pedagogy Concentration Courses—12 hours

MUS 520 Advanced Pedagogy (3 hours)  
 MUS 513 DIS in Pedagogy (3 hours)  
 Ensemble (1 hour)  
 Applied Lessons (2 hours)  
 MUS 625 Graduate Capstone Project (3 hours)

Elective Hours—6 hours

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

*Program Exit Requirements*

1. MUS 625 Graduate Capstone Project
  - (a) Conducting and Conducting/Teacher Leader: Conducting project and program notes
  - (b) Music Education/Teacher Leader: Action Research Project



- (c) Pedagogy: Lecture recital and corresponding research paper
2. Oral comprehensive exam: A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications.

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## **Graduate Courses in Music**

### **MUS 500 Theory Seminar**

3 hours

Study and application of analytical techniques as they apply to the formal structure of music.

### **MUS 509 Music Curriculum in the Elementary and Middle Schools**

3 hours

Includes advanced study of contemporary elementary music education trends, methodologies, instructional techniques, and materials. Expands contemporary instructional methods.

### **MUS 511 Research Methods in Music**

3 hours

The philosophical, historical and experimental research methods in music/music education and their application within 21st century teaching-learning contexts.

### **MUS 512 Music Education Workshop**

3 hours

A variable topic workshop that may be repeated for a total of six hours.

### **MUS 513 Independent Directed Study/Music Education**

3 hours

Research projects in music education.

### **MUS 514 Secondary Music Curriculum**

3 hours

Includes advanced study of 21st century music education curriculum, instruction, assessment, and research-based practices applicable for teaching junior and senior high school performing and non-performing courses. Classroom management strategies and use of multiple modes of technology applicable for teaching and assessing music will be addressed.

### **MUS 517 Arts/Humanities for P-5 Instruction**

3 hours

Developmentally appropriate dance, drama/theatre, music, and visual art content (structural elements and purposes) and artistic processes (skills inherent within each art form) within the context of humanities (historical periods and multi-cultures), culminating in the design of interdisciplinary arts units for P-5 instruction.

### **MUS 518 Advanced Conducting**

3 hours

Course designed to sharpen and enhance skills as an ensemble conductor. Emphasis on specific conducting problems, rehearsal techniques and score study.

### **MUS 519 Conducting Seminar**

3 hours

Prerequisites: MUS 518. A survey of topics and materials related to the analytical and pedagogical aspects of instrumental or choral conducting. May be repeated up to a total of 6 hours.

### **MUS 520 Advanced Pedagogy in Music**

3 hours

In-depth study and application of pedagogical principles for the applied music teacher in a private studio setting.

**MUS 525 Music and the Human Experience**

3 hours

An investigation and study of the art of music encompassing the historical, philosophical, psychological and sociological tenets of the discipline.

**MUS 530 Music Literature**

3 hours

Investigation of a specialized area not covered in other music literature courses.

**MUS 538 Independent Directed Study/Theory-Literature**

3 hours

Supervised private research culminating in a scholarly paper.

**MUS 540 Choral Union**

1 hour

Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are an elective and require advisor approval for music degrees.

**MUS 541 University Choir**

1 hour

Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are an elective and require advisor approval for music degrees.

**MUS 544 University Orchestra**

1 hour

Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are an elective and require advisor approval for music degrees.

**MUS 545 Chamber Singers**

1 hour

Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are an elective and require advisor approval for music degrees.

**MUS 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.

**MUS 548 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.

**MUS 549 Chamber Music**

1 hour

Students enrolled in this course have attained considerable ability as a performer and must audition. This course can include all types of instrumental and choral chamber music literature.

**MUS 550 Applied Music Secondary**

1 hour

Applied study intended for beginners and requires no audition.

**MUS 553 Applied Music Principal**

2 hours

Applied study assumes graduate-level proficiency.

**MUS 571 Jazz Ensemble**

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.

**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.

**MUS 625 Graduate Capstone Project in Music**

3 hours

Prerequisites: MUS 511 or MUS 518 or MUS 520. Independent study and preparation for the Graduate Capstone Project in either music education, conducting or pedagogy.

## Department of Philosophy and Religion

Eric Bain-Selbo, Department Head

Cherry Hall 300

Phone: (270) 745-3136 | FAX: (270) 745-5261

<http://www.wku.edu/philosophy-religion>

### Master of Arts: Religious Studies, Ref. #0446

#### Admission Requirements

Graduate Studies admission requirements.

#### Degree Requirements—35 hours

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

#### *Required Courses*

RELS 500 Theory and Method in the Study of Religion (four hours)

RELS 601 Graduate Seminar in Religious Studies (four hours)

RELS 601 Graduate Seminar in Religious Studies (four hours)

RELS 602 Thesis and Project Development Seminar (one hour)

RELS 603 Thesis and Project Colloquium (one hour)

#### *Electives*

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

#### *Research Tool*

Appropriate language work in the student's area of emphasis is recommended (e.g., Hebrew for students doing work in Jewish scripture). Graduate level language courses may count for as many as six credits toward completing the degree. If not completing the research tool requirement in any other way, students must pass a reading examination in either French or German.

### Certificate: Religious Studies, Ref. #1711

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

#### Admission Requirements

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

#### Certificate Requirements—15 hours

#### *Required Courses*

RELS 500 Theory and Method in the Study of Religion (four hours)

RELS 601 Graduate Seminar in Religious Studies (four hours)

RELS 601 Graduate Seminar in Religious Studies (four hours)

#### *Elective*

One RELS elective determined in consultation with the assigned advisor (this may be a 400G course, 500- or 600-level course, graduate course in another department, or a graduate course transferred from another institution).

**Graduate Courses in Philosophy****PHIL 401G Readings in Philosophy**

3 hours

An intensive study of selected philosophic classics or readings in a selected area of philosophy. May be repeated for different topics.

**PHIL 415G Advanced Logic**

3 hours

Prerequisite: PHIL 110 or PHIL 115 and permission of the instructor. 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.

**PHIL 426G Philosophy and Old Age**

3 hours

Examination of philosophical themes bearing on old age, such as: meaning, memory, selfhood, autonomy, immortality, euthanasia, filial obligation, intergenerational justice, authority, dignity, virtue/vice, beauty.

**PHIL 427G Philosophy of Law**

3 hours

Prerequisites/requisites: graduate student status, and one philosophy course or permission of instructor. 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.

**PHIL 499G Independent Research in Philosophy**

3 hours

Directed study and research in one area of philosophy. The research will culminate in an acceptable thesis.

**PHIL 598 Humanities Essay**

3 hours

No course description is available.

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**Graduate Courses in Religious Studies****RELS 401G Religious Studies Seminar**

3 hours

A seminar with rotating topics designed primarily for advanced students in religious studies. May be repeated for different topics.

**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.

**RELS 431G Christianity 1517 to the Present**

3 hours

An investigation of the development of Christian thought and institutions from the beginning of the Reformation until the present.

**RELS 499G Independent Research Religious Studies**

3 hours

Directed study and research in one area of religious studies.

**RELS 500 Theory and Method in the Study of Religion**

4 hours

An introduction to key theoretical and methodological approaches to the comparative study of religion—including sociological, psychological, anthropological, textual and other approaches.

**RELS 501 Seminar in Religious Studies**

3 hours

Specific issues in one of the areas of concentration.

**RELS 510 Seminar in Religious Literature**

3 hours

Selected literature from one or more major religious traditions. May be repeated with different topics.

**RELS 520 Seminar in Religious History**

3 hours

Significant topics, movements, or events in the development of one or more major religious traditions. May be repeated with different topics.

**RELS 530 Seminar in Religious Thought**

3 hours

Selected topics or thinkers from one or more major religious traditions. May be repeated with different topics.

**RELS 598 Independent Study in Religion**

3 hours

Directed study and research in selected topics in religious studies. May be repeated for up to 6 hours.

**RELS 599 Thesis Writing**

1-3 hours

Directed research and writing toward the completion of a master's thesis. May be repeated for up to 6 hours.

**RELS 601 Graduate Seminar in Religious Studies**

4 hours

Prerequisite: Graduate student in Religious Studies or consent of the instructor. 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. May be repeated for up to 12 hours.

**RELS 602 Thesis and Project Development Seminar**

1 hour

Prerequisite: Graduate student in Religious Studies. A forum for graduate students in Religious Studies to facilitate the development of thesis or project proposals. This course may not be repeated.

**RELS 603 Thesis and Project Capstone Colloquium**

1 hour

Prerequisite: Graduate student in Religious Studies. A forum for graduate students in Religious Studies to facilitate the completion of theses or projects. Includes a concluding colloquium for the public presentation of work. This course may not be repeated.

**RELS 610 Teaching Practicum in Religious Studies**

1 hour

Prerequisites: Graduate teaching assistant in Religious Studies or permission of instructor. A forum for graduate students to learn about curriculum design and pedagogy for courses in Religious Studies and to discuss their current work with students. Repeatable for up to 4 hours. Pass/Fail grading.

## Department of Political Science

Saundra Ardrey, Department Head

Grise Hall 300

Phone: (270) 745-4558 | FAX: (270) 745-2945

<http://www.wku.edu/political-science/>

### Master of Public Administration, Ref. #051

James Chappell, Director

The MPA program serves three primary categories of students: (1) those preparing for careers in the public sector who possess little or no practical experience in governmental employment; (2) those experienced public administrators who seek additional academic and practical knowledge as a means to increase their administrative potential; and (3) members of the U.S. military service who seek a master's degree to enhance their management potential for command officer status and professional development.

#### Admission Requirements

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

#### Degree 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 unless exempted based on previous administrative or managerial experience. A final written comprehensive examination must be passed. Thesis is not required.

##### *Required Core – 18 hours*

PS 501 Methods of Political Inquiry

PS 538 Ethics and Bureaucracy

PS 540 Seminar in Public Sector Organizations

PS 541 Public Personnel Administration

PS 542 Government Financial Administration

PS 545 Seminar in Public Policy Analysis

*OR* PS 546 Public Policy Evaluation

##### *Electives – 18 hours*

See MPA Advisor for list of approved electives

##### *Internship – 3 hours*

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## Graduate Courses in Political Science

### PS 415G Federalism and Public Policy

3 hours

Prerequisite: PS 110 or permission of instructor. A study of the nature and impact of American federalism, including its historical, fiscal, economic, and political significance.

### PS 417G Local and Regional Government

3 hours

Prerequisite: Permission of instructor. A study and analysis of contemporary trends in local and regional governmental structure and activity; focuses on problems associated with the politics and policies found in local and regional governments, and how changes in local and regional communities affect the governmental process.

### PS 500 Workshops in Public Administration

1.5 hours

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. May be repeated for up to 6 hours of credit.

**PS 501 Methods of Political Inquiry**

3 hours

Emphasizes important and changing topics relevant to people working in the public, not-for-profit, and private sectors. Course will make use of practitioners in a variety of settings (local, state, federal) to bring important information to students who can apply what they have learned to their own job settings. Course topics will vary by semester to include grant writing, strategic planning, lobbying and others. May be repeated for up to 6 hours of credit.

**PS 505 Washington Internship and Academic Seminars**

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.

**PS 510 Problems in National Government**

3 hours

Research, reports, and discussion of selected aspects of national government.

**PS 511 Seminar in State and Local US Government**

3 hours

Selected problems of state governments and their sub-units.

**PS 512 Kentucky Government and Politics**

3 hours

This course will trace the role and influence of various political and social institutions in the state's political development and their implications for the current political and governmental situation.

**PS 520 Elements of Public Administration**

3 hours

Equivalent: PS 440G. Introductory survey of governmental administration; emphasizes relationships between political issues and the practice of administration in all areas of the public sector.

**PS 524 Administrative Law**

3 hours

Equivalent: PS 424G. A study of the development of and trends in administrative law with emphasis on the problems caused by the exercise of quasi legislative and quasi judicial powers by administrative agencies.

**PS 538 Ethics and Bureaucracy**

3 hours

Examines the ethical side of public decision making and the values or ends the American political system is designed to promote and protect.

**PS 540 Seminar in Public Sector Organization**

3 hours

Analysis of behavior and problems of public organizations in democratic environments. Links societal values to administrative structure and behavior.

**PS 541 Public Personnel Administration**

3 hours

A systematic survey of public personnel administration in the U.S. Discusses the development of modern personnel systems in the public sector and emphasizes contemporary trends at the state and local level as well as the national level of government.

**PS 542 Government Financial Administration**

3 hours

A study of the financial administration process of government with emphasis on local government. Subjects covered range from budgeting to risk management.



**PS 543 Politics/Administration/Rural Communities**

3 hours

A study of political and administrative institutions, processes, and issues associated with local governments in rural communities.

**PS 545 Seminar in Public Policy Analysis**

3 hours

Theoretical approaches to the analysis of public policy, policy-making, and policy implementation and to such topics as health and welfare, poverty, education, and urban affairs.

**PS 546 Public Policy Evaluation**

3 hours

Seminar examining the various approaches and techniques for evaluating public programs.

**PS 549 Special Problems in Public Administration**

3 hours

Seminar approach to contemporary problems in public organizations reflecting political/managerial developments; topics reflect both student and professional needs.

**PS 580 Independent Directed Study**

3 hours

Faculty guidance of student research in one or more selected fields of political science.

**PS 597 Professional Seminar in Public Administration**

3 hours

Principles and techniques in the practice of public administration. Case studies and contact with field professionals will be emphasized.

**PS 598 Internship in Public Administration**

3 hours

Work experience in a public sector or non-profit agency combined with faculty direction.

## Department of Sociology

Douglas Smith, Department Head

Grise Hall 101

Phone: (270) 745-3759 | FAX: (270) 745-6493

<http://www.wku.edu/sociology>

### Programs Offered

Criminology (MA)

Sociology (MA)

### Master of Arts: Sociology, Ref. #105

Contact: [James Kanan](#), Grise Hall 112, (270) 745-2404

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.

### Admission Requirements

Admission to the program requires a GAP score of at least 2200 (GAP = GRE verbal and quantitative scores combined times the undergraduate grade point average). Students desiring to earn assistantships must have a GAP score of at least 2700.† Also, a minimum score of 3.5 on the analytical writing section of the GRE is expected for both admission and an assistantship. In addition, preference is given to students who have completed the required courses for a sociology major or minor (Introductory Sociology, Using Statistics in Sociology, Strategies of Social Research, and Sociological Theory) with an average grade of B or better.

Interested students should send application for admission, GRE scores, transcripts, and a letter of intent to the Office of Graduate Studies. Applicants should discuss the following information in their letters of intent: 1) prior background and life experiences that could contribute to graduate coursework and research in sociology, 2) personal reasons for pursuing graduate studies in sociology at Western Kentucky University, 3) the applicant's areas of interest in the discipline of sociology, 4) the applicant's viewpoint on the importance of sociology for the study of the social world, and 5) future plans. The application deadline for fall semester admissions is June 15 and the deadline for spring semester admissions is November 15th. If a student wishes to be considered for one of the department's very limited graduate assistantship positions, he/she must submit application materials coupled with a graduate assistantship application and three letters of recommendation before March 15 for fall semester admission and before October 15 for spring semester admission.

†*This GAP score is based on GRE exams taken prior to August 2011. Contact the graduate advisor [James Kanan](#) for information regarding GRE exams taken August 1, 2011, or later. See the [GRE section](#) of this catalog for additional information.*

### Degree Requirements

#### Thesis Option Degree Requirements—31 hours plus Research Tool

*Required Core – 13 hours*

SOCL 505 Proseminar in Sociology

SOCL 510 Qualitative Research Methods

SOCL 512 Sociological Theory

SOCL 513 Quantitative Research Methods

SOCL 514 Advanced Social Statistics

*Electives – 12 hours*

Chosen with approval of advisor

*Thesis – 6 hours*

SOCL 599 Thesis Research and Writing

*Research Tool*

The research tool requirement may be met by completing one of the following three options:

1. Passing a foreign language examination that demonstrates reading proficiency in a foreign language,
2. Earning a grade of a “B” or better in SOCL 520, Professional Research and Writing in Sociology
3. Earning a grade of a “B” or better in SOCL 515, Advanced Data Analysis. SOCL 520 or SOCL 515 may be used as an elective course in the graduate program if not used in fulfilling the research tool requirement.

**Non-Thesis Option Degree Requirements—37 hours plus Research Tool***Required Core – 13 hours*

SOCL 505 Proseminar in Sociology  
SOCL 510 Qualitative Research Methods  
SOCL 512 Sociological Theory  
SOCL 513 Quantitative Research Methods  
SOCL 514 Advanced Social Statistics

*Electives – 24 hours*

Chosen with approval of advisor

*Comprehensive Exam*

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

*Research Tool*

The research tool requirement may be met by completing one of the following three options:

1. Passing a foreign language examination that demonstrates reading proficiency in a foreign language,
2. Earning a grade of a “B” or better in SOCL 520, Professional Research and Writing in Sociology
3. Earning a grade of a “B” or better in SOCL 515, Advanced Data Analysis. SOCL 520 or SOCL 515 may be used as an elective course in the graduate program if not used in fulfilling the research tool requirement.

**Master of Arts: Criminology, Ref. #0421**

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 in 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 in the curriculum 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 [http://www.wku.edu/sociology/ma\\_criminology/index.php](http://www.wku.edu/sociology/ma_criminology/index.php).**Admission Requirements**

Admission to the program requires a GAP score of at least 2200 (GAP = GRE verbal and quantitative scores combined times the undergraduate grade point average). Interested students should send applications for admission, GRE scores, and transcripts to the Office of Graduate Studies.

**Degree requirements—30 hours plus Research Tool**

The Criminology MA program requires students to complete 30 credit hours of graduate work plus a 3 credit hour research tool. The program only provides a non-thesis option. Students must pass an oral examination after completing all course work in the specified curriculum.

*Required Core – 12 hours*

- SOCL 514 Advanced Social Statistics
- SOCL 525 Survey of Criminal Justice Studies
- SOCL 532 Criminology
- SOCL 596 Applied Research Project

*Electives – 18 hours*

A minimum of 6 elective hours must be taken from this list of electives in the Department of Sociology at WKU:

- SOCL 530 Penology
- SOCL 531 Deviant Behavior
- SOCL 533 Criminology and Law
- SOCL 534 Neighborhoods and Crime
- SOCL 535 Family Violence
- SOCL 536 Juvenile Delinquency
- SOCL 537 Comparative Criminology
- SOCL 538 Victimology
- SOCL 546 Gender, Crime and Justice
- SOCL 547 Life-course Criminology
- SOCL 548 Race, Class and Crime
- SOCL 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 these 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:

- COR 823 Topical Seminar in Corrections/Juvenile Justice
- COR 830 Corrections and Society
- COR 835 Administration of Corrections and Juvenile Justice
- COR 840 Adult Corrections
- COR 850 Offender Rehabilitation Strategies
- COR 856 Law and Ethics in Corrections and Juvenile Justice
- CRJ 814 Policing and Society
- CRJ 874 Crime and Popular Culture
- CRJ 875 Crime and Public Policy
- CRJ 878 Ideology and Criminal Justice

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.

*Research Tool – 3 hours*

- SOCL 513 Quantitative Research Methods

**Graduate Courses in Sociology****SOCL 408G Survey Applications**

3 hours

Prerequisite: SOCL 300 and 302 or their equivalent and permission of instructor. Student involvement in the design, conduct, analysis, and dissemination of an actual social survey research project.

**SOCL 420G Political Sociology**

3 hours

Prerequisite: Nine hours of Sociology or consent of instructor. Political behavior within a sociological perspective. Includes social cohesion, legitimacy, political socialization, and power structures.

**SOCL 435G Family Violence**

3 hours

Prerequisite: Six hours of sociology. 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.

**SOCL 440G Medical Sociology**

3 hours

Comprehensive examination of the social organization of the health care industry in the U.S. Focus on origins and development of medicine, social epidemiology, the social construction of illness and illness behavior, the professionalization of medicine and patterns of social interaction between health providers and patients.

**SOCL 450G Occupations and Professions**

3 hours

Prerequisite: SOCL 346 or consent of instructor. 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.

**SOCL 470G Environmental Sociology**

3 hours

Prerequisites: ENG 300, three credit hours of sociology, or consent of instructor. 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.

**SOCL 489G Sociology Study Abroad**

3 hours

Prerequisites: Consent of Instructor Sociological and cultural study in international locations. No more than three hours may be applied toward the M.A. in sociology.

**SOCL 500 Seminar Teaching Sociology**

2 hours

Workshop for students who plan to teach sociology.

**SOCL 501 Practicum in the Teaching of Sociology**

1 hour

Prerequisites: SOCL 500 and 16 additional graduate hours in sociology. Seminar for students who are teaching sociology.

**SOCL 505 Proseminar in Sociology**

1 hour

Prerequisite: First-year graduate student standing in Sociology program. Description: Socializes graduate students into the discipline and profession of sociology and acquaints them with department faculty and their interests. (Grading: Pass/Fail)

**SOCL 510 Qualitative Methods of Social Research**

3 hours

Prerequisite: Admission to program or consent of instructor. 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.

**SOCL 512 Sociological Theory**

3 hours

Prerequisite: Six hours of sociology or consent of instructor. Analysis of current sociological theories, including a survey of recent approaches to the construction and application of systematic theoretical models.

**SOCL 513 Quantitative Methods of Social Research**

3 hours

Prerequisite: Six hours of sociology or consent of instructor. 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.

**SOCL 514 Advanced Social Statistics**

3 hours

Prerequisite: Basic statistics at the undergraduate level or consent of instructor. 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.

**SOCL 515 Advanced Data Analysis**

3 hours

Prerequisites: SOCL 400G, 513, 514 or equivalent. 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.

**SOCL 520 Professional Research and Writing in Sociology**

3 hours

Designed to assist students in writing theses, proposals, and papers for publication. Emphasizes techniques needed to locate literature and data, on the Internet, and in the library.

**SOCL 525 Survey of Criminal Justice Studies**

3 hours

Survey of the development and implementation of the criminal justice system and the societal responses that emerged to deal with the social problem of crime.

**SOCL 530 Penology**

3 hours

Examination of theories, research, laws, and public policies associated with punishment on a social control mechanism. Emphasis on social purposes and efficiency of correctional institutions.

**SOCL 531 Deviant Behavior**

3 hours

Prerequisite: Six hours of sociology or consent of instructor. 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.

**SOCL 532 Criminology**

3 hours

Prerequisite: Six hours of sociology or permission of instructor. Theories of crime causation and current research in the areas of criminology and corrections and methodological research considerations.

**SOCL 533 Criminology and Law**

3 hours

Examine the structure, organization, and content of criminal law. Topics include development and elements of law as they relate to social control.

**SOCL 534 Neighborhoods and Crime**

3 hours

Overview of ecology of crime, with emphasis on criminological theories, factors that influence neighborhood-level crime rates, and effects that neighborhood characteristics have on individuals.

**SOCL 535 Family Violence**

3 hours

Examination of family violence within the United States. Emphasis placed on spousal violence and child abuse but also on violence within other intimate relationships.

**SOCL 536 Juvenile Delinquency**

3 hours

Analysis of current issues relating to children who come into contact with the juvenile justice system.

**SOCL 537 Comparative Criminology**

3 hours

Survey of theoretical and empirical work examining the structural and cultural forces influencing cross-national crime patterns and trends, international law, and specific legal systems.

**SOCL 538 Victimology**

3 hours

Survey of the major theories and research in victimology. Topics include violent victimization, sexual assault, child abuse, and response of criminal justice system to victims.

**SOCL 541 Demography**

3 hours

Prerequisite: Six hours of sociology or permission of instructor. A review of the demographic processes such as mortality, fertility, and migration, with emphasis on measurements, methods, and analytical techniques.

**SOCL 542 Community**

3 hours

Prerequisite: Six hours of sociology or consent of instructor. Ecological and social concepts of the community and its structure and function.

**SOCL 545 Rural Poverty**

3 hours

Explores the nature and scope of poverty in contemporary rural America. Current theories of and policy solutions to poverty will be critically examined. Students are responsible for arranging their own transportation for optional field trips.

**SOCL 546 Gender, Crime, and Justice**

3 hours

Examines crime, criminal justice, and gender. Explores how constructions of masculinity, femininity, and features of sexuality affect victims, offenders, and professionals in the criminal justice system.

**SOCL 547 Life-course Criminology**

3 hours

Examination of theories and empirical research associated with onset, escalation, persistence, and desistance of violent offending over the human life-course.

**SOCL 548 Race, Class, and Crime**

3 hours

Examination of relationships between race and social class in crime patterns and in the etiology of offending and victimization.

**SOCL 551 Sociology of the Family**

3 hours

Prerequisite: Six hours of sociology or consent of instructor. Analysis of the family institution; the impact of modern culture on the family.

**SOCL 561 Advanced Social Interaction: Self in Society**

3 hours

Prerequisite: Six hours of sociology or permission of the instructor. 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.

**SOCL 571 Topical Seminar Sociology**

3 hours

Significant topics, issues, or developments in the discipline. May be repeated with a different topic.

**SOCL 572 Environmental Criminology**

3 hours

Explores criminological solutions to environmental problems. Issues addressed include the nature of environmental offenders and victims, environmental justice, and criminal justice solutions to specific environmental problems.

**SOCL 595 Directed Study**

1-3 hours

Prerequisite: Consent of instructor and department head. Individual research in a specific area of sociology in close cooperation with supervising faculty.

**SOCL 596 Applied Research Project**

3 hours

Students will work with an advisor/mentor to develop an applied research project that incorporates information learned in the Master of Arts in Criminology Curriculum.

**SOCL 598 Internship in Sociology**

3-6 hours

Prerequisites: Twenty-four graduate credit hours earned and the research tool successfully completed. Practical experience in a supervised work situation with a cooperating agency.

**SOCL 599 Thesis Research/Writing**

1-6 hours (6 total)

No course description is available.

**SOCL 600 Maintain Matriculation**

1-6 hours

No course description is available.



# University College

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Dennis George, Dean

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Tate Page Hall 201 | Phone: (270) 745-3570 | FAX: (270) 745-4351 | <http://www.wku.edu/uc>

## Departments

Academic Support (offers only undergraduate programs and/or courses)

Computer Information Technology (offers only undergraduate programs and/or courses)

Diversity and Community Studies

Interdisciplinary Studies (offers only undergraduate programs and/or courses)

Liberal Arts & Sciences (offers only undergraduate programs and/or courses)

Professional Studies (offers only undergraduate programs and/or courses)

School of Leadership Studies

## Degrees Offered

Master of Arts

Leadership Dynamics

Social Responsibility and Sustainable Communities

## Certificates Offered

Aging Studies

Gender and Women's Studies

Leadership Studies

## Department of Diversity and Community Studies

Jane Olmsted, Department Head  
Women's Studies Center  
Phone: (270) 745-5787  
[www.wku.edu/dcs](http://www.wku.edu/dcs)

The Department of Diversity & Community Studies houses three programs that offer graduate certificates or degrees: Aging Studies (graduate certificate); Gender & Women's Studies (graduate certificate); and the Institute for Citizenship & Social Responsibility (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](http://www.wku.edu/dcs) and the websites associated with our programs (below).

### Certificate: Aging Studies, Ref.#0419

Dana Burr Bradley, Director  
Phone: (270) 745-2356  
<http://www.wku.edu/aging>

The Graduate Certificate in Aging Services prepares a qualified work force to address the needs of our aging population. The need for a gerontology certificate arises because the complex issues and problems of aging require an interdisciplinary perspective that is not provided within any single discipline. The knowledge and skills acquired will enable graduates to integrate gerontology into their discipline and to provide services for an older population. The certificate provides documentation that students have completed an organized program of interdisciplinary gerontology courses.

### Admission Requirements

A bachelor's degree is required.

### Certificate Requirements—12 hours

#### *Required Courses—9 hours*

- GERO 501 Perspectives on Aging
- GERO 503 Policy Foundations of Aging Services
- GERO 505 Development & Change of Aging Programs

#### *Electives—3 hours*

Chosen from the following\*

- ADED 520 Methods for Teaching Older Adults
- ADED 530 Program Planning for Adults
- ADED 611 Adult Learning and Development
- CD 489G Geriatric Communication Disorders
- FACS 585 Nutrition for the Elderly
- GERO 510 Current Issues in Aging
- GERO 581 Global Aging

HCA 540 Health Care Org & Management  
 HCA 541 Strategic Mgt & Marketing Health Services  
 HCA 571 Managed Care  
 NURS 552 Primary Care: Adults  
 NURS 502 Advanced Health Assessment  
 PH 443G Health Problems of the Aged  
 PH 444G Death Education  
 PH 464G Women's Health  
 PHIL 426G Philosophy and Old Age  
 PSY 423G Psychology of Adult Life and Aging

*\*Other elective courses may be chosen with advisor approval.*

### **Certificate: Gender & Women's Studies, Ref. #1712**

Contact: [Jane Olmsted](#)

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.

#### **Admission Requirements**

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; an academic writing sample of approximately 3000 words is also required.

#### **Certificate Requirements—15 hours**

The certificate requires 6 hours of core courses and 9 hours of electives, for a minimum of 15 hours. Those wishing to teach at the college level are encouraged to complete at least 18 hours.

##### *Required Core – 6 hours*

GWS 545 Feminist Knowledge & Social Change  
 GWS 555 Global & Cross-Cultural Perspectives on Women

##### *Electives – minimum of 9 hours*

Students may take any three of the electives listed below, with the following stipulation: one of the three electives must be outside a student's primary discipline.

ENG 497G Women's Literature  
 ENG 579 Studies in Victorian Literature  
 FLK 579 Foodways  
 PH 464G Women's Health  
 PSY 430G Psychology of Women  
 HIST 446G American Legal History  
 HIST 553 Women & Gender in US History  
 SOCL 435G Family Violence  
 SOCL 546 Gender, Crime, and Justice

*Additional electives, offered by the Gender & Women's Studies Program, appear in the list below. Faculty and students may make recommendations to include other courses at any time. All new courses are reviewed by the Gender & Women's Studies Steering Committee. Students should check with the Women's Studies Office for an updated list of electives.*

**Master of Arts: Social Responsibility and Sustainable Communities Ref.#0448**Contact: [Jane Olmsted](#)

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, economic and policy issues, leadership issues, community-building, and community-based research. Students may focus their elective courses on environmental sustainability, women's & gender 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.

**Admission Requirements**

Admissions will be based on prior academic performance, a written Statement of Purpose, a resume, and two letters of recommendation.

**Degree Requirements**

The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, for a total of 33 hours; students are required to be in attendance during the campus-based ICSR 590 Sustainability Symposium.

*Required Core Courses-18 hours*

ICSR 510 Perspectives on Social Justice  
ICSR 520 Community-Based Research  
ECON 530 Economic Policy  
ICSR 540 Community-Building for Sustainability  
LEAD 500 Effective Leadership Studies  
ICSR 590 Sustainability Symposium

*Thesis/Non-Thesis Option*

Students may choose to write a thesis for six hours of credit (ICSR 599), or to complete six hours additional electives for a non-thesis option.

*Electives-15 hours for non-thesis option, 9 hours for thesis option*

Limit of no more than 12 hours of courses in any one discipline. Other courses with permission of program director may be eligible as electives.

AMS 630 Legal & Ethical Issues in Technology  
BA 510 Advanced Organizational Behavior  
GEOS 587 Environmental Law, Regulations and Policy  
GEOG 474G Environmental Planning  
GERO 501 Perspectives in Aging  
GERO 502 Policy Foundations of Aging Services  
GERO 503 Development & Change of Aging Programs  
GERO 504 Current Issues in Aging

GERO 511 Global Aging  
HIST 505 Cultural Diversity in American History  
HIST 530 American Civil Rights Movement  
LEAD 525 Leadership Ethics  
PH 584 Principles of Environmental Health  
SOCL 525 Survey of Criminal Justice Studies  
SOCL 534 Neighborhoods and Crime  
SOCL 546 Gender, Crime and Justice  
SOCL 548 Race, Class, and Crime  
SOCL 572 Environmental Criminology  
SWRK 530 Foundations of Social Welfare Policy  
SWRK 630 Advanced Rural Welfare Policy  
GWS 545 Feminist Knowledge & Social Change  
GWS 535 Roots of Feminism  
GWS 555 Global & Multicultural Perspectives on Women  
GWS 575 Justice, Gender, and Sustainability  
GWS 625 Women & Leadership

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### **Graduate Courses in Gerontology**

#### **GERO 501 Perspectives in Aging**

3 hours

Overview of the fundamental theories, issues and concepts in gerontology. Includes individual and societal aging; and disciplinary perspectives of adaptations and changes to aging.

#### **GERO 503 Policy Foundations of Aging Services**

3 hours

Provides students with knowledge of the policy process and the politics of aging. Focuses on aging policy development & analysis by offering insight into relevant aging issues.

#### **GERO 505 Development and Change of Aging Programs**

3 hours

Prepares students to develop gerontology programs and services for diverse aging populations. Provides students with the knowledge and skills necessary to develop and/or administer services in the field of aging.

#### **GERO 510 Current Issues in Aging**

3 hours

Addresses selected topics in aging presented at an advanced level considered key for gerontology professionals.

#### **GERO 581 Global Aging**

3 hours

Provides an understanding of international population aging and explores the problems and solutions encountered in different sociocultural contexts for dealing with challenges and opportunities of aging.

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### **Graduate Courses in Gender and Women's Studies**

#### **GWS 421G Women, Gender, and Science**

3 hours

Prerequisite: Six hours of science from General Education category D1 or permission of instructor and junior standing. Study of women's participation in natural and physical sciences, the scientific education of women, contemporary workplaces, and feminist critiques of science.

#### **GWS 470G Special Topics in Women's and Gender Studies**

3 hours

Prerequisites: Graduate standing and permission of the instructor. A detailed study of a specialized topic in Women's Studies.

**GWS 535 Roots of Feminism**

3 hours

Survey of key historical feminist writings with emphasis on intersections of gender, race, class, and sexuality in feminist theory.

**GWS 545 Feminist Knowledge and Social Change**

3 hours

Examination of both feminist knowledge and research as political practices that have the goal of improving the lives of women and challenging rigid configurations of race, class, gender, and other elements of difference.

**GWS 555 Global and Cross-Cultural Perspectives on Women**

3 hours

Examination of a range of scholarship done in various disciplines on women's political practices around the world and a comparison of women's experiences cross-culturally.

**GWS 565 Black Feminism and the Politics of Community**

3 hours

Examination of the U.S. Black feminist movement, with attention to challenges within Black communities and across social movements such as feminism and Civil Rights, and to transnational perspectives.

**GWS 570 Special Topics in Gender & Women's Studies**

1-6 hours

Prerequisites/corequisites: Admission to the Certificate in Gender & Women's Studies or permission of the instructor. A detailed study of a specialized topic in gender & women's studies. Repeatable to a maximum of six hours.

**GWS 575 Gender, Justice, and Sustainability**

3 hours

A multidisciplinary examination of political economic implications of global sustainability, with particular attention to gender and justice.

**GWS 589 Internship in Women's Studies**

3 hours

Supervised work situation with cooperating business, industry, social or governmental agency whose primary purpose is advocacy for women. Emphasis on the application of advanced knowledge and skills in women's studies and applicable academic discipline.

**GWS 590 Directed Study in Women's & Gender Studies**

3 hours

Prerequisites: Students must have completed 9 hours toward the graduate certificate in women's and gender studies and permission of the instructor. Individual research in a specific area of women's studies in close cooperation with supervising faculty in women's studies or other field.

**GWS 625 Women and Leadership**

3 hours

Cross-disciplinary study of women leaders, issues of gender, race, class and power in relationship to women leaders and contemporary issues facing women leaders.

**GWS 630 Feminist Pedagogies**

3 hours

Prerequisites/corequisites: Student must have completed a minimum of 9 credit hours toward the graduate certificate or permission of the instructor. Multidisciplinary seminar examining a range of approaches to feminist teaching including standard methodologies, issues of professionalism, academic hierarchies, ethics, and feminist communities of research.

**Graduate Courses in Citizenship and Social Responsibility****ICSR 510 Perspectives on Social Justice**

3 hours

A consideration of major perspectives concerning social justice issues.

**ICSR 520 Community-based Research Methods**

3 hours

The study of and training in community-based participatory action research across different disciplines, focusing on shared perspectives that apply sustainable, community-based problem solving.

**ICSR 540 Community-Building for Sustainability**

3 hours

Pre-requisites: ICSR 510, ICSR 520. Direct participation and research in a topic related to sustainable community-building.

**ICSR 570 Special Topics in Social Responsibility & Sustainable Communities**

1-6 hours

Prerequisites/corequisites: Admission to the master's program in Social Responsibility & Sustainable Communities or permission of the instructor. A detailed study of a specialized topic, for students in the master's program in Social Responsibility & Sustainable Communities. Repeatable for a maximum of six hours.

**ICSR 590 Sustainability Symposium**

3 hours

Prerequisites: ICSR 510, ICSR 520, ICSR 540, ECON 530, and LEAD 500. Culminating residency requirement for students seeking the Master's in Social Responsibility & Sustainable Communities. Includes group site evaluations and concluding symposium.

**ICSR 599 Thesis Research/Writing**

1-6 hours

Prerequisites/corequisites: ICSR 520 and 21 earned hours in the program. For students pursuing the thesis option of the Master's in Social Responsibility & Sustainable Communities. Course is repeatable five times for a total of six hours.

**ICSR 600 Maintaining Matriculation**

1-6 hours

Prerequisites/corequisites: Permission of instructor. For students needing to maintain matriculation. Course is repeatable.

## School of Leadership Studies

Cecile Garmon, Director

Tate Page Hall

Phone: (270) 745-8973 | FAX: (270) 745-5150

<http://www.wku.edu/leadership/>

### Programs Offered

Leadership Dynamics (MA)

Leadership Studies (Certificate)

### Master of Arts: Leadership Dynamics, Ref.#0422

Contact: Nevil Speer, Leadership Dynamics Director

The Masters of Arts in Leadership Dynamics is designed to meet needs of diverse students for professional training that is broadly based upon knowledge and research from business, economics, communication, organizational functioning, leadership principles, psychology, and political science. The program emphasizes application: students have the opportunity to develop and refine administrative knowledge and leadership skills applicable to a variety of modern organizations within both the public and private sector. (Electives outside pre-approved curriculum may be utilized within the degree program with prior approval of advisor.)

### Admission Requirements

Students seeking admission to the MA in Leadership Dynamics have two options:

1. Submit GRE scores and meet GAP requirements, or
2. Submit GMAT scores of at least 400 and an overall undergraduate grade point average of 2.75/4.0.

### Degree requirements—30 hours

The program includes 18 hours of required courses and 12 hours of electives. The program is a total of 30 hours.

#### *Required Core – 18 hours*

COMM 531 Global Leadership Communication

ECON 501 Survey/Economics

EDFN 500 Research Methods

*OR* SOCL 513 Methods of Social Research

LEAD 500 Effective Leadership Studies

LEAD 525 Leadership Ethics

LEAD 597 Capstone in Leadership Studies

#### *Electives – 12 hours*

CNS 555 Social and Cultural Diversity

COMM 565 Communication and Conflict

LEAD 575 Special Topics in Leadership

AMS 520 Resource Management or AMS671 Quality Management

COMM 561 Multinational Business Communication

PS 520 Elements of Public Administration

ADED 611 Adult Development and Learning

BA 505 Survey of Accounting Principles

CNS 585 Leadership and Administration in Student Affairs

COMM 565 Communication and Conflict

COMM 587 Mediation and Negotiation in Intercultural Settings

GEOG 525 Seminar in Political Geography

HCA 540 Health Care Organization and Administration

PS 538 Ethics and Bureaucracy

PS 541 Public Personnel Administration

Other electives may be utilized, on an individual basis, with prior approval of advisor.



**Certificate: Leadership Studies, Ref. #163**

Contact: [Cecile Garmon](#), Leadership Studies Certificate Director

The Leadership Studies 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 (LEAD 500 – 3 credit hours) and practical application of that theory to a specialized area of interest to the student (LEAD 600-2 credit hours). Additionally, the program allows the student to choose three courses from a broad interdisciplinary selection of courses for a total of 14 credit hours. Substitutions for these courses may be made with consent of the advisor. LEAD 575 Leadership Special Topics may be substituted in any of the four categories, depending on the course topic. Students applying to Graduate Studies at WKU can elect to pursue the graduate Certificate in Leadership Studies either by itself or in conjunction with a graduate program in a selected specific discipline.

**Admission Requirements**

Please refer to the university admission requirements for graduate students found in the [Admission section](#) of this catalog.

**Certificate Requirements—14 hours***Required Core—5 hours*

LEAD 500 Effective Leadership Studies (Normally first course in the series)

LEAD 600 Capstone Leadership Experience (Normally completed after the last leadership studies course)

*OR* NURS 530 for MSN students only

*Electives—9 hours*

Students will complete one course in each of the following categories:

Ethics and Social Responsibility

ECON 434G The Economics of Poverty & Discrimination

GEOG 580 Problems in Urban Geography

HCA 544 Health Care Systems Design and Behavior

HCA 555 Health Care Preparedness and Leadership

NURS 501 Nursing Politics and Health Policy (2 hrs)

**AND** NURS 508 Adv Issues/Prof Nursing (1 hr)

PH 447G Human Values and the Health Sciences

PH 583 Public Health Administration

PHIL 525 Ethics and Leadership

PS 538 Ethics & Bureaucracy

PSY 541 Professional Issues and Ethics in Psychology

PSY 670 Equal Employment Opportunity, the Law, & Ethical Considerations

GWS 545 Theories of Gender, Race & Class

Human Relations

BA 500 Management Dynamics

BA 510 Organizational Theory

BA 560 Contemporary Human Resource Management

CNS 555 Social and Cultural Diversity

COMM 561 Multinational Business Communication

COMM 564 Crisis Communication

COMM 565 Communication & Conflict

COMM 578 Seminar in Interpersonal Communication

COMM 586 Processes of Group Communication

ECON 595 Labor and Human Resource Economics

EDAD 590 Administration of School Personnel

HCA 542 Health Care Human Resources Administration

HIST 505 Cultural Diversity in American History  
 NURS 528 Leadership & Management in Nursing Administration  
 PS 541 Public Personnel Administration  
 PSY 571 Personnel Psychology  
 PSY 572 Organizational Psychology  
 SOCL 542 Health Services Human Resources Management  
 GWS 555 Feminist Methodologies & Global Perspectives

Critical Thinking and Empirical Assessment

BA 501 Survey of Economic Theory  
 BA 511 Applied Microeconomic Theory  
 BA 512 Problem Solving, Data Modeling, & Managerial Decisions  
 COMM 502 Survey Methods of Research  
 COMM 544 Persuasive Communication  
 EDFN 500 Research Methods  
 NURS 510 Graduate Nursing Research  
 PH 501 Research Methods  
 PH 591 Health Program Evaluation  
 PS 545 Seminar in Public Policy Analysis  
 PS 546 Public Policy Evaluation  
 SOCL 513 Quantitative Methods of Social Research

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## Graduate Courses in Leadership Studies

### **LEAD 500 Effective Leadership Studies**

3 hours

Prerequisites: Graduate standing or graduate application and completion of the admission process for Graduate Certificate in Leadership Studies. 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.

### **LEAD 525 Leadership Ethics**

3 hours

Prerequisite: Graduate standing. Study of contemporary ethical issues facing leaders with an emphasis on examining and analyzing ethical issues for sound solutions.

### **LEAD 575 Leadership Special Topics**

3 hours

Prerequisite: LEAD 500. 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. Repeatable once for credit.

### **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.

### **LEAD 600 Capstone in Leadership Experience**

1-6 hours

Prerequisite: After completion of all other courses approved for the Graduate Certificate in Leadership Studies or concurrent with the last course needed for fulfillment of the certificate. An opportunity to synthesize applied leadership principles at the graduate level and apply them in a real-life setting. In consultation with the student's leadership studies advisor and a faculty member of one of her/his leadership studies courses, the student will demonstrate leadership abilities in area businesses, campus, non-profit, or public sector organizations or other related situations. Course is repeatable for a maximum of six credits.

# Course Descriptions

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Course descriptions can be found online [here](#), in the respective departmental section of this catalog, or by clicking the appropriate link below.

Accounting (ACCT)  
Adult Education (ADED)  
Agricultural Education (AGED)  
Agricultural Mechanics (AGMC)  
Agriculture (AGRI)  
Agriculture Economics (AGEC)  
Agronomy (AGRO)  
Animal Science (ANSC)  
Architectural and Manufacturing Sciences (AMS)  
Art (ART)  
Astronomy (ASTR)  
Biology (BIOL)  
Business Administration (BA)  
Business Education (BE)  
Chemistry (CHEM)  
Citizenship and Social Responsibility (ISCR)  
Communication (COMM)  
Communication Disorders (CD)  
Computer Information Systems (CIS)  
Computer Science (CS)  
Counseling and Student Affairs (CNS)  
Economics (ECON)  
Education (EDU)  
Educational Administration (EDAD)  
Educational Foundations (EDFN)  
Educational Leadership (EDLD)  
Elementary Education (ELED)  
English (ENG)  
Environmental Education (ENVE)  
Environmental Health and Safety (EHS)  
Environmental Science (ENV)  
Family and Consumer Sciences (FACS)  
Finance (FIN)  
Folk Studies (FLK)  
French (FREN)  
Gender and Women's Studies (GWS)  
Geography (GEOG)  
Geology (GEOL)  
Geoscience (GEOS)  
German (GERM)  
Gerontology (GERO)  
Gifted and Talented Education (GTE)  
Health Care Administration (HCA)  
History (HIST)  
Horticulture (HORT)  
Industrial Education (INED)  
Industrial Technology (IT)  
Instructional Design (ID)  
Interdisciplinary Early Childhood Education (IECE)  
Interdisciplinary Education (IED)  
Journalism (JOUR)  
Kinesiology (KIN)  
Leadership Studies (LEAD)  
Library Media Education (LME)  
Literacy (LTCY)  
Management (MGT)  
Marketing (MKT)  
Mathematics (MATH)  
Middle Grades Education (MGE)  
Modern Languages (MLNG)  
Music (MUS)  
Nursing (NURS)  
Philosophy (PHIL)  
Physics (PHYS)  
Political Science (PS)  
Psychology (PSY)  
Public Health (PH)  
Recreation and Sport Administration (REC/RSA)  
Religious Studies (RELS)  
Safety (SFTY)  
Science and Mathematics Education (SMED)  
Secondary Education (SEC)  
Social Work (SWRK)  
Sociology (SOCL)  
Spanish (SPAN)  
Special Education (SPED)  
Statistics (STAT)  
Teacher Leadership (TCHL)

# Faculty

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## University Distinguished Professors

The University Distinguished Professorship program is designed to recognize faculty members who have served the University with distinction and have compiled an outstanding record of achievement in teaching, research, and service. By providing additional support for their work, the program seeks to enable recipients to pursue more professional opportunities and to increase the leadership role of these faculty at Western Kentucky University.

A complete listing of University Distinguished Professors can be found at [wku.edu/faculty](http://wku.edu/faculty).

## Graduate Faculty

The Graduate Faculty consists of members elected by the Graduate Council plus the President, Academic Vice President, and Graduate Dean of the University, as ex-officio members. Membership in the Graduate Faculty is required in order to teach graduate level courses at WKU. A complete listing of Graduate Faculty can be found at [wku.edu/faculty](http://wku.edu/faculty). Additional information regarding the Graduate Faculty at WKU, as well as directions as to how to apply for membership can be found at the Graduate Studies Graduate Faculty [website](#).

## Transitional Retirees

In 1989, the WKU Board of Regents adopted a plan that permits the reemployment on a special part-time basis of faculty members who retire from full-time service. A complete listing of Transitional Retiree Faculty can be found at [wku.edu/faculty](http://wku.edu/faculty).

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Accountancy	MAcc	0445	30		Yes	No	<a href="#">Steve Wells</a>	<a href="#">211</a>
Adult Education	MAE	047	30	General	Yes	No	<a href="#">Jim Berger</a>	<a href="#">75</a>
			39	Community and Technical College	Yes	No	<a href="#">Jim Berger</a>	<a href="#">75</a>
			30	Higher Education	Yes	No	<a href="#">Jim Berger</a>	<a href="#">75</a>
			30	Training and Development	Yes	No	<a href="#">Jim Berger</a>	<a href="#">75</a>
Agriculture	MS	052	30		Yes	No	<a href="#">Jack Rudolph</a>	<a href="#">229</a>
Applied Economics	MA	0410	30		Yes	No	<a href="#">Brian Goff</a>	<a href="#">215</a>
Art Education, Teacher Leader	MAE	0443	30-37		Sometimes	Yes	<a href="#">Miwon Choe</a>	<a href="#">294</a>
Biology	MS	056	30	General	Yes	No	<a href="#">Keith Phillips</a>	<a href="#">242</a>
Biology Education, Teacher Leader	MAE	0442	30-37		Sometimes	Yes	<a href="#">Cheryl Davis</a>	<a href="#">243</a>
Business Administration	MBA	057	33		Yes	No	<a href="#">Bob Hatfield</a>	<a href="#">222</a>
Chemistry	MS	059	30		Yes	No	<a href="#">Cathleen Webb</a>	<a href="#">252</a>
	MAE	061	30-37		Sometimes	Yes	<a href="#">Cathleen Webb</a>	<a href="#">254</a>
Communication Disorders	MS	114	49		Yes	Yes	<a href="#">Richard Dressler</a> or <a href="#">Jan Sandidge</a>	<a href="#">158</a>
Computer Science	MS	117	30	General	Yes	No	<a href="#">Guangming Xing</a>	<a href="#">260</a>
			30	Net-Centric	Yes	No	<a href="#">Guangming Xing</a>	<a href="#">260</a>
Counseling	MAE	043	60	Marriage and Family Therapy	GRE or MAT	No	<a href="#">Jill Duba Sauerheber</a>	<a href="#">52</a>
			60	Clinical Mental Health Counseling	GRE or MAT	No	<a href="#">Jill Duba Sauerheber</a>	<a href="#">52</a>
Counselor Education	EdS	112	30		Yes	Yes	<a href="#">Bill Kline</a>	<a href="#">58</a>
Criminology	MA	0421	33		Yes	No	<a href="#">Kate King</a>	<a href="#">345</a>
Education and Behavioral Science Studies	MAE	042	30		Yes	No	<a href="#">Janet Applin</a>	<a href="#">45</a>
Educational Leadership	EdD	0010	60	P-12 School and District Leadership	Yes	No	<a href="#">Tony Norman</a>	<a href="#">46</a>
			60	P-12 Teacher Leadership	Yes	No	<a href="#">Tony Norman</a>	<a href="#">46</a>
			60	Postsecondary Education Leadership	Yes	No	<a href="#">Tony Norman</a>	<a href="#">46</a>
			60	Organizational Leadership	Yes	No	<a href="#">Tony Norman</a>	<a href="#">46</a>
Elementary Education	EdS	118	30		Yes	Yes	<a href="#">Lisa Murley</a>	<a href="#">101</a>
Elementary Education for Teacher Leaders	MAE	0433	30-31		Sometimes	Yes	<a href="#">Lisa Murley</a>	<a href="#">99</a>
Engineering Technology Management	MS	0447	33		Yes	No	<a href="#">Mark Doggett</a>	<a href="#">237</a>
English	MA	067	30	Literature	Yes	No	<a href="#">Wes Berry</a>	<a href="#">306</a>
			30	Teaching English as Second Language	Yes	No	<a href="#">Wes Berry</a>	<a href="#">306</a>
			30	Creative Writing	Yes	No	<a href="#">Wes Berry</a>	<a href="#">306</a>
			30	Rhetoric and Composition	Yes	No	<a href="#">Wes Berry</a>	<a href="#">306</a>
			30-37	Teaching Track	Yes	Yes	<a href="#">Wes Berry</a>	<a href="#">306</a>
Folk Studies	MA	069	36		Yes	No	<a href="#">Michael Ann Williams</a>	<a href="#">314</a>
Geography Education for Teacher Leaders	MAE	0444	30-34		Sometimes	Yes	<a href="#">David Keeling</a>	<a href="#">266</a>
Geoscience	MS	072	30	Climate Science	Yes	No	<a href="#">David Keeling</a>	<a href="#">264</a>
				Cultural Science	Yes	No	<a href="#">David Keeling</a>	
				Environmental Science	Yes	No	<a href="#">David Keeling</a>	
				Geographical Information Science	Yes	No	<a href="#">David Keeling</a>	
				Physical Science	Yes	No	<a href="#">David Keeling</a>	
Health Administration	MHA	153	42		Yes	No	<a href="#">William Mkanta</a>	<a href="#">192</a>
History	MA	078	30-36		Yes	No	<a href="#">Eric Reed</a>	<a href="#">319</a>
	MAE	111	30-37		Sometimes	Yes	<a href="#">Eric Reed</a> or <a href="#">John Moore</a>	<a href="#">320</a>

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Homeland Security Sciences	MS	0413	30		Yes	No	Alexander Barzilov	287
Instructional Design	MS	0428	30		Sometimes	No	Marge Maxwell	133
Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders	MAE	0461	36		Sometimes	Yes	Sylvia Dietrich	125
Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification	MAT	0460	34		No	No	Sylvia Dietrich	126
Kinesiology	MS	0454	33	Corporate Health Management	No	No	Thomas Scott Lyons	168
			33	Exercise Physiology	No	No	Thomas Scott Lyons	168
			33	Fitness Management	No	No	Thomas Scott Lyons	168
			33	PE Teacher Leader	No	Yes	Randy Deere	168
			33	Coaching Teacher Leader	No	Yes	Randy Deere	168
Leadership Dynamics	MA	0422	30		Yes	No	Nevil Speer	358
Library Media Education	MS	083	33	General	Sometimes	Sometimes	Marge Maxwell	128
			33	Library Media	Sometimes	Sometimes	Marge Maxwell	128
			33	Educational Technology	Sometimes	Sometimes	Marge Maxwell	128
Literacy Education	MAE	044	36		Yes	Yes	Cassie Zippay	116
Mathematics	MA	049	30		Sometimes	Yes	Hope Marchionda	280
	MS	085	30		Yes	No	Claus Ernst	277
Middle Grades Education for Teacher Leaders	MAE	0434	30-37		Sometimes	Yes	Judy Davison	104
Music	MM	0453	30	Music Education/Teacher Leader	Sometimes	Yes	Robyn Swanson	332
			33-36	Conducting/Teacher Leader	Sometimes	Yes	Robyn Swanson	332
			30-33	Conducting	Sometimes	No	Robyn Swanson	332
			30	Pedagogy	Sometimes	No	Robyn Swanson	332
Nursing	DNP	0011	76	BSN to DNP	No	No	Beverly Siegrist	178
			36	MSN to DNP	No	No	Beverly Siegrist	178
	MSN	149	42	Family Nurse Practitioner	Sometimes	No	Beverly Siegrist	180
			33	Nurse Administrator	Sometimes	No	Beverly Siegrist	180
			37	Nurse Educator	Sometimes	No	Beverly Siegrist	180
			43	Psychiatric Nurse Practitioner	Yes	No	Beverly Siegrist	180
Organizational Communication	MA	0012	34		Yes	No	Kumi Ishii	300
Psychology	MA	092	48	Clinical	Yes	No	Steve Haggbloom	87
			45	Industrial-Organizational Psychology	Yes	No	Steve Haggbloom	87
			36	Psychological Science	Yes	No	Steve Haggbloom	87
Public Administration	MPA	051	39		Yes	No	James Chappell	341
Public Health	MPH	152	42	Environmental Health	Yes	No	Darlene Shearer	190
			42	Public Health Education	Yes	No	Darlene Shearer	190
Recreation and Sport Administration	MS	095	33	General	No	No	Fred Gibson	170
			33	Facility and Event Management	No	No	Fred Gibson	170
			33	Athletic Administration and Coaching	No	No	Randy Deere	170
			33	Sport Media and Branding	No	No	Fred Gibson	170
Religious Studies	MA	0446	35		Yes	No	Eric Bain-Selbo	338
School Administration	EdS	098	36		Yes	Yes	Tony Norman	69
School Counseling	MAE	046	36		GRE or MAT	No	Imelda Brattton	49

## Degree Programs, continued

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School Psychology	EdS	147	67		Yes	No	<a href="#">Carl Myers</a>	90
Secondary Education	MAE	103	30		Yes	No	<a href="#">Judy Davison</a>	114
	EdS	119	30		Yes	Yes	<a href="#">Judy Davison</a>	111
Secondary Education for Teacher Leaders	MAE	0435	30-37		Sometimes	Yes	<a href="#">Judy Davison</a>	108
Social Responsibility and Sustainable Communities	MA	0448	33		No	No	<a href="#">Jane Olmstead</a>	354
Social Work	MSW	157	33 or 60		Sometimes	No	<a href="#">Dean May</a>	202
Sociology	MA	105	31-37		Yes	No	<a href="#">James Kanan</a>	344
Special Education for Teacher Leaders: LBD	MAE	0457	30-37		Sometimes	Yes	<a href="#">Janet Applin</a>	117
Special Education Initial Certification: LBD	MAT	0456	36		Sometimes	No	<a href="#">Janet Applin</a>	119
Special Education, MSD	MAE	0438	30-37		Sometimes	No	<a href="#">Janet Applin</a>	120
Student Affairs in Higher Education	MAE	145	48		Yes	No	<a href="#">Aaron Hughey</a>	55

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Adult Education	0450	12	No	No	<a href="#">Jim Berger</a>	79
Aging Studies	0419	12	No	No	<a href="#">Dana Burr Bradley</a>	352
Autism Spectrum Disorders	0441	15	No	No	<a href="#">Marty Boman</a>	132
Career Counseling	0440	15	No	No	<a href="#">Aaron Hughey</a>	58
Community College Faculty Preparation	162	9	No	No	<a href="#">Jim Berger</a>	79
Dietetic Practice	0451	12	No	No	<a href="#">Jane Simmons</a>	164
Educational Technology	167	12	No	No	<a href="#">Marge Maxwell</a>	131
Environmental Health and Safety	0427	15	No	No	<a href="#">Emmanuel Iyiegboniwe</a>	193
Facility and Event Management	0455	12	No	No	<a href="#">Fred Gibson</a>	171
Gender and Women's Studies	1712	15	No	No	<a href="#">Jane Olmstead</a>	353
Geographic Information Science	203	12	No	No	<a href="#">David Keeling</a>	267
Historic Preservation	0423	15	No	No	<a href="#">Michael Ann Williams</a>	316
History	165	12	No	No	<a href="#">Eric Reed</a>	320
Instructional Design	0418	12	No	No	<a href="#">Robert Smith</a>	135
International Student Services	0415	15	No	No	<a href="#">Aaron Hughey</a>	59
Leadership Studies	163	14	No	No	<a href="#">Cecile Garmon</a>	359
Lean Sigma	0452	12	No	No	<a href="#">Mark Doggett</a>	238
Literacy in Post-Secondary Settings	0462	18	No	No	<a href="#">Pamela Petty</a>	117
Nonprofit Administration	0463	12	No	No	<a href="#">Raymond Poff</a>	172
Organizational Communication	175	12	No	No	<a href="#">Holly Payne</a>	301
Post-MSN Nurse Administrator	0420	18	No	No	<a href="#">Beverly Siegrist</a>	185
Post-MSN Complementary Health Care	206	9	No	No	<a href="#">Beverly Siegrist</a>	184
Post-MSN Nursing Education	172	12	No	No	<a href="#">Beverly Siegrist</a>	184
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