

UNION | COMMONWEALTH
UNIVERSITY

GRADUATE CATALOGUE

2025-2026



Union Commonwealth University

2025–2026

Graduate Catalogue

Union Commonwealth University
Barbourville, KY | www.unionky.edu
(800) 489-8646.

President: Dr. DJ Washington

DISCLAIMER

While this catalogue was prepared based on the best information available at the time of publication, all information—including statement of fees, course offerings, admission, and graduation requirements—is subject to change without notice or obligation. The catalogue is for information only and does not constitute a contract. Full-time students continuously enrolled at Union Commonwealth University ordinarily may expect to graduate according to the requirements stipulated in the catalogue in effect when they entered. Students failing to enroll for a period of longer than two years will fall under the catalogue in effect when they return to full-time status. Students may appeal to the Provost for exceptions to this policy.

Failure to read this bulletin does not excuse the student from the requirements and regulations described herein.

NONDISCRIMINATION POLICY

It is the policy of Union Commonwealth University to admit students based on merit, qualification, and character. Union does not discriminate on the basis of sex, race, color, disability, age, national or ethnic origin, religion, sexual orientation, or veteran status in the admission of students, in its administration of educational or national programs, scholarships, loan programs or other school-administered programs, or in athletic participation. (Approved August, 2017)

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Accreditation

Union Commonwealth University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the following levels: Undergraduate Certificate, Associate, Bachelor, Post-Baccalaureate Certificate, Masters, and Education Specialist. Union Commonwealth University may also offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Union Commonwealth University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on the SACSCOC's [website](#).

All other inquiries should be made directly to Union Commonwealth University: 310 College Street, Barbourville, KY 40906 (606) 546-4151.

Union Commonwealth University is accredited by the Kentucky Education Professional Standards Board and approved by the University Senate of the United Methodist Church.

Union Commonwealth University is licensed to operate as an independent institution in Kentucky by the [Kentucky Council on Post-Secondary Education \(CPE\)](#). To file a complaint against an institution licensed by CPE, please submit your complaint in writing to Sarah Levy, Executive Director of Postsecondary Licensing, Council on Postsecondary Education, 100 Airport Road, 3rd Floor, Frankfort, KY 40601 or via email at sarah.levy@ky.gov. For more information, visit <https://cpe.ky.gov/>.

Program Accreditation

The baccalaureate degree program in nursing at Union Commonwealth University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791. The baccalaureate degree program in nursing is also approved by the [Kentucky Board of Nursing](#).

Initial and advanced education licensure programs are accredited by the Division of Educator Preparation of the Kentucky Education Professional Standards Board, 300 Sower Blvd., Frankfort, KY 40601, (502) 564-4606.

Initial and advanced education licensure programs are approved as pre-candidates for certification by the Council for Accreditation of Educator Preparation, 1140 19th Street, Suite 400, Washington, DC 20036, (202) 223-0077.

Union Commonwealth University is authorized for operation as a postsecondary education institution by the Tennessee Higher Education Commission. To view a list of the Authorized Postsecondary Institutions, please visit the website of the Tennessee Higher Education Commission.

Degrees

Associate of Science, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Baccalaureate and Post Baccalaureate Certificates, Master of Arts, Master of Business Administration, Master of Science, Education Specialist.

Union Commonwealth University Overview

History of Union Commonwealth University

Union College was founded in 1879, a hundred years after Daniel Boone blazed his Wilderness Trail through what would later become Barbourville, and at a time when survival – not higher education – was the top priority for most of the country. With years of planning, fundraising, and dedication, early pioneers – in collaboration with the United Methodist Church – established Kentucky’s first “college in the mountains,” its name reflecting their unity of purpose. Today, more than 65 percent of Union’s undergraduate students call Kentucky home, many of whom belong to the first generation in their families to attend college.

From its origin, Union College provided students with a collegiate experience to ensure lifelong success. Union is grounded by four pillars that highlight the institution’s strengths, values, mission, identity, and history: service to each other and our communities; celebration of our Appalachian culture and heritage; affiliation with the traditions of Methodism; and the liberal arts academic experience.

In 2024, Union College became Union Commonwealth University. The new name communicates Union’s status as a graduate degree-granting institution. While Union remains steadfast in its commitment to the local community and the Appalachian region, it has become a regional institution with a global reach, serving students from Appalachia, from all over the United States, and from around the world.

Mission Statement

To serve the academic needs of a diverse student body in a dynamic, personal environment that promotes intellectual, spiritual, and physical enrichment of our campus community; the economic growth and health of our Appalachian region; and a just society.

Vision Statement

Union Commonwealth University is a nationally known community of learners whose graduates are distinguished contributors to the well-being of the individual, the economy, and the environment.

Core Values: C.I.R.C.L.E.S.

Celebration

We celebrate the unique gift each brings to our community and the successes of each person. We look for and recognize promise in others, in ourselves, in our region, and in the world.

Integrity

We strive to do what is right. We promote integrity and collaboration by actively listening, sharing information, and being honest.

Responsibility

We take responsibility for our own success and failure and for our role as global citizens.

Civility

We advocate civility in all our interactions. We show respect for each other and hold ourselves and others accountable.

Lifelong Learning

We embrace the love of discovery and foster collaborative, connected, and active lifelong learning.

Engagement

We promote leadership and service as our civic responsibility. We strive to become servant-leaders. We honor, and are active participants in, the life of our home region and beyond.

Spirituality

We encourage the spiritual quest. We challenge each other to discover, intellectually articulate, and embrace a life-affirming spiritual faith and/or philosophy of life.

Academic Code of Honor

Union Commonwealth University expects a high standard of academic integrity from all members of the campus community. Academic dishonesty, such as plagiarism, unauthorized collaboration, or cheating undermines trust and the academic integrity of each student and of the institution. This violates the spirit of a learning community and will not be tolerated. Learn more about Academic Integrity in the Academic Program section.

Student Code of Conduct

The opportunity to become a member of the Union Commonwealth University community is not afforded to just anyone. The expectations are high, and it is important that each member of the community strive toward maintaining that tradition by modeling and empowering others to be honest and respectful, and to commit to personal responsibility in all relationships. The complete texts for the University's social and academic conduct codes are printed in the student handbook. The Provost is the chief academic discipline officer for the University while the Dean of Students serves as chief judicial officer for social and community discipline.

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2025-26 Academic Calendar

The 2025-2026 Academic Calendar can be found at <https://sites.unionky.edu/events/>.

Inclement Weather Policy

For information about weather delays or closures, visit the official Union Commonwealth University Facebook page, check your Union email for inclement weather notifications, or call the Union Hotline (606-546-1790) to hear a recording about any inclement weather notifications.

It is Union policy to send emergency notifications, including inclement weather notifications, as text messages to cellular devices for all students on campus.

Should the University open with a two-hour delay, the following schedule will be in effect for on-campus classes:

Monday/Wednesday/Friday

Normal Class Time:

8:00-8:50
9:00-9:50
10:00-10:50
11:00-11:50
12:00-12:50
1:00-1:50
1:00-3:00 Labs
2:00-2:50
2:00 Labs as needed
3:00-3:50

Delayed Schedule:

10:00-10:40
10:50-11:30
11:40-12:20
12:30-1:10
1:20-2:00
2:10-2:50
2:10-3:30
3:00-3:40
3:00 Labs as needed
3:50-4:30

Tuesday/Thursday

Normal Class Time:

8:00-9:20
8:00-10:20 Labs
9:30-10:20
10:30-11:50
12:00-1:20
1:30-2:50
2:00 Labs as needed
3:00-4:20

Delayed Schedule:

10:00-11:00
10:00-12:00 Labs
11:10-12:00
12:20-1:20
1:30-2:30
2:40-3:40
3:00 Labs as needed
3:50-4:50

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Admission to Graduate Studies

Admission to graduate study is granted to students who meet the academic requirements and hold a baccalaureate degree from Union Commonwealth University or a regionally accredited institution of higher learning. Qualified Union Commonwealth University seniors may also begin taking graduate courses while they complete their undergraduate degrees.

Upon admittance to graduate studies, a student may begin taking courses at the start of any academic semester, term, or summer session. A graduate student may take up to 12 hours of coursework per semester.

Applications for admission to Union Commonwealth University may be submitted online at [Apply | Union Commonwealth University \(unionky.edu\)](https://unionky.edu/admissions) or sent via mail, email, or fax.

Union Commonwealth University Office of Admissions

310 College Street, Box 5

Barbourville, KY 40906

Phone: 606-546-1750 or 800-489-8646

Fax: 606-546-1769

Email: Admissions@unionky.edu

To apply for graduate study, a student must submit the following:

- An Application for Graduate Study.
- Official transcripts for all undergraduate and graduate coursework.

A minimum GPA of 2.5 on all undergraduate work is required for general admission. However, some programs require a higher GPA. Some programs also request GRE or MAT scores. Admission to graduate study does not imply admission to candidacy for the master's degree. The requirements for admission and candidacy are explained in more detail in the sections devoted to programs in each discipline.

[Administration and Business](#)

[Education](#)

[Psychology and Counseling](#)

Students who do not have the minimum test scores but demonstrate exceptional potential for quality work as evidenced by a high GPA, may appeal to the Academic Policies Committee (APC) for entry into graduate studies and to the designated department representative for admission to a specific program.

Students may be admitted to graduate study in any one of several categories:

1. **Unconditionally** – A student who meets the requirements for both general admission to graduate studies and for admission to a program.
2. **Conditionally** – A student who meets the general requirements for admission to graduate study but fails to satisfy one or more of the specific requirements for admission to a program. This is a temporary classification that will be changed when the specified conditions are satisfied. Most graduate students are limited to 12 credit hours unless they are unconditionally admitted to a graduate program. Students admitted conditionally must prove their ability by earning a minimum

3.0 GPA in their first 12 hours of graduate credit. Failure to achieve a 3.0 GPA within 12 hours shall result in the recommendation that a student withdraw from the program. Seniors taking graduate courses are also considered to be conditionally admitted (see below for more details).

3. **Unclassified** – A student who meets the requirements for admission to graduate study but does not wish to work toward a graduate program. Students admitted as unclassified will be permitted to take 12 semester hours in a program which may later be applied toward a program, upon admission to the degree program.
4. **Attempt to Qualify** – A student whose undergraduate GPA is slightly below 2.5 may, after completing a maximum of 12 semester hours of graduate work, with at least a GPA of 3.0, be considered for admission to a degree program.
5. **Non-Degree Program** – A student who wishes to complete a planned graduate program that leads to renewal or additional certification, but not to a degree.
6. **Visiting Student** -Students pursuing a degree at another institution may wish to take courses at Union Commonwealth University. These students must submit a letter from the Graduate Dean of the home institution indicating that the student is in good standing and has approval to take the specified courses for transfer. Visiting students must apply for admission but no other transcripts or credentials are required. Application as a visiting student is not to be considered application for admission to a graduate program.
7. **Uncertified Admission** – A limited number of students who do not possess teaching certificates may be admitted to the Graduate Education program for the primary purpose of improving their academic background. Ultimately, these applicants may obtain certification, provided they complete all requirements specified for the desired teaching certificate.

Seniors Taking Graduate Courses

Conditional admission to graduate studies (500-level courses) is open to seniors lacking no more than six (6) credit hours for graduation and satisfying the following:

1. The student's undergraduate GPA must be at least 2.5.
2. In addition to completing an application for admission to graduate studies, the student must submit a list of the courses necessary to complete undergraduate requirements and the graduate course(s) they plan to take. Approvals from the Provost, the student's advisor, and the Office of the Registrar must be obtained.
3. The student's academic course load may not exceed 12 credit hours for a semester in which they are enrolled in one or more graduate courses.
4. All requirements for the undergraduate degree must be completed while the student is registered for part-time graduate work.
5. Graduate credit will be granted only for those courses completed beyond the requirements for the undergraduate degree.
6. To be eligible for unconditional admission to a graduate program, the student must earn a GPA of at

least 3.0 in the graduate courses taken during the senior year and meet other requirements for program admission.

Some disciplines have an Advanced Admission option that allows students to earn a combined Bachelor's/Master's degree. For more information, see the program description links above.

Low Residency Graduate Programs

Most of the graduate programs in Business and Administration are available both fully online and in a low-residency format. The low-residency format is designed for working graduate students seeking hybrid coursework (which includes on-campus residency weekend each semester), including international graduate students studying on an F1 visa. For more information on the low-residency option, see the [Administration and Business](#) section.

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Financial Information

Tuition and Fees

Graduate expenses, as of August 2024, are outlined in the table below. Tuition, fees, and other costs are subject to change. Contact the Business Office or Office of Financial Aid for current financial information.

Graduate students can take up to 12 credit hours per semester and 16 credit hours during the summer session.

Tuition		
Tuition: On-Campus	Tuition per semester hour	\$370
Tuition: Online Courses	Tuition per semester hour	\$370
Tuition: Low-Residency Program	Tuition, Low Residency Program courses and Applied Learning Practicum, per semester hour	\$550
Other Expenses		
Transcript	Fee per copy	\$12
Technology Fee	Per Semester for students taking on-campus courses	\$25
Books and Course Materials *	See course listings on My Union and course syllabi	

* Tuition does not include the cost of books and other course materials. Many courses have required textbooks that students will need to purchase. Some courses include a small fee to cover the cost of additional materials. See the course listings on MyUnion for information about textbooks and course fees, if any.

Financial Assistance

Union Commonwealth University participates in the Federal Direct Loan Program. Eligibility for student loans is determined by filing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. International students are not eligible for federal student loans. Students must notify the Financial Aid Office of their intent to borrow before each term for any loan to be processed.

Students who are eligible for Veterans Benefits should contact the Veterans and Transfer Admissions Counselor at 606-546-1752 for information about procedures required to receive those benefits.

Repayment of student loans begins six (6) months after the student graduates or drops below the eligibility requirement of six (6) hours per semester.

Payment Plan

The Union College Interest-Free Monthly Payment Plan, serviced by Union Commonwealth University, helps make education affordable. Paying monthly through current income and savings helps students limit borrowing and reduces the overall cost of education. The monthly payment plan is available to all students, regardless of financial need. For more information, please contact the Business Services Office at (606) 546-1200.

Graduate students may opt for a four-month payment plan:

Fall Semester	4-Month Plan (September through December)
Spring Semester	4-Month Plan (January through April)
Summer Term	4-Month Plan (May through August)

Financial Clearance

Full payment of an account or satisfactory financial arrangements for all charges must be made prior to registration. Students may not complete registration or attend classes until all fees and charges are paid or they have set up and are current with a payment plan. Any student who owes a balance on his or her account after August 30 (fall) or January 21 (spring) may be subject to withdrawal procedures.

A monthly finance charge of one and one-half percent (18% APR) will be added to unpaid balances on student accounts.

Should collection efforts become necessary, the student will be responsible for all costs of collection, including collection agency and attorney fees.

Institutional Refund Policy

If a student registers for a course, the student is responsible for paying for the course regardless of whether he/she attended. If the course is not dropped, and the student remains on the faculty roster, then a grade of "F" will be recorded, and the student will have to retake and repay for the course.

A student is enrolled until he or she completes drop/withdrawal procedures. All refunds related to changes in enrolment status will be based on the date these drop/withdrawal forms are completed and returned to the Office of the Registrar. Tuition will be refunded 100% if a student withdraws from course during the add/drop period in each term. No refund will be made after the add/drop deadline.

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Academic Information and Policies

Academic Schedule

Union Commonwealth University operates on a semester system. The fall semester begins in late August and ends in early December. The spring semester runs from January to early May. The summer term runs from mid-May to mid-August. There is also a three-week winter term that begins in mid-December and ends in early January. The fall, spring, and summer terms each have two sub-terms. Most graduate courses are taught during the 8-week sub-terms, with a few running for a full semester or summer. There are very few graduate courses taught during the winter term.

A detailed [Academic Calendar](#) is posted on the Union website. Students should consult the Academic Calendar for information on the start and end dates of terms, exam periods, vacation dates, and deadlines for adding, dropping, or withdrawing from courses.

Maximum Course Loads

Graduate students can take no more than 11 hours (Education), or 12 hours (MBA, MSM, MSSM, MKTC, MHCA, MISM, MHRM, MACTG, Psychology) during each of the fall and spring semesters. During the summer terms, students can up to 16 hours. Students can take no more than 3 hours during winter term.

Academic Integrity

Union Commonwealth University expects a high standard of academic integrity from all members of the campus community. Academic dishonesty, such as plagiarism, unauthorized collaboration, or cheating undermines trust and the academic integrity of each student and of the institution. This violates the spirit of a learning community and will not be tolerated.

Examples of academic dishonesty include:

- Plagiarism – taking words, sentences, ideas, etc. from another and presenting them as one's own. This includes any improperly documented sources, including electronic or online papers, presentations, and the like.
- Writing papers for other students.
- Cheating (using illegal notes, copying, text messaging, etc.) on examinations.
- Unauthorized collaboration – unauthorized assistance with written or oral material.

Incidents of academic dishonesty will be dealt with by the individual instructor in collaboration with the appropriate Dean and the Provost. All incidents of academic dishonesty will be reported in writing to the Academic Affairs Office. The instructor may impose any number and degree of penalties, including administering another assignment or assigning a grade of "F" for the course. The Provost may suspend any student from the College for academic dishonesty.

Students have a right of appeal and of due process. Procedures are outlined in the Graduate Student Grievance Process in this catalogue.

Also see Academic Code of Honor in this catalogue.

Disability Accommodations

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) course should contact one of the following:

- Director of Student Support Services, Sharp Academic Center, Room 3119, phone number (606) 546-1259 or
- The Education Retention Specialist, Sharp Academic Center, Room 3110, phone number (606) 546-1258.

Students with disabilities should request accommodations before starting courses or early in a term. Each request for accommodations will be examined on a case-by-case basis to determine eligibility. Students should not request accommodations directly from their instructors. Instructors are not authorized to make accommodations without approval from the Director of Student Support Services.

Transcripts

Requests for transcripts should be made directly through the National Student Clearinghouse. More information can be found at the Union website: [Transcript | Union Commonwealth University \(unionky.edu\)](https://www.unionky.edu/transcript)

Transfer Credits

With the approval of the Office of the Registrar, students may transfer credit from a recognized and regionally accredited graduate school into a Union Commonwealth University graduate program. The request for transfer credit must be appropriate to the student's planned program and the grade not lower than a "B." Transfer credit is approved by the Dean of the Graduate School in consultation with program faculty. The maximum number of credits a student may transfer varies by program.

Graduate Program	Maximum Credits
M.S.A. Master of Science in Management	6 transfer credits
M.S.S.M. Master of Sports Management	6 transfer credits
M.B.A. Master of Business Administration	6 transfer credits
M.I.S.M. Master of Science in Information Systems	6 transfer credits
M.H.C.A. Master of Science in Healthcare Administration	6 transfer credits
M.A.C.T. Master of Science in Managerial Accounting	6 transfer credits
M.K.T.C. Master of Science in Digital Marketing & Communications	6 transfer credits
M.H.R.M. Master of Science in Human Resource Management	6 transfer credits
M.A. Clinical Psychology	15 transfer credits
M.A. Education (from a regionally accredited graduate school)	9 transfer credits
M.A. General Psychology	12 transfer credits
Rank I	15 transfer credits
M.S. Substance Abuse Counseling	6 transfer credits

Transferability of Credit Disclosure Statement – Tennessee Education Students

Credits earned at Union Commonwealth University may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Union Commonwealth University. You should obtain confirmation that Union Commonwealth University will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. You should also contact any educational institutions that you may want to transfer credits earned at Union Commonwealth University to determine if such institutions will accept credits earned at Union Commonwealth University before executing an enrollment

contract or agreement. The ability to transfer credits from Union Commonwealth University to another educational institution may be very limited.

Your credits may not transfer, and you may have to repeat courses previously taken at Union Commonwealth University if you enroll in another educational institution. You should never assume that credits will transfer to or from any educational institution. It is highly recommended, and you are advised to make certain that you know the transfer of credit policy of Union Commonwealth University and of any other educational institutions you may in the future want to transfer the credits earned at Union Commonwealth University before you execute an enrollment contract or agreement. Tennessee Code Ann. § 49-7-144 (2).

Email Policy

All official electronic communications with Union Commonwealth University students will be sent through the unionky.edu mail address system. All official information, including but not limited to faculty-student communications, student billing, registration/advising, academic/administrative, financial aid, student development, and student support services information sent to each student's assigned Union Commonwealth University email address, will constitute official notice. The College accepts no responsibility for any forwarding of email that students may choose to undertake from their official Union Commonwealth University email accounts. Union Commonwealth University is responsible only for ensuring that official email is sent out to those student email accounts that are maintained by the College. All students are responsible for monitoring their Union Commonwealth University email accounts frequently (preferably daily).

Class Attendance

In-Person Classes

Students are required to attend at least one course during the first full week of the academic term. Any student who fails to attend at least one course will be administratively dropped from the term. Instructors are required to submit the One Week Attendance Form for each course by 4pm on the Monday following the start of the Fall and Spring terms.

Online/Hybrid Classes

Students enrolled in online courses must submit one graded assignment or participate in a discussion forum during the first full week. Any student who fails to attend at least one course will be administratively dropped from the term. Instructors must verify student participation by submitting the One Week Attendance Form for each course by 4pm on the Monday following the start of the Fall and Spring terms.

Late Enrollment

Students who add courses after the first week of classes will not be automatically dropped due to non-attendance. Instead, these students and their instructors will be contacted individually for attendance requirements.

Beyond the first week, students are expected to attend all meetings of on-campus courses unless circumstances beyond their control necessitate an absence. Students are responsible for all work from the first day of class. When a class absence is unavoidable, students should contact the instructor, before the absence if possible, and arrange and arrange to make up any missed assignments or tests. Similarly, students are expected to actively participate in online courses and complete assigned work on time.

Military Service Policy

Union College will make every accommodation possible for students who are called to active military duty. Every effort is made to enable these students to re-enter without prejudice and with minimal financial difficulties (established November 30, 2003).

Course Numbering System

Graduate-level courses are numbered 500 and 600. These are limited to students seeking an advanced degree or certification.

Reserved Course Numbers

Some special numbers are reserved for specific types of courses and may not be included in Course Descriptions section of this catalogue.

Number	Description
581, 594, 681	“Special Topic” – courses developed on a one-time basis, or a special innovative course
595	Independent Study – courses offered for individual study outside regular course offerings
599	Thesis – Education
696, 697	Integrative Project I, Integrative Project II – Psychology

Independent Studies

Union offers qualified graduate students the opportunity to work independently to earn academic credit, for study outside the regular course offerings of the graduate program. Permission may be granted under special circumstances for a student to take a regularly scheduled course as an independent study.

The faculty representative and the Dean of the Graduate School must approve proposals for independent study. It is the student’s responsibility to work with an instructor in planning the course of study and to present the proposal for approval. Forms for independent study must be obtained from the Office of the Registrar. A student must successfully complete nine (9) semester hours of graduate credit at Union Commonwealth University to qualify for independent study. Visiting students are not permitted to take a course on an independent study basis. Credit for independent studies completed at other accredited institutions will be accepted provided such credit meets the Union Commonwealth University transfer credit requirements.

Withdrawal from Courses or from the College

At the beginning of each term, there is an Add/Drop period (see the Academic Calendar) during which students can make changes to their course schedules. Courses dropped during the Add/Drop period do not appear on a student’s transcript. After the end of the Add/Drop period, students may withdraw from courses until the withdrawal deadline for each term (see the Academic Calendar). Courses from which a student withdraws appear on the transcript with a grade of “W,” but a course withdrawal does not affect GPA.

Withdrawal does not occur automatically if a student stops attending a class. Rather, students must formally withdraw from courses through the Office of the Registrar. Graduate students may complete the withdrawal process through their MyUnion account. The form must be submitted on or before the withdrawal deadline for each term. Students who fail to complete the withdrawal procedure will receive a grade of “F” for the term.

The last day to withdraw from courses with a grade of “W” is also the last day to withdraw from the university.

Registration

Course registration enrollment may be completed online during the advance registration period. Students are advised to register early. Outside of the advanced registration period, students must contact their advisor to register for courses or make changes to their schedule.

Time Limits

Graduate students are expected to complete the requirements for any degree or program within five (5) years after beginning coursework. In unusual circumstances, a student may petition for an extension of up to three (3) years. Graduate students who have not enrolled in any courses for two (2) years must apply for readmission.

The Grading System and Grade-Related Policies

Quality Points and GPA

Final course grades are posted on MyUnion at the end of the term in which the course was taught. Students receive “quality points” based on their grades in courses. The higher the letter grade, the more points a student earns per semester hour (see table below).

Quality points are used in the calculation of Grade Point Average (GPA). A student’s GPA is determined by dividing the total quality points earned by the total number of registered semester hours, minus the number of hours of Credit (CR) or Pass (P) grades and recorded Incompletes.

Grades for graduate courses are defined as follows:

Grade	Description
A (90-100)	Superior work, valued at four (4) quality points for each semester hour
B (80-89.9)	Above-average work, valued at three (3) quality points for each semester hour
C (70-79.9)	Average work, valued at two (2) quality points for each semester hour
F (below 70)	Failure with zero (0) credits and zero (0) quality points for each semester hour or failure to officially withdraw from a course
CR	A course has been satisfactorily passed
P	A course has been satisfactorily passed
I	Incomplete, issued at the discretion of the instructor. The student has been unable to complete the required work of the course and has requested an Incomplete. A grade of “I” submitted to the Office of the Registrar must be accompanied by a written statement from the instructor that includes: (1) why the “I” was given, (2) the requirements that must be met to remove the “I,” and (3) the deadline for meeting these requirements. The Office of the Registrar will send a copy of this statement to the student. An Incomplete grade must be completed no later than six months following the date it was issued. After this date, the “I” will be changed to the grade of “F.”
W	A student withdrew on or before the stated date on the Academic Calendar.

Repeating Courses

A student who fails a required course in a program must retake the course. A grade can be replaced only by retaking the same course at Union. Failure or quality point deficiencies in any course taken at Union cannot be altered through transfer credit or an independent study. The highest grade earned from all attempts at a course is used in calculating overall GPA. The grade(s) replaced will remain on the student's transcript but will be removed from GPA calculation. A student may attempt a course a maximum of three times.

Graduate Academic Standards

Graduate students enrolled in a graduate degree program or Rank I (Education) are subject to academic probation if a cumulative GPA of at least 3.0 is not maintained.

Academic Probation

When placed on probation, graduate students can enroll in a minimum of 3 hours and a maximum of 6 hours in the subsequent semester to attempt to raise their GPA to 3.0. Students failing to raise their GPA in that subsequent semester will be disqualified.

Graduate students are cleared from probation if their grade point average rises to 3.0 or higher the semester following the first notification of probationary status. The Office of Academic Affairs will notify students that their probation has been cleared.

Academic Disqualification

After being placed on probation, if graduate students fail to meet program requirements or do not raise their GPA to 3.0 in one semester, they will be disqualified from candidacy in their master's program. They will not be allowed to reapply for candidacy unless they are reinstated.

Reinstatement

Once graduate students have been disqualified, they must petition for reinstatement in order to reapply for candidacy in the program of their choice. Students should meet with their graduate advisor and create a program of study listing the courses they must retake to raise their GPA above 3.0. Students must then petition for reinstatement by submitting a letter to the Provost with the student's proposed program of study attached. The letter must be received at least 30 days before the start of the term in which the student wants to resume studies.

After Reinstatement

After reinstatement, graduate students must reapply for admission to candidacy in the master's program of their choice. Once admitted, they remain on probation until their cumulative GPA is raised to 3.0 or above. Failure to raise the GPA to 3.0 within three semesters will result in a second and final disqualification. At this point, students may no longer take graduate courses at Union Commonwealth University.

Appeals and Grievances

Probation or Disqualification Appeal

Graduate students may appeal a disqualification or probation by submitting a letter of appeal to the Provost.

Grade Appeal Process

Students who believe they have been unfairly graded or have any other complaint about an instructor's decisions in academic matters should follow the procedures detailed below.

1. The first step is for the student to contact the instructor to discuss the problem with the goal of resolving the matter informally. In the case of a disputed grade, the student should contact the instructor within one week of grade notification. Upon notification of student appeal, the instructor will inform the Vice Provost for Graduate and Online Education. The instructor must communicate a final decision about the concern within two business days of receipt and copy the Vice Provost on the decision.
2. If the instructor does not respond within the two business day window, or if student is not satisfied with the instructor's decision about the concern, they may appeal to the Vice Provost either two business days following the student's initial contact of the faculty member when faculty are not responsive, or within two days following the faculty member's communication to the student about the decision. The Associate Provost will review the appeal and issue a decision within one week of the student's appeal submission.
3. In the event the student or instructor are not satisfied with the Vice Provost's decision, either may appeal to the Provost within two business days of the Vice Provost's communication of the decision. The Provost will make a decision on the appeal within one week of receiving it. The decision of the Provost is final and not subject to appeal.

Online Student Complaint Process

Students in online courses or programs who have complaints or grievances should first follow the procedure outlined above. If the concern is not resolved at the institutional level, the student may lodge a complaint with the National Council for State Authorization Reciprocity Agreements (NC SARA). The online student complaint process is outlined here: [SARA Student Complaints | NC-SARA](#).

Academic Records

Family Educational Rights and Privacy Act (FERPA)

Union Commonwealth University is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). When a student reaches 18 years of age or attends an institution of postsecondary education at any age, the student becomes an "eligible student," and all rights under FERPA transfer from the parent to the student. This federal law affords students' rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the Office of the Registrar receives the request for access. Students should submit a written request to the Office of the Registrar that identifies the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Students may ask the University to amend a record they believe is inaccurate or misleading; they should write the Office of the Registrar and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the College decides not to amend the

record as requested by the student, the University will notify the student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University as an administrator, 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) to perform a university function which would otherwise be accomplished by a university employee; 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 to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent of another school in which a student seeks or intends to enroll. The University may also disclose, without the student's consent, "directory information," unless the student has advised the Office of the Registrar in writing at least five days following registration that the student does not wish part or all the directory information to be made public. Once filed, this instruction becomes a permanent part of the student's record until the student instructs the College, in writing, to have the request removed. The primary purpose of directory information is to allow the College to include this type of information in certain University publications, the media, and outside organizations.

The University has designated the following as examples of directory information: the student's name, address, email address, telephone number, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance (i.e., the period of time during which the student attends or attended the school), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent school attended.

The University may disclose education records without the student's consent in certain other circumstances as allowed by law. Students may contact the Office of the Registrar with questions or complaints about the content or release of their education records.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office which administers FERPA and to which complaints are to be sent is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC, 20202-4605**

For more information regarding FERPA and other student privacy issues, please visit their website at <https://studentprivacy.ed.gov>.

Union Commonwealth University will, however, release records and accounts pertaining to veterans, as

well as to other students, to appropriate U.S. Government representatives. This exception to all other federal laws is found in Title 38 of the U.S. Code, Section 1790(c).

Although the Family Rights and Privacy Act affords parents of students, under the Internal Revenue Code, access to the student's education record, it is the policy of the College to require all students to sign a waiver for the release of such information.

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Student Services

Books

Textbooks are available online through the [Union Commonwealth University online bookstore](#).

On-Campus Academic Support

Tutoring is available in a variety of subject areas in the Academic Resource Center (ARC), which is located on the first floor of the Sharp Academic Center. Students may work with a tutor to review for classes, refresh study skills, or prepare for professional examinations.

Located on the first floor of Norton Hall, the Writing Center is accessible throughout the academic year. It offers a quiet environment where students can receive support as they write and study. Assistance with writing, reading, and public speaking is available for students seeking to hone their communication skills.

Online Academic Support

Tutoring services are available online at [Union Commonwealth University Online Tutoring](#). Tutoring is provided in a variety of disciplines, and support is available for students who are learning English as a second language. Students may also submit a draft of a paper and receive feedback within 24 hours.

Counseling Services

Union Commonwealth University provides free mental health and wellness services to all graduate students, both online and in person.

- **Individual Counseling** focuses on emotional, psychological, and behavioral challenges. It offers support for anxiety, depression, stress management, performance enhancement, career guidance, and other aspects related to mental health and personal challenges.
- **“Discovering Yourself” Assessments** provide insights into personality, strengths, coping strategies, and intelligence to support self-awareness and personal growth.
- **Group Sessions & Workshops** focus on stress, emotion, and time management as well as team cohesion and peak performance.

Counseling and assessment services are available only to students who are physically located in Kentucky at the time of the session, in accordance with licensure regulations.

Success Coaching focuses on helping graduate students reach their highest potential. It is a collaborative, thought-provoking process that inspires students to maximize their professional potential. It promotes positive change, but is not a form of mental health treatment.

Success coaching is available online to students regardless of their location

To learn more visit: <https://www.unionky.edu/bulldog-life/student-services> >

On-Campus Health Services

Located in Pfeiffer Hall, Union College's Health Center offers limited health services to current students. Operating hours are established at the beginning of each semester. The Health Center provides confidential visits with the campus nurse, who offers treatment for minor illnesses and injuries, vaccines, and other health-related services as needed. Referrals are made to local healthcare providers

and medical facilities in the case of more serious health issues.

Abigail E. Weeks / Milton H. Townsend Memorial Library

The Weeks-Townsend Memorial Library provides a variety of resources and services to support and enrich the University's academic programs. The Library, located in the center of campus, houses a collection of more than 121,000 books, periodicals, government documents, media materials, and other print items. The Library also provides access to more than 386,000 e-Books and more than 90 scholarly databases covering a multitude of academic subjects. The Library's Online Public Access Catalog (OPAC), circulation, and reserves are fully automated and available on the internet. The Library can accommodate 250 persons in a variety of seating arrangements, including study carrels, tables, private study rooms, computer stations, and lounge areas. The Library provides wireless access to the campus network and laptop computers for student use. Library participation in various state, regional, and national consortia and networks provides the University community with a wide array of traditional and electronic resources.

The Curriculum Collection supports the teacher education program with specialized curriculum and juvenile materials. The Library houses several other special collections including the Cumberland Gap Genealogy Collection, the Lincoln-Civil War Collection, the Kentucky Appalachian Heritage Collection, and the University Archives. Library staff offer individual and group bibliographic instruction and instruction in the use of equipment, computer resources, and special collections.

Campus Parking

The University maintains paved parking lots for use of commuting and resident students. Cars parked on campus must be registered in the Safety Office and display an official Union Commonwealth University parking permit. Permits may be obtained free of charge from the Safety Office. Cars must be parked in designated areas only. Violation of campus parking regulations may result in fines charged against the student's account or in towing at the owner's expense.

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2024-2025 Graduate Curriculum

Graduate Programs/Degree Area
Chemical Dependency Counselor Certificate
Educational Specialist
Master of Arts Clinical Psychology
Master of Arts Education
Master of Arts Education Curriculum and Instruction (P-12)
Master of Arts Education Supervisor of Instruction (P-12)
Master of Arts General Psychology
Master of Business Administration
Master of Science in Management
Master of Science in Sports Management
Master of Science in Healthcare Administration
Master of Science in Information Systems Management
Master of Science in Substance Abuse Counseling
Master of Science in Managerial Accounting
Master of Digital Marketing & Communications Management
Master of Science in Human Resource Management
Rank 1
Rank 1: Education Curriculum and Instruction (P-12)
Rank 1: Education Supervisor of Instruction (P-12)

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Graduate Programs in Administration and Business

Graduate Degrees

MBA (Master of Business Administration)
MSM (Master of Science in Management)
MSSM (Master of Science in Sports Management)
MACT (Master of Science in Managerial Accounting)
MHCA (Master of Science in Healthcare Administration)
MISM (Master of Information Systems Management)
MKTC (Master of Science in Digital Marketing & Communications Management)
MHRM (Master of Science in Human Resource Management)

About Administration and Business

Administration and Business is committed to Union Commonwealth University's mission to serve the academic needs of a diverse community of graduate and continuing education students, in a dynamic and personal environment that promotes intellectual, spiritual, and physical enrichment of students, faculty, and staff, and the economic growth and health of our Appalachian region. Course are taught during six (6) 8-week terms each year. Students may begin their student in any term. This allows learners to accelerate through a degree plan in order to accomplish their career and educational goals.

Administration and Business programs provide the adult learner community with access to graduate degrees and non-credit online professional development programs that encourage an interactive approach to learning. This is accomplished through practitioner-focused course content and faculty who are subject matter experts in their fields.

Admission to Administration and Business Programs

Requirements for full admission to programs in Administration and Business:

- Application for Admission
- Official transcripts from degree granting institution(s)
- Undergraduate GPA of at least 2.5

Note: Some programs have undergraduate pre-requisites for students who do not have an undergraduate degree in the discipline. See the program descriptions below for details.

Dual Master's Degrees

Master's degree programs within Administration & Business are offered in a single or dual degree format. Students can complete any of the offered degrees as an individual program, or students can combine programs and earn two complementary master's degrees (for example: MBA and MSAA). Up to four (12-credit hours) core classes from each program will count towards completion of both degrees. Core classes include BUAD 500, BUAD 600, BUAD 650, and BUAD 655. When comparing programs, the curriculum is designed with 3-4 complementary core courses. Students who have earned a master's degree from Union Commonwealth University may qualify for a second master's degree from Union under the following conditions:

- A formal application must be submitted to the appropriate graduate program.
- The student must fulfill all admissions, prerequisite, and course requirements in the second degree program.

- The student must achieve a cumulative GPA of 3.0 or higher with a 3.0 or higher GPA for the second degree program.
- The student must be enrolled full time. Registration for six (6) or more graduate credit hours during any semester entitles a graduate candidate to full-time status.

Union Commonwealth University Low-Residency Graduate Programs

Union Commonwealth University Administration and Business programs are offered fully online and in a Low-Residency Program format. The Union Commonwealth University Low-Residency format is designed for working graduate students seeking hybrid coursework, including international graduate students studying on an F1 visa. The programs require attendance at weekend residency classes at the main Barbourville campus or other Union Commonwealth University Instructional site. Graduate students enrolled in a Low-Residency Program will may be employed in a position related to their course of study while attending Union Commonwealth University.

Additional Admission Requirements Low-Residency Programs

Non-native speakers of English must provide documentation of competency in English, such as a score report from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The minimum acceptable TOEFL or IELTS scores for admission are:

- Paper-based TOEFL (PBT) of 550
- Internet-based TOEFL (IBT) of 79
- IELTS of 6

Coursework from institutions outside the U.S. require a transcript evaluation, including GPA calculation, from any NACES or AICE member organization. Please see [National Association of Credential Evaluation Services](#) (NACES) and [Association of International Credentials Evaluators](#) (AICE) for a current list of acceptable firms.

Students applying for residency and an F1 Visa must provide a copy of their current passport.

Residency Attendance

Residency weekend sessions are mandatory. A student must attend all three-days (3) to receive credit and fulfill immigration in-seat class component to retain F-1 status. Should a student not attend any part of a full session, the student will be counted absent for the entire residence weekend. As such, requests to arrive late or leave early will not be approved. Absolutely no exceptions allowed. Missing a residency results in student being dismissed from the academic program and for F1 students, Student and Exchange Visitor Information System (SEVIS) record (I-20) terminated.

For international students gathering “Request for Evidence” (RFE) documentation regarding Physical Attendance Records, please use the policy statements above, transcripts demonstrating successful course completion, course syllabi, and personal travel receipts to verify physical course attendance.

Curricular Practical Training

Union Commonwealth University Low-Residency Programs include Curricular Practical Training (CPT). CPT is central to these programs and a required part of the Low-Residency Program curriculum. Students who have received one year or more of fulltime curricular practical training are ineligible for post-completion academic training. Exceptions to the one academic year requirement are provided for students enrolled in graduate studies that require immediate

participation in curricular practical training. A request for authorization for curricular practical training must be made to the Designated School Official (DSO). A student may begin curricular practical training only after receiving his or her Form I-20 with the DSO endorsement for programs offered in the Low-Residency Program format. This program requires the student take part in an internship that is offered by the sponsoring employer through a cooperative agreement with the school.

Curricular Practical Training is offered through the repeatable course BUAD 696, Applied Learning Practicum (1 credit hour). This course provides students enrolled in a Low-Residency Program to participate in a curricular practical training program that is an integral part of an established curriculum. This allows for the opportunity to apply essential professional applications to their respective academic coursework. The Applied Learning Practicum can be either an alternative work/study, internship, cooperative education, or any other type of required internship or practicum in an area directly related to the student's course of study, or project conducted in collaboration with program faculty applying coursework to a professional setting. Failure to complete this course will result in violation of U.S. Citizenship and Immigration Services (USCIS) CPT Regulation.

"An F-1 student may be authorized by the DSO to participate in a curricular practical training program that is an integral part of an established curriculum. Curricular practical training is defined to be alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school." Source: 2002 Final SEVIS Rule: 67 Fed. Reg. 76256 (December 11, 2002), amending 8 CFR 214.2(f) (10)(i).

Advanced Admission to Graduate Business and Administration Programs

The Advanced Admission to Graduate Administration and Business Programs is designed to allow qualified undergraduate students majoring in Business or Media Communication to take graduate classes at the lower price of the undergraduate courses. The Combined Bachelor's/Master's Program is designed to appeal to a variety of highly motivated students who want to explore the field of business/communications further, and who intend to advance their careers. Students who meet the academic qualifications for the accelerated Advanced Admission to Graduate Administration & Business Program, during the time they are enrolled as full-time undergraduate students, are eligible to take up to 15 hours of graduate course.

Regardless of the number of credit hours taken in the Advanced Admission Program, to obtain a bachelor's degree, the student must earn at least 120 credit hours from undergraduate courses. To receive a graduate degree, at least 30 credit hours must be taken while fully enrolled at the Graduate level. Undergraduate students taking graduate classes may only select courses listed as 500/600-level foundational courses for their chosen graduate program. Once a student receives advanced admission to a Graduate Administration and Business Program, during the junior and senior years, students can take up to five (5) of the required graduate courses at the undergraduate rate. Students may enroll in up to six (6) graduate credit hours per semester while completing their undergraduate degree. Students must be enrolled in undergraduate courses each semester that they are enrolled in the Advanced Program. In compliance with the University's academic policies and regulations, students in this program are required to complete all the necessary undergraduate core and Business/Communications major requirements, in addition to the hours taken as part of the master's level. Although it may not be possible for some students to complete the maximum number of graduate hours allowable while enrolled as undergraduate, students may not delay their date of graduation to complete the maximum number of graduate credit hours at a

lower rate.

Academic Regulations Advanced Admission to Graduate Administration and Business Programs

Students must maintain at least a cumulative 3.2 GPA in order to retain their standing in the combined program. Students whose GPA falls below a 3.2 are referred to the Associate Provost of the Graduate School, who may recommend a one (1) semester probation period to assist students in restoring their academic standing to a 3.2 GPA.

Failure to restore the academic standing to a 3.2 GPA following a possible semester of probation will automatically result in dismissal from the Advanced Program. A grade of “F” in any course, a low semester GPA, or participation in unethical or unprofessional practices may also be grounds for dismissal.

Requirements for Advanced Admission to Graduate Administration and Business Programs

1. Student must be currently enrolled in Union Commonwealth University with a major in Business or Media Communication.
2. Student must have earned a minimum of 60 undergraduate credits, with a minimum of nine (9) hours earned in Business or Media Communication courses.
3. Student must have a minimum cumulative GPA of 3.2 in all Business or Media Communication courses, and a minimum cumulative GPA of 3.2 in all other courses.
4. Student must submit a formal letter of application to the director of the graduate Administration & Business program with a statement of interest and career goals.
5. The student must demonstrate a commitment to professional work in Business or Communications
6. The application process includes an interview with Business or Communications faculty.

Master of Business Administration (MBA)

Union Commonwealth University offers a fully online MBA for business managers and executives seeking to advance their professional education and career. Union MBA students will gain the knowledge to apply business concepts across disciplines, communication skills to persuade audiences, the essential skills for good leaders, and will develop analytical skills required for effective managers.

Prospective MBA students should possess an undergraduate degree in business from an accredited college or university. Students whose undergraduate degree is in a discipline other than business can still enter the MBA program, but an undergraduate accounting course (ACTG 270 or ACTG 272) is a recommended prerequisite if there is no similar course or equivalent competency on their transcripts. Undergraduate foundation courses do not satisfy the requirements of the 30-hour MBA program. They are prerequisite courses only.

Applicants who have an undergraduate degree in any business discipline, from an accredited institution, may complete the MBA degree with a minimum of 30 semester hours. Those who have earned an undergraduate degree in other majors/minors can finish the MBA with 30 graduate hours in addition to the necessary Pre-MBA requirements.

Requirements for MBA (Total Minimum Credit Hours Required | 30 Hours) and 3.0 GPA

Class Name		Credit Hours
Graduate Business Core (12 hours)		
BUAD 500	Managerial & Leadership Analysis	3 credit hours
BUAD 600	Org. Behavior and Teamwork Dynamics	3 credit hours
BUAD 650	Business Ethics and Social Responsibility	3 credit hours
BUAD 665	Strategic Decisions	3 credit hours
Additional Required Courses (18 hours)		
BUAD 505	Management Information Systems	3 credit hours
BUAD 510	Organizational Finance	3 credit hours
BUAD 515	Marketing for Results	3 credit hours
BUAD 520	Managerial Accounting	3 credit hours
BUAD 605	Contemporary Economic Issues	3 credit hours
BUAD	Elective	3 credit hours

Graduation Requirements: Successful completion of all required courses and a cumulative GPA of at least 3.0.

Master of Science in Management (MSM)

Union Commonwealth University offers a fully online MSM for administrative professionals seeking to expand their education and career. The degree is specifically targeted to professionals in public administration, human services, non-profit administration, and organizational leadership careers that are seeking a unique degree program to match their career goals. MSM program is for students looking for expanded management and leadership education without the accounting principles associated with a standard MBA degree.

Applicants who have an undergraduate degree in any discipline, from an accredited institution, may complete the MSM degree with a minimum of 30 semester hours. Students are expected to have strong computing skills.

Requirements for MSM (Total Minimum Credit Hours Required | 30 Hours) and 3.0 GPA

Class Name	Credit Hours
Graduate Business Core	
BUAD 500 Managerial & Leadership Analysis	3 credit hours
BUAD 650 Business Ethics & Social Responsibility	3 credit hours
BUAD 665 Strategic Decisions	3 credit hours
BUAD 600 Organizational Behavior & Teamwork Dynamics	3 credit hours
Additional Required Courses (6 hours)	
BUAD 505 Management Information Systems	3 credit hours
BUAD 610 Leadership and Human Behavior	3 credit hours
Electives: Take any four 500 or 600 level courses (12 hours) in any Business and Administration area (ACTG, BUAD, HCA, HRM, MKTC, SPMT) OR complete a four-course concentration in Computer Science Applications, Managerial Accounting, Digital Marketing and Communications Management, or Human Resource Management.	
General Electives or Concentration (see below)	12 credit hours

Requirements for Concentration in Computer Science Applications (Hours Required | 12 Hours)

Class Name	Credit Hours
CSA 610: Computer Science Application	3 credit hours
CSA 620: Current Emerging Technology	3 credit hours
CSA 630: Business Analysis for Computer Science Applications	3 credit hours
CSA 640: Data Modeling, Warehousing, and Database Management	3 credit hours

Requirements for Concentration in Managerial Accounting (Hours Required | 12 Hours)*

Class Name (Select four courses.)	Credit Hours
ACTG 610: Managerial Accounting and Organizational Performance	3 credit hours
ACTG 620: Operational Auditing and Risk Management	3 credit hours
ACTG 630: Financial Reporting and Analysis	3 credit hours
ACTG 640: Planning, Budgeting, and Forecasting	3 credit hours
ACTG 650: Decision-Making Tools in Accounting	3 credit hours
ACTG 660: Corporate Finance for Accountants	3 credit hours

* Students who do not have an undergraduate degree in accounting may be required to complete

some foundational coursework at the undergraduate level. Undergraduate and graduate transcripts will be reviewed. Before taking any of the concentration courses, students lacking the equivalent of ACTG 272 (Financial Accounting) will need to take ACTG 272 or a comparable course OR demonstrate proficiency in basic accounting skills. ACTG 331 (Cost Accounting) and BUAD 351 (Principles of Finance) or their equivalents are recommended but not required. Undergraduate foundation courses do not satisfy the requirements of the concentration. They are prerequisite courses only.

Requirements for Concentration in Digital Marketing (Hours Required | 12 Hours)

Class Name (Select four courses.)	Credit Hours
MKTC 610: Brand Management	3 credit hours
MKTC 620: Integrated Marketing Communications	3 credit hours
MKTC 630: Internet Consumer Behavior	3 credit hours
MKTC 640: eCommerce	3 credit hours
MKTC 650: Social Media Marketing	3 credit hours
MKTC 660: Market Research	3 credit hours

Requirements for Concentration in Human Resource Management (Hours Required | 12 Hours)

Class Name (Select four courses.)	Credit Hours
HRM 610: Human Resource Strategy	3 credit hours
HRM 620: Compensation and Benefits	3 credit hours
HRM 630: Talent Development and Workforce Planning	3 credit hours
HRM 640: Human Resource Development	3 credit hours
HRM 650: Performance Management	3 credit hours
HRM 660: Employment Law	3 credit hours

Graduation Requirements: Successful completion of all required courses and a cumulative GPA of at least 3.0.

Master of Science in Sports Management (MSSM)

Only a tiny fraction of people will ever join the professional ranks as players, coaches, or top executives, but jobs connected to sports marketing and administration continue to grow, a result of the increasing demand for sophisticated organizations that specialize in athletics on varying levels. Union Commonwealth University offers a fully online MSAA program for professionals who want to either begin or enhance a career in sports. The MSAA program focuses on the business of athletics and is taught by qualified faculty with access to team executives, corporate sports consultants, sports agents, and a broad range of other professionals in collegiate, professional, and amateur athletics administration.

The Master of Science in Athletic Administration (MSAA) program includes courses such as Managerial & Leadership Analysis, Marketing for Results, Fiscal Practices in Athletic Administration, as well as special topics in the field such as sports communications, athletic promotions, and facility design and event management. The program also includes a supervised Athletic Administration Internship.

Requirements for MSAA (Total Minimum Credit Hours Required | 30 Hours) and 3.0 GPA

Class Name		Credit Hours
Graduate Business Core (12 hours)		
BUAD 500	Managerial & Leadership Analysis	3 credit hours
BUAD 650	Business Ethics & Social Responsibility	3 credit hours
BUAD 665	Strategic Decisions	3 credit hours
BUAD 600	Organizational Behavior & Teamwork Dynamics	3 credit hours
Select six courses from the following (18 hours):		
SPMT 500	Research Methods	3 credit hours
SPMT 510	Sports Management and Administration	3 credit hours
SPMT 520	Sports and Athletic Promotion	3 credit hours
SPMT 530	Contemporary Issues in Sports	3 credit hours
SPMT 571	Fiscal Practices in Sports Management	3 credit hours
SPMT 594	Special Topics: Sports Management	3 credit hours
SPMT 696	Sports Management Internship OR	3 credit hours
SPMT 698	Research Apprenticeship in Sports Management	

Graduation Requirements: Successful completion of all required courses and a cumulative GPA of at least 3.0.

Master of Science in Managerial Accounting (MACT)

Union Commonwealth University offers the Master of Science in Managerial Accounting (MACT) degree for managerial accounting professionals seeking to expand their education and career. The degree targets professionals in a wide range of accounting industry careers. The MS in Managerial Accounting program design is based on the core competencies of the (CMA) Certified Managerial Accountant exam. Coursework focuses on current managerial issues and combines an industry focus with a key emphasis on leadership, ethics, and strategy.

Applicants who have an undergraduate degree in accounting, from an accredited institution, may complete the MACT degree with a minimum of 30 semester hours. Others who have earned an undergraduate degree in other majors/minors can finish the MACT with 30 graduate hours in addition to the necessary Pre-MACT requirements. Students are expected to have strong computing skills.

Pre-MACT Requirements

Students who do not have an undergraduate degree in accounting may be required to complete some foundational coursework at the undergraduate level. Undergraduate and graduate transcripts will be reviewed. Before taking any of the accounting (ACTG) courses, students lacking the equivalent of ACTG 272 (Financial Accounting) will need to take ACTG 272 or a comparable course OR demonstrate proficiency in basic accounting skills. ACTG 331 (Cost Accounting) and BUAD 351 (Principles of Finance) or their equivalents are recommended but not required. Undergraduate foundation courses do not satisfy the requirements of the 30-hour MBA program. They are prerequisite courses only.

Requirements for MACT (Total Minimum Credit Hours Required | 30 Hours) and 3.0 GPA

Class Name		Credit Hours
Graduate Business Core (12 hours)		
BUAD 500	Managerial & Leadership Analysis	3 credit hours
BUAD 650	Business Ethics & Social Responsibility	3 credit hours
BUAD 665	Strategic Decisions	3 credit hours
BUAD 600	Organizational Behavior & Teamwork Dynamics	3 credit hours
Select six courses from the following (18 hours)		
ACTG 610	Managerial Accounting & Org. Performance	3 credit hours
ACTG 620	Operational Auditing and Risk Management	3 credit hours
ACTG 630	Financial Reporting and Analysis	3 credit hours
ACTG 640	Planning, Budgeting, and Forecasting	3 credit hours
ACTG 650	Decision-Making Tools in Accounting	3 credit hours
ACTG 660	Corporate Finance for Accountants	3 credit hours
ACTG 697	Internship in Managerial Accounting OR	3 credit hours
ACTG 698	Research Apprenticeship in Man. Accounting	

Graduation Requirements: Successful completion of all required courses and a cumulative GPA of at least 3.0.

Master of Science in Healthcare Administration (MHCA)

Union Commonwealth University offers the Master of Science in Healthcare Administration (MHCA) degree for healthcare professionals seeking to expand their education and career. The degree is specifically targeted to professionals in a wide range of healthcare industry careers and to healthcare professionals seeking a unique degree program to match their career goals. Coursework focuses on current healthcare industry issues and combines an industry focus with a key emphasis on leadership, ethics, and strategy.

Applicants who have an undergraduate degree in any discipline, from an accredited institution, may complete the MHCA degree with a minimum of 30 semester hours. Students are expected to have strong computer skills.

Requirements for MHCA (Total Minimum Credit Hours Required | 30 Hours) and 3.0 GPA

Class Name		Credit Hours
Graduate Business Core (12 hours)		
BUAD 500	Managerial & Leadership Analysis	3 credit hours
BUAD 650	Business Ethics & Social Responsibility	3 credit hours
BUAD 665	Strategic Decisions	3 credit hours
BUAD 600	Organizational Behavior & Teamwork Dynamics	3 credit hours
Select six courses from the following (18 hours)		
HCA 610	Healthcare Administration	3 credit hours
HCA 620	Evidence-Based Healthcare	3 credit hours
HCA 630	Financial Management in Healthcare	3 credit hours
HCA 640	Healthcare Infomatics	3 credit hours
HCA 650	Healthcare Law and Ethics	3 credit hours
HCA 660	Emerging and Persistent Healthcare Issues	3 credit hours
HCA 697	Internship in Healthcare Administration OR	3 credit hours
HCA 698	Research Apprenticeship in Healthcare Admin.	

Graduation Requirements: Successful completion of all required courses and a cumulative GPA of at least 3.0.

Master of Science in Information Systems Management (MISM)

Union Commonwealth University offers the Master of Science in Information Systems Management (MISM) degree for Information systems professionals seeking to expand their education and career. The degree targets professionals in a wide range of information systems-based industries. Coursework focuses on information systems management issues and combines an industry focus with a key emphasis on leadership, ethics, and strategy.

Applicants who have an undergraduate degree in any discipline, from an accredited institution, may complete the MISM degree with a minimum of 30 semester hours. Students are expected to have strong computer skills.

Requirements for MISM (Total Minimum Credit Hours Required | 30 Hours) and 3.0 GPA

Class Name		Credit Hours
Graduate Business Core (12 hours)		
BUAD 500	Managerial & Leadership Analysis	3 credit hours
BUAD 650	Business Ethics & Social Responsibility	3 credit hours
BUAD 665	Strategic Decisions	3 credit hours
BUAD 600	Organizational Behavior & Teamwork Dynamics	3 credit hours
Select six courses from the following (18 hours)		
ISM 610	Management Information Systems	3 credit hours
ISM 620	Information Systems Infrastructure	3 credit hours
ISM 630	Information Systems Security	3 credit hours
ISM 640	Emerging IS Technology	3 credit hours
ISM 650	Information System Access Control	3 credit hours
ISM 660	Systems Decision-Making	3 credit hours
ISM 697	Internship in Info. Syst. Management OR	3 credit hours
ISM 698	Research Apprenticeship in Info. Syst. Man.	

Graduation Requirements: Successful completion of all required courses and a cumulative GPA of at least 3.0.

Master of Science in Digital Marketing & Communications Management (MKTC)

Union Commonwealth University offers the Master of Science in Digital Marketing & Communications Management (MKTC) degree for digital marketing professionals seeking to expand their education and career. The degree targets professionals in a wide range of digital marketing related industries. Coursework focuses on digital marketing issues and combines an industry focus with a key emphasis on leadership, ethics, and strategy.

Applicants who have an undergraduate degree in any discipline, from an accredited institution, may complete the MKTC degree with a minimum of 30 semester hours. Students are expected to have strong computing skills.

Requirements for MKTC (Total Minimum Credit Hours Required | 30 Hours) and 3.0 GPA

Class Name		Credit Hours
Graduate Business Core (12 hours)		
BUAD 500	Managerial & Leadership Analysis	3 credit hours
BUAD 650	Business Ethics & Social Responsibility	3 credit hours
BUAD 665	Strategic Decisions	3 credit hours
BUAD 600	Organizational Behavior & Teamwork Dynamics	3 credit hours
Select six courses from the following (18 hours)		
MKTC 610	Brand Management	3 credit hours
MKTC 620	Integrated Marketing Communications	3 credit hours
MKTC 630	Internet Consumer Behavior	3 credit hours
MKTC 640	eCommerce	3 credit hours
MKTC 650	Social Media Marketing	3 credit hours
MKTC 660	Market Research	3 credit hours
MKTC 697	Internship in Digital Mktg. & Comm. Man. OR	3 credit hours
MKTC 698	Research Apprenticeship in Mktg. & Comm Man.	

Graduation Requirements: Successful completion of all required courses and a cumulative GPA of at least 3.0.

Master of Science in Human Resource Management (MHRM)

Union Commonwealth University offers the Master of Science in Human Resource Management (MHRM) degree for professionals seeking to expand their education and career. The 30-hour program, is focused on developing student's leadership capabilities and competencies in current industry practices, including recruitment, hiring, compensation and benefits administration, and training and development.

Applicants who have an undergraduate degree in any discipline from an accredited institution, may complete the MHRM degree with a minimum of 30 semester hours. Students are expected to have strong computer skills.

Requirements for MHRM (Total Minimum Credit Hours Required | 30 Hours) and 3.0 GPA

Class Name		Credit Hours
Graduate Business Core (12 hours)		
BUAD 500	Managerial & Leadership Analysis	3 credit hours
BUAD 650	Business Ethics & Social Responsibility	3 credit hours
BUAD 665	Strategic Decisions	3 credit hours
BUAD 600	Organizational Behavior & Teamwork Dynamics	3 credit hours
Select six courses from the following (18 hours)		
HRM 610	Human Resource Strategy	3 credit hours
HRM 620	Compensation & Benefits	3 credit hours
HRM 630	Talent Development & Workforce Planning	3 credit hours
HRM 640	Human Resource Development	3 credit hours
HRM 650	Performance Management	3 credit hours
HRM 660	Employment Law	3 credit hours
HRM 697	Internship in Human Resource Management OR	3 credit hours
HRM 698	Research Apprenticeship in Hum. Res. Man.	

Graduation Requirements: Successful completion of all required courses and a cumulative GPA of at least 3.0.

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Graduate Programs in Education

Programs

Master of Arts (M.A.) Teacher Leader; Master of Arts (M.A.) Teacher Leader: Gifted Education; Master of Arts (M.A.) Learning and Behavioral Disorders, Master of Arts (M.A.) Educational Leadership (Tennessee); Rank 1: Curriculum and Instruction (P-12); Rank 1: Supervisor of Instruction (P-12); Rank I: Learning and Behavioral Disorders; Educational Specialist (Ed.S.) (Tennessee)

Mission Statement

“Teacher Leaders” embodies Union Commonwealth University’s vision of education. The department consists of a community of learners committed to promoting lifelong learning in their own lives and fostering that spirit in the lives of others. We believe our graduates should be well grounded in the liberal arts, with a sure pedagogical talent, a passion for working with students, and a commitment to ongoing learning.

The mission also implies that the teacher education programs prepare students to perform effectively in authentic school-based situations. It implies thoughtful design and implementation of the various programs to provide comprehensive and coordinated experiences for all students. The department has developed a vision that serves as criteria for the quality and conditions for its undergraduate and graduate programs. It is following the teacher standards adopted by the Kentucky EPSB (Education Professional Standards Board). Union’s programs meet the following criteria:

- Rich and rigorous content based on the liberal arts, teaching, and learning.
- A qualified and diverse faculty that models the merits of education, presenting not only expertise in their areas but also broad-based cultural knowledge that educated men and women should display.
- High standards and expectations built on current best practices as defined by Kentucky Performance Indicators.
- Current, research-based approaches to teaching and learning.
- Application of current technology to develop students’ knowledge, understandings, and skills.
- Attention to building a learning community for students that supports their ongoing development prior to certification and sustains it in their work.
- Strong links with area schools, including professional development, to achieve mutual goals and interests.
- A variety of meaningful field experiences, including action research projects.
- Continuous assessment for improvement and for judging the impact of the program on pre-service and practicing teachers and their students.
- Recognition of the importance of diversity in education, helping students to appreciate the importance of diverse classrooms and faculty.
- Professional attitudes and dispositions that encourage reflective thinking, effective decision making, and collaboration that prepare teachers for a variety of leadership roles.
- Faculty professional development through conference attendance, publishing, and presentations.

Graduate Education: Application, Admission, and Candidacy Process

An applicant must have completed the requirements for a bachelor’s degree at an accredited institution. A minimum GPA of 3.0 is required. Please note, courses counted toward transfer or program completion must have been completed within seven (7) years of date of program application. In addition to completing the general application, the applicant must arrange for the Graduate office to receive the following:

- Copy of official undergraduate transcripts with minimum 3.0 undergraduate GPA

- Copy of valid teaching certificate (if applicable)
- Curriculum Vitae
- Professional Growth Plan
- Professional Disposition Form
- Signed copy of the Kentucky Code of Ethics for Teachers

Note: Schedules are available to students online. Schedules and instructors are subject to change. The academic departments reserve the right to change instructor(s) without notification to the student. Students may access all information about course(s) they are enrolled in through MyUnion by logging in with their email address and student identification number issued by the College. It is the student's responsibility to make sure he/she is enrolled in the correct course(s) and begins attending on the first day of classes. Failure to check schedule and withdraw will result in a charge and a grade of "F."

Exit Requirements

The exit requirements for each program vary. Some require national and state tests for certification. It is the student's responsibility to obtain the exit requirements for his/her program and comply with them. Each student should refer to his/her curriculum contract and/or advisor.

Application for Graduation, Change in Rank, and Added Certification

It is the student's responsibility to apply for graduation through the Office of the Registrar. Applications can be completed on MyUnion. Students apply for a change in rank or added certification through EPSB. Please contact the Office of the Registrar or the Educational Studies office at Union Commonwealth University for more information.

Students who complete all requirements in the spring or summer term will participate in the May Commencement. Those completing all degree requirements during the fall semester may participate in the following May Commencement.

M.A. Education Degree

Requirements for the master's degree include the following:

- Completion of one of the degree programs described in the Graduate Programs of Study section of this catalogue, totaling a minimum of 31 hours of graduate coursework including GRST 500 (Introduction to Education Graduate Studies)
- A minimum grade point average of 3.0
- Completion of a capstone
- Completion at Union Commonwealth University of at least 22 of the required 31 semester hours
- Contact advisor to ensure that all necessary documentation has been included in student's file
- Complete CA-1 form for certificate and/or rank change

Admission into Candidacy for the M.A. Education Degree

Admission to a program leading to the master's degree does not imply admission to candidacy for a degree. Students must file an application for admission to candidacy for the M.A. degree and complete the candidacy requirements during the term in which 12 hours of graduate work (including transfer work) are completed, before registering for courses beyond 12 semester hours. The candidate's advisor shall recommend an applicant's admission to candidacy following positive appraisal of the student's academic proficiency and other factors deemed important for the completion of the curriculum in which the student is working.

Admission to candidacy for the master's degree includes an application, completion of the requirements below (including GRST 500), and approval from APC.

1. Show aptitude for graduate study by completing 13 semester hours of graduate work

- with a grade point average of at least 3.0.
- 2. Successfully complete the written exercise.
- 3. Scheduling a candidacy review at a time mutually convenient for the student and his/her advisor. The application for admission to candidacy must be on file in the Graduate Education Department prior to the candidacy review.
- 4. Successful completion of GRST 500.

Admission into Candidacy for the following:

- **M.A. Teacher Leader**
- **M.A. Teacher Leader: Gifted Education**
- **M.A. Learning & Behavioral Disorders**
- **M.A. Educational Leadership (Non-Certification, TN)**

Initial Requirements-CAP IV

- Minimum 3.0 cumulative GPA
- Copy of valid teaching certificate
- Copy of official undergraduate transcripts
- Signed Kentucky Code of Ethics for Teachers
- Completed dispositions form
- Copy of Professional Growth Plan
- Submission of curriculum vitae (CV)
- Application for Educational Studies

Admission to Candidacy-Cap V

- Assignment of P-12 mentor
- Required 3.0 GPA
- Application to candidacy
- Completion of GRST 500, Introduction to Education Graduate Studies

Exit Requirements-Cap VI

- Application for graduation/rank change. Rank II certificate awarded upon successful program completion and approval by Educational Professional Standards Board.
- Minimum 3.0 cumulative GPA
- Disposition of candidate
- Complete 31 hours (22 hours earned in residence at Union Commonwealth University)

Rank I Certificate, the Sixth Year Program

Union Commonwealth University also has a preparation program for Kentucky's Rank I classification. Rank I classification requires the completion of a planned program of 31 semester hours beyond Rank II classification (or 61 including the master's degree), completion of a capstone seminar, and completion of GRST 500. The student must design a Professional Development Plan. The plan is used by the student and an advisor to plan a sequence of courses that will meet the following goals:

- A. To improve the professional competency for the position covered by the initial teaching certificate.
- B. To obtain preparation certification required in additional areas.

Rank I certification requires a GPA of at least 3.0. Up to 15 hours credit may be transferred from other graduate institutions, if appropriate, to the student's planned program and if the final grade achieved is at least a "B." Course credit specified for Rank I cannot be more than 10 years old at the completion of the program. No comprehensive examination is required; however, each student will complete a capstone project. A Professional Development Plan is included in the student's submission.

Although each program is individualized, the guidelines below will prevail in the planning of the program. Some courses may have been taken at the master's level, and appropriate courses may be substituted with prior permission.

Admission to Rank I Programs

Union Commonwealth University offers Rank I programs for teachers and school administrators. Rank I program students are responsible for scheduling a candidacy review at a time mutually convenient for the student and his/her advisor. The application for admission to candidacy must be on file in the Graduate Education Department prior to the candidacy review.

Admission to the follow:

Rank I: Teachers Leader

Rank I: Teacher Leader: Gifted Education

Rank I: Curriculum and Instruction Program

Rank I: Supervisor of Instruction Program

Rank I: Learning & Behavioral Disorders

Rank I: Educational Specialist (Non-certification, TN)

Initial Requirements-MAP IV

- Minimum 3.0 cumulative GPA
- Copy of valid teaching certificate
- Copy of official undergraduate transcripts
- Signed Kentucky Code of Ethics for Teachers
- Completed dispositions form
- Copy of Professional Growth Plan
- Submission of curriculum vitae (CV)
- Application for Educational Studies

Admission to Candidacy-Map V

- Assignment of P-12 mentor
- Required 3.0 GPA
- Application to candidacy
- Completion of GRST 500, Introduction to Education Graduate Studies

Exit Requirements-Map VI

- Application for graduation/rank change. Rank I certificate awarded upon successful program completion and approval by Educational Professional Standards Board
- Disposition form of candidate
- Minimum 3.0 cumulative GPA
- Complete 31 hours (22 hours earned in residence at Union Commonwealth University)

Educational Specialist Program (Ed.S.) and (M.A.) Educational Leadership Non-Certification

The Educational Specialist Program and Educational Leadership Master's Program prepares students for multiple leadership roles in the field of education. Centered on established ethical and leadership theories, the programs provide a diverse perspective of educational leadership in a global society. Utilizing a blended program of online and onsite courses, the curriculum emphasizes data-driven decision making, collaborative partnership building, and judicial policy review skills needed by leaders in the education field. To this end, the program utilizes a multitude of resources including service learning, technological advances, and analytical research practices for leadership development. Upon completion of the programs, students are prepared to assume leadership roles as educational researchers, supervisors,

counselors, consultants, higher education employees, and nonprofit education providers.

Tennessee Graduate Education Students

Union Commonwealth University is authorized for operation as a postsecondary educational institution by the Tennessee Higher Education Commission. To view detailed job placement and completion information on the programs offered by Union Commonwealth University, please visit the website of the Tennessee Higher Education Commission to view a list of the Authorized Postsecondary Institutions.

[Authorized Institutions and Data \(tn.gov\)](http://tn.gov).

Please be advised that Union's Ed.S. Program and M.A. are not accredited by the Kentucky EPSB and the Ed.S. Program or the M.A. Educational Leadership Program are not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for Kentucky P-12 educators.

M.A. & Ed.S. Program Admission Requirements

- Application for Graduate Studies Completion of a master's program Minimum of 3.0 cumulative GPA
- Copy of official college transcripts
- Completed Dispositions Form
- Submission of resume/curriculum vitae

M.A. & Ed.S. Program Candidacy Requirements

- Completion of Core component
- Application to program candidacy
- Minimum of 3.0 cumulative GPA
- Assignment of faculty advisor

M.A. & Ed.S. Program Exit Requirements

- Successful completion of Capstone Experience
- Application for graduation
- Minimum of 3.0 cumulative GPA
- For M.A.: Complete 31 hours (22 hours earned in residence at Union Commonwealth University)
- For Ed.S.: Complete 37 hours (31 hours earned in residence at Union Commonwealth University)

M.A. Degree, Teacher Leader – Program Description

The ESU's Teacher Leader Endorsement program qualifies licensed educators to complete requirements to obtain a Master of Arts degree. Elements of the program, including culturally responsive practices, action research, self-reflection activities, and review of local, state, and national student achievement data are interwoven in a co-delivery model of instruction with partner P-12 communities.

Course and clinical experience requirements for the Teacher Leader program are aligned with the Kentucky Teacher Standards.

Students may take 12 hours of coursework towards enhancing their professional abilities and/or specific content knowledge as part of the Teacher Leader program. Students will be advised on course selections toward this program requirement through review of the Professional Development Plan and consultation with a program advisor.

1. Core Component | 16 Semester Hours

Class Name	Credit Hours
GRST 500 Introduction to Education Graduate Studies	1 credit hour
EDUC 502 Curriculum Design and Practices for Teacher	3 credit hours
EDUC 511 Assessment Accountability Practices for Teacher	3 credit hours
EDUC 513 Advanced Instructional Practices for Teacher	3 credit hours
EDUC 573 Advanced Technology Practices for Teacher	3 credit hours
EDUC 589 Teacher Leaders as Transformers of Education	3 credit hours

Class Name	Credit Hours
EDUC 500 Methods of Action Research for Teacher Leaders	3 credit hours
XXXX XXX	3 credit hours
XXXX XXX	3 credit hours
XXXX XXX	3 credit hours
XXXX XXX	3 credit hours

2. Gifted Education P-12 Certification | 15 Semester Hours

Class Name	Credit Hours
EDUC 506 Introduction to Nature & Needs Gifted Learner	3 credit hours
EDUC 507 Assessment & Identification Gifted Learners	3 credit hours
EDUC 508 Multicultural Education & Gifted Learner	3 credit hours
EDUC 509 Methods & Materials Gifted Educator	3 credit hours
EDUC 512 Seminar & Practicum for Gifted Educator	3 credit hours

M.A. Degree, Learning and Behavior Disorders

1. Professional Education Component | 10 Semester Hours

Class Name	Credit Hours
GRST 500 Introduction to Education Graduate Studies	1 credit hour
EDUC 513 Advanced Instructional Practices for Teacher	3 credit hours
EDUC 525 Content Area Literary Development	3 credit hours
EDAD 565 Special Education Law & Procedures	3 credit hours

2. Specialization Component | 21 Semester Hours

Class Name	Credit Hours
SPED 501 Survey of Exceptional Learners	3 credit hours
SPED 502 Early Childhood Education for Exceptional	3 credit hours
SPED 503 Behavior Management for Exceptional Learners	3 credit hours
SPED 504 Career Education for Exceptional Learners	3 credit hours
SPED 511 Assessment Procedures for Exceptional Learners	3 credit hours
SPED 513 Diagnostic and Prescriptive Teaching	3 credit hours
SPED 515 Instructional Procedures for LBD Learners	3 credit hours

M.A. Degree, Educational Leadership, Non-Certification, Program Curriculum

1. Professional Education Component | 16 Semester Hours

Class Name		Credit Hours
GRST 500	Introduction to Education Graduate Studies	1 credit hour
EDUC 500	Methods of Action Research for Teacher Leaders	3 credit hours
EDUC 511	Assessment Accountability Practices for Teacher	3 credit hours
EDUC 513	Advanced Instructional Practices for Teacher	3 credit hours
EDUC 573	Advanced Technology Practices for Teacher	3 credit hours
EDUC 589	Teacher Leaders as Transformers of Education	3 credit hours

2. Specialization Component | 12 Semester Hours

Class Name		Credit Hours
EDAD 530	School Law	3 credit hours
EDAD 540	School Finance & Business Management	3 credit hours
EDAD 545	Introduction: Educational Administration	3 credit hours
EDAD 554	Human Resource Development	3 credit hours
EDAD 560	School & Community Relations	3 credit hours

Rank I Certificates

The preparation program for Kentucky's Rank I classification under the Foundation law shall be planned by the candidate and the graduate advisor in terms of one or more of the following purposes: To improve the professional competency for the position covered by the initial teaching certificate.

To extend the scope of professional competency to some certification area not covered by the initial certificate.

Rank I classification requires the completion of a planned program of a minimum 31 semester hours beyond the master's degree. Supervisor of Instruction and Curriculum & Instruction requires a master's degree and preferably three (3) years teaching experience.

Each program is specifically planned for the student. Appropriate courses may be substituted for those taken at the master's degree level with permission from the advisor.

A GPA of at least 3.0 is required for the Rank I Certificate. No comprehensive examination is required. Up to 15 hours credit may be transferred from other graduate institutions, if appropriate, to the student's planned program and the final grade is at least a "B." A total of 15 hours of transfer credit can be applied toward the Rank I program if no transfer credit has been transferred toward a master's program. Students may not transfer correspondence courses into the program. Students must complete GRST 500 and a capstone project.

Rank I

Through the General Rank I program, Union graduate students can enhance their skills as a classroom teacher. Some courses listed as required may have been taken at the master's level.

Appropriate courses may be substituted by consulting with the advisor.

Rank 1: Education Curriculum and Instruction (P-12)**1. Professional Component | 16 Hours**

Class Name	Credit Hours
GRST 500 Introduction to Education Graduate Studies	1 credit hour
EDUC 502 Curriculum Design and Practices for Teacher	3 credit hours
EDUC 511 Assessment Accountability Practices for Teacher	3 credit hours
EDUC 513 Advanced Instructional Practices for Teacher	3 credit hours
EDUC 573 Advanced Technology Practices for Teacher	3 credit hours
EDUC 589 Teacher Leaders as Transformers of Education	3 credit hours

3. Specialization Component | 15 Hours

Class Name	Credit Hours
EDUC 500 Methods of Action Research for Teacher Leaders	3 credit hours
EDUC 525 Content Area Literacy Development	3 credit hours
EDAD 530 School Law	3 credit hours
EDUC 670 Directed Field Project	3 credit hours

Rank 1: Education Supervisor of Instruction (P-12)**1. Level 1 Coursework | 16 Hours**

Class Name	Credit Hours
GRST 500 Introduction to Education Graduate Studies	1 credit hour
EDUC 502 Curriculum Design and practices for Teacher	3 credit hours
EDUC 511 Assessment Accountability Practices for Teacher	3 credit hours
EDUC 513 Advanced Instructional Practices for Teacher	3 credit hours
EDUC 573 Advanced Technology Practices for Teacher	3 credit hours
EDUC 589 Teacher Leaders as Transformers of Education	3 credit hours

2. Specialization Component | 15 Hours

Class Name	Credit Hours
EDAD 530 School Law	3 credit hours
EDAD 545 Introduction: Educational Administration	3 credit hours
EDAD 565 Special Education Law & Procedures	3 credit hours
EDUC 670 Directed Field Project	3 credit hours
EDAD 680 Research and Seminar in Supervision	3 credit hours

1. Level II Coursework | 6 Hours

Candidates can complete for renewal of Level I certification after one year of employment as a Supervisor of Instruction.

Class Name	Credit Hours
XXXX XXX	3 credit hours
XXXX XXX	3 credit hours

Rank I: Learning and Behavior Disorders (P-12)**1. Professional Education Component | 19 Semester Hours**

Class Name		Credit Hours
GRST 500	Introduction to Education Graduate Studies	1 credit hour
EDUC 513	Advanced Instructional Practices for Teacher	3 credit hours
EDUC 525	Content Area Literary Development	3 credit hours
EDAD 565	Special Education Law & Procedures	3 credit hours

2. Specialization Component | 21 Semester Hours

Class Name		Credit Hours
SPED 501	Survey of Exceptional Learners	3 credit hours
SPED 502	Early Childhood Education for Exceptional	3 credit hours
SPED 503	Behavior Management for Exceptional Learners	3 credit hours
SPED 504	Career Education for Exceptional Learners	3 credit hours
SPED 511	Assessment Procedures for Exceptional Learners	3 credit hours
SPED 513	Diagnostic and Prescriptive Teaching	3 credit hours
SPED 515	Instructional Procedures for LBD Learners	3 credit hours

Educational Specialist (Ed.S.) Non-Certification, Program Curriculum, Core Component | 10 Semester Hours

Class Name		Credit Hours
GRST 500	Introduction to Education Graduate Studies	1 credit hour
EDAD 600	Ethics of Educational Leadership	3 credit hours
EDAD 610	Educational Leadership Theory	3 credit hours
EDAD 620	Educational Psychology	3 credit hours

Leadership Component | 15 Semester Hours

Class Name		Credit Hours
EDAD 631	Legal Issues in Educational Organizations	3 credit hours
EDAD 635	Program Evaluation & Improvement	3 credit hours
EDAD 641	Problems in Education	3 credit hours
EDAD 642	Grant Writing for Educational Organizations	3 credit hours
EDAD 659	Special Topics in Educational Leadership	3 credit hours

Field Component | 6 Semester Hours

Class Name		Credit Hours
EDAD 661	Seminar in Educational Decision Making	3 credit hours
EDAD 662	Practicum in Educational Decision Making	3 credit hours

Capstone Experience | 6 Semester Hours

Class Name		Credit Hours
EDAD 689	Quantitative Research & Statistical Methods	3 credit hours
EDAD 690	Ed.S. Writing Project	3 credit hours

Grievance Statement for Tennessee Students

Any grievances not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville, TN 37243-0830, (615) 741-5293.

Transferability of Credit Disclosure Statement for Tennessee Students

Credits earned at Union Commonwealth University may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Union Commonwealth University. You should obtain confirmation that Union Commonwealth University will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. You should also contact any educational institutions that you may want to transfer credits earned at Union Commonwealth University to determine if such institutions will accept credits earned at Union Commonwealth University prior to executing an enrollment contract or agreement. The ability to transfer credits from Union Commonwealth University to another educational institution may be very limited.

Your credits may not transfer, and you may have to repeat courses previously taken at Union Commonwealth University if you enroll in another educational institution. You should never assume that credits will transfer to or from any educational institution. It is highly recommended, and you are advised to make, certain that you know the transfer of credit policy of Union Commonwealth University and of any other educational institutions you may in the future want to transfer the credits earned at Union Commonwealth University before you execute an enrollment contract or agreement. Tennessee Code Ann. § 49-7-144 (2).

Administrative Refund Policy for Tennessee Students

Per the Tennessee Higher Education Commission refund policy, Union Commonwealth University can keep an administrative fee of one hundred dollars (\$100).

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Graduate Programs in Psychology and Counseling

Programs Offered

M.A. (Master of Arts) General Psychology (100% online)

M.A. (Master of Arts) Clinical Psychology (hybrid program with up to 49% of coursework online)

M.S. (Master of Science) Substance Abuse Counseling (100% online)

Chemical Dependency Counselor Concentration (100% online)

Students must be admitted into the Graduate Studies program before applying for admission to the Psychology Department.

Psychology Mission Statement

These degree programs are designed to provide students with an understanding of the scientific principles and theories of psychology, as well as to develop the skills for the application of Clinical Psychology, Substance Abuse Counseling, and General Psychology within mental health and other applied areas, as well as in academic fields.

The M.A. General Psychology, the M.S. Substance Abuse Counseling, as well as the graduate Chemical Dependency Counselor Concentration program are entirely online. All master's programs in psychology provide a solid academic base in the discipline. The M.A. General Psychology is a 36-credit hour online program and prepares students for teaching at the community college level, further graduate study, or for personal enrichment.

The M.A. Clinical Psychology degree program is a 48-credit hour hybrid program (at least 51% face-to-face) that is designed to develop competent and effective master's level practitioners and involves training in the delivery of psychological services for a variety of clinical settings. It is the student's responsibility to keep track of the number of online courses taken. All course work will fulfill the requirements for licensure in Kentucky. An additional 12 credit hour Clinical Endorsement may be obtained for those wishing to meet licensure standards in Kentucky at the "Psychological Practitioner" level for which the state requires at least 60 credit hours. (Students outside Kentucky should check with their state licensing board for specific licensing requirements in their state.)

The M.S. Substance Abuse Counseling program is a 30-credit hour online program that prepares professionals to be specialized in the treatment and recovery of people suffering from drug dependency. It is designed to meet the criteria for licensure as a Substance Abuse Counselor in the state of Kentucky and to meet the qualifications for certification as an alcohol and drug counselor.

The graduate **Chemical Dependency Counselor Concentration** program is a 21-credit hour online program that provides the basic knowledge and skills needed to apply for certification by the ADC (Kentucky Board of Alcohol and Drug Counselors) as a Certified Chemical Dependency Counselor.

Requirements for Admission to the Psychology Programs

These programs are for promising students from all backgrounds who will enhance the program and the field of psychology. Entrance requirements (for admission to course work at the pre-candidacy level) are as follows:

1. GPA:
 - For the M.A. General Psychology, as well as for the M.A. Clinical Psychology programs, cumulative undergraduate GPA of at least 3.0, with a 3.0 or higher in all courses related to the psychology major or minor, is necessary for unconditional admission.
 - For the M.S. Substance Abuse Counseling and for the Chemical Dependency Counselor Concentration, the minimum cumulative undergraduate GPA is 2.5.
2. GRE (Graduate Record Examination) scores on file by the end of the student's first term. It must be sent directly to Union Commonwealth University.
 - The GRE is not required for applicants with a GPA of 3.2 or higher. For applicants with a GPA of at least 3.0, but less than 3.2, the sum of GRE Verbal Plus GRE quantitative should be 300 or greater.
 - No GRE is required for the M.S. in Substance Abuse Counseling and for the Chemical Dependency Counselor Concentration program.
3. Official transcripts of all undergraduate and graduate completed work must be sent directly to Union Commonwealth University by the granting institution. Official transcripts must be from a regionally accredited college or university and should prove either a major or minor degree earned in the field of psychology or a related field. If an exceptionally qualified student does not have a major or minor in psychology, he or she may be required to take a minimum of 12 credit hours in undergraduate courses in Abnormal Psychology, Research Methods, Statistics, and Physiological Psychology. These courses provide important foundations for the core courses in all graduate psychology programs at Union.
4. Completion of the Application for Admission ([Apply | Union Commonwealth University \(unionky.edu\)](https://unionky.edu))
5. Signed Graduate Studies form
6. Approved Program Plan
7. Two letters of recommendation (for the candidates to the Chemical Dependency Counselor Concentration program only). Consideration will be given to previous work experience, academic background, scholarship, interpersonal skills, and commitment to the field of chemical dependency. If the applicant already has the Chemical Dependency Counselor Certification (CDCC) from Union Commonwealth University at a graduate level, those classes will count toward the M.S. Substance Abuse Counseling, leaving approximately 39 hours to complete. Applicants who already have the Chemical Dependency Counselor Certification from Union Commonwealth University at either a bachelor's or master's level will use Curriculum 1. Otherwise, they will use Curriculum 2.

Policy on Transfer Credits

Transfer Hours – The standard number of transfer hours accepted for the M.A. in General Psychology or the M.A. in Clinical Psychology is nine (9). Upon admission to candidacy, students may petition for up to six (6) additional hours to be completed, if those hours are directly comparable to their planned program. A minimum of two-thirds of the total course work must be completed at Union Commonwealth University. Only hours earned from regionally accredited institutions will be considered for transfer credit.

The maximum number of transfer hours accepted for the M.S. in Substance Abuse Counseling is six (6).

If there are any questions, prior to admission, regarding required courses, or if the student desires advising for any other reason, he or she may contact:

Program Name	Contact Name	Email Address
M.A. General Psychology	Dr. Ilie Vasilescu	ivasilescu@unionky.edu
M.A. Clinical Psychology	Dr. Kathy Blaydes-	kwalczak@unionky.edu
M.S. Substance Abuse Counselor	Dr. Kathy Blaydes-	kwalczak@unionky.edu
Chemical Dependency Counselor	Dr. Kathy Blaydes-	kwalczak@unionky.edu

Procedures for the Comprehensive Examination

The Psychology Department's Graduate Comprehensive Examination is treated as one of several components of the program meant to ensure that all master's degree candidates acquire training and education that exhibits a breadth of knowledge across the discipline, and depth of knowledge within the candidate's area of specialization. The comprehensive exam should be completed within two semesters prior to a student's planned graduation, on the date scheduled by the Psychology Department.

General Psychology and Clinical Psychology graduate students are allowed two hours for the multiple-choice section of the exam, and two hours for the essay questions. There are 100 items (questions) on the multiple-choice portion of the exam. For the General Psychology, one essay question will focus on interpersonal, intrapersonal, intergroup, and intragroup processes and dynamics theories of personality and diversity issues (Domain 3). For the Clinical Psychology, one essay question will focus on legal and ethical issues of psychology (Domain 8). For both programs, the second essay question will be determined by the track (general or clinical) that the student is pursuing.

The 100 multiple-choice questions for students in General Psychology will pertain to domains 1, 3, 4, and 7 (as listed below and defined by the Examination for Professional Practice of Psychology, or EPPP). The Clinical Psychology program requires evaluation in all eight domains.

General Psychology – During the Comprehensive Exam, the percentage of the multiple-choice questions for students in General Psychology, is as follows:

Domain 1 – Biological Bases of Behavior (25%), knowledge of: biological and neural bases of behavior psychopharmacology methodologies supporting this body of knowledge

Domain 3 – Social and Cultural Bases of Behavior (25%), knowledge of: interpersonal, intrapersonal, intergroup, and intragroup processes and dynamics theories of personality diversity issues.

Domain 4 – Growth and Lifespan Development (25%), knowledge of: development across the full life span atypical patterns of development the protective and risk factors that influence development trajectories of individuals.

Domain 7 – Research methods and Statistics (25%), knowledge of: research design, methodology, and program evaluation instrument selection and validation statistical models, assumptions, and procedures dissemination methods.

Clinical Psychology – During the Comprehensive Exam, the 100 multiple-choice questions will come from all the eight domains of interest for EPPP, as follows:

Domain 1 – Biological Bases of Behavior (12%), knowledge of: biological and neural bases of behavior psychopharmacology methodologies supporting this body of knowledge

Domain 2 – Cognitive/Affective Bases of Behavior (13%), knowledge of: cognition theories and empirical bases of learning, memory, motivation, affect, emotion, and executive function factors that influence cognitive performance and/or emotional experience and their interaction.

Domain 3 – Social and Cultural Bases of Behavior (12%), knowledge of: interpersonal, intrapersonal, intergroup, and intragroup processes and dynamics theories of personality diversity issues. *Domain 4 – Growth and Lifespan Development (12%), knowledge of:* development across the full life span atypical patterns of development the protective and risk factors that influence developmental trajectories of individuals.

Domain 5 – Assessment and Diagnosis (14%), knowledge of: psychometrics assessment models and instruments assessment methods for initial status of and change by individuals, couples, families, groups, and organizations/systems diagnostic classification systems and their limitations.

Domain 6 – Treatment, Intervention, Prevention, and Supervision (14%), knowledge of: individual, couple, family, group, organizational, or community interventions for specific problems/disorders in diverse populations intervention and prevention theories best practices and practice guidelines consultation and supervision models evidence supporting efficacy and effectiveness of interventions.

Domain 7 – Research Methods and Statistics (8%), knowledge of: research design, methodology, and program evaluation instrument selection and validation statistical models, assumptions, and procedures dissemination methods

Domain 8 – Ethical/Legal/Professional Issues (15%), knowledge of:

- codes of ethics
- professional standards for practice
- legal mandates and restrictions
- guidelines for ethical decision making
- professional training and supervision

The exam is administered each academic year during the months of April and November and is proctored in the library. Students are expected to successfully complete the comprehensive examination as one of the exit requirements for the master's degree in psychology. A 70% or higher must be achieved on the multiple-choice test. The essays will be evaluated anonymously by a minimum of two full-time faculty members in the Psychology Department. The essays are evaluated on a four-point scale, where "1" is unacceptable, "2" is meets expectations, "3" is exceeds expectations, and "4" is superior. A student's score is the average of scores provided by the evaluators. Any score below "2" is considered a failing score on an essay. The purpose of the exam is to assess students' competency in the domains/topic areas deemed important by licensing/accreditations boards.

Students will receive written notification of results of the examination within 10 business days. Students who do not pass will receive information regarding the next testing date. Those students who do not pass are urged to consult with their faculty advisor in order to develop a plan of preparation for the next examination and confirm the next administration date. In the case of a failing grade on the first attempt at the comprehensive exam, the student will be allowed up to two additional attempts. Only those sections (multiple-choice questions and essay questions) that received a failing grade will need to be retaken. Failure on the third attempt may lead to a recommendation for withdrawal from the master's in psychology program. Additional attempts of the comprehensive examination will be scheduled at the discretion of the faculty members in the Psychology Department.

Graduate Psychology Program Requirements

Master of Arts in General Psychology | 36 Hours

The 36-hour M.A. General Psychology is designed for students who may wish to pursue further doctoral studies in psychology, or who are seeking career advancement. The degree is also an excellent choice for those who are seeking personal enrichment and advancement in related fields or wish to pursue higher learning in psychology to expand their general learning ability. The General Psychology degree involves advanced coursework in the field of psychology, as well as a Capstone, an integrative research-based thesis, to prepare students for understanding research, becoming consumers of research literature, and thinking critically and scientifically. This degree may be completed entirely online, or a student may choose to combine online courses with on-campus courses.

M.A. General Psychology Program Requirements

Foundational Courses | 21 Hours

Class Name		Credit Hours
PSYH 511	Advanced Developmental Psychology	3 credit hours
PSYH 512	Statistics for Mental Health Professionals	3 credit hours
PSYH 515	Quantitative/Qualitative Methods	3 credit hours
PSYH 575	Advanced Behavioral Neuroscience	3 credit hours
PSYH 592	Social & Community Psychology	3 credit hours
PSYH 651	Emotion, Motivation, & Cognition	3 credit hours
PSYH 520	Advanced Psychopathology	3 credit hours
Or		
PSYH 560	Personality Theories	3 credit hours

Elective Courses | select 9 Hours

Class Name		Credit Hours
PSYH 514	Evolutionary Psychotherapy & Psychopathology	3 credit hours
PSYH 525	Crisis and Trauma	3 credit hours
PSYH 554	Human Sexuality	3 credit hours
PSYH 560	Personality Theories	3 credit hours
PSYH 605	Health Psychology	3 credit hours
PSYH 615	Emotion, Motivation, and Cognition	3 credit hours
COUN 625	Theories of Career Counseling & Development	3 credit hours
PSYH 651	Industrial-Organizational Psychology	3 credit hours
PSYH 655	Multicultural & Diversity Issues	3 credit hours
PSYH 660	Ethics & Professional Practice	3 credit hours
PSYH 670	Clinical Assessment of Intellectual Functioning	3 credit hours
PSYH 674	Psychometrics	3 credit hours
PSYH 675	Clinical Assessment of Emotional/Psychological Functioning	3 credit hours

Thesis Courses | 6 Hours

Class Name		Credit Hours
PSYH 696	Integrative Project I (Before registering for 696, a student should contact a fulltime instructor and agree on the project.)	3 credit hours

PSYH 697	Integrative Project II (Prerequisite: PSYH 696)	3 credit hours
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Thesis Courses | 6 Hours (These courses are designed to be taken in the final 2 years of the program.)

Class Name	Credit Hours
PSYH 696 Integrative Project I I * (Before registering for this course, a student must contact a fulltime instructor and agree on the project topic)	3 credit hours
PSYH 697 Integrative Project II	3 credit hours

Graduation Requirements

- Successful completion of required program courses.
- Minimum cumulative GPA of 3.0.
- Application for program graduation.
- A passing score on the Comprehensive Evaluation.

Master of Arts in Clinical Psychology | 48 Hours

The specialization in Clinical Psychology provides the opportunity for students to understand, evaluate, and counsel persons with psychological problems, and to draw upon community resources for assistance in working with these individuals. During completion of the 48-hour degree, which includes approved courses, students are provided the opportunity to administer psychological tests and to use various techniques of counseling and psychotherapy. Students who complete all requirements in the clinical area, and who become licensed, often work in psychiatric hospitals, prisons, mental health centers, or with doctoral-level psychologists in private practice.

Additional benefits offered to clinical psychology students include:

1. intensive training in clinical assessment, including intelligence tests, personality evaluations, and assessments regarding developmental disabilities
2. the possibility for a variety of guided practicum opportunities, such as community mental health, school-based programs, private practice, hospitals, and government agencies
3. class schedules to fit the working professional's needs (except for practicum opportunities, all other are evening or online courses)
4. faculty supervision for each practicum limited to a one-to-five ratio, offering intensive training and feedback on therapeutic skill development and documentation procedures

The master's degree plan fulfills the educational requirements and prepares students for the successful passing of the EPPP in order to qualify for the LPA (Licensed Psychological Associate) licensure from the Kentucky State Board of Examiners of Psychologists. The educational requirements for licensure as a Psychological Practitioner include an additional 12 hours of course work beyond the Psychological Associate (indicated as "Endorsement for Clinical Psychology [LPP] Courses" in the curriculum below) and two (2) years "on the job" supervision and training.

Additionally, students must be aware that psychology licensing can vary from state to state. Students are encouraged to make sure they know the different qualifications should they decide to practice outside the state of Kentucky. Complete information may be found at the official website of the Kentucky State Board of Examiners of Psychology, available at the following URL: [KENTUCKY BOARD OF EXAMINERS OF PSYCHOLOGY](http://www.kentuckyboardofexaminers.org/). (Click on "Licensing.")

M.A. Clinical Psychology Requirements

Clinical Psychology Foundational Courses | 27 Hours

Class Name		Credit Hours
PSYH 502	Theories of Counseling & Psychotherapy	3 credit hours
PSYH 503	Techniques of Counseling/Psychotherapy	3 credit hours
PSYH 511	Advanced Developmental Psychology	3 credit hours
PSYH 512	Statistics for Mental Health Professionals	3 credit hours
PSYH 515	Quantitative/Qualitative Methods	3 credit hours
PSYH 520	Advanced Psychopathology	3 credit hours
PSYH 575	Advanced Behavioral Neuroscience	3 credit hours
PSYH 592	Social & Community Psychology	3 credit hours
PSYH 660	Ethics & Professional Practice	3 credit hours
PSYH 660	Ethics & Professional Practice	3 credit hours

Clinical Psychology Program Courses | 21 Hours

Note: Clinical Psychology Program Courses are restricted; only Clinical Psychology students may take these courses, after they have passed all the Foundational Courses with a 3.0 GPA or higher.

Class Name		Credit Hours
Select 1 Clinical Psychology Elective Course		3 credit hours
PSYH 665	Diagnosing & Treatment Planning	3 credit hours
PSYH 674	Psychometrics	3 credit hours
PSYH 670	Clinical Assessment of Intellectual Functioning	3 credit hours
PSYH 675	Clinical Assessment Emotional/Psychological Functioning	3 credit hours
PSYH 688	Practicum in Counseling & Psychotherapy	3 credit hours
PSYH 689	Practicum in Assessment	3 credit hours

Clinical Psychology Elective Courses | select 3 credit hours (one course)

Class Name		Credit Hours
PSYH 514	Evolutionary Psychotherapy & Psychopathology	3 credit hours
PSYH 525	Crisis and Trauma	3 credit hours
PSYH 560	Personality Theories (recommended for EPPP)	3 credit hours
PSYH 581	Special Topics in Psychology	3 credit hours
PSYH 605	Health Psychology	3 credit hours
PSYH 653	Advanced Psychotherapy Strategies & Interventions (recommended for EPPP)	3 credit hours
PSYH 645	Group Counseling & Psychotherapy	3 credit hours
PSYH 673	Psychopharmacology (recommended for EPPP)	3 credit hours
The following 2 Clinical Psychology Elective Courses are restricted to Endorsement Psychology Students only:		
PSYH 690	Internship I	3 credit hours
PSYH 691	Internship II	3 credit hours

Endorsement for Clinical Psychology (LLP) Courses | 12 Hours

Note: Only students enrolled in M.A. Clinical Psychology or those who already have M.A. Clinical Psychology degree can take this endorsement. Students can earn a graduate degree without the

endorsement, but the endorsement is required for licensure.

Clinical Psychology Endorsement Required Courses | 12 Hours

Class Name		Credit Hours
PSYH 651	Emotion, Motivation & Cognition	3 credit hours
PSYH 615	Industrial-Organizational Psychology	3 credit hours
PSYH 653	Advanced Psychotherapy Strategies & Interventions	3 credit hours
Select 1 Clinical Psychology Elective Course		3 credit hours

Graduation Requirements

- Successful completion of required program courses.
- Minimum cumulative GPA of 3.0.
- Application for program graduation.
- A passing score on the Comprehensive Evaluation.

Master of Science in Substance Abuse Counseling | 30 Hours

Substance Abuse Counseling is a fully online program designed to meet the criteria for licensure as a substance abuse counselor in the state of Kentucky. Complete information about licensure requirements in Kentucky may be found at the website of the Kentucky State Board of Examiners of Substance Abuse, available at [KENTUCKY BOARD OF ALCOHOL AND DRUG COUNSELORS](#). Students are responsible for checking on state-specific requirements for states other than Kentucky.

M.S. Substance Abuse Counseling Requirements

Curriculum I: 30-hour program for those who have received the Chemical Dependency Counselor Certification from Union Commonwealth University at the bachelor's or master's level.

Class Name		Credit Hours
Core Courses: 21 credit hours		
PSYH 502	Theories of Counseling & Psychotherapy	3 credit hours
PSYH 503	Techniques of Counseling/Psychotherapy	3 credit hours
PSYH 520	Advanced Psychopathology	3 credit hours
PSYH 525	Crisis and Trauma	3 credit hours
PSYH 645	Group Psychotherapy	3 credit hours
PSYH 655	Multicultural Counseling	3 credit hours
PSYH 665	Diagnosis and Treatment Planning	3 credit hours
Electives: Choose 9 hours from the following		
PSYH 605	Health Psychology	3 credit hours
PSYH 575	Advanced Behavioral Neuroscience	3 credit hours
PSYH 560	Theories of Personality	3 credit hours
PSYH 590	Advanced Forensic Psychology	3 credit hours
PSYH 592	Social and Community Psychology	3 credit hours
PSYH 625	Theories of Career Counseling	3 credit hours
PSYH 630	Family Systems Theory	3 credit hours
PSYH 660	Ethics and Professional Practice	3 credit hours
PSYH 582	Special Topics in Psychology	3 credit hours

Curriculum II: 30-hour program for those who have NOT received the Chemical Dependency Counselor Certification from Union Commonwealth University at the bachelor's or master's level.

Class Name		Credit Hours
Core Courses: 21 credit hours		
PSYH 505	Foundations of Chemical Dependency I	4 credit hours
PSYH 506	Foundations of Chemical Dependency II	4 credit hours
PSYH 507	Ethics in Chemical Dependency Counseling	1 credit hours
PSYH 510	Psychology of Addiction	3 credit hours
PSYH 513	Recovery and Relapse	3 credit hours
PSYH 524	Biological Systems of Chemical Dependency	3 credit hours
PSYH 655	Multicultural Counseling	3 credit hours
Electives: Choose 9 hours from the following		
PSYH 605	Health Psychology	3 credit hours
PSYH 575	Advanced Behavioral Neuroscience	3 credit hours
PSYH 560	Theories of Personality	3 credit hours
PSYH 590	Advanced Forensic Psychology	3 credit hours
PSYH 592	Social and Community Psychology	3 credit hours
PSYH 625	Theories of Career Counseling	3 credit hours
PSYH 630	Family Systems Theory	3 credit hours
PSYH 660	Ethics and Professional Practice	3 credit hours
PSYH 582	Special Topics in Psychology	3 credit hours

Graduation Requirements for M.S. Substance Abuse Counseling

- Successful completion of required program courses
- Minimum cumulative GPA of 3.0
- Application for program graduation

Chemical Dependency Counselor Concentration | 21 Hours, Online

The Chemical Dependency Counselor Concentration program is designed to train students in the skills necessary for assisting chemically dependent persons to alleviate that dependency. The program includes courses designed to provide students with knowledge of the field through focusing on the development of counseling skills specific to the needs of chemically dependent individuals as identified by appropriate agencies.

Chemical Dependency Counselor Concentration Requirements | 21 Hours

Class Name		Credit Hours
PSYH 505	Foundations of Chemical Dependency I	4 credit hours
PSYH 506	Foundations of Chemical Dependency II	4 credit hours
PSYH 507	Ethical Issues in Chemical Dependency Treatment	1 credit hour
PSYH 510	Psychology of Addictions	3 credit hours
PSYH 513	Relapse and Recovery	3 credit hours
PSYH 524	Biological Systems of Chemical Dependency	3 credit hours
PSYH 655	Multicultural Counseling	3 credit hours

This concentration program has been approved by the Kentucky Board of Certification of Drug and Alcohol Counselors (March 2007). Completion of the Chemical Dependency Counselor Concentration

does not guarantee certification by the Kentucky Board, but provides the requisite academic background to sit for the CADC (Certified Alcohol and Drug Counselor) examination. All current certification information may be found at [KENTUCKY BOARD OF ALCOHOL AND DRUG COUNSELORS](#).

Completion/Exit Requirements for Chemical Dependency Counselor Certification

1. Successful completion of required program courses
2. Minimum cumulative GPA of 3.0
3. Minimum of 14 of the 21 credit hours of program earned through Union Commonwealth University Application for program graduation

Advanced Admission to Graduate Psychology Program

The Advanced Admission to Graduate Psychology Program is designed to allow qualified students majoring in Psychology to take graduate classes at the lower price of the undergraduate courses and without having to submit a GRE score. The Combined Bachelor's/Master's Program is designed to appeal to a variety of highly motivated students who want to explore the field of psychology further, and who intend to advance their careers.

Students who meet the academic qualifications for the accelerated Advanced Admission to Graduate Psychology Program, during the time they are enrolled as full-time undergraduate students, are eligible to take up to 15 hours of graduate course. Regardless of the number of credit hours taken in the Advanced Admission Program, to obtain a bachelor's degree, the student must acquire at least 120 credit hours from the undergraduate courses; also, to receive a graduate degree, at least 30 credit hours must be taken while fully enrolled at the Graduate level.

Undergraduate students taking graduate classes may only select courses listed as 500-level foundational courses for their chosen graduate program.

Once admitted to the Advanced Admission Graduate Psychology Program, during the junior and senior years, students can take up to five (5) of the required graduate courses at the undergraduate rate. Students may enroll in up to six (6) graduate credit hours per semester while completing their undergraduate degree. Students must be enrolled in undergraduate courses each semester that they are enrolled in the Advanced Program.

In compliance with Union Commonwealth University's academic policies and regulations, students in this program must complete all the necessary undergraduate requirements, in addition to the hours taken as part of the master's level. These include a minimum of 120 undergraduate hours, all Core requirements, and all undergraduate Psychology major requirements.

Requirements for Advanced Admission to Graduate Psychology Program

1. Current enrollment at Union Commonwealth University with a major in Psychology.
2. Minimum of 60 undergraduate credits earned, with a minimum of nine (9) hours earned in psychology.
3. A minimum cumulative GPA of 3.2 in all psychology courses, and a minimum cumulative GPA of 3.2 in all other courses.
4. Formal letter of application to the director of the graduate program of interest (General Psychology, Clinical Psychology, Substance Abuse Counselor, or Chemical Dependency Counselor Certification) with statement of interest and career goals.
5. Commitment to professional work in psychology.
6. Interview with Psychology faculty.

Academic Regulations Advanced Admission to Graduate Psychology Program

Students must maintain at least a cumulative 3.2 GPA in order to retain their standing in the combined program.

The privilege to take graduate courses is provided as an option for advanced undergraduate students. It is expected that students admitted to the Advanced Admission to Graduate Psychology Program will graduate on schedule with the bachelor's degree in Psychology (normally following eight (8) semesters of course work). Students can take no more than six (6) graduate hours during one semester while still pursuing the bachelor's degree. Although it may not be possible for some students to complete the maximum number of graduate hours allowable while enrolled as undergraduate, students may not delay their date of graduation to complete the maximum number of graduate credit hours at a lower rate.

Dismissal from Advanced Admission to Graduate Psychology Program

Students must maintain at least a cumulative 3.2 GPA in order to retain their standing in the combined program. Students whose GPA falls below a 3.2 are referred to the Associate Provost of the Graduate School, who may recommend a one (1) semester probation period to assist students in restoring their academic standing to a 3.2 GPA.

Failure to restore the academic standing to a 3.2 GPA following a possible semester of probation will automatically result in dismissal from the Advanced Program. A failing grade in any course, a low semester GPA, or participation in unethical or unprofessional practices may also be grounds for dismissal.

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Course Descriptions

ACTG 610: Managerial Accounting and Organizational Performance, (3). This graduate level course covers the use of accounting information to make management decisions. Topics include product costing, financial planning responsibility accounting, cost analysis and capital expenditures.

ACTG 620: Operational Auditing and Risk Management, (3). This course graduate level covers the techniques, procedures, and other knowledge required for the evaluation of an organization's operating procedures for effectiveness and efficiencies. Topics include risk assessment, waste, the 7Es, quality control, change management and project management.

ACTG 630: Financial Reporting and Analysis, (3). This course graduate level covers the preparation and analysis of financial statements. Topics include the elements of the financial statements, valuation, credit risk, and contracting.

ACTG 640: Planning, Budgeting, and Forecasting, (3). This course graduate level covers the fundamentals, methods and technologies of budgeting and forecasting. Topics include cash funding, performance measures, predicting, monitoring, and implementing change.

ACTG 650: Decision-Making Tools in Accounting, (3). This course graduate level covers the use of data and data manipulation for business decisions. Topics include agile data, collaborative ideation, analytical application, autonomous decision-making, and sentience.

ACTG 660: Corporate Finance for Accountants, (3). This graduate level course covers the fundamentals of corporate finance. Topics include financial statements, short term planning, long term planning, valuation, budgeting, and risk.

ACTG 697: Internship in Business Administration, (1). This course provides students the opportunity to apply professional experience to their academic coursework. The Internship is overseen by program faculty.

ACTG 698: Research Apprenticeship in Business Administration, (1). This course provides students the opportunity to work on a research project under the guidance of a faculty member.

BUAD 502: Agile Project Management, (3). This course will provide an overview of project management techniques and tools as they apply to lean entrepreneurship. Agile project management methodologies, tools and techniques will equip students with the experience needed to participate and manage Agile projects in new product development and to make changes in internal project management processes. The course will provide hands-on Agile project experience. Emphasis will be placed on learning how to boost a team by engaging in adaptive planning, executing problem detection and resolution, and nurturing continuous process and product improvement.

BUAD 505: Management Information Systems, (3). This course will investigate issues relevant to effectively managing Information Technology (IT). The functions of and information systems organization will provide the basis for exploring challenges facing Management Information Systems (MIS) managers and e-Business. Management of the fast and ever-changing Information Systems (IS) environment will be a recurring theme.

BUAD 510: Organizational Finance, (3). This course provides students with an elementary understanding of the principles of organizational finance and gives them a basic understanding of the

vocabulary concepts, techniques, and institutions underpinning organizational finance. The course applies financial concepts to making business decisions, evaluations, and to the creation of financial operations in organizations, including cash flows, valuations, capital, and long-term financing models. Prerequisite: undergraduate course or competency in Business Financial Analysis.

BUAD 515: Marketing for Results, (3). The use of organizational mission to develop a marketing approach to reach potential constituencies with image, product, and service that will cause those constituencies to utilize the organization to meet their perceived needs in a manner that is profitable to the organization.

BUAD 520: Managerial Accounting, (3). This course examines the accounting practices and techniques that managers use to plan, analyze, and control operations of both manufacturing and service organizations.

BUAD 581: Special Topics in Business, (3). Course Topics include a range of current administration and business topics.

BUAD 600: Organizational Behavior & Teamwork Dynamics, (3). This course responds to the increasing need for cooperative skills in concurrent design and engineering projects, interdepartmental committees, quality circles, self-managed work teams, and relationship selling. Self-awareness is the foundation of group dynamics. Areas to be covered include individual differences, personality, emotional intelligence, learning; ethics, decision making, and motivation. Group dynamics is understood to be a pillar of organizational success. Areas covered include communication, group dynamics, leadership, trust, power, and change. Both experiential and theoretical approaches are used to deepen understanding.

BUAD 605: Contemporary Economic Issues, (3). This course is focused on the application of economic concepts and research for business and financial decisions today. Prerequisite: undergraduate course or competency in business statistical analysis.

BUAD 610: Leadership and Human Behavior, (3). Apply leadership principles to the managerial role; examines the behavioral issues related to the interaction of leaders, followers, and situations; reviews challenges, standards, organizational cultures, structures, motivation, and workplace conflict.

BUAD 635: International Business, (3). This course will focus on functional areas of business and their various applications in a global setting. A study of the global business practices commonly used throughout the world.

BUAD 640: Legal Environment of Business, (3). This course provides a study of substantive issues and regulations facing businesses today including the current court structure of the United States, oversight regulations, legal ramification and procedures for sales and acquisitions, legal requirements and environment pertaining to employees, and the various forms business can adopt.

BUAD 650: Business Ethics & Social Responsibility, (3). A study of selected contributions in political theory and how they contribute to an analysis of public policy with the emphasis on the role of ethical implications of administrative activity and provides a theoretical framework within which responsible decisions can be made. It relates the ethical considerations and legal principles to the organization's responsibility to society.

BUAD 655: Human Resources Management, (3). This course examines the role of the human

resources professional as a strategic partner in managing 21st century organizations. Key functions such as recruitment, selection, training and development, performance management, retention, compensation, and employee relations are examined. Implications of legal environments are discussed and current issues such as diversity, safety and security, employee Internet usage, and rising benefit costs are analyzed. Best practices of human resource practitioners are considered.

BUAD 665: Strategic Decisions, (3). Effective organizations strategically design their mission, vision, structure, and operations to anticipate and respond to external threats, opportunities, and conditions. This course explains how organizations formulate, implement, and evaluate strategies that help ensure their sustainability and profitability. Students are required to present an oral and written case study relating to a present Fortune 500 company, describing the past, present, and future organizational challenges and to recommend effective, productive actions along with an action plan for implementation.

BUAD 696: Applied Learning Practicum Internship, (1). This repeatable course provides students enrolled in a Low-Residency Program to participate in a curricular practical training program that is an integral part of an established curriculum. This allows for the opportunity to apply essential professional applications to their respective academic coursework. The Applied Learning Practicum can be either an alternative work/study, internship, cooperative education, or any other type of required internship or practicum in an area directly related to the student's course of study, or project conducted in collaboration with program faculty applying coursework to a professional setting.

BUAD 697: Internship in Business Administration, (1). This course provides students the opportunity to apply professional experience to their academic coursework. The Internship is overseen by program faculty.

BUAD 698: Research Apprenticeship in Business Administration, (1). This course provides students the opportunity to work on a research project under the guidance of a faculty member.

CHEM 531: Organic Spectroscopy, (3). An in-depth understanding of the instrumentation and techniques of modern spectroscopic methods and their application to structural elucidation. Interpretation from techniques such as MS, UV-VIS, IR, NMR and NOESY will be stressed.

CHEM 561: Selected Topics in Chemistry, (3). Topics from current and/or specialized areas of chemistry such as industrial or environmental chemistry. Will vary according to students' needs. May be repeated for a maximum of six (6) credit hours if topics differ. For secondary teachers of chemistry, physics, and biology.

COMP 502: Agile Project Management, (3). This course will provide an overview of project management techniques and tools as they apply to lean entrepreneurship. Agile project management methodologies, tools and techniques will equip students with the experience needed to participate and manage Agile projects in new product development and to make changes in internal project management processes. The course will provide hands-on Agile project experience. Emphasis will be placed on learning how to boost a team by engaging in adaptive planning, executing problem detection and resolution, and nurturing continuous process and product improvement.

COUN 502: Theories of Counseling & Psychotherapy, (3). A comprehensive review of fundamental concepts in personality theories and their applications to counseling and psychopathology, with special focus on explicating the relationship between theory and practice. Key elements and concepts are identifying the strengths and limitations of each of the major theories, as well as

commonalities and divergences among them. The course will help students formulate an initial personal theory of counseling from which to build as they evolve through the program. Exploration of Psychoanalytic, Behavioral, Person Centered, Gestalt, Cognitive, and Perceptual-phenomenological theories are among the course focus. Cross-listed with PSYH 502.

COUN 503: Techniques of Counseling & Psychotherapy, (3). Intensive focus on the development of individual counseling skills through readings, discussion, experiential exercises, and feedback on skill development. Reviews of videotaped interviews enhance self-observation skills and understanding of therapeutic process. Prerequisites: COUN 502 and COUN 520. Cross-listed with PSYH 503.

COUN 510: Psychology of Addictions, (3). Major emphasis on factors determining the development of addictions, including physiological, emotional, cognitive, and behavioral dimensions of the addictive process. Also emphasizes intervention and treatment strategies for various types of chemical dependency and substance abuse. Cross-listed with PSYH 510.

COUN 511: Advanced Developmental Psychology, (3). An intensive exploration of the current state of research and theory as applied to human development across the lifespan. Although this course outlines the latest findings on developmental changes that occur from birth to 18, strongest emphasis will be placed upon adult development and changes that are a product of the aging processes. Developmental issues relevant to counseling and the helping professions will be emphasized, along with in-depth discussions of developmental research from primary source material. Cross-listed with PSYH 511.

COUN 520: Advanced Psychopathology, (3). This course involves an examination of current issues related to the classification and diagnosis of abnormal behavior and psychological states. Dimensional, descriptive, and categorical approaches to classification are reviewed, with emphasis on the current forms of adult psychopathology found in the DSM (Diagnostic and Statistical Manual of Mental Disorders). Topics include the symptomatology, etiology, developmental patterns, and treatment approaches to various diagnostic categories. Empirical findings, methodological concerns, and conceptual issues are discussed. Cross-listed with PSYH 520.

COUN 625: Theories of Career Counseling & Development, (S) (3). This course is designed to provide students with an understanding of career development as it impacts on individuals throughout the life span. Emphasis is placed on career and vocational choice theories, current approaches to career development planning and placement, and social and psychological factors in career decision making. Formal and informal occupational classification systems are covered. A great deal of emphasis is placed on practical applications of career theory to school counseling, individual counseling, group guidance, job search and placement, and career adjustment. Cross-listed with PSYH 625.

COUN 630: Family Systems Theory (3). This course examines theoretical approaches including major systems theories, strategies, and techniques of family and relationship therapy. A survey of the development of family and relationship counseling and proponents of the field are studied. Issues of conflict and ethical considerations are examined. The impact of cultural and social forces upon the family system is explored. Cross-listed with PSYH 630.

COUN 645: Group Counseling, (3). This course is a conceptual and experiential introduction to group dynamics, group counseling approaches and models, issues of group leadership, and group facilitation skills. Consideration is given to the goals of group counseling, composition, phases, and research. Includes group counselor orientations and behaviors, appropriate selection criteria and

methods, and methods of evaluation of effectiveness. Cross-listed with PSYH 645.

COUN 655: Multicultural & Diversity Issues, (3). This course provides the opportunity for counselors and clinicians to strengthen their multicultural awareness, knowledge, and skills in the competencies necessary to effectively evaluate and treat culturally and ethnically diverse clients. Students will be able to develop an awareness of the prevalent beliefs and attitudes of different cultures, and to develop skills useful for appropriate interactions with diverse individuals. In the course of these studies, it is hoped that students will also become more aware of their own cultural values and biases as they study prevalent beliefs and attitudes of different cultures and diverse groups. Cross-listed with PSYH 655.

COUN 688: Practicum in Counseling & Psychotherapy, (3). This course is designed to provide students with a supervised clinical practice experience and meet the requirements for licensure in the state of Kentucky. Students should contact their advisors early in their program to arrange for placement and determine their required hours and supervision needs. This course must be taken near the end of the student's graduate coursework. Prerequisites: Candidacy in the M.A. Psychology program, PSYH 660, or an approved course in professional ethics. Cross-listed with PSYH 688.

COUN 689: Practicum in Assessment, (3). This course is designed to provide students with a supervised clinical practice experience and meet the requirements for licensure in the state of Kentucky. Prerequisites: Candidacy in the M.A. Psychology program, PSYH 660, or an approved course in professional ethics, and clinical assessment courses as required for the student's program. Cross-listed with PSYH 689.

COUN 690: Internship I, (3). This course requires completion of a supervised internship for students in the Counseling Psychology program. These courses are taken over two consecutive semesters, with two registrations (COUN 690 and COUN 691). These courses are intended to provide students with the comprehensive work experience of a professional counselor. Prerequisite: Candidacy in the M.A. Psychology program. Cross-listed with PSYH 690.

COUN 691: Internship II, (3). This course completes the internship requirements for students in the Counseling Psychology program. Prerequisites: COUN 690 and candidacy in the M.A. Psychology program. Cross-listed with PSYH 691.

CSA 610: Computer Science Application, (3). This graduate level course provides an introduction to computer science applications. Topics focus on techniques, tools, and applications in computer science for improving business decisions.

CSA 620: Current Emerging Technology, (3). This graduate level course focuses on Cloud Technologies, DevOps, serverless computing, machine learning, and deep learning. Topics include emerging technologies in the discipline of computer science applications.

CSA 630: Business Analysis for Computer Science Applications, (3). This graduate level course focuses on the art of eliciting requirements from users and subject matter experts. The Business Analyst will develop clear and unambiguous requirements to support the development model proposed by the team. Requirements will serve as input for the development lifecycle for methodologies such as Kanban, Agile, or Waterfall.

CSA 640: Data Modeling, Warehousing, and Database Management, (3). This graduate level course focuses on the design and management of the construction of databases, related software programs, and applications. Topics include, but are not limited to, the linkage and

correlation with data warehousing, data mining, database theory, data modeling, and technical architecture.

ECON 510: Current Topics in Economics, (3). A survey of economic theory, including examples of how it can be taught to K-12 students through examination of current events from the news.

ECON 551: Environmental Economics for Teachers, (3). Methods and materials for integrating economics into the curriculum, focusing on societal choices in the use of scarce resources related to ecosystem survival, environmental quality, and human welfare.

ECON 601: Economics for Teachers, (3). Opportunities to include economic education in any subject area, at any grade level. Teachers in this course discover that they already know and teach economics without realizing it, and learn ways to expand this instruction, or to develop their own plans for teaching economics to their students. This course is designed for teachers and assumes no background in economics.

ECON 605: Consumer Economics for Teachers, (3). An introduction to areas of consumer economics that can be applied at any level, K-12. The course will also provide education in consumer economics issues, which will be of personal interest and use to teachers as consumers.

EDAD 530: School Law, (3). History of legal provisions for public education in the United States, interpretation and application of present school law, federal, and state.

EDAD 531: Foundations Multicultural Education, (3). In this course, candidates develop the personal, social, and intellectual aptitudes needed to apply theoretical concepts toward increased student achievement in a global, P-12 classroom. The course also addresses significant cultural competency challenges that have been identified, through research-based assessments, as being variables that impact the student achievement gap.

EDAD 532: Introduction to International Education, (3). This course engages candidates in assessment, research, and methodologies of multicultural education in order to create culturally competent practitioners. Elements of the course are designed to address issues of diversity, assessment, and curriculum design to enhance learning of a diverse P-12 student population. Further, candidates will examine international educational systems and their relationship to human and national development.

EDAD 533: Diversity in Learning and Evaluation, (3). Upon completion of this course, candidates will develop a deeper understanding for and successfully utilize student assessments toward the objective of increasing student achievement rates in a global, P-12 classroom. Further, candidates will explore the legal and ethical issues of assessing diverse student populations and examine the use of Traditional Norm-Reference testing with diverse student populations. Finally, candidates will develop an understanding of and skill base for implementing universal design, assessments, and classroom accommodations as a means of advancing student achievement within diverse student populations.

EDAD 534: Instructional Strategies for Multicultural Populations, (3). Candidates will examine the educational context for diversity from a culturally diverse learner viewpoint and examine current research as it applies to instructional strategies for culturally diverse learners. Further, candidates will explore and implement strategies for direct learning, cooperative learning, and mnemonics for culturally diverse learners.

EDAD 535: Effective Classroom Management Practices for Diverse Classrooms, (3). In this course, candidates will examine the role of a P-12 student's culture as a means of developing effective classroom management strategies. This exploration also includes review of parental involvement and student achievement assessments of diverse student populations, when determining the use of individualism and collectivism frameworks, for classroom management strategies. Through clinical placements, candidates will also implement and evaluate classroom management strategies that build upon the strengths of culturally diverse learners across the P-12 spectrum.

EDAD 540: School Finance/Business Management, (3). Federal, state, and local financing of schools, equalization of educational opportunities, sources of school revenue, school budgets, and business methods of accounting.

EDAD 545: Introduction: Educational Administration, (3). Organization of the modern public school, staff-teacher relationships, programs of studies, teacher records and reports, personal and public relations, utilization of teacher time and physical facilities, and the impact of judicial policy making.

EDAD 546: Introduction to Educational Policy, (3). This course examines the changing role of educational policy and its impact on teacher leaders and the classrooms they lead. Candidates will make connections to educational policy implementing Common Core Standards and the process of establishing subsequent KCAS (Kentucky Core Academic Standards). A particular emphasis of the course focuses on the use for educational policy as an avenue for designing effective professional development activities for teacher leaders.

EDAD 547: Political Influencers on Educational Policy, (3). In this course, candidates will develop dispositional characteristics of an informed teacher leader who understands the impact of political groups, including teacher leaders, in shaping educational policy. Additionally, candidates will develop the skills needed to understand the degree of political influence in establishing educational policy and its implementation in school districts. Finally, candidates will explore the connection of instruction of underrepresented minority student populations and the spheres of political influence on educational policy.

EDAD 548: Comparative Profiles in Educational Policy, (3). Through comparison of Western and Non- Western educational policy and assessment of their results toward increasing student achievement rates, candidates will gain a global perspective of education across multiple ethnic and cultural groups. Candidates will also use comparison of educational policy in different countries to examine the impact of these policies on the macro and micro levels.

EDAD 549: P-12 Assessments and Educational Policy, (3). Upon completion of this course, candidates will develop a deeper understanding for and successfully utilize student assessments toward reaching the objectives of the educational policy that requires them. As such, the dispositional characteristics of a teacher leader who reflects on individual student learning are further advanced. A major component of the course is looking at the effectiveness of student assessments and measures designed under the idea of "one size fits all" in providing an accurate depiction of student learning.

EDAD 550: Special Topics in Educational Policy, (3). In this course, candidates will explore selected issues and topics relevant to educational policy in a P-12 school setting. Through course assignments, readings, and clinical placement, candidates will develop the skills needed to understand leading issues and topics related to current educational policy. As such, candidates will acquire a knowledge base to

better understand educational policy and its application to service as a teacher leader.

EDAD 554: Human Resource Development, (3). A study of the purposes, principles, and techniques of educational supervision. Emphasis on the instructional aspects of school administration.

EDAD 560: School & Community Relations, (3). Examination of school-community relationships. Special emphasis on leadership roles, operational modes, and communication concerning public school relations.

EDAD 565: Special Education Law & Procedures, (3). This course is designed to give students a practical understanding of current policies, procedures, and regulations concerning special education in Kentucky. A review of court cases regarding special education will play a major part of the course.

EDAD 600: Ethics of Educational Leadership, (3). Introduces candidates to the idea of ethical decision-making in the field of educational leadership. The course will examine dominant theorists and principles that have shaped modern perspectives on ethical decision making and their relevance in an ever-changing global society. A particular emphasis of the course is placed on current issues related to educational leadership and the idea of “ethical dilemmas.” Through course assignments, discussions, and assigned readings, students will be able to explore and define their current ethical perspective on educational decision-making.

EDAD 610: Educational Leadership Theory, (3). Examines the divergent theories of educational leadership for operation of educational institutions, programs, and services. Special emphasis is given to the idea of leadership theories (examples: Psychological Size, Peter Principle) in the various duties performed by educational leaders and administrators on a daily basis. Additional topics covered, as related to educational leadership theory, include institutional vision and mission statements, program and personnel evaluation, resource management, interpersonal communications, and partnership development and expansion.

EDAD 620: Educational Psychology, (3). The course covers the study of human growth and development across the life span. Emphasis will be on normal growth and milestones as well as barriers to development achieved in the physical, cognitive, social, and emotional systems. The course also examines the context of culture as it relates to growth and development. Before teachers can assume their important positions in an educational system, they must first thoroughly understand how children grow and develop normally, understand some of the theories and research examining that growth and development, and know how to apply that knowledge to the varying individuals who will represent the learners whose lives they affect. Many times, educators find themselves challenged by differing levels of ability, social skills, and experience, as well as learners from other cultures. To serve as effective educators, students must know how to adapt methods in order to incorporate all students into a group of successful learners.

EDAD 631: Legal Issues in Educational Organizations, (3). The course continues the exploration of legal issues that dominate the field of education. The intent of this course is to closely examine certain aspects of court decisions and laws affecting educators and students. Particular emphasis will be placed on issues including special education, the rights of students, educators, and other stakeholders, and controlling court decisions. Students will be expected to critically examine state and federal court decisions as well as statutes affecting the broader education field. The intent is for each student to understand the often-complex legal principles of court decisions.

EDAD 635: Program Evaluation & Improvement, (3). The course focuses on the role of program

evaluation and improvement for educational programs, services, and activities. With the increased demand for variant assessments towards goals of accountability and improvement, effective program evaluation methods remain an invaluable tool for today's educators. Through study of program evaluation methods, action research projects, and service as "observers" in a current program evaluation activity, students will gain more knowledge of best practices for program evaluation.

EDAD 641: Problems in Education, (3). An examination of principles, practices, goals, and processes in education. Course discussions will include analyses of topical challenges faced by the varying stakeholders in the education system. Some emphasis will be placed on the specific challenges in the broader education field in the 21st century. Topics of discussion include but are not limited to national standards and expectations of learners, implications of budget cuts to local, state, and national education resources, changing definitions for student achievement, and school redistricting.

EDAD 642: Grant Writing for Educational Organizations, (3). The course focuses on the role of writing grant submissions in educational leadership. The course will examine researching sources of funding for educational programs including for-profit and nonprofit agencies, foundations, scholarships, and state and federal grants. Students will develop the knowledge necessary to compose submission materials for funding across multiple program and agency requirements. A particular emphasis on the application, revision, and evaluation of federal grant submissions is examined.

EDAD 661: Seminar in Educational Decision Making, (3). Through assigned readings, course assignments, and clinical placements, students will explore foundational elements of transformational and transactional leadership as they relate to educational programs, services, and activities. Students will be challenged to examine their own leadership styles based on the ideas presented in class to determine how their views on leadership compare or contrast to the ideas of transformational and transactional leadership. A particular emphasis of the course is placed on the 50-hour clinical placement within an educational program, service, or activity, and related assignments.

EDAD 662: Practicum in Educational Decision Making, (3). The course focuses on the idea of leadership practice and theory as it relates to building an organization's culture. As such, the role of an educational leader is examined through the lens of establishing, supporting, and advancing an organizational climate towards success. A particular emphasis is placed on examining the use of human and material resources as it applies to leadership theory and practice.

EDAD 670: Directed Field Project, (3). Required in all Rank I programs. Following prescribed guidelines, the student works on a problem of practical significance in the school or school district and prepares a formal project report. A written project proposal is prepared during the first month of the course. Students must complete course requirements by the end of the term in which they are registered. Regular consultation with the instructor is expected. Cross-listed with EDUC 670.

EDAD 680: Research and Seminar in Supervision, (3). Designed to acquaint the student with recent research and to identify trends, innovations, and problems in supervision. The student works in a practicum setting for 100 clock hours under a qualified administrator, reports on recognized research studies, keeps a log of practicum experiences, and participates in scheduled seminars.

EDAD 689: Quantitative Research and Statistics in Leadership Studies, (3). Examines the role of the educational leader as researcher. Through assessment processes and review of local, state, and national data, students will become better prepared to engage in effective, proven, data-driven decision making. A particular emphasis on accountability in the pursuit of data-driven decision making is present throughout the course.

EDAD 690: Ed.S. Writing Project, (3). In this course, students will execute an action research project on a specific project or problem in education. The project will be reflective of the student's program of study, current role in education, or future career aspirations in the field of education. As part of their research, students will complete a 35-hour clinical placement reflective of their research assignment as a means to explore the connection between course knowledge and "real world" application. Students will produce an end result using APA format and other guidelines established by the instructor.

EDUC 500: Methods of Action Research for Teacher Leaders, (3). This course engages candidates in assessment, research, and methodologies needed in order to create better educational research consumers among practitioners. Candidates will complete a reflective research analysis of local, state, and national student achievement data as relevant to their current or future content emphasis area. Further, candidates will develop an action research project based on student achievement data to be implemented in a P-12 classroom from which findings are analyzed and change in the candidates' abilities to lead their classrooms as a result is discussed. Candidates will also present the outcomes of their action research project to the Teacher as Leader Capstone Experience Committee as part of Teacher as Leader program exit requirements.

EDUC 501: History & Philosophy of Education, (3). Explores the historical antecedents of American education and the influence of various educational philosophies. Particular attention is given to the main philosophical approaches to teaching, with emphasis on students developing a rationale and strategy for incorporating these ideas in the classroom setting.

EDUC 502: Curriculum Design and Practices for Teacher Leaders, (3). The need to implement current research-based curriculum and related supportive practices is an important element to the teacher as leader principle. In this course, candidates will develop a Curriculum Improvement Plan for their school or school district reflective of current research-based practices, emerging technology advances, and the KYACC (KY Academic Core Content) standards. Further, candidates will create an action plan for the development of a PLC (Professional Learning Community) focused on improving their school or school district's curriculum practices, for presentation at an administrative body within their school or school district (example: Site Based Decision Making Council, Technology Advisory Board, or Assessment Board). Finally, candidates will complete a technology-based group presentation describing deconstruction of KYACC standards toward development of teacher and student learning targets.

EDUC 503: Elementary Curriculum & Design, (3). Examines the fundamentals of curriculum theory and design and the research that informs and shapes reform efforts. Current trends will be discussed in relation to historical precedents and future needs.

EDUC 504: Middle School Curriculum & Design, (3). Introduces and explains the organization and components specific to middle school education and presents current information gathered from studies and research to provide contemporary and realistic examples. The activities will prepare teachers to evaluate the effectiveness of a middle school curriculum and its congruence with Transformations: Kentucky's Curriculum Framework and the Plan of Studies, as well as its effectiveness in promoting student learning.

EDUC 505: Secondary School Curriculum Design, (3). Introduces and explains the various foundations and components of secondary education and presents current information gathered from studies and research to provide contemporary and realistic examples. The activities will prepare

teachers to identify important components and features of the secondary school curriculum, evaluate the congruence of a curriculum with Transformations: Kentucky's Curriculum Framework, and evaluate its effectiveness at promoting student learning.

EDUC 506: Introduction Nature & Needs Gifted Learner, (3). In this course, candidates will explore the emergence of gifted education in America by explaining the historical, legislative, and leadership milestones that have shaped current thinking about the role of gifted education, its educators, and students. Further, the course engages candidates in the acquisition of a knowledge base for the role of major historical and legislative milestones that lead to current practices in the gifted education field. Finally, candidates, through course assignments, readings, and discussions, undergo a social transformation into teacher leaders who recognize the needs, challenges, and opportunities related to teaching gifted children in a P-12 setting.

EDUC 507: Assessment & Identification Gifted Learners, (3). This course provides opportunities for candidates to explore the role and responsibilities of gifted educators in identifying and assessing abilities of gifted learners in a P-12 school setting. Candidates will acquire a knowledge base of the role of identification and assessment of gifted learners as a means for schools to meet state and national measures for student success. Through course readings, discussions, and assignments, candidates will become equipped with the knowledge to make personal, social, and intellectual transformations, regarding the use of identification and assessment processes, for gifted learners, to shape the intent of student achievement data across state, national, and international boundaries.

EDUC 508: Multicultural Education & Gifted Learner, (3). The course explores the unique needs and opportunities in providing services to multicultural gifted learners. By comparing these needs and opportunities, candidates will be better prepared to serve diverse groups of learners through social and intellectual transformation. Further, candidates will develop the attitudes, knowledge base, and skill sets needed to provide fair, equitable, and effective services to multicultural learners. Candidates will also be given opportunities to reflect on the social, intellectual, and personal attributes of a teacher leader who effectively addresses the learning needs of multicultural gifted learners.

EDUC 509: Methods & Materials Gifted Educator, (3). The course encourages the development of personal, social, and intellectual acumen needed by candidates to understand how gifted education curriculum development impacts their effectiveness in serving the P-12 teaching profession. The course engages candidates in assessment, research, and methodologies designed to provide effective instruction to diverse populations of gifted learners. Frequent collaboration with master gifted educators who are employed in the P-12 field is a prominent component to the course.

EDUC 511: Assessment Accountability Practices Teacher Leaders, (3). In this course, assessment and subsequent teacher accountability, as the driving force towards increased student achievement in the classroom, are explored. Topics covered in the course include formative and summative assessment practices, assessment of learning vs. assessment for learning, student self-assessment, and group assessment processes. Further, candidates will review local, state, and national student achievement data as a means to develop classroom assessment procedures that reflect the need to close the national achievement gap. In particular, the use of technology in the assessment process including bell-ringers, exit slips, and assessment using smartphone technology will be emphasized throughout all course objectives and assignments.

EDUC 512: Seminar & Practicum Gifted Educator, (3). In this course, candidates explore the role and responsibilities of gifted educators through a structured clinical placement with a gifted educator. Through daily application of services to gifted learners, candidates will develop the leadership skills

needed to be successful gifted educators. Candidate experiences in this course develop the social, intellectual, and personal transformations needed to become an effective gifted educator for diverse populations of gifted learners. Frequent collaboration with master gifted educators who are employed in the P-12 field is a prominent component to the course.

EDUC 513: Advanced Instructional Practices Teacher Leaders, (3). The need to implement current research-based instructional practices is an important element to the teacher as leader principle. Particular emphasis will be placed on the role of formative/summative assessment in the development and implementation of instructional practices for the classroom. In this course, candidates will develop a Collaborative Unit of Study reflective of current research-based practices that integrates major themes of the course including RTI (Response to Intervention), PLC, and practices reflective of the Stiggins model of assessment for learning. Further, students will develop a professional development activity based on the Collaborative Unit of Study for presentation at an administrative body within their school or school district (example: Site Based Decision Making Council, Technology Advisory Board, or Assessment Board).

EDUC 520: Techniques & Materials for Classroom, (3). A survey course which briefly examines competing theories of reading/language arts instruction and that proposes an approach which emphasizes consistency and structure in implementing whole language principles. For teachers of early childhood through older elementary grades.

EDUC 521: Curriculum & Pedagogy for the ESL Classroom, (3). As a foundational course for the ESL program, this course provides candidates with the knowledge bases, clinical experiences, and instructional resources to design, implement, and assess curricula specific to the needs of an ESL (English as Second Language) learner. Given the construction of curriculum and candidate assignments, all Kentucky Teacher Standards are addressed in this course. Standards 1 and 2 relate to the academic knowledge that curriculum development plays in teaching and designing lessons. Standards 3 and 4 relate to the abilities of teachers who are well versed in designing pedagogy for diverse classrooms to create lessons for ESL students. Standard 5 relates to the enhanced ability to accurately assess students when greater understandings of cultural traits are developed. Standard 6 relates to the possibilities of using a wide range of materials to support curriculum designs and pedagogical strategies. Standards 7, 8, 9, and 10 are addressed by the support of leadership skills as knowledge about designing lessons for diverse classrooms is enhanced.

EDUC 522: Linguistic Applications for ESL Classroom, (3). Course emphasis is placed on assisting the candidate in the development of a rationale and strategy plan for incorporating ethical uses of literary forms as English skills are taught. Thus, particular attention is given to understanding the rationale and application of alternative teaching methodologies that encompass a full range of literacy needs. Course activities include candidate design of three lesson plans for an inclusive ESL P-12 classroom utilizing Core Content for Assessment Standards/Kentucky Core Academic Standards for math, social studies, or science. Candidates will identify instructional strategies/activities and corresponding student assessments to support linguistic development of second language learners. The three lesson plans, one for an elementary, middle, and secondary ESL learner, will include technology, summative and formative assessment, and parental involvement components that reinforce linguistic application by second language learners.

EDUC 523: Multicultural Awareness ESL Classroom, (3). Candidates will acquire the cultural competency to make a positive influence in a multi-cultural educational setting, as it relates to ESL learners and their families. The asset of enhanced divergent awareness will help strengthen the candidate's professional dispositional skill set to work effectively with students, teachers, and

administrators. The knowledge to make informed evaluative decisions concerning students with ESL backgrounds also relates to the larger aims of the ESU to instill leadership qualities throughout its program offerings.

EDUC 524: Practicum Teaching for ESL Classroom, (3). Candidates will acquire an enhanced capability to design and implement coursework, to a diverse student body through a guided clinical placement, within a P-12 school setting, supporting the departments' mission to encourage the ethical and professional traits necessary to support the cultural trends in education. A particular emphasis of the course focus on assisting the candidate in the development of a rationale and strategy plan for incorporating ethical uses of cooperative learning strategies to assist in second language acquisition.

EDUC 525: Content Area Literacy Development, (3). Introduces candidates to the unique literacy demands of different disciplines, the instructional or study strategies that enhance content coursework, and the unique needs of the non-reader in the content classroom. Further, candidates will identify and explain the literacy expectations of his/her classroom as set forth in the Common Core Standards ELA, Career and College Readiness Standards, and appropriate content standards.

EDUC 530: Diagnosis/Correction Reading Difficulties (3). Students will apply knowledge of the stages of literacy achievement and of language and reading development when assessing students and assigning level of needed support and cite evidence from theory and research to justify decisions. Further, students will apply knowledge of the physical, cognitive, motivational, and affective factors that keep students from achieving appropriate levels of literacy when engaging in diagnosis and when making referrals.

EDUC 551: Culturally Responsive Practices for Teacher Leaders, (1). This course explores the role of the teacher leader towards ensuring student achievement for all students in a global classroom environment. Candidates will develop a "toolbox" of skills and resources to address the individual learning needs of multiple student constituencies in the classroom including ESL students, students with documented exceptionalities (IEPs [Individualized Education Program]) across the full spectrum of need, students identified as GT (Gifted and Talented), students from variant socioeconomic backgrounds and cultures, and students of different genders and sexual orientations. Candidates will complete a clinical placement in a setting that offers exposure to an ethnic, cultural, or socioeconomic perspective different than their own and provide a reflection of their experience.

EDUC 573: Advanced Technology Practices for Teacher Leaders, (3). Remaining at the forefront of advancement in technology allows candidates to truly become assets to their schools and develop themselves as teacher leaders. This course engages candidates in current and emerging technologies in educational practices. Topics covered include the use of technology as a tool for communication, assessment, research, and classroom management. Particular emphasis will be placed on the use of software including Skype, Smartphone, use of social media including Facebook and YouTube in the classroom, and formative/summative assessment processes through texting.

EDUC 589: Teacher Leaders as Transformers of Education, (3). This course explores the idea of "out of the box" thinking by candidates to cover KYACC standards. Further, course objectives and assignments will focus on preparing students across all grade levels in the areas of career development, college readiness, and life skills. In particular, candidates will develop proficiencies needed to advance student achievement including problem-solving and critical thinking skills, presentation skills, ability to work in groups or teams, work ethic behaviors, and writing skills. Particular emphasis will be placed on the use of vocational instruction as a means to cover KYACC standards and in preparing students for career development and/or college readiness needs.

EDUC 601: Advanced Middle Grade Child, (3). This course examines in depth the transition of students from childhood to adolescence, including a study of the physical, social, emotional, and intellectual needs unique to the middle grade student; social, economic, and political forces impacting middle schools; and implications for courses of study, learning environments, and teacher characteristics. This course promotes the application of what is known about this age group to models of effective teaching, learning, and schooling. An emphasis is also placed on roles of middle grades teachers in promoting the healthy development of young adolescents.

EDUC 670: Directed Field Project, (3). Required in all Rank I programs. Following prescribed guidelines, the student works on a problem of practical significance in the school or school district and prepares a formal project report. A written project proposal is prepared during the first month of the course. Students must complete course requirements by the end of the term in which they are registered. Regular consultation with the instructor is expected. Cross-listed with EDAD 670.

ENGL 502: Advanced Composition, (S) (3). Writing competency is reinforced by developing what has been learned in previous writing courses. The instructor will assign factual narratives, autobiographies, or other significant writing projects. Odd years only.

ENGL 512: Composition for Teachers, (S) (3). Discusses current trends in Composition theory, pedagogy, and research; literacy theory and research; narrative ideology; and other issues of concern to writing teachers, such as technology in the classroom, workshop techniques, assignment design and sequence, and assessment. Even years only.

ENGL 523: History of the English Language, (F) (3). A study of the origins and development of the English language from Anglo-Saxon times to the present. Supplementary readings in early and medieval English history with emphasis on the effects of historical events on language change. Odd years only.

ENGL 561: World Cultures in Literature, (F) (3). Exploring a world culture through the stories it tells about itself and its relationships with other cultures, including fiction, drama, poetry, film, popular music, and the oral tradition. Cultures may include Asia, Africa, the Middle East, Latin America, the Classical World, and national literatures underrepresented in the Undergraduate Core. This course may be taken more than once providing that the course content is different. The class schedule will designate the specific content covered. Even years only.

ENGL 562: American Cultures in Literature, (S) (3). Exploring an American culture through the stories it tells about itself and its relationships with other cultures, including fiction, drama, poetry, film, popular music, and the oral tradition. Cultures may include African America, Native America, Hispanic America, urban America, Southern America, and Appalachia. This course may be taken more than once providing that the course content is different. The class schedule will designate the specific content covered. Even years only.

ENGL 573: Shakespeare, (F) (3). A critical approach to selected histories, comedies, and tragedies, focusing on historical context, the plays as cultural phenomena, and timeless human, literary and dramatic qualities. Odd years only.

ENGL 581: Special Topics in Literature, (3). Intensive study of a literary topic, author or theme. This course may be taken more than once providing that the course content is different. The class schedule will designate the specific content covered.

GNSC 561: Topics in Physical Science, (3). Enrichment and updating elementary and middle grade teachers on selected topics in astronomy, physical science, and modern physics. Selected science journal articles will be reviewed. The course will include several lecture demonstrations and hands-on experience with laboratory equipment.

GNSC 570: Earth Science for Teachers, (3). A course for middle school and elementary teachers presenting Earth Science concepts outlined in Kentucky's Program of Studies.

GNSC 571: Literary Approach to Life Science, (3). This course, for elementary school teachers, presents an integrated approach to scientific instruction using fictional children's literature and laboratory activities as its foundation. Students will study the life cycle of organisms, using terraria and aquaria to model habitats and ecosystems.

GNSC 575: Topics in Physical Science: Energy and Motion, (3). A course for primary /intermediate teachers of science presenting physical science concepts outlined in Kentucky's Program of Studies and Core Content for Assessment.

GNSC 584: Plate Tectonics, (3). A theory which professional geologists once scoffed at has revolutionized Earth Science in the last decades. In this combination lecture/laboratory course, students will construct models and analyze actual data to reconstruct the historical development of this important theory.

GRST 500: Introduction to Education Graduate Studies, (1). A course designed to introduce students to graduate study at Union Commonwealth University. Students will complete an entrance writing exercise and receive training in MyUnion, Webmail, and Chalk & Wire electronic portfolio.

GRST 501: Introduction to Psychology Graduate Studies, (F) (S) (1). A course designed to introduce students to psychology graduate study at Union Commonwealth University. Students will complete an entrance writing exercise and receive training in MyUnion and Webmail.

HCA 610: Healthcare Administration, (3). This graduate level course examines the management of health care organizations from the perspective of the CEO or key administrator. The course focus includes health care organization's mission and purpose, internal/external environment, culture, process of change, organizational structure and design, the role of the manager, and decision-making processes.

HCA 620: Evidence-Based Healthcare, (3). This graduate level course involves a systems approach examination of the U.S. health care system. The course focuses on history of the healthcare industry, culture and values, policy, financing, and delivery.

HCA 630: Financial Management in Healthcare, (3). This graduate level course applies key financial concepts to healthcare administration. Key topics include managed care and financial information required by managers to make decisions and recommendations for their organization.

HCA 640: Healthcare Informatics, (3). This graduate level course focuses on informatics in health care organizations. Key topics covered: examination of clinical, medical record, and administrative information systems and models, and support management activities.

HCA 650: Healthcare Law and Ethics, (3). This graduate level course introduces key information and concepts for administrators on the legal basis and application of law in the health care industry.

HCA 660: Emerging & Persistent Healthcare Issues, (3). This graduate level course examines the broad foundation of the healthcare delivery system, focusing on emerging and persistent issues within the industry. Topics include the political, financial, and social constructs affecting the healthcare system.

HCA 697: Internship in Business Administration, (1). This course provides students the opportunity to apply professional experience to their academic coursework. The Internship is overseen by program faculty.

HCA 698: Research Apprenticeship in Business Administration, (1). This course provides students the opportunity to work on a research project under the guidance of a faculty member.

HIST 513: Twentieth Century America, (S) (3). Selected topics on the nation's history since 1919, including the 1920s, the Great Depression, the New Deal, World War II, the Cold War, the Civil Rights Revolution, and political and social developments since 1945. Even years only.

HIST 521: History of Appalachia, (F) (3). A survey of the region from settlement to the present, with emphasis on the period since the Civil War. The course examines the diversity of historical development within the region, and the paradox of relative isolation along with integrating aspects of industrialization and modernization. Odd years only.

HIST 531: The American Revolutionary Era, (S) (3). A study of the causes, events, and consequences of the American Revolution from the end of the Seven Years War through the ratification of the Constitution. Historiographical controversies will be emphasized. Odd years only.

HIST 541: Civil War and Reconstruction, (S) (3). A study of the events, causes, and consequences of the American Civil War. Attention is paid to primary sources, and especially the analysis of conflicting scholarly interpretations. Even years only.

HIST 551: Renaissance and Reformation, (S) (3). A study of the medieval roots of the Renaissance and the Protestant Reformation and their development in the early modern period of European history. Particular attention is given to the complex relationship between Renaissance humanism and Reformation religious thought and the enduring social and cultural influence of the two movements on Western civilization. Cross-listed with RLG 552. Even years only.

HIST 561: Islamic Empires and Civilization, (F) (3). The political and religious history of the Middle East from the beginnings of Islam to the beginning of the modern period. Particular attention is given to Islamic contact with Greek and Christian civilization. Odd years only.

HIST 575: Special Topics in American History, (F) (3). Topics that might be covered include, but are not limited to, such titles as Colonial America, the Early National Period, Industrial America in the Gilded Age, the Progressive Era and World War I, the Period between the World Wars, World War II, the United States since 1945, the Vietnam War, American Economic History, American Constitutional History, African-American History, and the American South. Even years only.

HIST 576: Special Topics in World History, (3). An intense, analytic study of a major problem or topic in world history. May be repeated for credit as long as the topic is different.

HIST 581: Special Topics in History, (3). Designed for teachers with special areas of interest.

HRM 610: Human Resource Strategy, (3). This graduate level course examines means for utilizing human resources for competitive and strategic advantage in an increasingly diverse and changing global environment. Business practices vital to profit and sustained value to customers and employees will be examined along with human resource issues involved in the development of employees and leaders within an organization. Case applications, class discussions, and text reviews allow the learner to conceptually apply these concepts to modern practices in human resource management.

HRM 620: Compensation and Benefits, (3). This graduate level course examines the concepts and practices involved in the design and development of total compensation systems in organizations. Students will gain understanding of elements and tools such as the legal framework, job analysis, evaluation, market pricing, equity issues, external competitiveness, employee motivation, and benefits administration.

HRM 630: Talent Development & Workforce Planning, (3). This graduate level course examines work force planning and the role of talent development in the workforce planning process. Students will gain understanding of the elements and tools related to HR analytics as the foundation for the workforce planning process. Strategies for talent development and succession planning are addressed through theoretical frameworks and real-world application.

HRM 640: Human Resource Development, (3). Students will focus on theory, methods and applications in the specialized study of human resource development. This will include a broad survey of training, employee motivations, career counseling, supervisory and management development, organizational assessment and the relationship of these activities to human resource management. The class will provide instruction, discussion and review of key academic elements in the field of HRD and develop student competencies with practices and applications related to unique human resource development issues.

HRM 650: Performance Management, (3). This graduate level course examines the concepts and practices related to human resource performance management. Students will gain an understanding and evaluate current HR practice related to aligning employee goals and behaviors with organizational goal. An emphasis will be placed on performance management systems, salaries and benefits, knowledge and skill development, and performance feedback. The course includes design and structure of successful performance management programs.

HRM 660: Employment Law, (3). This graduate level course examines current human resource employment law and the foundation on which modern employment law is built. Students will develop an understanding of federal and state laws governing the employment cycle including the hiring process, managing a diverse workforce, pay, benefits, terms and conditions of employment, managing performance, and terminating employment. Course topics include, but are not limited to, FLSA, FMLA, ADA, EEOC, OSHA, and ACA.\

HRM 697: Internship in Business Administration, (1). This course provides students the opportunity to apply professional experience to their academic coursework. The Internship is overseen by program faculty.

HRM 698: Research Apprenticeship in Business Administration, (1). This course provides students the opportunity to work on a research project under the guidance of a faculty member.

ISM 610: Management Information Systems, (3). This graduate level course focuses on the design of

computer-based information systems to increase organizational effectiveness and efficiency in the development and implementation of organizational strategy. Key topics include the control/evaluation of organizational activities and decision support systems designed for modern organizations.

ISM 620: Information Systems Infrastructure, (3). This graduate level course focuses on information systems infrastructure, audit, and control. Key topics include architecture, operating platforms, database systems, data storage, networking, and wired and wireless transmission.

ISM 630: Information Systems Security, (3). This graduate level course focuses on knowledge, skills, techniques, and tools in the domain of information technology security. Key topics include threat management, risk diagnosis, and accountability.

ISM 640: Emerging IS Technology, (3). This graduate level course examines information systems laws and regulations. It includes techniques for investigating information systems related crimes, gathering evidence, and developing incident reports.

ISM 650: Information System Access Control, (3). This graduate level course focuses on the three primary security principles: availability, integrity, and confidentiality. Key topics include the mechanisms used to control what resources an entity can access, and the extent of the entity's capabilities to interact with the resource.

ISM 660: Systems Decision Making, (3). This graduate level course provides a methodology to identify an organization's information systems assets, the proper way to determine the necessary level of protection required, and techniques for developing budgets for information systems implementations.

ISM 697: Internship in Business Administration, (1). This course provides students the opportunity to apply professional experience to their academic coursework. The Internship is overseen by program faculty.

ISM 698: Research Apprenticeship in Business Administration, (1). This course provides students the opportunity to work on a research project under the guidance of a faculty member.

MATH 531: Topics in Modern Math for Elementary Teachers, (3). A study from a historical and theoretical viewpoint of topics in mathematics taught in elementary grades. Number systems, number theory, real numbers, logic, geometry, probability, and statistics. Credit not granted to students who have completed both MATH 203 and MATH 204.

MATH 532: Modern Math Laboratory, (3). An active involvement in laboratory/hands-on experiences with multi-base blocks, Cuisenaire rods, fraction squares and bars, geoboards, Power Solids, etc. All topics are taught using concrete material to develop concepts. Topics: probability, space and dimensionality, measurement, structure, procedures, change, number, and technology.

MATH 581: Special Topics in Mathematics, (3). Designed for teachers with a special interest in Mathematics.

MKTC 610: Brand Management, (3). This graduate level course includes offer management planning of marketing strategies and tactics necessary for product maintenance in the offer life-cycle. Key topics include brand voice and brand storytelling techniques.

MKTC 620: Integrated Marketing and Communications, (3). This graduate level course examines integrated marketing communications plans. The course covers advertising, personal selling, sales promotion, public relations, direct marketing, internet techniques and related marketing tools. Students will analyze the ways in which an organization identifies and engages influencers in its target market using social media, content marketing, online video, and location-based technologies.

MKTC 630: Internet Consumer Behavior, (3). This graduate level course examines various behavioral fields for their impact upon digital marketing decision-making. Special focus on using data-driven strategies to motivate consumers to take action. Behavioral research will be explored for buyer theory development.

MKTC 640: eCommerce, (3). This graduate level course deals with the emerging field of electronic commerce. While the focus will be on marketing issues, the course will attempt to strike a balance between technology and strategy. The course covers economic and technological foundations, the infrastructure, and the main technologies employed, as well as the various business strategies being used for electronic commerce (both business-to-consumer and business-to-business).

MKTC 650: Social Media Marketing, (3). This graduate level course deals with the emerging field of social media marketing. Marketing and Public Relations theory are applied to the consumer experience, using social platforms as a tool for engagement with a brand, and the brand's audience.

MKTC 660: Market Research, (3). This graduate level course covers the key elements of market research and marketing data analytics. The course focuses on the unique challenges of market research and analytics in the information age.

MKTC 697: Internship in Business Administration, (1). This course provides students the opportunity to apply professional experience to their academic coursework. The Internship is overseen by program faculty.

MKTC 698: Research Apprenticeship in Business Administration, (1). This course provides students the opportunity to work on a research project under the guidance of a faculty member.

PHED 501: Health, Nutrition, and Physical Education, (3). A comprehensive look at the health, nutrition, and physical education needs of elementary school children. The development of unit plans, daily lesson plans, and teaching activities as indicated by the AAHE and AAHPERD/NASPE. An assessment of children's nutritional and physical education participation habits.

PHED 503: Curriculum Design in Physical Education, (3). A comprehensive course intended to equip the student with the necessary information to design a curriculum plan in physical education, at any level, emphasizing basic movement skills at the elementary level, team sports at the middle school level, and lifetime games, sports and activities at the high school secondary level. Past, present, and future trends will be analyzed along with various influences that impact the field. Creative methods of instruction as well as interdisciplinary considerations will be discussed.

PHED 525: Motor Learning in Physical Education, (3). An in-depth study of motor learning theories, principles, and application in physical education programs.

PHED 535: Psychological Foundations of Sport and Human Performance, (3). An in-depth look at the psychological as well as some social concerns of sport and human performance. Topics include motivation, psyching-up, team cohesion, exercise adherence, mental imagery, visualization, and exercise and its ability to postpone the effects of aging. The objective of the course is to enable

students to comprehend and apply available information to enhance their effectiveness as teachers and coaches.

PHED 550: Seminar in Physical Education, (3). An advanced course of selected topics of interest in the field of physical education. Previous topics have included legal issues of sport, non-traditional lifetime sports, and sociological issues of sport.

PSYH 502: Theories of Counseling & Psychotherapy, (3). A comprehensive review of fundamental concepts in personality theories and their applications to counseling and psychopathology, with special focus on explicating the relationship between theory and practice. Key elements and concepts are identifying the strengths and limitations of each of the major theories, as well as commonalities and divergences among them. The course will help students formulate an initial personal theory of counseling from which to build as they evolve through the program. Exploration of Psychoanalytic, Behavioral, Person Centered, Gestalt, Cognitive, and Perceptual-phenomenological theories are among the course focus. Cross-listed with COUN 502.

PSYH 503: Techniques of Counseling/Psychotherapy, (3). Intensive focus on the development of individual counseling skills through readings, discussion, experiential exercises, and feedback on skill development. Reviews of videotaped interviews enhance self-observation skills and understanding of therapeutic process. Prerequisites: PSYH 502 and PSYH 520. Cross-listed with COUN 503.

PSYH 505: Foundations of Chemical Dependency I, (4). Introduction to the foundations of the alcohol and drug abuse rehabilitation field. Emphasis on the roles and responsibilities of the addictions counselor. Focus is on the first six of the 12 core functions: screening, intake, orientation, assessment, treatment planning, and basic counseling skills. Interactive work is stressed.

PSYH 506: Foundations of Chemical Dependency II, (4). Introduction to the foundations of the alcohol and drug abuse rehabilitation field. Emphasis on the roles and responsibilities of the addictions counselor. Focus is on the last six of the 12 core functions: case management, crisis intervention, client education, referral, reports and recordkeeping, and consultation with other professionals in regard to client treatment and services. Interactive work is stressed. Prerequisite:

PSYH 507: Ethical Issues in Chemical Dependency Treatment, (1). Introduces students to the ethical issues involved in chemical dependency treatment. Special attention will be given to the epidemiology of HIV/AIDS, hepatitis, tuberculosis, and sexually transmitted diseases that frequently infect people who use drugs or who are chemically dependent. Students will examine treatment options and prevention strategies. The ethical and legal issues that impact infected individuals as well as the larger community will be explored. Students are expected to demonstrate respect for the client and an appreciation of individual and cultural differences, including sexual orientation. They are also expected to explore their own attitudes and biases about HIV/AIDS and infectious diseases.

PSYH 510: Psychology of Addictions, (3). Major emphasis on factors determining the development of addictions, including physiological, emotional, cognitive, and behavioral dimensions of the addictive process. Also emphasizes intervention and treatment strategies for various types of chemical dependency and substance abuse. Cross-listed with COUN 510.

PSYH 511: Advanced Developmental Psychology, (3). An intensive exploration of the current state of research and theory as applied to human development across the lifespan. Although this course outlines the latest findings on developmental changes that occur from birth to 18, strongest

emphasis will be placed upon adult development and changes that are a product of the aging processes. Developmental issues relevant to counseling and the helping professions will be emphasized, along with in-depth discussions of developmental research from primary source material. Cross-listed with COUN 511.

PSYH 512: Statistics for Mental Health Professionals, (3). The course examines descriptive and inferential statistics with the emphasis on understanding fundamental concepts and applying data-analytic techniques to psychological studies and mental health literature. Students will gain the knowledge necessary for conducting psychological research activities, reviewing the literature, and understanding statistical tests and data analysis.

PSYH 513: Recovery & Relapse, (3). This course is designed to address the diverse issues that are related to recovery from addiction as an ongoing process involving physical, psychological, social, intellectual, spiritual, and cultural aspects of the individual. Major themes of the course include the passages of recovery, relapse prevention principles, relapse warning signs, and the 12- step approach to recovery. Using a holistic perspective, students will gain insight into basic recovery principles as they are related to the process and prevention of relapse.

PSYH 514: Evolutionary Psychotherapy and Psychopathology, (3). This course gives an overview of Evolutionary Psychology, Evolutionary Psychopathology and Evolutionary Psychotherapy, and presents how this discipline can increase our understanding of the causes and nature of mental illness. It covers the fundamentals of evolutionary psychology, evolutionary theories of various mental disorders, as well as clinical implications of such advances. Topics include fundamentals and critical concepts in evolutionary psychology, evolutionary theories of anxiety, depression, psychoses, personality disorders, and other DSM diagnoses, as well as evolutionary-driven psychological interventions, such as Cognitive Evolutionary Therapy.

PSYH 515: Quantitative/Qualitative Methods, (3). The intention of this course is to expand knowledge of the principles of research design across the range of major psychological research strategies, including both qualitative and quantitative methods. It aims to develop understanding of the intrinsic strengths and weaknesses of diverse investigative strategies in psychological inquiry, facilitate educated and analytical appraisal of empirical social science literature, and affords basic knowledge of applying various methodological strategies in research projects.

PSYH 520: Advanced Psychopathology, (3). This course involves an examination of current issues related to the classification and diagnosis of abnormal behavior and psychological states. Dimensional, descriptive, and categorical approaches to classification are reviewed, with emphasis on the current forms of adult psychopathology found in the DSM (Diagnostic and Statistical Manual of Mental Disorders). Topics include the symptomatology, etiology, developmental patterns, and treatment approaches to various diagnostic categories. Empirical findings, methodological concerns, and conceptual issues are discussed. Cross-listed with COUN 520.

PSYH 524: Biological Systems of Chemical Dependency, (3). Exploration of the physiological effects of chemical use on human biological systems and human development. Emphasizes identification and management of chemically induced crises situations, including issues in co-morbidity and prevention.

PSYH 554: Human Sexuality, (3). This course is focused on the interplay between motivation, behavior, cognition, and emotion. The understanding of it is used to help people improve their emotional self-regulation, motivation, and cognitive-behavioral restructuring in the co-creation of

their relationships and adjustment to the world.

PSYH 560: Personality Theories, (3). This course is a systematic survey of the major theories of personality. Personality theories from the psychoanalytic, behavioral, phenomenological-existential, trait-factor, and social learning traditions are presented and contrasted. The fundamental assumptions, nature of development, and individual variability of personality are presented for each outlook. The application of personality research is discussed in a variety of areas such as the study of aggression, anxiety, altruism, and locus of control.

PSYH 570: Learning Theories for Educators, (3). The major focus of this course is an exploration of how individuals learn, including specific learning theories and their relation to classroom teaching.

PSYH 575: Advanced Behavioral Neuroscience, (3). This course provides an in-depth examination of the biochemical, neuro-anatomical, and physiological bases of human and animal behaviors such as sensory-perception, motor function, language, learning, memory, and emotion. Prerequisites: an undergraduate course in Physiological or Biological Psychology, Neuroscience, Neuroanatomy, or Neurophysiology or permission from instructor.

PSYH 581: Special Topics in Psychology (3). Intensive study of selected topics of interest within the discipline of psychology. May be repeated for credit as the topic varies.

PSYH 590: Advanced Forensic Psychology, (3). Students will gain practical experience through information disseminated regarding being an expert witness, writing forensic evaluations, and general interactions with the courts. Through lectures, readings, review of case law, and term papers, students will gain both a theoretical and practical understanding of criminal and civil forensic psychology practice. At the end of the course, students should fully understand the assessment of malingering, denial, parenting and guardianship evaluations, the ethical issues involved in forensic psychological evaluation and practice, and the research foundations in forensic practice.

PSYH 592: Social & Community Psychology, (3). This course provides an understanding of human behavior as a function of social and cultural factors. Social psychology topics covered includesocial influence theory, attitude formation and change, social cognition, interpersonal perception, obedience and conformity, altruism, aggression, and stereotyping. The influence of factors such as cultural, racial, gender, and age differences on clinical practice are discussed. Includes community psychology contribution to prevention and interventions in the field.

PSYH 600: Advanced Human Growth & Development, (3). This course introduces studies that provide an understanding of the nature and needs of persons at all developmental levels and in diverse cultural contexts. This course also provides a systematic study of human development emphasizing physical, personality, cognitive, moral, and psychosocial developmental theories and issues, with an emphasis on facilitating optimal development and wellness over the lifespan.

PSYH 605: Health Psychology, (3). This course overviews key theoretical concepts in health psychology, the multidisciplinary field that integrates biomedical and psychological knowledge to address a range of factors influencing physical and mental health. Common conditions in which biopsychosocial factors contribute to the underlying pathophysiology, disease course, or the individual's capacity for coping will be discussed. Psychological theories and practices relating to health and illness are also explored.

PSYH 615: Industrial and Organizational Psychology, (3). The course examines both the traditional

“industrial” (i.e., personnel) psychology and specific research methods, as well as the “organizational” topics as well. Within these large areas, topics like career choice; training; performance assessment and prediction; work motivation; job satisfaction; leadership; work teams; group dynamics; decision making; organizational culture, conflict and change; work-family balance; work schedules, and stress will be addressed. Prerequisites or co-requisites: PSYH 512 and PSYH 515.

PSYH 625: Theories of Career Counseling & Development, (3). This course is designed to provide students with an understanding of career development as it impacts on individuals throughout the life span. Emphasis is placed on career and vocational choice theories, current approaches to career development planning and placement, and social and psychological factors in career decision making. Formal and informal occupational classification systems are covered. A great deal of emphasis is placed on practical applications of career theory to school counseling, individual counseling, group guidance, job search and placement, and career adjustment. Cross-listed with COUN 625.

PSYH 630: Family Systems Theory (3). This course examines theoretical approaches including major systems theories, strategies, and techniques of family and relationship therapy. A survey of the development of family and relationship counseling and proponents of the field are studied. Issues of conflict and ethical considerations are examined. The impact of cultural and social forces upon the family system is explored. Cross-listed with COUN 630.

PSYH 640: Group Dynamics, (3). This course presents a rationale for moving to group procedure. It provides a basis for the understanding of group structure, group topology, and group dynamics. It explores group processes.

PSYH 645: Group Counseling & Psychotherapy, (3). This course is a conceptual and experiential introduction to group dynamics, group counseling approaches and models, issues of group leadership, and group facilitation skills. Consideration is given to the goals of group counseling, composition, phases, and research. Includes group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness. Cross-listed with COUN 645.

PSYH 651: Emotion, Motivation & Cognition, (3). This course applies learning theory and principles to the psychology of behavior. This course demonstrates how learning principles work in both animals and humans and how the study of learning helps solve practical problems, such as improving study skills and relationships, and nurturing children.

PSYH 653: Advanced Psychotherapy Strategies & Interventions, (3). This course is focused on the theories, practice, and research relevant to evidence-based treatment in clinical psychology. Evidence-based principles for child, adolescent, and adult practice are reviewed and practiced. Prerequisite: Candidacy in the Clinical Psychology Graduate Program or permission from instructor.

PSYH 655: Multicultural & Diversity Issues, (3). This course provides the opportunity for counselors and clinicians to strengthen their multicultural awareness, knowledge, and skills in the competencies necessary to effectively evaluate and treat culturally and ethnically diverse clients. Students will be able to develop an awareness of the prevalent beliefs and attitudes of different cultures, and to develop skills useful for appropriate interactions with diverse individuals. In the course of these studies, it is hoped that students will also become more aware of their own cultural values and biases as they study prevalent beliefs and attitudes of different cultures and diverse groups Cross-listed with COUN 655.

PSYH 660: Ethics & Professional Practice, (3). This course is intended for students enrolled in the graduate psychology program. The content of the course includes ethical standards and values for guiding the professional practice of persons working in the field of mental health. The emphasis will be on ethical principles, code of conduct, and the Health Insurance Portability and Accountability Act.

PSYH 665: Diagnosing & Treatment Planning, (3). This course is a survey of the specific criteria required for proper diagnosing of mental disorders and proper treatment planning. Upon completion of the course, students will have the ability to make accurate provisional five axis diagnoses using DSM- IV-TR criteria and be competent in applying a variety of related treatment planning tasks such as case conceptualization, scope of practice, establishing viable, articulate treatment plans, and using treatment protocols. Cross-listed with COUN 665.

PSYH 670: Clinical Assessment of Intellectual Functioning, (3). Covers the development, administration, scoring, and interpretation of the most commonly used intelligence and achievement tests in psychological assessment. It includes coverage of the various Wechsler Scales, Stanford-Binet, DAS, WIAT, Woodcock-Johnson Battery, various measures of adaptive behavior, and other related tests of interest. Test selection, report writing, and diversity issues in appropriate test usage are also discussed. Prerequisite: candidacy in the M.A. Psychology program.

PSYH 673: Psychopharmacology, (3). This course examines the pharmacological impact of drugs on the brain and behavior with a particular emphasis on clinically-diseased states and the use of medications for treating mental disorders. Initial topics include an introduction to fundamental principles of pharmacology, an overview of synaptic transmission, and a brief review of brain structure and function. Additional topics include practical application: What should I know about the medicines my clients are taking? How do I educate clients about their medications? What positive effects and side effects might I see in my patients taking medication? The course uses a case-based approach to review basic anatomical, physiological, and chemical characteristics of the nervous system to understand the rationale for using medications, along with their limitations and side effects. Specific drug classes to be considered include antidepressants, anxiolytics, antipsychotics, narcotic analgesics, sedative hypnotics, and antiepileptic medications. Finally, course looks at how therapists can work effectively with family members, physicians, and other members of the collaborative mental health care team.

PSYH 674: Psychometrics, (3). Psychological Testing is an important tool in many areas of psychology. The Psychometrics course deals with the Psychological Test Construction. Some of its main topics are Item Analysis, both from the perspective of the Classical Test Theory and of the Item Response Theory, the Rasch Measurement Model, Test Reliability, Validity, and Test Score Interpretation. Exploratory Factor Analysis will also be presented, as well as an introduction to the Confirmatory Factor Analysis (Structural Equations Modeling). Prerequisites: PSYH 512 and PSYH 515. Prerequisite or co-requisite: either PSYH 670 or PSYH 675.

PSYH 675: Clinical Assessment/Emotional Psychological Functioning, (3). The course examines and compares various methods of personality assessment of adolescents and adults, including standardized tests, behavioral analyses, and interview techniques. Students are given practical experience using the MMPI (Minnesota Multiphasic Personality Inventory), and projective techniques, among other contemporary instruments. Prerequisite: Candidacy in the M.A. Psychology program.

PSYH 676: Cognitive Bases of Behavior, (3). This course examines a variety of concepts in learning and cognitive processes, including contemporary theories and research, along with their influences on

behavior. Topics to be covered include perception, attention, imagery, memory, language, problem-solving, and decision-making. For each topic, the evidence will be considered in the context of theory and empirical research.

PSYH 688: Practicum in Counseling & Psychotherapy, (3). This course is designed to provide students with a supervised clinical practice experience and meet the requirements for licensure in the state of Kentucky. Students should contact their advisors early in their program to arrange for placement and determine their required hours and supervision needs. This course must be taken near the end of the student's graduate coursework. Prerequisites: Candidacy in the M.A. Psychology program, PSYH 660, or an approved course in professional ethics. Cross-listed with COUN 688.

PSYH 689: Practicum in Assessment, (3). This course is designed to provide students with a supervised clinical practice experience and meet the requirements for licensure in the state of Kentucky. Prerequisites: Candidacy in the M.A. Psychology program, PSYH 660, or an approved course in professional ethics, and clinical assessment courses as required for the student's program. Cross-listed with COUN 689.

PSYH 690: Internship I, (3). This course requires completion of a supervised internship for students in the Counseling Psychology program. These courses are taken over two consecutive semesters, with two registrations (PSYH 690 and PSYH 691). These courses are intended to provide students with the comprehensive work experience of a professional counselor. Prerequisite: Candidacy in the M.A. Psychology program. Cross-listed with COUN 690.

PSYH 691: Internship II, (3). This course completes the internship requirements for students in the Counseling Psychology program. Prerequisites: PSYH 690 and candidacy in the M.A. Psychology program. Cross-listed with COUN 691.

The Integrative Project is a two-phase (PSYH 696 and PSYH 697) capstone process for the online M.A. Psychology program. The result should be of a quality suitable for publication. PSYH 696 and PSYH 697 cannot be taken at the same time and cannot be fulfilled by transfer.

PSYH 696: Integrative Project I, (3). In PSYH 696, students will design a research framework aligned with their chosen topic. This involves selecting an appropriate research design, specifying data collection methods, and identifying statistical techniques suited to their hypotheses or research questions. With a view toward an APA-style empirical research publication, in PSYH 696 students will present the problem of interest, review the literature of the topic, state their research question(s) and hypotheses, and write the Methods section. Obtaining IRB approval is mandatory for a successful completion of PSYH 696.

Before registering for PSYH 696, the student must discuss the desired topic of their project with Psychology core faculty members and ensure that one of them agrees to coordinate the capstone project on the chosen topic. The topic may be adjusted to align with the professional interests and expertise of both the student and the faculty member. For any given student, PSYH 696 and PSYH 697 must be coordinated by the same instructor. Prerequisites: Candidacy in the M.A. program and completion of all other coursework.

PSYH 697: Integrative Project II, (3). In PSYH 697, students will collect data according to the methods approved by the IRB at the conclusion of PSYH 696. They will then analyze and interpret the collected data. With a view toward an APA-style empirical research publication, students in PSYH 697 will write the Results, Discussion, and Conclusion. Presenting and/or publishing the research is strongly encouraged. Prerequisites:

Successful completion of PSYH 696, including IRB approval, candidacy in the M.A. Psychology program, and completion of all other coursework.

RLGN 552: Renaissance and Reformation, (F) (3). A study of the medieval roots of the Renaissance and the Protestant Reformation and their development in the early modern period of European history. Particular attention is given to the complex relationship between Renaissance humanism and Reformation religious thought and the enduring social and cultural influence of the two movements on Western civilization. Cross-listed with HIST 551. Even years only.

RLGN 579: Seminar in Religion, (S) (3). Intensive study of special topics in religion.

SPED 501: Survey of Exceptional Learners, (3). This survey course is designed to acquaint students with all types of exceptional children including the physically and mentally disabled, socially and emotionally disturbed, and the gifted and talented as well as methods of adapting education to meet the needs of these children.

SPED 502: Early Childhood Education for Exceptional Learners, (3). This course is designed to provide a general overview of current models of education for disabled infants and preschoolers in self-contained, mainstreamed, or home setting.

SPED 503: Behavior Management for Exceptional Learners, (3). This course will help students study and apply theories and procedures currently utilized in the field of special education for the educational management of students with emotional/behavioral disabilities. Prerequisite: SPED 501.

SPED 504: Career Education for Exceptional Learners, (3). This course provides students with methods and materials for infusing career education for the mildly disabled (K-12).

SPED 511: Assessment Procedures for Exceptional Learners, (3). This course will help students learn and apply assessment procedures for children with learning disorders in academic and social behavior areas. Emphasis will be placed on the use of various informal and formal assessment methods. Prerequisites: SPED 501 and SPED 503.

SPED 513: Diagnosis and Prescriptive Teaching, (3). This course is designed to help teachers acquire the ability to diagnose specific educational difficulties in children and adolescents with learning and behavior problems and to develop effective interventions to address their particular learning issues. Prerequisite: SPED 511.

SPED 515: Instructional Procedures for LBD Learners, (3). This course will present an overview of instructional strategies and teaching methods in addition to providing experiences in planning and implementing individualized programs for children who exhibit learning and behavioral problems.

SPMT 500: Research Methods, (3). This course in research methods prepares the student to understand issues associated with, but not limited to, the logic of the scientific method, research design, and qualitative and statistical analysis of data. Students will be afforded the opportunity to conduct research in the course on topics.

SPMT 510: Sports Management and Administration, (3). This course addresses leadership qualities, management styles, planning, policies, and problems of organization and administration of athletic programs and colleges. This course will discuss current issues and events in college athletics.

SPMT 520: Sports and Athletic Promotions, (3). This course presents an overview of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products.

SPMT 530: Contemporary Issues in Sports, (3). This course examines the relationship between sport, both professional and amateur, and society. Students apply critical thinking skills to analyze current sport-related controversies, and to gain a deeper understanding of the relationships between sports and global social issues such as gender, ethnicity, social class, economics, politics, and mass media.

SPMT 571: Fiscal Practices in Sports Management, (3). An analysis of financial and economic aspects of professional and collegiate sports. This course will cover such issues as forms of ownership, formulation and development of operating budgets, financial forecasting, taxation, revenue production, risk, economic impact studies, financial planning for sports organizations and professional athletes, and the economic impact of unions in professional sports.

SPMT 594: Special Topics: Sports Management, (3). Course topics to include: sports media and communications; sports and athletic promotions; facility design and event management; and sports and society.

SPMT 614: Ethics and Social Responsibility, (3). This course will focus on the exploration of contemporary values, issues, and controversies associated with sport and sport management. It is designed to provide students with a fundamental, theoretical, and practical knowledge of various ethical issues that may arise in sports. Students will become familiar with ethical decision-making methods and potential solutions to ethical issues they may encounter as sports professionals. Ethical concepts and issues will be examined through lectures, class discussions, presentations, and group assignments.

SPMT 696: Sports Management Internship (3). This course allows for the opportunity to apply essential professional applications to their respective academic coursework. The Sports Management Internship is overseen by program faculty.

SPMT 698: Research Apprenticeship in Business Administration, (1). This course provides students the opportunity to work on a research project under the guidance of a faculty member.

WELL 551: School and Community Health, (3). Reveals the relationship needed between the school and community to promote the total health of the population. Guest speakers are secured from local, district, state, and regional agencies. Activities include field trips to local health, water, and sewage treatment agencies. A wide variety of health-related areas are covered including nutrition, physical fitness, drugs, alcohol, human sexuality, childhood diseases, emotional health, and services of health departments.

WELL 552: Readings in Health, (3). A course enabling students to research the literature in the area of health, not only to increase basic knowledge but to become aware of current trends and issues. Includes completion of a computer search with appropriate bibliographical citation (APA) for an assigned health topic and development of a list of health journals appropriate for the student's grade level of teaching.

WELL 575: Critical Areas in Health, (3). Specific health problems confronting society today, with

particular reference to secondary-age students.

WELL 582: Safety Education Workshop, (3). Accident problems in the home, in the school, at work, and on the highways are discussed with the purpose of being able to influence those who teach by preparing them in the various areas of safety. Groups specialized in a variety of safety areas, such as National Safety Council, American Red Cross, State Fire Marshal's Office, Consumer Product Advocate, Homeland Security, Department of Fish and Wildlife, and Kentucky State Police will be utilized.

WELL 595: Independent Study, (3). Independent study in the field of health. May include practical field experiences.

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