

graduate catalogue  
2011-12



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UNION COLLEGE





## A MESSAGE FROM THE ASSOCIATE ACADEMIC DEAN FOR GRADUATE, PROFESSIONAL, AND CONTINUING STUDIES

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Welcome to the 2011-2012 academic year at Union College.

The process of evolution is advantageous in that it accedes opportunities for growth that can be utilized towards the advancement of an assignment, operation, or in the case of Union College, a mission statement. As faculty, staff, and students prepare for the 51st academic year of graduate study at Union College, the advancement of our mission statement through the opportunities of evolution is ever-apparent.

A noted example is the launch of the newly formed Department of Graduate, Professional, and Continuing Studies at Union College. This designation allows the department to honor a storied legacy of learning and achievement while advancing the Union College mission of service through contemporary educational outlets. During the 2011-2012 academic year, the department will continue a measured pursuit of avenues for learning by way of modern course offerings, utilization of progressive technologies in traditional and online classrooms, and programs of study reflective of immersing career fields. Additionally, the department will expand upon a stalwart foundation of community partnerships to further our commitment to those means of learning that augment the quality of life lived in the communities served by Union College.

In closing, I extend an invitation to you to join us in writing our next chapter of learning that is firmly rooted in a student-driven service environment. The collaborative efforts of all stakeholders remain invaluable to the department as our evolution process continues to unfold in the weeks, months, and years ahead.

Jason Reeves, Ed.D.

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## THE UNION COLLEGE MISSION

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Union College is dedicated to creating personal, intellectual, and social transformation through the pursuit of knowledge, wisdom, service, and spiritual growth.

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## VISION 2020

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*The Union College vision statement is the foundation of the Strategic Plan. The vision offers a holistic view of what Union aspires to be by the year 2020. All goals and strategies within the Strategic Plan form the path to achieving the vision.*

Union College's liberal education prepares graduates who are superior critical thinkers, engaged citizens, and lifelong learners. When coupled with select professional degree programs, Union's liberal education infuses students with habits of mind and skills that make them confident, agile, recognized leaders locally and globally. Union alumni are esteemed members of the communities around the world in which they live, study, and work.

Prospective students from near and far choose Union. The college is known for its exceptionally personal education and accomplished graduates who are committed to a balanced life that encompasses the concept of a sound mind in a healthy body. Union College seeks to provide a rich context for personal growth through well-shaped and directed academic, athletic, and other co-curricular special interest programs. Union is noted as well for the unrivaled beauty of its intimate residential campus. Its singular backdrop is set in the stunning and inviting Appalachian Mountains, uniquely conducive to focused, reflective study grounded in the liberal arts. Union is a leader in its peer group in retention and graduation rates, even while continuing to offer opportunity to students who, without Union's intentionally supportive climate, might not achieve an undergraduate degree.

Union's success is rooted in a culture of civility and the commitment of its employees. The college's governance structure fosters collaboration, collegiality, communication, and efficiency. A highly qualified faculty, staff, and administration are driven to serve the college and its students, excel in their roles, and feel strong pride in Union. Employees have access to and embrace the tools necessary for success in 21st-century higher education, including instructional and other technologies. All members of the Union family learn, work, and socialize in a campus community that represents and values diversity in all its forms, including race, gender, ethnicity, nationality, sexual orientation, socioeconomic status, religious affiliation, and political sensibility.

Union is financially healthy and is led by a committed Board of Trustees that ensures stability and exemplary stewardship practices with all resources. The endowment positions the college to achieve its vision, goals, and objectives, especially the ability to offer an extraordinary, affordable, personal education within a beautiful campus environment.

Union College honors its historical ties to local communities and Kentucky's Appalachian region through a flourishing, mutually supportive relationship. Union enhances local and regional quality of life through its widely understood economic impact, accomplished regional alumni, and robust arts and cultural programming. The college promotes a culture of learning through service that is highly participatory, includes comprehensive and diverse volunteer and internship opportunities, and responds to regional need. Union employees and students are exceptionally engaged in the life of the community and region.

## CORE VALUES

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### **Lifelong Learning**

We embrace the love of learning and support each other's desire for lifelong learning. We foster collaborative, connected, and active learning.

### **Spirituality**

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

### **Engagement**

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

### **Civility**

We advocate civility in all communications. We show respect for each other and the things that make our individual roles and contributions unique. We promote integrity and collaboration by actively listening, sharing information, and being honest.

### **Excellence**

We hold each other and ourselves to high standards and accept responsibility for our actions. We celebrate our people and their successes.

### **Opportunity**

We look for and recognize promise in others, in ourselves, in neighboring communities, and in our region. We find creative ways to bring promise to fruition through opportunity.

## GENERAL INFORMATION

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### Location of the College

Union College is located in Barbourville, on U.S. Highway 25E, midway between Lexington, KY, and Knoxville, TN. The historic Wilderness Road runs along the eastern edge of the campus. The Dr. Thomas Walker State Park is four miles from the campus and Cumberland Falls State Park, Levi Jackson State Park, and Pine Mountain State Park are in adjoining counties.

### Learning and Information Services

The Learning and Information Services faculty and staff are dedicated to providing members of the Union College community the information resources needed to meet their educational goals. This is accomplished through four individual units working as a team to provide access to print and non-print materials, data and voice communication, institutional data, and the education needed to use the information.

### Weeks-Townsend Memorial Library

The Weeks-Townsend Memorial Library provides a variety of resources and services to support and enrich the College's academic programs. The library, located in the center of campus, houses a collection of more than 120,000 books, periodicals, government documents, media materials, and on-line reference and full-text databases. Library functions, including the Online Public Access Catalog (OPAC), circulation, and reserves are fully automated through the Sirsi Unicorn Collection Management System. The OPAC is accessible through the campus network and the World Wide Web. The library can accommodate over 300 persons in a variety of seating arrangements, including study carrels, tables, and a computer lab. The library is wired for laptop access to the campus network. The library participates in state, regional, and national networks, including the Kentucky Library Network, and Southeastern Library Network.

Access to media, equipment, and the Internet is provided in the library. The 21-seat computer lab is the center of campus access to the Internet including e-mail and the World Wide Web. The lab also provides access to word-processing, spreadsheets, and course specific software. The Learning Resource Center provides educational media materials for classroom use and individualized study. The Curriculum Collection supports the Education Program by providing a specialized collection including elementary, middle, and high school curriculum materials and a juvenile collection.

The Library contains several other special collections including the Cumberland Gap Genealogy Collection, and the Lincoln-Civil War Collection. The library also serves as the repository for the College Archives. The library staff offers individual and group bibliographic instruction and instruction in the use of equipment, computer resources, and special collections.

### Academic Computing

The College has a variety of computers accessible to students. The Library and Centennial computer labs each contain 21 workstations and a laser printer connected to the campus network. The labs provide access to the Internet, World Wide Web, and e-mail. A third lab, the Hensley Lab, is also located in Centennial Hall and provides the same type of access with 15 computers. The labs are open a variety of hours each week to support the academic programs and provide student access to the campus network.

## **Books**

Textbooks and apparel are available on-line thru Akademos. For more information visit the Union College website at [www.unionky.edu](http://www.unionky.edu) or contact the Graduate Studies or Business Office at Union College for more information.

## **Campus Activities**

Student activity fees are not required of graduate students; however, graduate assistants, graduate students living on campus, and those residing near the campus are encouraged to take part in social and cultural functions of the college.

## **Automobiles - Parking**

The college maintains paved parking lots for the use of commuting and resident students. Cars parked on campus should be registered in the Safety Office and display an official Union College parking permit. Permits may be obtained free of charge in 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.

## **Housing and Food Service**

Full-time graduate students may elect to live on campus. Residence hall rooms may be obtained through contact with the Dean of Students. A limited number of one-bedroom apartments are available for students with not more than one child. Pets are not allowed.

All students living in the residence halls are required to obtain a boarding ticket and eat in the dining hall. The Myrtle Cole Minton Cafeteria is located on the lower level of the Frances Patridge Campus Center. Commuting students are welcome in the dining room and may purchase individual meal tickets at the door.

## **Union College Policy ADA**

Students with disabilities who require accommodation (academic adjustments and/or auxiliary aids or services) should contact Student Support Services, Room 105, Centennial Hall. The phone number is 606-546-1259. Students with disabilities should request accommodations prior to or early in the semester. Each request for accommodations will be examined on a case by case basis to determine eligibility. DO NOT request accommodations directly from the professor or instructor. Professors and/or instructors are NOT authorized to make reasonable accommodations.

## ADMISSION TO GRADUATE STUDY

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To apply for graduate study, a student must submit the following to the Office of Graduate Studies:

- 1) Official Transcripts for all undergraduate and graduate coursework, with a minimum of 2.5 on all undergraduate work required for general admission to graduate studies (Specific departmental requirements may vary), and
- 2) A Graduate Study application completed either online or in office, and
- 3) Pay \$25.00 application fee.

Applicants for admission to the Graduate Studies Program may enter at the beginning of each academic semester, interim, or summer session. Admission to graduate study does not imply admission to candidacy for the Master's Degree. Admission to graduate study is granted to students who meet the academic requirements and who hold a baccalaureate degree from Union College or another institution of higher education, and to certain qualified Union College seniors. Upon admittance to graduate studies, a student may take 12 hours of course work, which may be used toward a program of study. A minimum GPA of 2.5 on all undergraduate work is required. Specific programs may require a higher GPA. Minimum scores on the GRE or MAT are established by program. Students who do not have the minimum test scores but who demonstrate exceptional scholarly activity and/or research or the potential for quality work as evidenced by a high GPA may appeal to Associate Vice President for Academic Affairs, Graduate Operations for entry into graduate studies and to the designated department member for a specific program. Graduate students will be limited to 12 graduate credit hours unless they are unconditionally admitted to a graduate program. Once unconditionally admitted, the student will be responsible for completing program requirements.

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 study, and for a particular program.
2. **Conditionally** – a student who meets the general requirements for admission to graduate study, but fails to satisfy one or more of the special requirements for admission to a particular program. This is a temporary classification, and must be changed as soon as the specified conditions are satisfied. Most graduate students will be limited to twelve graduate credit hours unless they are unconditionally admitted to a graduate program. Reasons for conditional admittance could be but are not limited to the following:
  - A. Not all credentials have been received, including test scores and transcripts.
    - a. All materials necessary to remove conditional status must be submitted by the end of the semester in which the student is first enrolled.
  - B. Seniors taking graduate courses (see information below).
  - C. Grade point averages below the minimum specified for these programs may be approved as “conditional admissions.”
    - a. In such cases, the students must prove their ability to earn at least a 3.0 grade point average (GPA) upon completion of the first 12 semester hours of graduate credit. Failure to achieve the 3.0 GPA level within the allowable 12 hours shall result in the recommendation that the student withdraw from the program.

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 hours in a program which may later be applied toward a program upon admission to that program.
4. **Attempt to Qualify** - a student whose undergraduate GPA is slightly below 2.5, so admitted 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 do a planned graduate program that leads to renewal or additional certification but not to a degree.
6. **Visiting Student** - Students who are pursuing a degree at another institution may wish to take courses at Union College. 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 submit an application 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.

See section on **Alternative Certification**.

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## SENIORS TAKING GRADUATE COURSES

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

- A. The student's undergraduate grade point average must be at least 2.5 and graduate grade point average must be at least 3.0 on all work attempted.
- B. The student is required to file a petition listing the courses necessary to complete undergraduate requirements as well as courses taken for graduate credit. The approvals of the AVPAA, Graduate Studies, the student's advisor, and the Registrar must be obtained.
- C. The total of the student's academic load may not exceed 12 credit hours for the semester.
- D. All requirements for the undergraduate degree must be completed during the semester or summer in which the student is allowed to register for part-time graduate work.
- E. Graduate credit will be allowed only for those courses completed beyond the requirements for the undergraduate degree.
- F. The student must complete an application for admission to the Graduate Studies Program.

**\*Undergraduate students accepted into the Combined Bachelor's/Master's program in Psychology are subject to the regulations of that program. See Psychology section of catalogue.**

## PAYMENT POLICY, TUITION AND FEES

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### **Financial Information**

The academic year is divided into sessions. There are three fall and three spring sessions. In addition, three four-week summer sessions are offered, convening in the months of May, June, and July respectively. Also, there is a fall intersession and a winter term. Fall intersession occurs the first three weeks of August, and the winter term occurs after school is out for fall (mid-December) until spring semester resumes (mid-January). Tuition, fees, and other expenses are subject to change. See Tuition Costs, below. Contact the Business Office or Financial Aid Office for all current financial information.

### **Financial Clearance**

A student will be cleared for registration only if any previous balance has been paid. Full payment of an account for all charges is due on or before registration. Any student having an unpaid balance will not be cleared for the release of a transcript or a diploma. Should collection efforts become necessary to collect an unpaid balance, the student will be responsible for all costs of collection including collection agency and attorney fees. Summer sessions must be paid in full at the date of registration—no payment plan is available for May and summer sessions. If a student registers for a class, he or she is responsible for dropping that course within the mandated refund period. If the course is not dropped within the given time period, then the student is responsible for paying for the class whether or not he or she attended. If the class 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. It is not the faculty or administration's responsibility to drop a student from a class that he or she has not attended. It is the sole responsibility of the student. See Refund Policy, below.

### **Payment Plan**

The Union College Interest-Free Monthly Payment Plan, as serviced by Union College, helps students and parents make their education affordable.

Paying monthly through current income and savings helps you limit borrowing and reduces overall cost of education. The monthly payment plan is available to all families, regardless of financial need. The only cost is the annual or semester enrollment fee of \$50.

Currently, there are three (2) monthly payment plans available:

Fall: 5 Month Plan

Spring: 5 Month Plan

For more information, please contact Union College at (800) 489-8646, or visit the Union College website at [www.unionky.edu](http://www.unionky.edu). You may also contact the Office of Business affairs at (606) 546-1203.

### **Refund Policy**

Regardless of a class being in a traditional classroom setting or in an online format, Union College considers a student enrolled until he or she completes drop/withdrawal procedures. Students who remain registered for a class that they are not attending will be responsible for all charges and will receive an automatic grade of F. A \$50.00 administrative fee will be

assessed for adjustments to a student's transcript and other records when necessitated by not following proper withdrawal procedures. Withdrawal procedures must be completed in person, by fax, or by U.S. mail. The student must contact the college to verify that his/her fax and/or U.S. mail communications have been received by the college.

Tuition and room refunds are based on the period of time a student is enrolled in a course expressed as a percentage of the total length of the course schedule. Board charges will be refunded on a pro-rata basis.

## Financial Assistance

Beginning fall 2010, Union College will participate 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](http://www.fafsa.gov). If you are a first-time borrower in the Direct Loan Program, you will also need to complete entrance counseling and a master promissory note at [www.studentloans.gov](http://www.studentloans.gov) before your loans can be processed. Students must notify the Financial Aid Office of their intent to borrow prior to each term for any loan to be processed.. Repayment begins six months after the student graduates or drops below the eligibility requirement of six hours enrollment.

Students who are eligible for Veterans Benefits should contact the Registrar for information concerning procedures required to receive those benefits.

## Tuition and Fees (subject to change and will be in each session's schedule)

Currently, students can take no more than 11 hours over the entire term for Fall and Spring. During the summer terms, students can take no more than 16 hours. Students can take no more than 3 hours during May, August, or winter terms.

Part-time on campus or on-site tuition (per semester hour)	\$385.00
Part-time online tuition (per online hour)	\$385.00
Online Course Fee (per online hour)	\$25.00
Room and Board (purchase as required/contact Business Office)*	

## Other Expenses

The fees listed below are not a part of the traditional tuition, board, and room charges.

Audit Fee (per semester hour)	\$40.00
Late registration fee**	\$15.00
CLEP (per test)	\$35.00
CLEP Credit Recording fee (per course equivalent for Subject Tests only)	\$30.00
Electronic Portfolio***	

### Chalk & Wire (Education Students)

Varies according to term length	TBA
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### Live Text (Psychology & Business Students)

One-Time Fee	\$100.00
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## Examinations:

Late final examination fee	\$15.00
Credit by examination (Institutional, per credit hour)	\$60.00
Transcript—after first copy	\$5.00
Student Teaching Fee	\$130.00

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Special Lab or Studio Course	\$25.00
College Court Rental, per month (all utilities furnished)****	\$310.00
Graduation Fees:	
Degree or Certificate	\$25.00
Academic Regalia	\$55.00
Absentia	\$50.00
Technology Fee	\$25.00
Renewal Fee	\$5.00
Withdrawal Administration Fee	\$50.00

\*Vacation periods are not included in the above quotes. Food service and traditional college housing are closed during some vacations and other periods as noted in the academic calendar. Student apartment-style housing is closed during summer vacation only. The college reserves the right to entertain delegates to conventions and other related groups in all college housing during summer vacation periods. All board charges are subject to change without notice, pending contract agreement with the food service provider.

\*\*Late registration fee can be waived by the Registrar for sufficient reason if permission is requested in advance.

\*\*\*Please see program advisor for more information.

\*\*\*\*Plus one month's rent rental deposit (payable through 3 equal payments)

Please see program advisor for more information.

## ACADEMIC POLICIES

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### Attendance

Students are expected to attend all classes for which they are registered and are responsible for absences incurred by late enrollment. Students should avoid registering for courses that meet at times that conflict with anticipated teaching, administrative, coaching, or other duties at their respective schools or places of employment.

### Registration

Students seeking course credit must be admitted to the graduate program or have a Visiting Student Permit. For details, please refer to the section on Admission. Former Union College graduate students who have not been in attendance during the past two years must apply for re-admission and update their records in the Graduate office.

Course registration enrollment may be completed online during the advance registration period. Students are advised to register early. If a section is full or a schedule conflict exists registration must be completed in person. There is no registration or change of program by phone. If not completed by the student online, then the student must enroll with Graduate Studies Office and sign the appropriate paperwork. Registration is conducted on a strictly individual basis, and group registrations by email will not be permitted.

### Drop/Add or Withdrawal

Students must complete the registration process in order to remain in a class and receive a grade. Attending the class does not register a student for that class. A \$50.00 administrative fee will be assessed to students who attend class without completing proper registration. Grades will not be posted until proper registration has been completed and all tuition, fees and appropriate finance charges have been paid.

It is the responsibility of the student to withdraw from a class in a timely manner. Failure to attend a class for which you are registered does not automatically withdraw you from that class. Students who remain registered for a class that they are not attending will be responsible for all charges and will receive a grade of "F." A \$50.00 administrative fee will be assessed for adjustments to a student's transcript and other records when necessitated by not following proper withdrawal procedures.

### Transcripts

The college regards the student's transcript as a personal and private document; it is released only on the written authorization of the student and payment of the required fee. Requests for transcripts should be made directly to the Office of the Registrar, and should include the full name, social security number, and dates of attendance. When official transcripts are sent directly to the student, they are stamped "Issued to Student." Financial obligations to the college must be cleared before a transcript is issued. A \$5.00 fee is charged for each transcript. Official transcripts can only be issued by the Office of the Registrar.

### Graduate Student Grievance Process

The Union College Graduate Studies department is dedicated to establishing a fair and safe environment for any student with an academic grievance. Students, who believe they have a grievance brought on by having been unfairly graded, unjustly, and/or improperly treated, or any other complaint with regard to an instructor's decision in academic matters, are assured of non-discriminatory treatment by the student grievance policy.

A student who has a grievance should first follow the informal process detailed below.

(It should be noted that all steps of the process are documented for the purpose of collecting data about student grievances. All documentation should be given to the Chair to be placed in a file that will be reviewed at the end of each spring semester. All grievances are confidential.)

### **Informal Process**

- The aggrieved student should schedule an appointment with the faculty member concerned and discuss the problem openly.
- If a satisfactory resolution is not achieved, the student may confer with the Chair, who will review the student grievance.

**If the grievance has not been successfully cleared at this time, the student may request the Chair to refer the matter to the Vice-President of Academic Affairs. If a satisfactory resolution is not achieved, the Vice President of Academic Affairs will refer the matter to the Graduate Council for the specific purpose of hearing a student academic grievance as needed.**

### **Formal Process**

- When the student has requested the Chair to refer the matter to the Vice-President of Academic Affairs, he/she must file in writing the grievance statement with the Vice-President of Academic Affairs. If the matter is referred to the Graduate Council by the Vice-President, copies of this statement will be distributed to council members, the faculty member involved in the grievance, and to the Chair.
- Within one week of the distribution of the grievance statement, the faculty member involved must submit a written response to the Graduate Council. Copies will be given to Graduate Council, the student involved in the grievance, and the Chair.
- Within two weeks of the reply by the faculty member involved, the Graduate Council will schedule a meeting to consider the grievance. Both parties involved (student and faculty) will be expected to appear at the meeting.

All parties in the grievance will have the opportunity to give their particular grievance presentations either in writing or in person.

- All meetings of the Graduate Council shall be closed to ensure confidentiality and to protect the rights of privacy of both student and faculty. Each party in the grievance is entitled to be accompanied by any person of his/her choosing, but that person will have no right to speak or cross examine. This person's role shall be advisory only.
- Concerned parties may utilize witnesses for the presentation of their case. The Graduate Council may decide that the aggrieved student, faculty involved in the grievance, and any or all witnesses be excused from certain presentations if, in the opinion of the Graduate Council, an invasion of privacy and/or the violation of rights of specific individuals would result.

- Procedures for the presentation of relevant information on the part of the student, instructor, and/or witnesses will be determined by the Graduate Council, and only the committee members may ask questions of the parties involved.
- Following final discussion of the grievance, the Graduate Council will decide on any action needed to resolve the issue presented. Written recommendations of action (along with all supporting data) will be sent to the Chair. Copies of the final decision will go to the student and the faculty involved. The recommendation will be submitted not more than one week following the final Graduate Council hearing.

## **The Grading System and Quality Points**

If a course is repeated at Union College, only the second grade is used in computing the student's grade point average. Grades for graduate courses at Union College are defined as follows:

- A Excellent—Outstanding achievement  
Four quality points
- B Good—Acceptable achievement  
Three quality points
- C Fair achievement—Only minimally acceptable  
Two quality points
- D Very low performance—No academic credit toward MA degree  
One quality point  
Can be credited towards a Rank I
- F Failure—No academic credit and no quality points
- W Withdrawal from a course - Failure to officially withdraw from a course before the withdrawal deadline indicated in the academic calendar may result in an automatic grade of F.
- I Incomplete - An incomplete may be used when attendance requirements have been met, but granting a grade has been postponed because, for reasons satisfactory to the instructor, certain course assignments have not been completed. An "I" must be removed before the end of the following regular semester. It is the sole responsibility of the student to periodically check their transcript to ensure they have been awarded the correct grade. It is the sole responsibility of the student to complete all work, follow up with the instructor and Registrar to ensure that a grade is recorded for classes in which an "I" was issued.

## **Graduate Academic Standards**

Graduate students enrolled in a graduate degree program or Rank I (planned 6th year) shall be subject to academic probation if a cumulative grade point average of at least 3.0 is not maintained. While the Office of Academic Affairs will make every effort to notify students of their continuing academic status, it is the student's responsibility to continuously monitor their own academic standing.

### **Probation**

When placed on probation, graduate students are allowed to enroll in a minimum of 3 hours and a maximum of 6 hours in the subsequent semester, in order 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 the grade point average is corrected to a 3.0 or better the semester following first notification of probationary status. Graduate students shall be so notified by the Office of Academic Affairs that their probation has been cleared.

**Disqualification**

If at any point after being placed on probation graduate students fail to meet these requirements or do not raise their GPA to 3.0, they will be disqualified from candidacy in their Masters program. They will not be allowed to re-apply for candidacy unless they are re-instated.

Graduate students do have the option of immediately appealing a disqualification or probation. Consultation with their graduate faculty advisor is essential toward this appeal process. Students are required to submit a letter of appeal to the Vice President of Academic Affairs in order to be reconsidered for re-instatement.

**Re-instatement**

Once graduate students have been disqualified, they must petition for re-instatement in order to re-apply for graduate admission. The process for re-instatement is completely different from applying for re-admission. Students are required to meet with their graduate advisor and develop a program of study that can be used to petition for re-instatement.

After completing this program of study, students must then petition the Graduate Council for re-instatement at least 30 days prior to the first day of the semester in which you plan on returning. Petitions to the Graduate Council should be provided in the form of a letter by the student to the Vice President for Academic Affairs.

**After Re-instatement**

After re-instatement, graduate students must still apply for admission to candidacy in the Masters program of their choice. Once admitted, they remain on probation until your cumulative GPA is raised above 3.0. Failure to raise the GPA above 3.0 will result in a second and final disqualification, at which point a student may no longer take graduate courses at Union.

**Course Numbering System**

Graduate level courses are numbered 500 and 600. These are limited to students seeking an advanced degree or certification (Masters, Rank I).

Some course numbers are reserved for specific types of courses, and are not included in Course Descriptions section of this catalog.

- 581, 681 "Special Topic" courses developed on a one-time basis, or a special innovative course
- 583, 683 Courses offered through the Kentucky Education Television Network (KET)
- 595 Independent study—courses offered for individual study outside regular course offerings
- 599 Thesis

**Academic Records Family Education Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the Registrar receives a request for access. Parents or eligible students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The

Registrar will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the college Registrar, 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 parent or eligible student, the College will notify the parent or eligible 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 parent or eligible 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. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The College will release directory information to the general public in response to a legitimate request unless the student concerned files a written request with the Registrar within three weeks of the beginning of the term that such information is to be withheld from the public. Directory information is defined as student name, address, and dates of attendance, date of birth, degree earned, and previous educational institutions attended.
5. Union College 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).
6. 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 that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

## Auditing

With the consent of the instructor a person may audit a course, provided he/she meets the graduate admission requirements. An auditor is one who wishes to attend a class regularly; but who does not wish to meet the assignment or evaluation requirements of students enrolled for credit. Courses with limited enrollment, laboratory courses, and seminars are not open to auditors. Audited courses will appear on the transcript and may not later be applied for credit. A fee of \$25 per semester hour is charged.

## Inclement Weather Policy

Whenever weather conditions necessitate the cancellation of evening classes, a decision will be made by 3 p.m. Students are advised to listen to certain local media or call the Union College Hotline, (606) 546-1600, for the latest information. Notification may also be made using the Graduate Student Distribution Group via email and through Union College text messaging. To view the complete inclement weather policy, which includes instructions on signing-up for text messaging and a list of local media who carry Union's delays and closures, visit [www.unionky.edu/News/InclementWeather.asp](http://www.unionky.edu/News/InclementWeather.asp).

## **Independent Studies**

The chief purpose of the independent study is to afford the student an opportunity to obtain credit for study outside the regular course offerings of the graduate program. Permission may be granted under special conditions for a student to take a regularly scheduled course as an independent study.

The faculty member and AVPAA, Graduate Operations must approve proposals for independent study. It is the student's responsibility to work with a professor in planning the course of study and to present the proposal for approval. Forms for independent study must be obtained from the Office of Graduate Studies.

A student must have successfully completed nine semester hours of graduate credit at Union College in order to qualify for independent study. Visiting students are not permitted to take a course on an independent study basis. Credit for independent studies done at other accredited institutions will be accepted provided such credit meets the Union College transfer credit requirements.

## **Maximum Course Loads**

Students can take no more than 11 hours over the entire term for Fall and Spring. During the summer terms, students can take no more than 16 hours. Students can take no more than 3-6 hours (according to term length) during May, August, or Winter terms. Credit may not be earned concurrently at another institution without the permission of the AVPAA, Graduate Operations and then only within the total limits indicated above.

## **Time Limits**

A graduate student is expected to complete requirements for the Master's degree or Rank I no later than five years after beginning course work. The AVPAA, Graduate Operations and the Graduate Council may grant an extension for an additional three years for sufficient reason upon written petition from the student. If the course work is deemed reasonable within the framework of current knowledge and findings, or if for some physical reason the student has not been able to complete his/her work on schedule, consideration will be given for the extension of time.

## **Transfer Credit**

A maximum of nine semester hours from a recognized and regionally accredited graduate school may be transferred toward the M.A. degree. Fifteen semester hours may be transferred toward the Rank I program if none were used at the Masters level. The total number of transfer hours for Education or Psychology Students cannot exceed fifteen hours. Requests for transfer credit must be appropriate to the student's planned program, carry a grade of at least "B", and be approved by the AVPAA, Graduate Operations when the curriculum contract is signed or prior to taking the course.

\*Acceptance of transfer credit does not infer completion of the portfolio task associated with that course. Students are to consult with their advisor concerning portfolio deficiencies that may result in the transfer process.

## **Continuous Assessment Process**

All students entering Union College's graduate program will be assessed under a continuous assessment format. This system requires students to maintain a Professional Development Portfolio that documents their professional growth during graduate studies.

## **Electronic Portfolio**

All Union College graduate education students seeking a degree, certificate or endorsement are required to develop and maintain an electronic portfolio. Portfolio tasks are samples of work from the courses comprising the professional component of the student's program and are in support of the appropriate standards. Guidelines for the portfolio are provided to students upon entry into the program. Trainings are provided to students during the GRST 500 Ð Introduction to Graduate Studies, . More information is also listed on the Graduate Studies website. The creation of the portfolio represents a form of professional development.

The portfolio will be reviewed by the student's advisor twice prior to completion of the student's program of studies (1) at a mid-program conference with the advisor prior to admission into candidacy; and (2) at the student's Exit Portfolio Assessment conference. At each of these conferences, the student will give the advisor a link to their portfolio for review and explain and give a rationale for the inclusion of each item. In addition, a scoring guide (rubric) will be available to evaluate the contents of the portfolio. If the advisor perceives a portfolio to be inadequately developed or poorly presented, the student is asked to address these concerns and resubmit the portfolio.

## ***Online Study***

To learn more about online study options, students should visit the graduate website at [www.unionky.edu/grad](http://www.unionky.edu/grad). If you are a graduate student, you are limited to the amount of coursework you can complete online unless completing an MA in General Psychology online or the Chemical Dependency Certificate. Students in all other programs can only complete up to 49% of their program of study online. It is the student's responsibility to keep track of the number of online courses taken. Please, if you have any questions about this policy, contact the Graduate Studies Office at 606-546-1210.

## GRADUATE EDUCATION PROGRAM

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### VISION OF THE TEACHER EDUCATION PROGRAMS

#### *“Teachers as Leaders.”*

The organizing program theme, “Teachers as Leaders,” embodies Union College’s vision and that of the Department of Educational Studies. The department consists of a community of learners committed to promoting life-long learning in their own lives, as well as fostering a spirit of inquiry in the lives of others. We believe that 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 study.

The mission/theme also implies that the teacher education programs (and all other instructional programs of the college) prepare educators who are able to perform effectively in authentic school-based situations. It implies thoughtful design and implementation of the various programs in order 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 in compliance with the Kentucky Teacher Standards adopted by the Kentucky Education Professional Standards Board. The professional education programs have been designed to 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 (Kentucky Teacher Standards or the Interstate School Leaders Licensure Standards)
- 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

## TEACHER EDUCATION PROGRAM GOALS AND CRITERIA

The Kentucky Professional Standards Board was established as part of the 1990 Kentucky Education Reform Act as the standards and accreditation agency for programs of education at Kentucky colleges and universities. The board has adopted the Kentucky Teacher Standards as performance indicators that guide the development of all certification programs. These standards describe what experienced teachers do in authentic teaching situations as well as teaching behaviors and processes that are most critical to student learning. They have become critical components within the curricular framework of the graduate program. The Kentucky Teacher Standards are:

- KTS #1: Demonstrates Applied Content Knowledge
- KTS #2: Designs/Plans Instruction
- KTS #3: Creates/Maintains Learning Climate
- KTS #4: Implements/Manages Instruction
- KTS #5: Assesses and Communicates Learning Results
- KTS #6: Demonstrates Implementation of Technology
- KTS #7: Reflects/Evaluates Teaching/Learning
- KTS #8: Collaborates with Colleagues/Parents/Others
- KTS #9: Engages in Professional Development
- KTS #10: Provides Leadership within School/Community/Profession

The focus of the program of preparation of school leadership is to prepare educational leaders and managers (Principals and Supervisors of Instruction) for any P-12 school. The program is designed to build a professional knowledge base, leadership and management skills, and positive attitudes. The courses and experiences address the Interstate Leaders Licensure Consortium Standards that have been adopted by the Kentucky Education Professional Standards Board in partnership with the National Council for the Accreditation of Teacher Education.

**Standard 1:** A school administrator is an educational leader who promotes the success of all students by facilitating the development; articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Standard 2:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Standard 3:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Standard 4:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Standard 6:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

School administrators also have technology standards that they must meet and that are part of the administrative course syllabi objectives.

1. **Leadership and Vision** - Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
2. **Learning and Teaching** - Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
3. **Productivity and Professional Practice** - Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.
4. **Support, Management, and Operations** - Educational leaders ensure the integration of technology to support productive systems for learning and administration.
5. **Assessment and Evaluation** - Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.
6. **Social, Legal, and Ethical Issues** - Educational leaders understand the social, legal and ethical issues related to technology and model responsible decision-making related to these issues.

Through the Graduate Council, the Union College community has developed a set of goals for the program that include the professional standards. These goals take the form of competency descriptors in the categories of content knowledge, professional knowledge, professional abilities, and professional dispositions. They imply more than the mere demonstration of teaching competencies. They imply consistent quality for effective instruction, administration, and supervision. The goals are a direct extension of the college's current vision and mission statements:

**1. General studies and content knowledge (KTS #1, 2, 9)**

- Demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas
- Connects knowledge of the certified academic areas to real life situations

**2. Professional knowledge (KTS #3, 5, 6, 8, 9, 10)**

- Develops a historical perspective of the purposes, functions, and aims of American education
- Applies principles of human growth and development to instruction
- Possesses knowledge of educational psychology/theories of learning
- Uses various instructional strategies that can challenge, motivate, and actively involve learners
- Has knowledge of special needs students
- Understands the professional/ethical role of the teacher
- Develops a personal teaching philosophy

**3. Professional abilities (KTS #3, 4, 5, 6, 7, 8, 10)**

- Designs/plans instruction that develops the student's ability to apply knowledge, skills, and thinking processes
- Creates/maintains learning climates that promotes the success of all students by advocating, nurturing, and sustaining an environment conducive to student learning
- Implements/manages instruction that promotes the success of all students
- Assesses learning and communicates results to students and others in order to increase student learning

- Reflects on and evaluates specific teaching/learning situations and/or programs
- Collaborates with colleagues/parents/others to design, implement, and support learning programs that develop student abilities
- Evaluates their own overall performance in relation to the unit's theme/vision to expand their teaching repertoire to facilitate student achievement
- Uses technology to support instruction

#### **4. Professional dispositions (KTS #1, 2, 3, 8, 9, 10)**

- Displays appropriate personal/professional behavior
- Shows consistent sensitivity to individual academic, physical, social, and cultural differences and respond to all students in a caring manner
- Is receptive to change/new ideas and committed to reflection, assessment, and learning as an ongoing process
- Is committed to the proposition that all students can learn at high levels and persists in helping all children achieve success
- Communicates a high level of standards, expectations, and performances. The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
- Demonstrates a positive attitude toward learning as a life-long process, including professional growth
- Incorporates teaching strategies that address physical, social and cultural diversity
- Values the use of educational technology in the teaching and learning process

## **COLLABORATIVE INITIATIVES WITH LOCAL SCHOOL DISTRICTS**

### **Center for Economic Education**

Union College is one of eight colleges and universities in Kentucky that belongs to the Kentucky Council on Economic Education (KCEE) and its national counterpart, the Joint Council on Education (JCEE). As a member of this organization, the Union College Center, under the direction of Dr. Ella Hensley, offers economic education graduate courses on a wide variety of subjects, provides materials and assistance to area school personnel, and presents professional development workshops. In association with the center, local advisory boards provide additional support.

### **Mountain Science Teachers Alliance**

In 1990, Union College professors and science teachers from six neighboring counties formed the Mountain Science Teachers Alliance (MSTA). The alliance was originally funded by a grant from the American Association for Higher Education. Now, partially funded by a grant from the Council on Higher Education, it serves 18 school districts in the region.

A seven-member steering committee plans the meetings, which are hosted by different schools in the region. The alliance attempts to keep teachers current with research, methodology, and educational technology. Meetings focus on topics such as instructional use of technology, inquiry-based science lessons, or specific statewide reform initiatives. Members also bring with them examples of lessons, assessment measures, portfolio activities, and interdisciplinary activities that are duplicated and distributed to all attending. A newsletter is mailed to participants.

### **Personal Responsibility in a Desirable Environment (PRIDE)**

PRIDE is the first comprehensive, region-wide, local/state/federal cooperative effort designed to address the serious challenge of cleaning up the region's rivers and streams and promoting environmental awareness and education in southeastern Kentucky. Graduate professors and students have been involved with a number of PRIDE initiatives, including Project Clean Streams, the Upper Cumberland Watershed Watch, and PRIDE Spring Cleanup. In addition, the college has hosted a number of professional development workshops for local teachers that are sponsored by PRIDE.

### **PROFESSIONAL DEVELOPMENT PLAN (PDP)**

Graduate students will design a Professional Development Plan (PDP) around the needs relating to their job description and their school's overall transformation plan. This plan should include goals and expectations for improvement related to each of the standards appropriate to their program. The student's progress is based on the professional judgment of his/her advisor. It is the student's responsibility to inquire about the PDP from his/her advisor and to make sure it is properly documented in his/her electronic portfolio.

### **GRADUATE EDUCATION APPLICATION, ADMISSION, & CANDIDACY PROCESS (MAPIV & V)**

The following are general requirements for admission into the graduate education program. In addition to these general requirements, specific programs may be found in the appropriate section of this catalog. An applicant must have completed the requirements for a bachelor's degree at an accredited institution. A minimum GPA of 3.0 is required. In addition to completing the general application and paying the non-refundable \$25 application fee, the applicant must arrange for the graduate office to receive the following:

1. Copy of Official Undergraduate Transcripts with minimum 3.0 undergraduate GPA.
2. Copy of Valid Teaching Certificate
3. Submission of Curriculum Vita
4. Submission of Three Professional Letters of Reference (one reference must come current principal or supervisor)
5. Submission of Professional Growth Plan
6. Submission of Professional Disposition Form
7. Submission of Statement of Goals and Objectives for Advance Level Learning
8. Signed Copy of the Kentucky Code of Ethics for Teachers
9. Documentation of recent professional development activities (last 3 years)

Note: Schedules are available to students online. Schedules and instructors are subject to change. The Office of Graduate Studies reserves the right to change instructor(s) without notification to the student. All information about course(s) you are enrolled in may be obtained through MyUnion by logging in with your email address and student identification

number issued to you by the Office of Graduate Studies. It is the student's responsibility to make sure he/she is enrolled in the correct course(s) and begin 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 (MAP VI)**

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

### **Application for Graduation, Change in Rank, and added Certification**

It is the student's responsibility to apply for graduation, change in rank, and added certification through the Office of the Registrar. Applications can be picked up at the Registrar's Office, in the Office of Graduate Studies, or online at [www.unionky.edu](http://www.unionky.edu). Deadlines are posted on the academic calendar. Please contact the Registrar's office at Union College 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. Those failing to participate are required to pay an absentia fee (see fee under Financial Information).

## PROGRAM DESCRIPTIONS

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### EDUCATION DEGREE AND CERTIFICATION REQUIREMENTS

Union College has adopted the following three plans whereby Education students may earn Rank II Classification:

- (1) Completion of the Masters of Arts in Education degree (non-thesis)\*
- (2) Completion of the Masters of Arts in Education degree (thesis)

\*Psychology Students: Please see your advisor for information about thesis/non-thesis requirements.

### MASTER OF ARTS IN EDUCATION DEGREE

Requirements for the master's degree include:

1. Completion of one of the degree programs described in the Graduate Programs of Study section of this catalog, including GRST 500 totaling a minimum of 31 hours of graduate coursework
2. A minimum grade point average of 3.0
3. Completion of a Master of Arts electronic portfolio, and
4. Completion at Union College of at least 21 of the required 31 semester hours. Students may elect to write a master's thesis for six semester hours of credit.
5. Contact advisor to ensure that all necessary documentation has been included in student's file
6. Complete TC-1 form for certificate and/or rank change

#### Master of Arts Thesis

Students may opt to write a thesis in partial fulfillment of the requirements for the Master of Arts in education degree. The thesis is a systematic, written presentation of the results of a study, investigation, or research. Thesis credit will fulfill six hours in the elective component of the M.A. program.

The Union College Graduate Council views the master's thesis as a completed document that demonstrates a high degree of competence in originality and creativity. Before registering for the thesis, the student must complete a total of 15 semester hours of graduate work, including EDUC 500 -Educational Research.

Students choosing the thesis route must have an advisory committee of at least three faculty members who regularly teach graduate courses. The chairperson shall be from the student's major area of interest. At least one member shall be from the area of education, and at least one member shall be from outside the field of education. The Dean of Graduate Studies shall serve as ex officio member. The names of the committee/members shall be submitted to the dean for approval. The committee shall review the student's proposal to ensure that the problem to be investigated is a significant one, that a thorough review of the literature has been conducted, and that the student is planning to use proper methodology.

The completed draft of the thesis is to be presented to the chairperson of the student's advisory committee at least 30 days before graduation. A final oral examination on the thesis

is to be successfully completed 10 days before graduation. Two copies of the completed thesis and an abstract (150-350 words) are to be presented to the Dean of Graduate Studies one week before graduation.

If the thesis is not completed within two semesters after the student registers for EDUC 599, the candidate must continue to register each semester until the thesis is completed. The student shall pay a continuous registration fee of one credit hour tuition each semester until the thesis is completed unless the thesis committee otherwise waives the charge. Exceptions must be recommended by the thesis committee and approved by the Graduate Council. Detailed information concerning the thesis may be obtained in the Graduate Studies Office.

## **ADMISSION INTO CANDIDACY FOR THE MASTER OF ARTS DEGREE IN EDUCATION**

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 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 particular curriculum in which the student is working. Admission to candidacy for the master's degree includes an application, completion of certain requirements, including GRST 500, and approval of the Graduate Council.

Admission to any program leading to a master's degree is not equivalent to admission to candidacy. 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.

Admission to candidacy for the master's degree includes an application, completion of the requirements below, and approval by the Graduate Council.

1. Show an aptitude for graduate study by the completion of 13 semester hours of graduate work with a grade point average of at least 3.0.
2. Successfully complete the written exercise and include it for review in e-portfolio.
3. 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 Office of Graduate Studies prior to the Candidacy Review.
4. Successful completion of EDUC 500 and GRST 500.

## **ADMISSION TO RANK I PROGRAM**

Union College offers Rank I programs for teachers and school administrators. 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 Office of Graduate Studies prior to the Candidacy Review.

## RANK I CERTIFICATE, THE SIXTH YEAR PROGRAM

Union College 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 an e-portfolio, and completion of GRST 500 (one hour included in 31/61 program). The student must design a Professional Development Plan focusing on either Kentucky Teachers Standards. 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, or (b) To obtain preparation / certification required in additional areas.

Rank I certification requires a grade point 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 an electronic portfolio. A Professional Development Plan is included in the student's program portfolio and provides direction for the student's selection of entries for the portfolio. 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.

## UNIVERSITY-BASED ALTERNATIVE ROUTE TO CERTIFICATION

In the 2000 session, the Kentucky General Assembly provided potential educators a new route to certification that allows completion of the preparation program with concurrent employment in a school district. The alternative certification program designed for individuals who have a bachelor's degree and who wish to earn a teaching certificate. Upon successful completion of the program, candidates will earn recommendation for Kentucky certification in one of the following certification areas:

<b>Grades P-5</b>	<b>Grades P-12</b>	<b>Middle Grades (5-9)</b>	<b>Grades (8-12)</b>
Elementary Education	Physical Education	English & Communication	English & Communication
	Health Education	Mathematics	Mathematics
	Special Education	Special Education	
		Biology	Biology
		Chemistry	Chemistry
		Social Studies	Social Studies

Students interested in the Alternative Certification Program must first have their transcripts evaluated by the graduate office. This initial evaluation is made to ensure that the student can finish the requisite coursework within the required two years. The initial advising session will assess this for the student and make recommendations to the student and the Director of Alternative Certification. Union College then submits a letter to the student showing provisional acceptance into the program and a check sheet showing delinquencies and a timeline for meeting those will accompany our letter to the school and principal. Upon receiving verification of employment by the district supervisor, Union submits an official letter of acceptance and recommends to the Educational Professional Standards

Board that the candidate be given a Temporary Provisional Certificate. **\*\*\*NOTE: Students must notify Graduate Studies if they have ever been issued a temporary provisional certificate.**

Alternative Certification students must meet all of the requirements for admission into the Teacher Education Program. Please refer to the following list:

1. Student has filed an application for admission to the program.
2. Student has filed an application to the Graduate Studies program.
3. Student has submitted official, unopened transcripts of all undergraduate and graduate coursework.
4. Student has submitted two letters of recommendation.
5. Student has signed a statement indicating his/her adherence to the Kentucky Education Professional Standards Board Code of Ethics.
6. Student has demonstrated General Education Proficiency in one of the following ways:
  - a. A minimum composite score on the Enhanced American College Test (ACT) of 21
  - b. A minimum score of 970 on the Scholastic Aptitude Test (SAT)
  - c. The state approved minimum scores on the PRAXIS I (PPST)
7. Student has a 2.75 cumulative undergraduate GPA.
8. Student has passed the Teacher Education Interview that evaluates the individual's dispositions and ability to communicate orally.
9. Student has successfully completed an essay based on the theme of the Department of Educational Studies to validate writing proficiency.
10. Student has submitted a current (within the last 12 months) criminal records check.
11. Student has been approved for admission to the program by the Teacher Education Committee.

Progress through the Alternative Certification Program will vary with the circumstances and experiential background of the candidates. There is, however, a sequence that all candidates must follow. During the first semester, students must complete all requirements for admission into the Teacher Education Program. The student must also enroll in an education seminar each semester. Here, the student works with his/her Teacher Education advisor to engage in an ongoing assessment of progress, including fieldwork. During the third year, the candidate participates in the Kentucky Teacher Internship Program. Students must maintain a minimum 2.5 GPA in the professional education and specialization component.

Students have a maximum of 3 years to complete the Alternative Certification program. Students must complete their coursework and successfully pass their PLT (if applicable) and Praxis II tests by the end of the 2nd year in order to KTIP during their 3rd year in the program. **Students will not be allowed to KTIP without completion of all coursework, PLT, and Praxis II tests and with the approval of the Teacher Education Committee.**

**Alternative Certification Seminars do not count toward a master's degree or Rank I.**

## **GRADUATE PROGRAMS OF STUDY – GRADUATE EDUCATION PROGRAM**

### ***Master of Arts in Education***

#### ***Rank II***

Teacher as Leader

P-12 Education

Health/Physical Education

Reading and Writing Endorsement

Special Education

#### ***Rank I Programs***

Curriculum and Instruction

Educational Leadership (non-certification)

P-12 Education

Teacher as Leader

Reading and Writing Endorsement

Special Education

Supervisor of Instruction

Please Note:

Students seeking initial certification through the graduate program must see the Graduate Studies Office to develop a curriculum contract for their certification area. While coursework may count for both certification and a master's degree or Rank I, certification students must keep two separate curriculum contracts for these two distinct areas. Graduate level initial certification candidates must be approved for admission to the Teacher Education Committee, to student teaching, and to completion of their respective programs.

### ***M.A. Degree***

#### ***Teacher as Leader***

#### **Program Description**

The ESU's Teacher as 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 PreK-12 communities. This collaboration brings a panoramic perspective to the idea of teachers as leaders. Course and clinical experience requirements for the Teachers as Leader program are distinctly aligned with the Kentucky Teacher Standards. For each course of the Core Component section of the Teacher as Leader program, the ESU has developed assignments/projects that are aligned with specific standards. For example EDUC 513: Advanced Instructional Practices for Teacher Leaders. Assignments/projects for the course reflects all KTS Standards including Standard 4: The Teacher Implements and Manages Instruction, Standard 5: The Teacher Assess and Communicates Learning Results, Standard 6: The Teacher Demonstrates the Implementation of Technology, and Standard 10: Provides Leadership within School/Community/Profession.

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

### **PreK-12 Community Collaboration**

The ESU has utilized initial input and subsequent feedback from partner PreK-12 communities in the development of the Teacher as Leader program in meetings that continue to be held with our partner PreK-12 communities. A recurring request from these meetings has been the need for the ESU to train candidates in effective instructional models and practices for the Kentucky Core Academic Standards initiative. Another request was that the ESU and partner PreK-12 communities work collaboratively to design clinical experiences that allow candidates to have a clear overview of the Kentucky Core Academic Standards and their use in a global 21st century classroom. Both of these requests are incorporated through a co-delivery model of curriculum and instruction for the Teacher as Leader program.

Further, the ESU has entered into a Memorandum of Agreement with the partner PreK-12 communities as part of the co-delivery model for the Teacher as Leader program. In addition to course and clinical experience development, the partner PreK-12 communities provide other services for the program including committee membership for program admission and exit requirements, use of PreK-12 faculty/staff in course instruction, and agreement for release time for candidates to complete field experiences.

## **1. Core Component**

*19 semester hours*

GRST 500	Introduction to Graduate Studies
EDUC 551	Culturally Responsive Practices for Teacher Leaders
EDUC 500	Methods of Action Research for Teacher Leaders
EDUC 502	Curriculum Design and Practices for Teacher Leaders
EDUC 511	Assessment and Accountability Practices for Teacher Leaders
EDUC 513	Advanced Instructional Practices for Teacher Leaders
EDUC 551	Culturally Responsive Practices for Teacher Leaders
EDUC 573	Advanced Technology Practices for Teacher Leaders
EDUC 589	Teacher Leaders as Transformers of Education

## **2. Specialization Component**

*12 semester hours*

Candidates will complete 6 hours of content within the Art/Science areas. The remaining 6 hours will be determined from review of candidate's Professional Growth Plan.

## ***P-12 Curricula Master of Arts Degree and Rank II***

### ***Health and Physical Education Curriculum***

#### **1. Professional Education Component** *16 semester hours*

GRST 500	Introduction to Graduate Studies
EDUC 500	Methods of Action Research for Teacher Leaders
EDUC 513	Advanced Instructional Practices for Teacher Leaders
EDUC 551	Culturally Responsive Practices for Teacher Leaders
PHED 501	Health, Nutrition and Physical Education
PSYH 600	Advanced Human Development
<b>Choose one of the following courses:</b>	
EDUC 502	Curriculum Design and Practices for Teacher Leaders
PHED 503	Physical Education Curriculum Design

#### **2. Specialization Component** *12 semester hours*

Select six (6) hours from:	
WELL 551	School and Community Workshop
WELL 552	Readings in Health
WELL 575	Critical Areas in Health
WELL 582	Safety Education
Select six (6) hours from:	
PHED 525	Motor Learning in Physical Education
PHED 535	Psychological Foundations of Sport
PHED 550	Seminar in Physical Education

#### **3. Electives** *3 semester hours*

### ***Reading and Writing Endorsement Curriculum***

#### **1. Professional Education Component** *7 semester hours*

GRST 500	Introduction to Graduate Studies
EDUC 500	Methods of Action Research for Teacher Leaders
EDUC 502	Curriculum Design and Practices for Teacher Leaders
EDUC 551	Culturally Responsive Practices for Teacher Leaders

#### **2. Specialization Component** *24 semester hours*

EDUC 511	Assessment and Accountability Practices for Teacher Leaders
EDUC 520	Balanced Literacy: Techniques and Materials for Classroom Reading Instruction
EDUC 525	Content Area Literacy Development
EDUC 530	Diagnosis & Correction of Reading Difficulties
EDUC 535	Practicum in Remedial Reading
EDUC 610	Literacy and Language Development
EDUC 625	Seminar in Reading

Choose one of the following:

- ENCO 502      Advanced Composition, or  
ENCO 512      Composition for Teachers

### ***Learning and Behavior Disorders***

#### **1. Professional Education Component**

*16 semester hours*

- GRST 500      Introduction to Graduate Studies  
EDUC 500      Methods of Action Research for Teacher Leaders  
EDUC 502      Curriculum Design and Practices for Teacher Leaders  
EDUC 530      Diagnosis and Correction of Reading Difficulties  
EDUC 551      Culturally Responsive Practices for Teacher Leaders  
EDAD 565      Special Education Laws and Procedures  
PSYH 600      Advanced Human Development

#### **2. Specialization Component**

*21 semester hours*

- SPED 501      Survey of Exceptional Learners  
SPED 502      Early Childhood Education  
SPED 503      Behavior Management for Exceptional Learners  
SPED 504      Career Education for Except Learners  
SPED 511      Assessment Procedures of Exceptional Learners  
SPED 513      Diagnostic and Prescriptive Teaching  
SPED 515      Instructional Procedures for Exceptional Learners

### ***Rank I Certificates***

The preparation program for Kentucky's Rank I classification under the Foundation Law shall be planned in advance by the candidate and the graduate advisor in terms of one or more of the following purposes:

- (a) To improve the professional competency for the position covered by the initial teaching certificate;
- (b) To extend the scope of professional competency to some certification area not covered by the initial certificate;
- (c) To obtain preparation-certification required for professional advancement to a higher position.

Rank I classification requires the completion of a planned program of a minimum 31 semester hours beyond the Master's Degree. EDUC/EDAD 670, Directed Field Project, is required of all students seeking a Rank I Certificate. Supervisor of Instruction, Principalship, Reading Writing certifications requires a Masters degree and preferably three years teaching experience.

Each program is especially planned for the student. Appropriate courses may be substituted for those taken at the Master's Degree level only with the permission of the advisor.

A grade point 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." Students may not transfer correspondence courses into the program. Students must complete GRST 500 - Introduction to Graduate Studies and an Electronic Portfolio

### **Rank I**

Through the General Rank I program Union graduate students can enhance their skills as a classroom teacher. This program is guided by the Kentucky Teacher Standards adopted by the Kentucky Professional Standards Board. Some courses listed as required may have been taken at the Master's level. Appropriate courses may be substituted by consulting with your advisor.

### ***Curriculum and Instruction***

#### **1. Professional Education Component** *13 semester hours*

GRST 500	Introduction to Graduate Studies
EDUC 513	Advanced Instructional Practices for Teacher Leaders
EDUC 525	Content Area Literacy
EDAD 530	School Law
EDUC 551	Culturally Responsive Practices for Teacher Leaders
EDUC 670	Directed Field Project

#### **2. Specialization Component** *12 semester hours*

#### **3. Electives** *6 semester hours*

### ***Reading and Writing Endorsement Curriculum***

#### **1. Professional Education** *7 semester hours*

GRST 500	Introduction to Graduate Studies
EDAD 530	School Law
EDUC 551	Culturally Responsive Practices for Teacher Leaders
EDUC 670	Directed Field Project (pre-requisite EDUC 500)

#### **2. Specialization Component** *24 semester hours*

EDUC 511	Assessment and Accountability Practices for Teacher Leaders
EDUC 520	Balanced Literacy: Techniques and Materials for Classroom Reading
EDUC 525	Content Area Literacy
EDUC 530	Diagnosis & Correction of Reading Difficulties
EDUC 535	Practicum in Remedial Reading
EDUC 610	Literacy & Language Development
EDUC 625	Seminar in Reading
ENCO 502	Advanced Composition, or
ENCO 512	Composition for Teachers

***Supervisor of Instruction (P-12)*****1. Professional Courses***13 semester hours*

- GRST 500 Introduction to Graduate Studies
- EDUC 511 Assessment and Accountability Practices for Teacher Leaders
- EDUC 513 Advanced Instructional Practices for Teacher Leaders
- EDUC 551 Culturally Responsive Practices for Teacher Leaders
- PSYH 600 Advanced Human Development

Choose one of the following:

- EDUC 503 Elementary School Curriculum Design
- EDUC 504 Middle School Curriculum Design
- EDUC 505 Secondary School Curriculum Design

**2. Administrative Courses Level I***18 semester hours*

- EDUC 501 History and Philosophy of Education
- EDUC 502 Curriculum Design and Practices for Teacher Leaders
- EDAD 530 School Law
- EDAD 545 Introduction to Educational Administration
- EDAD 670 Directed Field Project
- EDAD 680 Research and Seminar in Supervision

**3. Administrative Courses Level II***12 semester hours*

- EDAD 540 School Finance and Business Management
- EDAD 554 Human Resource Development
- EDAD 560 School and Community Relations
- EDUC 573 Technology for Educators

***Rank I Learning and Behavior Disorders (P-12)*****1. Professional Education Component***16 semester hours*

- GRST 500 Introduction to Graduate Studies
- EDAD 530 School Law
- EDAD 565 Special Education Laws and Procedures
- EDUC 513 Advanced Instructional Practices for Teacher Leaders
- EDUC 525 Content Area Literacy
- EDUC 551 Culturally Responsive Practices for Teacher Leaders
- EDUC 670 Directed Field Project

**2. Specialization Component***21 semester hours*

- SPED 501 Survey of Exceptional Learners
- SPED 502 Early Childhood Education
- SPED 503 Behavior Management for Exceptional Learners
- SPED 504 Career Education for Except Learners
- SPED 511 Assessment Procedures of Exceptional Learners
- SPED 513 Diagnostic and Prescriptive Teaching
- SPED 515 Instructional Procedures for Exceptional Learners

## *Alternative Certifications Programs of Study*

### *Elementary Education Curriculum (P-5)*

#### **1. Professional Education Component**

*45 semester hours*

EDUC 318	Methods of Teaching Math in the Elementary School
EDUC 328	Elementary School Social Studies Methods, or
EDUC 348	Teaching Science in Elementary School
EDUC 501	History & Philosophy Of Education
EDUC 503	Elementary School Curriculum Design
EDUC 513	Advanced Instructional Practices for Teacher Leaders
EDUC 520	Technology & Materials for Classroom Reading
EDUC 525	Content Area Literacy
ENGL 361	Critical Study Of Children's Literature
MATH 203	Math for Elementary Teachers I or
MATH 531	Topics in Modern Math for Elementary Teachers
PHED 501	Health, Nutrition, and Physical Education
PSYH 570	Learning Theories
PSYH 600	Advanced Human Growth and Development
SPED 501	Survey of Exceptionalities
EDUC 591	Seminar in Education: Professional Orientation
EDUC 592	Seminar in Education: Diversity Issues
EDUC 593	Seminar in Education: Management Issues
EDUC 594	Seminar in Education: Assessment Issues

#### **2. Specialization Component (Choose one area)**

*21 semester hours*

##### **English/Communications**

COMM 221	Introduction to Mass Communications
ENCO 222	Introduction to Critical Studies
ENGL 311	Intermediate Composition
ENCO 261	Writing and Speaking for the Media
ENGL 361	Critical Study of Children's Literature
ENGL 421	History of English Language
ENGL	300-Level Elective

##### **Mathematics**

MATH 110	Topics in Contemporary Math
MATH 131	College Algebra
MATH 203	Math for Elementary Teachers I
MATH 204	Math for Elementary Teachers II
MATH 301	Principles of Geometry
BHSC 245	Basic Statistics
MATH	300-Level Elective

##### **Fine Arts/Humanities**

MUSC 121	Introduction to Music
EDUC 271	Elementary School Art
THTR 131	Introduction to Theatre

PHED 275	Elementary Movement Forms
THTR 365	History of Theatre to 1642 or
THTR 366	History of Theatre since 1642 or
HIST 351	Reformation and Its Legacy or
HIST 352	Enlightenment and Its Legacy
ART, MUSC, THTR 300-Level Elective	
Experiences in Theatre or Music	

### Science

BIOL 111	General Biology
BIOL 232	General Zoology
BIOL 233	General Botany
ENVS 110	Phys. Systems of the Environment
PHYS 111/113	College Physics & Lab
CHEM 111/131	General Chemistry and Lab or
PHYS 112/114	College Physics and Lab

### Social and Behavioral Sciences

INSS 103	Cultural Geography
HIST 211	Topics in World History
HIST 311	US History to 1840 or
HIST 312	US History from 1840
ANTH 221	Cultural Anthropology or
SOCI 131	Intro to Sociology
PLSC 101	American National Govt. or
PLSC 231	International Politics
ECON 203	Macroeconomics or
ECON 204	Microeconomics
ANTH, ECON, HIST, PLSC or SOCI 300-Level Elective	

## *Middle Grades Education Curriculum (5-9)*

### 1. Professional Education Component

*27 semester hours*

EDUC 501	History and Philosophy of Education
EDUC 504	Middle School Curriculum
EDUC 513	Advanced Instructional Practices for Teacher Leaders
EDUC 525	Content Area Literacy
EDUC 601	Advanced Study of the Middle Grade Child
PSYH 570	Learning Theories
SPED 501	Survey of Exceptionalities
EDUC 591	Seminar in Education: Professional Orientation
EDUC 592	Seminar in Education: Diversity Issues
EDUC 593	Seminar in Education: Management Issues
EDUC 594	Seminar in Education: Assessment Issues

**2. Specialization Component (Choose two areas)****English/Communications***24 semester hours*

ENCO 221	Introduction to Mass Communications
ENCO 222	Introduction to Critical Studies
ENGL 311	Intermediate Composition
ENCO 261	Writing and Speaking for the Media
ENGL 362	Literature for Adolescents and Young Adults
ENGL 421	History of English Language
ENGL 432	Public Discourse in History
ENGL 341	Literary Types or
ENGL 342	Texts in History 1800-Present

**Mathematics***24 semester hours*

BHSC 245	Basic Statistics
MATH 110	Topics in Contemporary Math
MATH 131	College Algebra
MATH 203	Math for Elementary Teachers I
MATH 204	Math for Elementary Teachers II
MATH 301	Principles of Geometry
MATH	300-Level Elective
MATH	300-Level Elective

**Science***24 semester hours*

BIOL 111	General Biology
BIOL 232	General Zoology
BIOL 233	General Botany
ENVS 110	Phys. Systems of the Environment
PHYS 111/113	College Physics & Lab
CHEM 111/131	General Chemistry and Lab or
PHYS 112/114	College Physics and Lab

**Social and Behavioral Sciences***24 semester hours*

INSS 103	Cultural Geography
HIST 211	Topics in World History
HIST 311	U.S. History to 1840
HIST 312	U.S. History from 1840
ANTH 221	Cultural Anthropology or
SOCI 131	Intro to Sociology
PLSC 101	American National Govt. or
PLSC 231	International Politics
ECON 203	Macroeconomics or
ECON 204	Microeconomics
ANTH, ECON, HIST, PLSC, or SOCI 300-Level Elective	

**Special Education***24 semester hours*

EDAD 565	Special Education Law & Procedures
SPED 501	Survey of Exceptionalities
SPED 502	Early Childhood Special Education
SPED 503	Behavior Management for Except. Learners

SPED 504	Career Education for Exceptional Learners
SPED 511	Assessment Procedures for Except Learners
SPED 513	Diagnosis and Prescriptive Programming
SPED 515	Teaching LBD Students

### ***Secondary Education Curriculum (8-12)***

#### **1. Professional Education Component**

*27 semester hours*

EDUC 501	History and Philosophy of Education
EDUC 505	Secondary School Curriculum Design
EDUC 513	Advanced Instructional Practices for Teacher Leaders
EDUC 525	Content Area Literacy
PSYH 570	Learning Theories
PSYH 600	Advanced Human Growth & Development
SPED 501	Survey of Exceptionalities
EDUC 591	Seminar in Education: Professional Orientation
EDUC 592	Seminar in Education: Diversity Issues
EDUC 593	Seminar in Education: Management Issues
EDUC 594	Seminar in Education: Assessment Issues

#### **2. Specialization Component**

##### **Biology**

*46 semester hours*

BIOL 111	General Biology
PHYS 111/113	College Physics I & Lab and
PHYS 112 /114	College Physics II & Lab or
PHYS 211/213	General Physics I & Lab and
PHYS 212/214	General Physics II & Lab
CHEM 121	General Chemistry I
CHEM 122	General Chemistry II
BIOL 232	General Zoology
BIOL 233	General Botany
BIOL 361	Genetics
BIOL 441	Ecology
BIOL 421	Biochemistry or
BIOL 431	Cell Biology
BIOL 300-Level Elective (2)	

##### **Chemistry**

*47 semester hours*

CHEM 121	General Chemistry I
CHEM 122	General Chemistry II
MATH 241	Introduction to Calculus
MATH 242	Intermediate Calculus
PHYS 211/213	General Physics I & Lab
PHYS 212/214	General Physics II & Lab
CHEM 212	Analytical Chemistry
CHEM 311	Organic Chemistry I
CHEM 312	Organic Chemistry II
CHEM 332/314	Physical Chemistry & Lab
PHYS 331	Heat & Thermodynamics

**English***47 semester hours*

ENCO 221	Introduction to Mass Communication
ENCO 222	Introduction to Critical Studies
ENGL 311	Intermediate Composition
ENCO 261	Writing and Speaking for the Media
ENGL 322	Persuasion
ENGL 341	Literary Types
ENGL 342	Texts in History: 1800 to present
ENGL 362	Literature for Adolescents & Young Adults
ENGL 361	Critical Study of Children's Literature or
ENGL 451	World Cultures in Literature or
ENGL 462	American Cultures in Literature
ENGL 371	Texts and Themes
ENGL 372	Texts and Themes
ENGL 402	Advanced Composition or
ENGL 412	Composition for Teachers
ENGL 421	History of English Language
ENGL 432	Public Discourse in History
ENGL 442	Texts in History, pre-1800
ENGL 471	Shakespeare
ENGL 472	Capstone Seminar

**Math***46 semester hours*

MATH 241	Introduction to Calculus
MATH 242	Intermediate Calculus
MATH 243	Advanced Calculus
MATH 333	Modern Algebra
MATH 301	Principles of Geometry
MATH 402	Functions of Complex Variables or
MATH 403	Introduction to Analysis
MATH	300-Level Electives (12 hours)
COMP 350	Intermediate Programming
PHYS 211/213	General Physics I & Lab
PHYS 212/214	General Physics II & Lab

**Social Studies***46 semester hours*

HIST 211	Topics in Global History
HIST 212	Historical Research & Methods
HIST 311	American History to 1848
HIST 312	American History from 1848 to 1919
HIST 301	Readings in U.S. History or
HIST 302	Readings in Non U.S. History
HIST 475	Special Topics in American History or
HIST 476	Special Topics in European History
HIST 413	Twentieth Century America or
HIST 431	American Revolutionary Era 1763-1789 or
HIST 441	Civil War & Reconstruction 1848-1877
HIST 341	History of Britain to 1688 or
HIST 342	History of Britain since 1688 or
HIST 351	Renaissance and Reformation or

HIST 352	Europe from 1815 to the Present
ECON 203	Principles of Macroeconomics
ECON 204	Principles of Microeconomics
ANTH 221	Introduction to Cultural Anthropology or
ANTH 251	North American Indian Cultures
INSS 103	Cultural Geography
PLSC 101	American National Government
PLSC 231	International Politics
SOCI 131	Introduction to Sociology
ANTH, HIST, ECON, PLSC OR SOCI 300-Level Elective	

### ***Health Education Curriculum (P-12)***

#### **1. Professional Education Component**

*27 semester hours*

EDUC 501	History and Philosophy of Education
EDUC 502	Curriculum Design and Practices for Teacher Leaders
EDUC 513	Advanced Instructional Practices for Teacher Leaders
EDUC 525	Content Area Literacy
PSYH 570	Learning Theories
PSYH 600	Advanced Human Growth & Development
SPED 501	Survey of Exceptionalities
EDUC 591	Seminar in Education: Professional Orientation
EDUC 592	Seminar in Education: Diversity Issues
EDUC 593	Seminar in Education: Management Issues
EDUC 594	Seminar in Education: Assessment Issues

#### **2. Specialization Component**

*30 semester hours*

WELL 275	Found. of Health Science
WELL 278	Life Choices 1
WELL 311	Health Education K-12
WELL 340	Physiology and Anatomy
WELL 350	Administration and Public Health
WELL 361	Principles of Nutrition

Must also choose 12 hours from the following electives:

WELL 131	First Aid and Safety
WELL 252	Mental Health
WELL 272	Drugs and Society
WELL 451	Sch and Com Workshop
WELL 461	Nutri for Special Needs
WELL 475	Critical Areas of Health
WELL 485	Field Experience in Health
WELL 495	Independent Study

## ***Physical Education Curriculum (P-12)***

### **1. Professional Education Component**

*27 semester hours*

EDUC 501	History and Philosophy of Education
EDUC 502	Curriculum Design and Practices for Teacher Leaders
EDUC 513	Advanced Instructional Practices for Teacher Leaders
EDUC 525	Content Area Literacy
PSYH 570	Learning Theories
PSYH 600	Advanced Human Growth & Development
SPED 501	Survey of Exceptionalities
EDUC 591	Seminar in Education: Professional Orientation
EDUC 592	Seminar in Education: Diversity Issues
EDUC 593	Seminar in Education: Management Issues
EDUC 594	Seminar in Education: Assessment Issues

### **2. Specialization Component**

*40 semester hours*

PHED 241	History & Philosophy of PE
HMPF 435	Social Psychology of Sport
PHED 261	PE in Elementary School
PHED 275	Principles Elementary Movement Forms
PHED 340	Motor Development
PHED 351	Tests & Measurements in Health & PE
PHED 361	Organization & Administration of PE
PHED 410	Exercise Physiology
PHED 420	PE for Exceptional Children
PHED 421	Kinesiology
PHED 461	PE in the Secondary School
WELL 340	Physiology and Anatomy
PHED	4 service courses

## ***Learning and Behavior Disorders Curriculum (P-12)***

### **1. Professional Education Component**

*30 semester hours*

EDUC 501	History & Philosophy Of Education
EDUC 502	Curriculum Design and Practices for Teacher Leaders
EDUC 513	Advanced Instructional Practices for Teacher Leaders
EDUC 520	Techniques & Materials for Classroom Reading
EDUC 525	Content Area Literacy
MATH 203	Math for Elementary Teachers I or
EDUC 581	Topics in Modern Math for Elementary Teachers
PSYH 570	Learning Theories for Educators
PSYH 600	Adv Human Growth & Development
EDUC 591	Seminar in Education: Professional Orientation
EDUC 592	Seminar in Education: Diversity Issues
EDUC 593	Seminar in Education: Management Issues
EDUC 594	Seminar in Education: Assessment Issues

**2. Specialization Component***24 semester hours*

EDAD 565	Special Education Law & Procedures
SPED 501	Survey of Exceptionalities
SPED 502	Early Childhood Special Education
SPED 503	Behavior Management for Except .Learners
SPED 504	Career Education for Exceptional Learners
SPED 511	Assessment Procedures for Except Learners
SPED 513	Diagnosis and Prescriptive Programming
SPED 515	Teaching LBD Students

## GRADUATE PSYCHOLOGY PROGRAM

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*Charles Jones, Department Chair*

The Department of Psychology at Union College offers the Master of Arts degrees in Psychology, Clinical Psychology, and Counseling Psychology. Additionally, the Department of Psychology at Union College offers a Master of Arts degree in Psychology that can be completed exclusively online.

All M.A. programs in psychology provide a solid academic groundwork in the discipline. The psychology program is prepares students for further graduate study, teaching at the college level, or personal enrichment. The clinical and counseling programs are designed to develop effective masters-level practitioners and involve training in the delivery of psychological services.

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

### Admission Requirements

Entrance Requirements (for admission to coursework at the pre-candidacy level)

- Application for admission
- Official transcripts from a regionally accredited college or university, with a 3.0 minimum undergraduate GPA and either a major or minor degree earned in the field of psychology
- Statement of goals and objectives

### Requirements for Admission to Candidacy:

- Application for candidacy
- 12 approved graduate hours in Psychology from Union College
- 3.0 cumulative GPA in graduate courses earned at Union College
- Two letters of recommendation
- Acceptable GRE scores on file
- Signed GRST form
- Signed planned program
- Resume of work experience
- Interview with Psychology Faculty

Criteria for admission include a major or minor in psychology, an undergraduate GPA of 3.0, and a combined score of 1000 on the verbal and quantitative portions of the GRE for the specialization programs leading to licensure. We seek promising students from all backgrounds who will enhance our program and, later, the field of professional psychology. If an exceptionally qualified student does not have a major or minor in psychology, the recommended criteria for admission may extend to include a minimum of 12 hours of coursework in undergraduate psychology that includes coursework 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.

## **Admission Procedures**

### **1. Applying for Candidacy**

Students may enroll for 12 hours of graduate course work prior to applying for candidacy for the M.A. in Psychology. It is recommended that the student apply for candidacy before the completion of 18 hours. The student may not proceed with additional coursework exceeding 18 hours until formally admitted into candidacy. Upon admission to candidacy, the student will be assigned a faculty advisor by the Chair of the Psychology Department and then may continue coursework.

If there are any questions regarding required courses prior to admission, or if the student desires advising for any other reason prior to admission, he or she may contact the Chair of the Psychology Department or the Graduate Psychology Program Manager.

### **2. Transcripts**

Official transcripts of all undergraduate and graduate work completed must be sent directly to the Graduate Office by the institutions where the credits and degrees were earned.

### **3. Transfer Hours**

The standard number of transfer hours accepted by the psychology program is 9. Upon admission to candidacy, students may petition for up to 6 additional hours to be transferred, if those hours are directly comparable to his/her planned program. A minimum of 2/3 total course work must be obtained at Union College. Only those hours obtained from regionally accredited institutions will be considered for transfer credit.

### **4. Recommendations**

Two letters of recommendation are required from individuals who can attest to the applicant's academic and/or professional capabilities. It is advised that the applicant does not utilize recommendation letters from family and/or friends. Forms are provided in the application packet, on the graduate website, or letters may be mailed directly from the individual. All recommendations should be sent directly to the Graduate Studies Office.

### **5. Grade Point Average**

Recommended cumulative undergraduate GPA of at least 3.0, with a 3.0 or better in all courses related to the psychology major or minor, is necessary for unconditional admission to the program.

### **6. Graduate Record Examination Scores**

Recommended scores for unconditional admission: a combined score of 1000 on the verbal and quantitative portions of the GRE. The General Psychology program requires a minimum combined score of 800. All specialization programs require a minimum combined score of 1000.

### **7. Statement of Goals & Objectives**

Each applicant should submit a statement of personal career goals and objectives for graduate studies, as well as a resume of clinically related public service, research experience, work experience, and extracurricular activities.

### **9. Resume of Work Experience**

If available, a resume of relevant work experience is recommended to support the applicant's interest and commitment to professional psychology.

### **10. Interview**

Applicants will be required to interview with the members of the Psychology Faculty prior to admission to candidacy. These interviews will be scheduled when the student's application file is complete and he/she has successfully completed 12 to 18 graduate hours.

### ***Online Study***

To learn more about online study options, students should visit the graduate website at [www.unionky.edu/grad](http://www.unionky.edu/grad). If you are a graduate student seeking a M.A. in Clinical, Counseling or School Psychology, you are limited to the amount of coursework you can complete online. Students in these programs can only complete up to 49% of their program of study online. It is the student's responsibility to keep track of the number of online courses taken. Please, if you have any questions about this policy, contact the Graduate Studies Office at 606-546-1210.

### **Exit Requirements for the Master of Arts in Psychology**

The purpose of the exit requirements established for the M.A. in Psychology is to review and assess each student's cumulative knowledge in the core competency areas of each program. The exit requirements, as designated on each planned program, are as follows:

- Successful completion of required program courses
- Minimum cumulative GPA of 3.0
- Successful completion of graduate comprehensive examination, administered twice during the academic year, at the end of the fall and spring semester.

#### **Procedures for the Comprehensive Examination**

The Graduate Comprehensive Exam in the Department of Psychology is treated as one of several components of the program meant to ensure that all Masters candidates acquire training and education that strikes an ideal balance between breadth of knowledge across the discipline and depth of knowledge within the candidate's area of specialization.

Students will be expected to successfully complete a comprehensive examination as one of the exit requirements for the MA in Psychology. The purpose of the exam is to assess students' competency in the topic areas deemed important by licensing/accreditations boards. The areas of emphasis specifically measured by the comprehensive examination are:

- Lifespan Development
- Research Methodology
- Theoretical Perspectives
- Diversity Issues
- Ethical Awareness
- Clinical Assessment
- Research Specialization

Within two weeks of the examination date, the student will submit to the Chair of the Psychology a written description of at least two targeted areas of study that represent areas of specialization for the student. Overlap between the areas of comprehensive study

and area of research specialization may vary from candidate to candidate. At least one question on the comprehensive examination will pertain directly to the student's area of specialization.

The comprehensive exam should be completed in the semester prior to planned graduation, on the date scheduled by the Psychology Department.

Four questions will be selected from the above list, one being a question from the individual's area of research specialization, and the student will be allowed one hour in which to respond to each question. This examination will be proctored in the library computer lab. Responses must be typed prior to submission.

## **Grading of Comprehensive Examination**

Each comprehensive examination will be evaluated anonymously by a minimum of two full-time Faculty members in the Psychology Department. The scores will be determined on a four-point scale, where "1" is unacceptable, "2" is "meets expectations," "3" is "exceeds expectations," and "4" is "superior." Scores will be determined as a composite, or average, of the scores provided by the raters. For each question considered separately, any composite score below "2" is considered a failing score.

Students will receive written notification of results of the examination within 10 days from the Chair of the Psychology Department. Students who do not pass will receive information regarding the next possible 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. 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 particular questions that received a failing grade will need to be retaken. At the discretion of the examining faculty and the student's advisor, the second attempt may require an additional written submission, an additional oral examination, or both written submission and oral examination. Failure on the third attempt may lead to a recommendation for withdrawal from the Master of Arts 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 Curricula**

### **Master of Arts in Psychology (36 hours & GRST 501)**

The 36-hour Master's degree in 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 as a means to expand one's learning ability in general. The General Psychology degree involves advanced coursework in the field of psychology, as well as a capstone, integrative research-based thesis aimed to prepare the student 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.

**Program Requirements:****Foundational Courses (19 hours):**

GRST 501	Introduction to Psychology Graduate Studies
PSYH 511	Advanced Developmental Psychology
PSYH 512	Statistics for Mental Health Professionals
PSYH 515	Quantitative & Qualitative Research Methods
PSYH 520	Advanced Psychopathology OR PSYH 560 Theories of Personality
PSYH 575	Advanced Behavioral Neuroscience
PSYH 592	Social & Community Psychology

**Elective Courses (select 12 hours)**

PSYH 605	Community Health Psychology
PSYH 625	Theories of Career Counseling & Development
PSYH 630	Family Systems Theory
PSYH 640	Group Processes
PSYH 655	Multicultural & Diversity Issues
PSYH 660	Ethics & Professional Practice

**Chemical Dependency Certificate Electives**

PSYH 505	Foundations of Chem. Dep. Treatment I
PSYH 506	Foundations of Chem. Dep. Treatment II
PSYH 510	Psychology of Addiction
PSYH 513	Recovery & Relapse
PSYH 524	Biological Systems of Chemical Dependency

**Thesis Courses (6 hours)**

PSYH 696	Integrative Projects I
PSYH 697	Integrative Project II

**M.A. Psychology Specialization Options****Clinical Psychology (48 hours & GRST 501)**

The specialization in Clinical Psychology provides the opportunity for the student to understand, evaluate and counsel persons with psychological problems, and to draw upon community resources for assistance in working with these persons. During completion of the 48-hour degree, which includes approved practica, the student is provided the opportunity to administer psychological tests and 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, in mental health centers, or with doctoral-level psychologists in private practice.

Additional benefits offered to the clinical psychology student include: 1) intensive training in clinical assessment, including intelligence tests, personality evaluations, and developmental disabilities, 2) 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 (the majority being evening & online courses with the exception of practica) 4) and licensed psychologist on faculty supervises each practicum student's work in the college counseling center 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 Examination in Professional Practice of Psychology (EPPP)

in order to qualify for the 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 coursework beyond the Psychological Associate (indicated as “Endorsement Courses” in the curriculum below) and 5 years “on the job” supervision and training. Additionally students should also be aware that psychology licensing can vary from state to state, and thus are encouraged to make sure they are aware of these different qualifications should they decide to practice outside of 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: <http://psy.ky.gov/>

### **Program Requirements:**

#### **Psychology Core (22 hours):**

GRST 501	Introduction to Psychology Graduate Studies
PSYH 511	Advanced Developmental Psychology
PSYH 512	Statistics for Mental Health Professionals
PSYH 515	Quantitative & Qualitative Research Methods
PSYH 520	Advanced Psychopathology
PSYH 575	Advanced Behavioral Neuroscience
PSYH 592	Social & Community Psychology
PSYH 660	Ethics and Professional Practice

#### **Clinical Program Courses (21 hours)**

PSYH 502	Theories of Counseling & Psychotherapy
PSYH 503	Techniques of Counseling & Psychotherapy
PSYH 550	Practicum in Counseling/Psychotherapy
PSYH 650	Advanced Psychology of Learning
PSYH 670	Clinical Assessment of Emotional/Psychological Functioning
PSYH 675	Clinical Assessment of Intellectual Functioning
PSYH 679	Practicum in Assessment

#### **Elective Courses (select 6 hours)**

PSYH 560	Theories of Personality
PSYH 580	Special Topics in Psychology
PSYH 625	Theories of Career Counseling & Development
PSYH 630	Family Systems Theory
PSYH 640	Group Processes
PSYH 645	Group Counseling & Psychotherapy
PSYH 655	Multicultural & Diversity Issues

#### **Endorsement for Clinical Psychology (LPP) (12 hours)**

##### **Required Courses (6 hours):**

PSYH 645	Group Counseling & Psychotherapy
PSYH 655	Multicultural & Diversity Issues

##### **Elective Courses (select 6 hours)**

PSYH 605	Community Health Psychology
PSYH 678	Advanced Projective Assessment
PSYH 680	Integrative Report Writing

## **M.A. Counseling (60 hours & GRST 501)**

The specialization in Counseling Psychology prepares students to enter the field of professional counseling. Graduates of this program have a strong foundation in the principles and practices of promoting health in therapeutic relationships and in mental health environments. They are qualified to work as counselors and psychotherapists in a wide variety of settings such as community mental health centers, residential treatment facilities and social service agencies.

After successful completion of the coursework which includes the internship experience, students can apply for the Licensed Professional Counselor (LPC) license in the State of Kentucky. There are many other requirements for the LPC aside from the coursework requirements, including supervised hours post master's degree. Students are therefore encouraged to stay abreast of the current requirements and also the qualification required to take the LPC exam. Additionally, students should also be aware that LPC licensing can vary from state to state, and thus are encouraged to make sure they are aware of these different qualifications should they decide to practice outside of the state of Kentucky.

This program can also be a foundation for the educational requirements for the 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 15 hours of coursework beyond the Psychological Associate, and an internship of 1800 hours. Complete information may be found at the official website of the Kentucky State Board of Examiners of Psychology, located at the following URL: <http://psy.ky.gov/>

### **Program Requirements**

#### **Foundational Courses: (19 hours):**

GRST 501	Introduction to Psychology Graduate Studies
PSYH 502	Theories of Counseling & Psychotherapy
PSYH 511	Advanced Developmental Psychology
PSYH 520	Advanced Psychopathology
PSYH 528	Research in Counseling
PSYH 592	Social & Community Psychology
PSYH 660	Ethics & professional Practice

#### **Counseling Program Courses (30 hours):**

PSYH 503	Techniques of Counseling & Psychotherapy
PSYH 504	Program Evaluations
PSYH 550	Practicum in Counseling/Psychotherapy
PSYH 585	Introduction to Clinical Assessment
PSYH 625	Career Counseling & Development
PSYH 630	Family Systems Theory
PSYH 645	Group Counseling & Psychotherapy
PSYH 655	Multicultural & Diversity Issues
PSYH 690	Internship I
PSYH 691	Internship II

**Counseling Elective Courses (select 12 hours)**

PSYH 505	Foundations of Chemical Dependency
PSYH 560	Theories of Personality
PSYH 605	Community Health Psychology
PSYH 640	Group Processes
PSYH 650	Advanced Psychology of Learning
PSYH 670	Clinical Assessment of Intellectual Functioning
PSYH 675	Clinical Assessment of Emotional/Psychological Functioning

**Specialist Certification in School Psychology (72 hours & GRST 501)**

The specialization in School Psychology provides the opportunity for the student to assess, evaluate, counsel, prescribe and implement remedial procedures for students with behavioral, intellectual, and emotional problems. The degree plan fulfills the requirements necessary to qualify students to obtain National Certification from the National Association of School Psychologists (NASP).

This degree plan is also comprised of the 45 hours educational requirement necessary to qualify for the Licensed Psychological Associate from the Kentucky State Board of Examiners of Psychologists. The educational requirements for licensure as a Psychological Practitioner includes a total 60 hours of coursework and five years of supervised experience as a Psychological Associate. Complete information regarding these requirements may be found at the official website of the Kentucky State Board of Examiners of Psychology, located at the following URL: <http://psy.ky.gov>

Students should be aware that school psychology licensing and certification requirements can vary from state to state, and thus are encouraged to make sure they are aware of these different qualifications should they decide to practice outside of the state of Kentucky.

**Program Requirements:****Foundational Courses (22 hours):**

GRST 501	Introduction to Psychology Graduate Studies
PSYH 511	Advanced Developmental Psychology
PSYH 512	Statistics for Mental Health Professionals
PSYH 515	Quantitative & Qualitative Research Methods
PSYH 520	Advanced Psychopathology
PSYH 575	Advanced Behavioral Neuroscience
PSYH 592	Social & Community Psychology
PSYH 660	Ethics & professional Practice

**School Psychology Program Courses (18 hours):**

PSYH 502	Theories of Counseling & Psychotherapy
PSYH 650	Advanced Psychology of Learning
PSYH 655	Multicultural & Diversity Issues
PSYH 670	Clinical Assessment of Intellectual Functioning
PSYH 675	Clinical Assessment of Emot/Psych Functioning
PSYH 679	Practicum in Assessment

**Specialist Certification Courses (27 hours)**

EDAD 565	Special Education Law and Procedures
PSYH 521	Introduction to School Psychology
PSYH 565	Survey of Exceptionalities OR
SPED 501	Survey of Exceptional Learners
PSYH 672	Psychoeducational Assessment OR
SPED 511	Assessment Proc for Exceptional Learners
PSYH 690	Internship I
PSYH 691	Internship II
SPED 503	Behavior Management for Exceptional Learners
SPED 513	Diagnosis and Prescriptive Teaching
SPED 515	Instructional Procedures for LBD Learners

**Elective Courses (select 6 hours from the following)**

EDAD 530	School Law
EDAD 560	School and Community Relations
EDUC 502	Curriculum Design
EDUC 530	Diagnosis and Correction of Reading Difficulties
PSYH 630	Family Systems Theory
SPED 504	Career Education for Exceptional Learners
SPED 505	Characteristics & Educ Prog of Exceptional Learners

**Chemical Dependency Counselor Certificate Program (21 hours)**

The Chemical Dependency Certificate Program is designed to train people 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 clientele as identified by appropriate agencies.

**Requirements for Admission to the****Chemical Dependency Counselor Certificate Program as a Graduate Student**

1. Entrance application
2. Official transcripts showing a completed bachelor's degree and at least a 2.5 GPA
3. Two letters of recommendation
4. Statement of Goals and Objectives

Careful attention will be given to previous work experience, academic background, scholarship, interpersonal skills, and commitment to the field of chemical dependency.

**Chemical Dependency Certification Curriculum (21 credit hours)**

PSYH 505	Foundations of Chemical Dependency Treatment I (4)
PSYH 506	Foundations of Chemical Dependency Treatment (4)
PSYH 507	AIDS & Ethical Issues in CD Treatment (1) OR PSYH 660 Ethical Issues in Psychology
PSYH 510	Psychology of Addictions (3)
PSYH 524	Biological Systems of Chemical Dependence (3)
PSYH 513	Recovery and Relapse (3)
PSYH 655	Multicultural & Diversity Issues (3) <b>OR</b> Chemical Dependency Elective

This certificate program has been approved by the Kentucky Board of Certification of Drug and Alcohol Counselors (March, 2007). Completion of the Chemical Dependency Counselor Certificate does not guarantee certification by the Kentucky Board, but provides the requisite academic background to sit for the CADC examination. All current state certification information may be found at <http://adc.ky.gov>

### **Combined Bachelor's/Master's Program (Psychology Scholars)**

The Psychology Scholars Program is an accelerated degree program designed to allow exceptionally qualified students majoring in psychology to obtain both the Bachelor's and Master's in Psychology in as little as 5 years rather than the traditional 6 years. The M.A. in Psychology at Union provides a general, academic foundation in the field of psychology through a wide variety of required and elective courses at the graduate level. These courses aim to provide students with a variety of skills and resources that are necessary to examine and understand psychological issues. The specialization areas prepare students to seek state licensure as a Psychological Associate and a Psychological Practitioner in Counseling, Clinical or School Psychology. The combined Bachelor's/Master's Program is thus ideal for those qualified Students with a commitment to professional psychology. As with the two-year MA program, the Combined Bachelors/Masters Program is designed to appeal to a variety of highly motivated Individuals who want to explore the field of psychology further and those who intend to advance their careers by expanding their knowledge about contemporary psychological theories and perspectives. This program is also ideal for those who may eventually seek to further their study at the doctoral level.

The psychology faculty aim to encourage professionalism and an appreciation of the discipline. All of our MA programs in psychology intend to develop conceptual and analytical skills, acquire further knowledge in a variety of areas in psychology and develop knowledge of interpersonal dynamics. Students who meet the academic qualifications for the accelerated Combined Bachelor's/Master's program are eligible to take up to 15 hours of graduate courses, consistent with the necessary prerequisites for these courses, in place of many undergraduate electives. **Students may only select courses listed as foundational courses or Chemical Dependency electives.** During the junior and senior years, student can take five of the required graduate courses at the undergraduate rate. Graduate courses taken under the Psychology Scholars Program will count as both graduate credit and upper division undergraduate elective credit. Students may enroll in up to two graduate level courses per semester while completing their undergraduate degree. Students must be enrolled in undergraduate courses each semester that they are enrolled in the Combined Program.

In compliance with the College's academic policies and regulations, students in this program are required to complete the necessary undergraduate core and major requirements, in addition to the required hours and elective credits on the Masters of Arts student curriculum contract.

### **Requirements for admission into the Psychology Scholars Program are as follows:**

1. Currently enrolled in Union College with a major in psychology
2. Minimum of 60 undergraduate credits earned, with a minimum of 9 hours earned in psychology
3. A minimum cumulative GPA of 3.2 in all psychology courses, and minimum cumulative GPA of 3.2 in all other courses
4. Formal letter of application to program director, with statement of interest & career goals

5. Commitment to professional work in psychology
6. Interview with Psychology Faculty

### **Academic Regulations for Psychology Scholars Program**

Students must maintain at least a 3.2 GPA average (cumulative) in order to retain their standing in the combined program. Students whose averages fall below a 3.2 are referred to the Psychology Department Chair, who may recommend a one-semester probation period to restore their academic standing to a 3.2.

*\*\*It is expected that the student admitted to the Psychology Scholars Program will graduate on schedule with the Bachelor's in Psychology (normally following 8 semesters of course work). Once admitted to the program, the student may take up to 15 hours of graduate course work during the time that he or she is enrolled as a full-time undergraduate. During the junior and senior years, students can take five of the required graduate courses at the undergraduate rate. Students can take no more than six graduate hours during one semester, while still pursuing the Bachelor's degree. Although it may not be possible for the student to complete the maximum number of graduate hours allowable while enrolled as an undergraduate, the student may not delay the date of graduation in order to do so. The privilege to take graduate hours is provided as an option for those advanced students who wish to use any remaining electives toward their graduate degree.*

### **Dismissal**

Academic standards for the Psychology Scholars Program require that students maintain a GPA of 3.2 or will be referred to the Psychology Department Chair for dismissal considerations. Failure to restore the academic standing to a 3.2 GPA following a semester of probation will constitute sufficient grounds for dismissal from the accelerated combined program. A grade of "F" in any course or participation in unethical or unprofessional practices may also be grounds for dismissal.

## COURSE DESCRIPTIONS

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### Biology

#### **BIOL 561. Topics in Biological Science (3)**

A lecture and discussion approach to topics and issues of contemporary importance and interest in the biological science. Students extensively explore a single topic each term or semester. Students may repeat the course when an alternate topic is emphasized. Possible topics include: Cancer, Human Evolution, Human Reproduction and Development, Human Genetics, Plants and People, etc.

#### **BIOL 600. Research Investigations (3)**

An independent research problem in which the student must demonstrate his or her ability to employ the scientific method in carrying out an original scientific investigation. A typewritten report will be required. An examination may or may not be given, depending on the nature of the problem selected. *Prerequisite: Need Instructor's Approval.*

### Chemistry

#### **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 6 credit hours if topics differ. For secondary teachers of chemistry, physics and biology.

#### **CHEM 581. Special Topics (3)**

This course covers special topics in the area of Chemistry.

#### **CHEM 600. Research Investigations (3)**

An introduction to research in which the student must demonstrate an ability to use the scientific method by conducting an original scientific investigation. A typewritten report will be required. An examination may or may not be given, depending on the nature of the problem selected. *Prerequisite: Need Instructor's Approval.*

### Economics

#### **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.

## **Education**

### **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 candidate's abilities to lead their classroom 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 and 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 KY Academic Core Content (KYACC) standards. Further, candidates will create an action plan for the development of a Professional Learning Community (PLC) focused on improving their school or school district's curriculum practices for presentation at an administrative body within their school or school district (ex: 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 510. Basic Statistics (3)**

Designed to aid teachers and administrators and their understanding in use of elementary statistical terminology and procedures, statistical concepts, useful in analyzing and interpreting data from published research are emphasized.

**EDUC 511: Assessment and Accountability Practices for Teacher Leaders. (3)**

In this course, assessment and subsequent teacher accountability as the driving force towards increased student achievement in the classroom is 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 reflective the need to close the national achievement gap. In particular, the use of technology in the assessment process including bell-ringers, E-exit slips, and assessment using smartphone technology will be emphasized throughout all course objectives and assignments.

**EDUC 513: Advanced Instructional Practices for 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: Response to Intervention (RTI), Professional Learning Communities, (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 (ex: Site Based Decision Making Council, Technology Advisory Board, or Assessment Board).

**EDUC 520. Balanced Literacy: Techniques and Materials for Classroom Reading**

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 525. Content Area Literacy Development (3)**

Introduces students 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. For middle or high school teachers, as well as those seeking the reading and writing endorsement.

**EDUC 530. Diagnosis and Correction of Reading Difficulties (3)**

A classroom teacher's guide for identifying, planning, implementing, and assessing reading difficulties within the regular classroom. Topics covered include collaboration, grouping, reading, standardized testing, informal/ongoing assessment, and direct instruction of skills. For classroom and collaborating teachers.

**EDUC 535. Practicum in Remedial Reading (3)**

A supervised experience in a tutorial situation. Students will be responsible for testing, planning the instructional cycle, and writing a case study report. Enrollment is open only to those seeking the reading and writing endorsement.

**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: English as Second Language (ESL) students, students with documented exceptionalities across the full spectrum of need (IEP's to students identified as Gifted and Talented (GF), 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 560. Supervision of Student Teaching (1-3)**

Designed for classroom teachers who assume the responsibility of supervising student teachers. Experiences deemed necessary for developing students into effective teachers are considered. Prerequisite: One year of teaching experience or consent of the instructor.

**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 KY Academic Core Content (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 591. Seminar in Alternative Education: Professional Orientation (3)**

This is the first of four seminars for students in the Alternative Education Program at Union College. Students will be oriented to the Alternative Certification Program and discuss relevant professional issues of the beginning teacher.

**EDUC 592. Seminar in Alternative Education: Diversity Issues (1)**

This seminar will discuss the variety of concerns related to being an educator in a diverse world.

**EDUC 593. Seminar in Alternative Education: Management Issues (1)**

This seminar course is an orientation to the internship experience. It includes miscellaneous topics relating to areas of teacher concerns, i.e., school law, pupil accounting, professional organizations, principles of classroom organization and management and human interaction skills.

**EDUC 594. Seminar in Alternative Education: Assessment Issues (1)**

This seminar course for students in Alternative Education is designed to help students understand the dynamics of interaction between students and teachers. Professional relationships between teachers, parents, and administrators are also investigated. Classroom management and discipline and how teachers establish positive control of the learning environment are particular concerns.

**EDUC 601 Advanced Study of a Middle Grade Child (3)**

This course examines in-depth the transition of students from childhood to adolescent, 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; 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 610. Literacy and Language Development (3)**

For persons working toward an endorsement in reading and writing, psychology majors,

special educators, and other individuals interested in the neuropsychological processes involved in the acquisition and development of language skills. Emphasis will be placed on research that illuminates the way people learn to read, the interrelationship of motivation, and attention, and the origins of disability.

**EDUC 625. Seminar in Reading (3)**

Examines advanced models and theories of reading, as well as the role and responsibilities of the reading specialist. For those seeking reading and writing endorsement.

## **Educational Administration**

**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 540. School Finance and 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 to 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 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 and Community Relations (3)**

Examination of school-community relationships. Special emphasis on leadership roles, operational modes, communication concerning public school relations.

**EDAD 565. Special Education Law and 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 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 as 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.

## **English/Communications**

**COMM 561. Media Literacy (3)**

Students will become more informed and discerning consumers and producers of media. We will analyze and produce media as electronic delivery systems for visual and aural signs. This course will address media issues such as content and form, and analysis and production within social, economic, and political contexts. Criticism and production exercises will play a prominent role in this course. Offered in Fall.

**ENGL 502. Advanced Composition (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. Offered in Spring odd years only.

**ENGL 512. Composition for Teachers (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. Offered in Spring even years only.

**ENGL 523. History of the English Language (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. Offered in Fall odd years only.

**ENGL 561. World Cultures in Literature (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. Offered in Fall of even years only.

**ENGL 562. American Cultures in Literature (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. Offered in Spring of even years only.

**COMM 561. Media Literacy (3)**

Students will become more informed and discerning consumers and producers of media. We will analyze and produce media as electronic delivery systems for visual and aural signs. This course will address media issues such as content and form, and analysis and production within social, economic, and political contexts. Criticism and production exercises will play a prominent role in this course. Offered in Fall.

**ENGL 573. Shakespeare(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. Offered in Fall 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.

## **Environmental Studies**

**ENVS 550. Environmental Education Strategies (3)**

This two-week workshop is designed to foster a greater understanding of our environment through a combination of classroom and direct first-hand experiences.

## **Fine Arts**

**FNAT 501. Fine Arts in the Elementary School (3)**

Fine Arts in the Elementary School is designed to enhance the teaching of Music, Art, and Drama in the Elementary School.

## General Science

### **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 off-prints 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.

## Graduate Studies

### **GRST 500. Introduction to Graduate Studies (1)**

A course designed to introduce students to Graduate Study at Union College. Students will complete entrance writing exercise and receive training in MyUnion, webmail and Chalk&Wire electronic portfolio.

### **GRST 501. Introduction to Psychology Graduate Studies (1)**

A course designed to introduce students to Psychology Graduate Study at Union College. Students will complete entrance writing exercise and receive training in MyUnion, webmail.

## History

### **HIST 513. Twentieth Century America (S) (3)**

Selected topics on the nation's history since 1919, including the 1920s, the Great Depression and 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. Same as RLGN 552, Renaissance and Reformation. (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. Same as RLGN 562. (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.

**Mathematics****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 204.

**MATH 532. Modern Math Laboratory (3)**

An active involvement in laboratory/hands-on experiences with multibase 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.

**Physical Education****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. 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.

**Psychology****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; 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 foci.

**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: 502 & 520*

**PSYH 504. Program Evaluation (3)**

This course is designed to facilitate a skill base in designing counseling programs, evaluating counseling programs, and interpreting evaluation data. Students will be versed in various models of program design and evaluation, as well as understand how to apply data and change. Students will be asked to do an informal program evaluation at a site, including collecting data, and then interpreting and processing data, with suggestions for improvements. Ethical and culturally relevant strategies for interpreting and reporting the results of the evaluation will also be included.

**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 twelve core functions: screening, intake, orientation, assessment, treatment planning, and basic counseling skills. Interactive work stressed.

**PSYH 506. Foundations of Chemical Dependency II (3)**

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 twelve core functions: case management, crisis intervention, client education, referral, reports and recordkeeping, and consultation with other professionals in regard to client treatment & services. Interactive work stressed.

**PSYH 507. Ethical Issues in Chemical Dependency Treatment (1)**

Introduce 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 the various types of chemical dependency and substance abuse.

**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 overviews the latest findings on developmental changes that occur from birth to eighteen, strongest emphasis will be placed adult development and changes that are a product of aging processes. Developmental issues germane to counseling and the helping professions will be emphasized, along with in-depth discussions of developmental research from primary source material.

**PSYH 512. Statistics for Mental Health Professionals (3)**

This course examines descriptive and inferential statistics with the emphasis on understanding fundamental concepts and applying data-analytic techniques to psychological instruments and mental health literature. Students will gain the knowledge necessary for conducting psychological research activities, reviewing the literature, and understanding psychological tests and instruments.

**PSYH 513. Recovery & Relapse (3)**

This course is designed to address the diverse issues that are related to the 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 twelve-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 515. Quantitative/Qualitative Methods of Research (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 afford basic knowledge of applying methods 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. Topics include the symptomatology, etiology, developmental patterns, and treatment approaches to various diagnostic categories. Empirical findings, methodological concerns, and conceptual issues are discussed

**PSYH 521. Introduction to School Psychology (3)**

This course is designed to familiarize students with the roles and responsibilities of the school psychologist in a variety of settings, such as: schools, clinics, vocational rehabilitation centers, private practice and alternative service delivery locations. Issues that impact the role and function of school psychologists will be the focus of this course. These include: The history and foundations of school psychology, ethics and standards, public policy /legal issues, and the organization and operation of schools. (Formerly PSYH 580)

**PSYH 524. Biological Systems of Chemical Dependence (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 528. Research in Counseling (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. Topics include the symptomatology, etiology, developmental patterns, and treatment approaches to various diagnostic categories. Empirical findings, methodological concerns, and conceptual issues are discussed

**PSYH 550. Practicum in Counseling & Psychotherapy (3)**

Students will be provided with supervised experience in an approved placement. The course will provide practical experience and application in counseling and psychotherapy in a variety of settings. Report writing required. Prerequisites: Candidacy in the MA Psychology Program; PSYH 660 or an approved course in professional ethics

**PSYH 560. Theories of Personality (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 565. Psychology of Exceptionalities (3)**

This survey course provides an introduction to various individual exceptionalities, including gifted and talented, learning disabled, mentally retarded, behavior disordered, visually impaired, hearing impaired, communication disordered, physically handicapped, and early childhood handicapped. Specific information presented for each exceptionality includes the following: 1) etiology; 2) assessment/identification; 3) characteristics; and 4) basic remediation/ intervention techniques.

**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. *Prerequisite: An undergraduate course in Physiological or Biological Psychology, Neuroscience, Neuroanatomy or Neuropsychology; or permission of the professor.*

**PSYH 580. 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 585. Introduction to Clinical Assessment (3)**

This course will provide and understanding of individual and group approaches to assessment and evaluation in a multicultural society. Students will become familiar with projective assessments, objective assessments, and intellectual assessments. Theories and interpretation of assessment data will also be explored. By developing this skill base, students will be equipped to interpret and read various psychological testing data, and apply it clinically.

**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 include social 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's contribution to prevention and interventions in the field.

**PSYH 595. Independent Study. (on demand)**

Provides students the opportunity to explore special areas of inquiry not normally examined by the curriculum in which they are enrolled. These can be in-depth studies of a particular topic or a broader examination of a topic only touched upon in the planned program.

**PSYH 600. Advanced Human Growth and 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. Community 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 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.

**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.

**PSYH 640. Group Processes (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**

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.

**PSYH 650. Advanced Psychology of Learning (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, improving relationships and nurturing children.

**PSYH 655. Multicultural and 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.

**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 Health Insurance Portability and Accountability Act.

**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 discussed also. *Prerequisite: Candidacy in the MA Psychology Program.*

**PSYH 672. Psychoeducational Assessment (3)**

This course provides knowledge necessary for the assessment of students referred due to underachievement, behavioral problems, poor social skills, or developmental delays. The content of the course will include the measurement of development, visual-motor perception, achievement, personality, and social maturity. *Prerequisite: Candidacy in the MA Psychology Program.*

**PSYH 675. Clinical Assessment of Emotional and 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 Minnesota Multiphasic Personality Inventory (MMPI), Thematic Apperception Test (TAT), among other contemporary instruments. *Prerequisite: Candidacy in the MA Psychology Program.*

**PSYH 677. Personal & Vocational Assessment (3)**

This course includes a study of vocational and personnel assessment, including the history, theory, and current utilization of testing. The course covers testing and non-testing approaches to career assessment in a variety of settings. *Prerequisite: Candidacy in the MA Psychology Program.*

**PSYH 678. Advanced Projective Assessment (3)**

This course covers topics pertaining to the theory and application of projective assessment in clinical psychology. The emphasis will be on the integration of nomothetic/empirical and idiographic/phenomenological/hermeneutic approaches. Coursework will focus on Rorschach and TAT scoring and interpretation. Psychodynamic and phenomenological/constructivist theory will provide the theoretical perspectives that undergrid discussions of projective assessment data collection, report writing, and the provision of feedback to patients. This course is limited to students enrolled in the clinical psychology endorsement.

**PSYH 679. Practicum in Assessment (3)**

This course is designed to provide clinical students with skills in the administration, scoring, interpretation, and integration of several major psychological assessment instruments currently used in clinical practice with adults and children. Supervised practical experience assessing adults or children in clinical settings is the focus of this course. Emphasis is also placed on the integration of assessment data and report writing. There will also be discussions of current issues in clinical assessment including basic issues of psychometrics. *Prerequisites: Candidacy in the MA Psychology Program; PSYH 660 or an approved course in professional ethics; clinical assessment courses as required for the student's program.*

**PSYH 680. Integrated Report Writing (3)**

This course will provide an understanding of the principles and application of integrating multiple assessments involved in a psychological testing battery. Students will become familiar with interpreting and integrating intellectual, achievement, emotional, and behavioral assessment into a comprehensive report. Report writing styles will be explored and applied. By developing this skill base, students will be able to approach psychological assessment in a comprehensive way and provide reports to answer specific referral questions encountered in applied practice.

**PSYH 690. Internship I (3)**

This course requires completion of a supervised internship for students in the Counseling or School 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 a comprehensive work experience of a professional counselor. *Prerequisite: Candidacy in the MA Psychology Program*

**PSYH 691. Internship II**

This course completes the internship requirements for students in the Counseling or School Psychology program. *Prerequisite: PSYH 691, and Candidacy in the MA Psychology Program*

**PSYH 695. Independent Study (on demand) (3)**

Provides students the opportunity to explore special areas of inquiry not normally examined by the curriculum in which they are enrolled. These can be in-depth studies of a particular topic or a broader examination of a topic only touched upon in the planned program.

**PSYH 696. Integrative Project I (3)**

The Integrated Project is the capstone for the online MA Psychology program. The project will analyze and synthesize theoretical and applied concepts from a specialized area selected by the student. Students are expected to demonstrate mastery of knowledge, scholarship, and research proficiencies in an identified field of psychology. *Prerequisite(s): Candidacy, completion of all course work. Cannot be fulfilled by transfer.*

**PSYH 697. Integrative Project II (3)**

This course completes the capstone Integrated Project for the online MA Psychology program. *Prerequisite(s): PSYH 696, Candidacy, completion of all course work. Cannot be fulfilled by transfer.*

## Religion

### **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. Same as HIST 551. (Even years only)

### **RLGN 562. Islamic Empires and Civilization (F)(3)**

The 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. Same as HIST 561. (Odd years only)

### **RLGN 579. Seminar in Religion (S)(3)**

Intensive study of special topics in religion.

## Sociology

### **SOCI 521. Rural and Urban Sociology (3)**

Comparative and interrelated study of urban and rural life considering the physical, institutional, social and economic factors of modern life in cities and in the countryside. Offered Spring of odd years only.

### **SOCI 560. Sociological Theory (3)**

The major theories which have proved useful in investigating the nature of society are examined as cultural products, ideologies, and scientific models. Special attention is given to major figures such as Comte, Durkheim, Weber, Merton, C. Wright Mills, White, and Sorokin in the emergency and convergence of their theoretical development. Lecture and discussion in a seminar setting.

## Special Education

### **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 505. Characteristics and Educational Programming of Exceptional Learners (3)**

This course is an in-depth, cross-categorical study of exceptional learners. It will include identification of specific characteristics and the development of curricula for each disability with emphasis on children/youth with learning, emotional, or behavioral disabilities.

### **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 students study educational procedures designed to develop skills in diagnosing and prescribing educational strategies for children with learning and behavioral problems. *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.

## **Wellness**

**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, services of health departments, etc.

**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. Completion of a computer search with appropriate bibliographical citation (APA) for an assigned health topic. 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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## GRADUATE ADMINCORE MEMBERS

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*(Membership currently under review for the academic year. Updated list will be available online in the Fall of 2011.)*

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## GRADUATE COUNCIL MEMBERS

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### Graduate Academic Affairs Advisory

**Dr. Robert Armour**, Associate Professor of Criminal Justice; Chair, Department of Social and Behavioral Sciences (2003)

*B.S., University of Texas; M.A., University of Memphis; J.D., Southern Methodist University*

**Mrs. Tara Cooper**, Associate Professor of Library Science and Director of Library Services (1987)

*B.S., M.S., Eastern Kentucky University; M.S.L.S., University of Kentucky*

**Dr. Dan Covington**, Professor of Biology; Chair, Department of Natural Sciences (1989)

*B.S., M.S., Tulane University; Ph.D., Texas A&M University*

**Mrs. Kathy Inskter**, Registrar (1998)

*B.A., Eastern Kentucky University; M.A., Union College*

**Dr. Charles Jones**, Associate Professor of Psychology; Chair, Department of Psychology (1998)

*B.S., M.S., University of Akron; Ph.D., Kent State University*

**Frieda Kalb**, Associate Professor of Educational Studies (2006)

*B.A., M.A., George Peabody College for Teachers; Ph.D., University of Tennessee*

**Dr. Tom McFarland**, Vice President for Academic Affairs (1985)

*B.M., Union College; M.M., University of Akron; Ph.D., Kent State University*

**Dr. Don Musselman**, Associate Professor of Graduate Education; Dean, Department of Educational Studies (2000)

*A.A., Monterey Peninsula College; B.S., East Tennessee State University; M.Ed., Ed.D., Virginia Tech*

**Jason Reeves**, B.S. Eastern Kentucky University, M.A., 2nd M.A. Union College. Ed.D., University of the Cumberlands.

**Mr. Ed de Rosset**, President of Union College (1985)

*B.A., Berea College; M.A., Eastern Kentucky University*

## FACULTY

### Faculty Teaching Graduate Courses

**Fidelis Achenjang**, Associate Professor of Chemistry (2003)

*M.Sc., The University of London; Ph.D., University of Wyoming*

**David Benders**, Assistant Professor of Educational Studies (2009)

*B.A., M.A., Ph.D. Richard Stockton College, Xavier University, Walden University*

**Daniel J. Covington**, Professor of Biology (1989)

*B.S., M.S., Tulane University; Ph.D., Texas A&M University*

**Constance Crowley**, Assistant Professor of Psychology (2010)

*B.A., Graceland College; M.S., Northwest Missouri State University;*

*Ph.D., Northcentral University*

**M. Susan Deaton**, Assistant Professor of Education (2006)

*B.A., Morehead State University; M.S., Georgetown College;*

*M.S., Eastern Kentucky University; Ph.D. Spalding University*

**James R. Garrett, Jr.**, Professor of English; Director of Assessment (1989)

*B.S., University of Alabama; B.S., M.A., University of Montevallo;*

*Ph.D., Auburn University; B.A., M.A., M.A.M.R.D., Ph.D., University of Florida*

**Larry Inkster**, Professor of Health and Physical Education (1973)

*B.S., M.A., Union College; M.S., Eastern Kentucky University;*

*Ed.D., University of Kentucky*

**Susan L.F. Isaacs**, Professor of English (2001)

*B.A., Wilmington College; M.A., University of Iowa; Ph.D., University of Pennsylvania*

**Charles Jones**, Associate Professor of Psychology (1998)

*B.S., M.S., University of Akron; Ph.D., Kent State University*

**Frieda Kalb**, Associate Professor of Educational Studies (2006)

*B.A., M.A., George Peabody College for Teachers; Ph.D., University of Tennessee*

**Christine Marley-Frederick**, Professor of Communication; Chair, Department of English and Communication (1994)

*B.S., M.A., Ball State University; Ph.D., University of Oklahoma*

**Yvonne Moore**, Assistant Professor of Special Education (2007)

*B.S., Wayne State University; M.Ed., Ed.D., University of South Carolina*

**Donald R. Musselman**, Associate Professor of Graduate Education (2000)

*A.A., Monterey Peninsula College; B.S., East Tennessee State University;*

*M.Ed., Ed.D., Virginia Tech.*

**Adam Prokopchak**, Assistant Professor of Psychology (2010)

*B.S., Old Dominion University; M.A., Psy. D. Regent University (ABD)*

**Michael G. L. Ramsey**, Professor of History (2004)

*B.A., University of Tennessee, M.A., Ph.D., University of Virginia*

**Marshall E. Rasnake**, Professor of Graduate Education (1977)

*B.S., University of Tennessee; M.A., Teachers College, Columbia University;*

*Ed.S., University of Tennessee; Ed.D., Memphis State University.*

**Jason Reeves**, Associate Academic Dean for Graduate, Professional, and Continuing Studies.

*B.S. Eastern Kentucky University, M.A., 2nd M.A. Union College. Ed.D., University of the Cumberland*

**Melinda Rice**, Associate Professor of Special Education (2007)

*B.A., Warren Wilson College; Ph.D., Northwestern University*

**Russell B. Sisson**, Professor of Religion (1997)

*B.A., Rhodes College; M.Div., Yale University; Ph.D., Emory University*

**Jimmy D. Smith**, Professor of English, (2000)

*B.A., University of South Carolina at Spartanburg; M.A., Hollins College; Ph.D., University of South Carolina*

**John C. Taylor**, Professor of History (1980)

*B.A., Juniata College; J.D., Duke University; M.A., Ph.D., Pennsylvania State University*

**Ellen H. Williams**, Assistant Professor of Psychology (2009)

*B.S., Furman University; Ph.D., University of Tennessee*

**Andelys Wood**, Professor of English (1977)

*A.B., Middlebury College; Ph.D., Indiana University*

### Adjunct Faculty Teaching Graduate Courses

**Adu A. Boateng**, B.A., University of Kentucky; M.S., Eastern Kentucky University; Ph.D., Southern Illinois University-Carbondale.

**Joni L. Caldwell**, B.A., Constantin College of Liberal Arts; M.A., Ph.D., Braniff Graduate School, University of Dallas

**Amy Cottrell-Jackson**, B.S. Union College, M.A. Cumberland College, Ed.S, Ed.D, Educational Leadership, University of Sarasota

**Helen Goins**, B.S. Union College, M.S.Lincoln Memorial University, Ph.D. Union Institute & University, Cincinnati, Ohio.

**Cynthia L. Hanson**, B.S., Miami University; M.Ed., Ph.D., Kent State University.

**Tracy Mallett**, B.A., Marshall University; M.A., PsyD., Spalding University.

**Jeffrey C. McClean II**, B.A., Harvard College, M.D., University of Health Sciences.

**Terry McDevitt**, B.A., Bellarmine College; M.Div., Catholic Theological Union; Ph.D., University of Alabama

**Gerald Miller**, B.S., M.A., Ed.D., Tusculum College, East Tennessee State University, University of Tennessee

**Joy Ramsey**, B.S., M.Ed., Ed.S., Ed.D., East Tennessee State University, Union College, East Tennessee State University

**Sandra Ramsey**, B.S., M.Ed., Ed.S., Ed.D., East Tennessee State University, Union College, East Tennessee State University

**Deborah Richard**, M.A. Special Education and Guidance and Counseling, Murray State University, Ph.D. Educational Administration Southern Illinois University

**Tony Skaggs**, B.S. Eastern Kentucky University, M.A. Morehead State University, Planned 6th year program, Administration, Morehead State University

**Murrell P. Stewart**, B.S., M.A., Eastern Kentucky University; Ed.D., University of Kentucky

**Glen A. Tilley**, B.S., M.E., M.A., Ed.S, Ed.D, Administration, East Tennessee State University

**Rhonda Vincent**, B.A., University of Texas; M.A., New Mexico State University, Ph.D., Texas Woman's University

### Graduate Faculty Emeriti

**Arthur H. Hafner**, Professor Emeritus of Education, A.A., Green Mountain College; Ph.D., Muhlenberg College; M.A., Lehigh University; Ed.D., Teachers College, Columbia University

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## NOTES

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