



UNION
COLLEGE

2013-2014
Graduate Catalogue



PRO DEO ET HOMINE
“For God and Man”

Mission Statement

*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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GENERAL INFORMATION

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.

The David and Donna Jones Learning Resource Center

The David and Donna Jones Learning Resource Center is located in the center of campus and comprises the Weeks-Townsend Memorial Library and the Black Technology Center. The faculty and staff of the departments housed in these facilities are dedicated to providing members of the Union College community the information resources and services needed to meet their educational goals. The Jones Learning Resource Center provides access to print and non-print materials, data and voice communication, institutional data, and the education needed to utilize the materials and information.

Abigail E. Weeks/Milton H. Townsend Memorial Library

The Weeks-Townsend Memorial Library provides a variety of resources and services to support and enrich the College's academic programs. The library houses a collection of more than 170,000 books, periodicals, government documents, and multi-media materials. The library subscribes to numerous on-line reference and full-text databases including more than 120,000 e-books. The library's Online Public Access Catalog (OPAC), circulation, and reserves are fully automated and available on the web. The library can accommodate 250 persons in a variety of seating arrangements, including study carrels, tables, private study rooms, computer stations, and lounge areas. The library provides wireless access to the campus network and laptop computers for student use. Library participation in various state, regional, and national consortia and networks provides the college community with a wide array of traditional and electronic resources.

The Library includes a 20-seat computer lab, the main teaching lab on campus. The Curriculum Collection supports the Teacher Education Program through provision of specialized curriculum and juvenile materials. The library houses several other special collections including the Cumberland Gap Genealogy Collection, the Lincoln-Civil War Collection, and the College Archives. The library staff offers individual and group bibliographic instruction and instruction in the use of equipment, computer resources, and special collections.

Books

Textbooks are available online through Akademos. For more information visit the Union College website at www.unionky.edu.

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. 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

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

- 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) An application for Graduate Study must be completed either online or on campus, and
- 3) Pay a \$25.00 application fee.

Applicants for admission to the Graduate Studies Program may enter at the beginning of each academic semester, term, 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 the Graduate Council 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 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 also section on **Alternative Certification**.

SENIORS TAKING GRADUATE COURSES

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 Vice President for Academic Affairs, 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

Financial Information

The academic year is divided into sessions. There are three Fall and three Spring sessions. In addition, there are multiple Summer/Winter sessions offered. Please consult the Academic Calendar or academic course schedules for times offered. 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 students 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 semester enrollment fee of \$50.

Currently, there are two monthly payment plans available:

Fall: 6 Month Plan (June to November)

Spring: 6 Month Plan (December to May)

For more information, please contact Union College at (800) 489-8646, visit the Union College website at www.unionky.edu, or contact the Office of Business Affairs at (606) 546-1203.

Refund Policy

Whether a class is 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 email, 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. First-time borrowers in the Direct Loan Program will also need to complete entrance counseling and a master promissory note at www.studentloans.gov before 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)	\$400.00
Part-time online tuition (per online hour)	\$400.00
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
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
Special Lab or Studio Course	\$25.00
College Court Rental, per month (all utilities furnished)****	\$320.00
Graduation Fees:	

Degree or Certificate	\$25.00
Academic Regalia	\$55.00
Absentia	\$50.00
Renewal Fee	\$5.00
Technology Fee	\$25.00
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)

ACADEMIC POLICIES

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 readmission and update their records in the Graduate Enrollment Office.

Course registration enrollment may be completed online during the advance registration period. Students are advised to register early. Changes in registration or program must be accompanied by a written (email/fax) request. Registration is conducted on an individual basis and group registrations by email are not accepted.

Withdrawal from Courses/the College

Withdrawal does not happen automatically when a student stops attending a class. Official withdrawals are only made when a written request is submitted to the Registrar's Office. It is the student's responsibility to initiate and complete this process. Failure on the part of a student to complete the withdrawal procedure will result in a grade of "F" for the term.

Note: The last day to withdraw from the College or from all courses for a given semester is also the last day to withdraw from a course with a grade of "W." The date for such withdrawals varies from year to year, but is noted in the Academic Calendar posted on the Union College website: www.unionky.edu.

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 programs are dedicated to establishing a fair and safe environment for any student with an academic grievance. Students who believe they have 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 for Academic Affairs. If a satisfactory resolution is not achieved, the Vice President for 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 for Academic Affairs, he/she must file in writing the grievance statement with the Vice President for 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 M.A. 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 his/her transcript to ensure he/she has been awarded the correct grade. It is the sole responsibility of the student to complete all work and 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 students' 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 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 Master's program. They will not be allowed to reapply for candidacy unless they are reinstated.

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 for Academic Affairs in order to be reconsidered for reinstatement.

Reinstatement

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

After completing this program of study, students must then petition the Graduate Council for reinstatement at least 30 days prior to the first day of the semester in which they 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 Reinstatement

After reinstatement, graduate students must still apply for admission to candidacy in the Master's program of their choice. Once admitted, they remain on probation until their 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 (Master's, 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
- 595 Independent study—courses offered for individual study outside regular course offerings
- 599 Thesis - Education
- 696/697 Integrative project I/II - Psychology

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/weather.

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 the Vice President for Academic Affairs 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 the Registrar.

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 (Education) 12 hours (Psychology) over the entire term for Fall and Spring. During the May and Summer terms, students can take no more than a combined 16 hours. Students can take no more than 3 hours (according to term length) during August or Winter terms. Credit may not be earned concurrently at another institution without the permission of the Registrar.

Time Limits

A graduate student is expected to complete requirements for any degree or program within five years after beginning course work. 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 Master's 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 Dean/Department Chair when the curriculum contract is signed or prior to taking the course.

Acceptance of transfer credit does not imply 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 (Education only)

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 Introduction to EDUC Graduate Studies. More information is also listed on the Graduate 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 (MAP V) and (2) prior to program completion (MAP VI). 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. Graduate students are limited in the amount of coursework they can complete online unless completing an M.A. 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. For any questions about this policy, please contact the Graduate Studies Office at 606-546-1210 (Education) or 606-546-1277 (Psychology).

GRADUATE EDUCATION PROGRAM

Jason Reeves, Dean of Educational Studies

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 lifelong 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 Education 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 as follows:

- 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 a learning climate 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 his/her own overall performance in relation to the unit's theme/vision to expand his/her 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 responds 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 lifelong 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 belong 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.

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 (MAP IV & 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 catalogue. An applicant must have completed the requirements for a Bachelor's degree at an accredited institution. A minimum GPA of 3.0 is required. **Please note, courses counted toward transfer or program completion must have been completed within seven years of date of program application.** 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:

- Copy of official undergraduate transcripts with minimum 3.0 undergraduate GPA.
- Copy of valid teaching certificate
- Submission of Curriculum Vitae
- Submission of passing GRE or MAT scores
- Submission of three professional letters of reference (one reference must come from current principal or supervisor)

- Submission of Professional Growth Plan
- Submission of Professional Disposition Form
- Submission of Statement of Goals and Objectives for Advanced Level Learning
- Signed Copy of the Kentucky Code of Ethics for Teachers
- Documentation of recent professional development activities (last 3 years)

Note: Schedules are available to students online. Schedules and instructors are subject to change. The academic departments reserve the right to change instructor(s) without notification to the student. Students may access all information about course(s) they are enrolled in through MyUnion by logging in with their email address and student identification number issued by the College. It is the student's responsibility to make sure he/she is enrolled in the correct course(s) and 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. Each student should refer to his/her curriculum contract and/or advisor.

Application for Graduation, Change in Rank, and added Certification

It is the student's responsibility to apply for graduation through the Office of the Registrar. Applications can be picked up at the Registrar's Office or the Educational Studies Office. Students apply for change in rank or added certification in the Educational Studies Office. Deadlines are posted on the academic calendar. Please contact the Registrar's Office or the Educational Studies 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).

MASTER OF ARTS IN EDUCATION DEGREE

Requirements for the Master's degree include the following:

1. Completion of one of the degree programs described in the Graduate Programs of Study section of this catalogue, totaling a minimum of 31 hours of graduate coursework including GRST 500
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.
 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

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 Graduate Enrollment Office 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 Graduate Enrollment Office 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. 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 is 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:

Grades P-5	Grades P-12	Middle Grades (5-9)	Grades 8-12
Elementary Education	Special Education	English & Communication	Biology
		Mathematics	Chemistry
		Science	English & Communication
		Social Studies	Mathematics
		Special Education	Social Studies

Students interested in the Alternative Certification Program must first have their transcripts evaluated by the Educational Studies 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. Students must meet the requirements for eligibility including a 2.75 GPA, state approved passing PRAXIS I (PPST) scores, and approval of the candidate's employment school district (within 50 mile radius of Union College's Barbourville campus). If a candidate meets the requirements for eligibility, a letter showing provisional acceptance into the program can be issued. 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 by receiving the state approved minimum scores on the PRAXIS I (PPST)
7. Student has at least 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 2.75 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 begin KTIP during their 3rd year in the program. **Students will not be allowed to begin KTIP without completion of all coursework, PLT, and Praxis II tests.**

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

Education Specialist Program (Ed.S.) Non-Certification

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

Disclaimer

Please be advised that our Ed.S. program is not accredited by the Kentucky Education Professional Standards Board (EPSB) and our Ed.S. program is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for Kentucky P-12 educators.

Program Admission Requirements

- Application for Graduate Studies
- Completion of a Master's program
- Minimum of 3.0 Cumulative GPA
- Copy of Official College Transcripts
- Copy of GRE or MAT Scores
- Three Professional References
- Completed Dispositions Form
- Submission of Resume/Vitae

Program Candidacy Requirements

- Completion of Core Component
- Application to Program Candidacy
- Minimum of 3.0 Cumulative GPA
- Assignment of Faculty Advisor

Program Exit Requirements

- Successful Completion of Capstone Experience
- Application for Graduation
- Minimum of 3.0 Cumulative GPA
- Complete 37 Hours (31 hours earned in residence at UC)
- Successful Completion of E-portfolio

**GRADUATE PROGRAMS OF STUDY –
GRADUATE EDUCATION PROGRAM*****Master of Arts in Education******Rank II***

- Teacher as Leader
- Educational Leadership (non-certification)
- P-12 Education
 - Health/Physical Education
 - Reading Endorsement
 - Special Education

Rank I Programs

- Teacher as Leader
- Curriculum and Instruction
- Educational Leadership (non-certification)
- P-12 Education
 - Reading Endorsement
 - Special Education
 - Supervisor of Instruction

Please Note:

Students seeking initial certification through the graduate program must see the Educational Studies Unit 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 meet individual requirements for admission to student teaching and 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 Teacher 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, in EDUC 513: Advanced Instructional Practices for Teacher Leaders, assignments/projects for the course reflect all KTS Standards including Standard 4: The Teacher Implements and Manages Instruction, Standard 5: The Teacher Assesses and Communicates Learning Results, Standard 6: The Teacher Demonstrates the Implementation of Technology, and Standard 10: Provides Leadership within School/Community/Profession.

Students may 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 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 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

Choose one of the following courses:

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 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 *21 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

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 Exceptional 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, and Reading certifications require a Master's 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 Education 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 Education 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 the 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 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 (prerequisite EDUC 500)

2. Specialization Component*21 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

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 Exceptional Learners
SPED 511	Assessment Procedures of Exceptional Learners
SPED 513	Diagnostic and Prescriptive Teaching
SPED 515	Instructional Procedures for Exceptional Learners

Educational Leadership (non-certification)**1. Professional Courses***13 semester hours*

GRST 500	Introduction to Graduate Studies
EDUC 502	Curriculum Design and Practices for Teacher Leaders
EDUC 513	Advanced Instructional Practices for Teacher Leaders
EDUC 511	Assessment and Accountability Practices for Teacher Leaders
EDUC 551	Culturally Responsive Practices for Teacher Leaders
EDUC 573	Advanced Technology Practices for Teacher Leaders

2. Administrative Courses*18 semester hours*

EDAD 530	School Law
EDAD 540	School Finance & Business Management
EDAD 545	Introduction to Educational Administration
EDAD 554	Human Resource Development
EDAD 560	School & Community Relations
EDAD 670	Directed Field Project

Alternative Certification 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 491	Seminar in Education: Professional Orientation
EDUC 492	Seminar in Education: Diversity Issues
EDUC 493	Seminar in Education: Management Issues
EDUC 494	Seminar in Education: Assessment Issues

2. Specialization Component (Choose one area)

21 semester hours

English/Communication

COMM 221	Introduction to Mass Communication
ENCO 222	Introduction to Critical Studies
ENCO 261	Writing and Speaking for the Media
ENGL 311	Intermediate Composition
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 451	Topics in Early Modern European History, or
HIST 452	Topics in Modern European History
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 Studies

INSS 103	Cultural Geography
HIST 211	Topics in World History
HIST 311	American History to 1848, or
HIST 312	American History from 1848 to 1919
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 491	Seminar in Education: Professional Orientation
EDUC 492	Seminar in Education: Diversity Issues
EDUC 493	Seminar in Education: Management Issues
EDUC 494	Seminar in Education: Assessment Issues

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

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

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 Studies*24 semester hours*

INSS 103	Cultural Geography
HIST 211	Topics in World History
HIST 311	American History to 1848
HIST 312	American History from 1848 to 1919
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 Exceptional Learners
SPED 504	Career Education for Exceptional Learners
SPED 511	Assessment Procedures for Exceptional 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 491	Seminar in Education: Professional Orientation
EDUC 492	Seminar in Education: Diversity Issues
EDUC 493	Seminar in Education: Management Issues
EDUC 494	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 362	Transmission and Population Genetics
BIOL 363	Molecular Genetics
BIOL 431	Cell Biology
BIOL 441	Ecology
BIOL 300+	Elective
BIOL 300+	Elective

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/Communication

41 semester hours

COMM 221	Introduction to Mass Communication
ENCO 222	Introduction to Critical Studies
ENCO 261	Writing and Speaking for the Media
ENGL 311	Intermediate Composition
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 (taken twice)
ENGL 402	Advanced Composition, or
ENGL 412	Composition for Teachers
ENGL 421	History of English Language
ENGL 442	Texts in History, pre-1800
ENGL 471	Shakespeare
ENGL 472	Capstone Seminar

Mathematics*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+	Electives (12 hours)
COMP 250	Introductory 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 451	Topics in Early Modern European History, or
HIST 452	Topics in Modern European History
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	200+ Level Elective
SOCI 131	Introduction to Sociology
ANTH, HIST, ECON, PLSC OR SOCI 300+	Level Elective

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 491	Seminar in Education: Professional Orientation
EDUC 492	Seminar in Education: Diversity Issues
EDUC 493	Seminar in Education: Management Issues
EDUC 494	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 Exceptional Learners
SPED 504	Career Education for Exceptional Learners
SPED 511	Assessment Procedures for Exceptional Learners
SPED 513	Diagnosis and Prescriptive Programming
SPED 515	Teaching LBD Students

Education Specialist Program (Ed.S.) Non-Certification
Program Curriculum
Core Component*9 semester hours*

GRST 500	Orientation to Graduate Study
EDAD 600	Ethics of Educational Leadership
EDAD 610	Educational Leadership Theory
EDAD 620	Educational Psychology

Leadership Component*15 semester hours*

EDAD 631	Legal Issues in Educational Organizations
EDAD 635	Program Evaluation and Improvement
EDAD 641	Problems in Education
EDAD 642	Grant Writing for Educational Organizations
EDAD 659	Special Topics in Educational Leadership

Field Component*6 semester hours*

EDAD 661	Seminar in Educational Decision Making
EDAD 662	Practicum in Educational Decision Making

Capstone Experience*6 semester hours*

EDAD 689 Quantitative Research and Statistics in Leadership Studies

EDAD 690 Ed.S. Writing Project

Catalogue Addendum for Tennessee Students Pursuing Educational Administration and/or***Educational Specialist (Ed.S.) Programs:*****Names of Owners and Officers for Union College:*****Union College Board of Trustees***

The full list is found at the beginning of this catalogue.

Grievance Statement for Tennessee Students:

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

Tuition Cost for Programs Offered in Tennessee:

Educational Administration

Total Program Cost: \$13,525.00

Educational Specialist (Ed.S.)

Total Program Cost: \$15,925.00

Transferability of Credit Disclosure Statement for Tennessee Students:

Credits earned at Union College may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Union College. Students should be aware that transfer of credit is always the responsibility of the receiving institution. Whether or not credits transfer is solely up to the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, credit hours can be transferred.

Administrative Refund Policy for Tennessee Students:

Per the Tennessee Higher Education Commission refund policy, Union College is allowed to keep an administrative fee of one hundred dollars (\$100.00).

GRADUATE PSYCHOLOGY AND COUNSELING PROGRAMS

Charles Jones, Department Chair

Mission statement:

The department of Psychology and Counseling, as a part of Union College's mission, is dedicated to providing education and training in both an online and on-campus format to future mental health providers so they can provide high quality of mental health services for individuals in need.

The Department of Psychology and Counseling at Union College offers the Master of Arts degree programs in Clinical Psychology and Clinical Counseling. These programs are designed to provide students with an understanding of the scientific principles and theories of psychology and counseling, as well as to develop the skills for the application of both Clinical Psychology and Clinical Counseling effectively within the mental health field. Additionally, the Department of Psychology at Union College offers a Master of Arts degree in General Psychology that can be completed exclusively online.

All Master's programs in psychology and counseling provide a solid academic base in the discipline. The online psychology program prepares students for further graduate study, teaching at the community college level, or personal enrichment. The Master of Arts in Clinical Psychology degree program is a 48 credit hour program designed to develop competent, effective Master's-level practitioners and involves training in the delivery of psychological services for a variety of clinical settings. All course work will fulfill the requirements for licensure in Kentucky. An additional 12 credit hour Clinical Endorsement may be obtained for those wishing to meet licensure standards in Kentucky at the "Psychological Practitioner" level. The program in Clinical Counseling will fulfill the course requirements for licensure in Kentucky, Tennessee, Virginia, and a variety of other states. (Students outside these states should check with their state licensing board for specific licensing requirements in their state). In addition, the clinical counseling program is aligned with the CACREP accreditation criteria, and the department is moving toward full CACREP accreditation.

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
- Personal Potential Index (provided by ETS)
- Acceptable GRE scores on file by the end of the first term.
- Signed GRST form
- Signed planned program
- Resume of work experience
- Interview with Psychology and Counseling Faculty

Criteria for admission to the Master of Arts with clinical specializations program include an undergraduate major or minor in psychology or a related field, an undergraduate GPA of 3.0, and an admission index score of 897 or higher. 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 Index Score:

- Students must meet the minimum admissions formula requirement (897).
- Admissions Formula: $\text{GPA (200)} + \text{GRE Verbal} + \text{GRE Quantitative} = 897$ or higher

Admission Procedures**1. 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.

2. Personal Potential Index:

The Personal Potential Index, or PPI, is a web-based, standard form that recommenders fill out to provide a qualitative and quantitative picture of applicants. Because test scores alone do not tell the whole story, the PPI rating system allows recommenders to go beyond the scope of grades and scores. The PPI is available free for GRE test-takers.

3. 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.

4. Graduate Record Examination Scores

The Master of Arts with clinical specializations program is based upon the Admission Score Index. The General Psychology program requires a minimum combined score of 286.

5. Statement of Goals & Objectives

Each applicant should submit a 200-300 word essay addressing 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.

6. 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.

7. Interview

Applicants will be required to interview with the members of the Psychology and Counseling Faculty prior to admission. These interviews will be scheduled periodically throughout the year when the student's application file is complete. Admission decisions will be sent to the candidate within 7-10 business days.

8. 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 their 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.

Online Study

To learn more about online study options, students should visit the graduate website at www.unionky.edu/grad. A graduate student seeking a M.A. in Clinical or Counseling Psychology may complete a limited amount of coursework online. Students 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. For any questions about this policy, contact the Psychology Office at 606-546-1277.

Applying for Candidacy

Admission to the Graduate College is not the equivalent of acceptance as a candidate for an advanced degree, which must be earned through work successfully completed at Union College. Admission to candidacy allows students to register for and complete all practica and internships, as well as sit for the comprehensive examination.

Requirements for Admission to Candidacy:

- Written Application for candidacy to include current goals, and a self-evaluation of progress
- Completion of all required 500-level foundational courses and PSYH 660 Ethics & Professional Practice
- 3.0 cumulative GPA in graduate courses earned at Union College

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 Psychology Office.

Exit Requirements for the Master of Arts in Psychology or Counseling

The purpose of the exit requirements established for the Master's 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 each academic year during the months of April and November.

Procedures for the Comprehensive Examination

The Graduate Comprehensive Exam in the Department of Psychology and Counseling is treated as one of several components of the program meant to ensure that all Master's Candidates acquire training and education that strike an ideal balance between breadth of knowledge across the discipline and depth of knowledge within the candidate's area of specialization. The comprehensive exam should be completed in the semester prior to planned graduation, on the date scheduled by the Psychology and Counseling Department.

For the Clinical Psychology exam, candidates are allowed two hours for the objective portion of the exam and two hours for the essay portion of the exam. There are 100 items (questions) on the objective portion of the examination. The areas of emphasis measured by the comprehensive examination are designed to emulate the content of the EPPP:

- Domain 1 – Biological Bases of Behavior (12%) — knowledge of (a) biological and neural bases of behavior, (b) psychopharmacology, and (c) methodologies supporting this body of knowledge
- Domain 2 – Cognitive/Affective Bases of Behavior (13%) – knowledge of (a) cognition, (b) theories and empirical bases of learning, memory, motivation, affect, emotion, and executive function, and (c) factors that influence cognitive performance and/or emotional experience and their interaction
- Domain 3 – Social and Cultural Bases of Behavior (12%) – knowledge of (a) interpersonal, intrapersonal, intergroup, and intragroup processes and dynamics, (b) theories of personality, and (c) diversity issues
- Domain 4 – Growth and Lifespan Development (12%) – knowledge of (a) development across the full life span, (b) atypical patterns of development, and (c) the protective and risk factors that influence developmental trajectories of individuals
- Domain 5 – Assessment and Diagnosis (14%) – knowledge of (a) psychometrics, (b) assessment models and instruments, (c) assessment methods for initial status of and change by individuals, couples, families, groups, and organizations/systems, and (d) diagnostic classification systems and their limitations
- Domain 6 – Treatment, Intervention, Prevention, and Supervision (14%) – knowledge of (a) individual, couple, family, group, organizational, or community interventions for specific problems/disorders in diverse populations, (b) intervention and prevention theories, (c) best practices and practice guidelines, (d) consultation and supervision models, and (e) evidence supporting efficacy and effectiveness of interventions
- Domain 7 – Research Methods and Statistics (8%) – knowledge of (a) research design, methodology, and program evaluation, (b) instrument selection and validation, (c) statistical models, assumptions, and procedures, and (d) dissemination methods
- Domain 8 – Ethical/Legal/Professional Issues (15%) – knowledge of (a) codes of ethics, (b) professional standards for practice, (c) legal mandates and restrictions, (d) guidelines for ethical decision making, and (e) professional training and supervision

The Clinical Counseling exam will also be four hours in length and will include the following ten domains that are designed to align with the Kentucky Licensing exam for Associate Counselors (LPCA), as well as the CACREP criteria:

- The helping relationship including counseling theory and practice. (Studies that provide an understanding of the counseling and consultation processes. Example Courses: theories; and techniques.)
- Human growth and development (Studies that provide an understanding of the nature and needs of individuals through the lifespan. Example Courses: human development.)

- Lifestyle and career development (Studies that provide an understanding of career development and related life factors. Example courses: lifestyle and career counseling; vocational counseling; occupational and educational information.)
- Group dynamics, process, counseling and consulting. (Studies that provide an understanding of group development, dynamics, group counseling theories, group counseling methods and skills.)
- Assessment, appraisal, and testing of individuals. (Studies that provide an understanding of individual and group approaches to assessment and evaluation. Example courses: measurement; individual appraisal; intelligence testing.)
- Social and cultural foundations, including multicultural issues. (Studies that provide an understanding of issues and trends in counseling with multicultural and diverse society. Example courses may include counseling disadvantaged populations; counseling diversity; counseling minorities; counseling multicultural issues.)
- Principles of etiology, diagnosis, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior. (Studies that provide differential diagnosis, treatment and prevention.)
- Research and evaluation. (Studies that provide an understanding of types of research methods)
- Professional orientation. (Studies that provide an understanding of all aspects of Professional Counseling including counseling history, counseling roles, organizational structures, professional counseling ethics, professional counseling standards, and licensing and credentialing in professional counseling. Example courses: introduction to counseling; professional orientation; legal and ethical issues in counseling.)
- Practicum/Internship All applicants shall complete an organized practicum or internship in counseling consisting of at least 600 clock hours. (Can possibly be completed at Union College's training center).

In addition to the objective portion of the comprehensive exam, there will be two essay questions. One essay will focus on legal and ethical issues of psychology. The second essay will be determined by the track (clinical, counseling, general) that the student is pursuing.

This examination will be proctored in the library computer lab. Responses must be typed prior to submission. Students will be expected to successfully complete the comprehensive examination as one of the exit requirements for the Master's in Psychology. Both essay questions must receive a passing score and a 70% or higher must be achieved on the objective test. The essay questions 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. The purpose of the exam is to assess students' competency in the topic areas deemed important by licensing/accreditations boards.

Students will receive written notification of results of the examination within 10 days from the Chair of the Psychology and Counseling 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 sections (objective questions, ethics question, specialization question) 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's in Psychology program. Additional attempts of the comprehensive examination will be scheduled at the discretion of the faculty members in the Psychology and Counseling 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 their 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 students for understanding research, becoming consumers of research literature, and thinking critically and scientifically. This degree may be completed entirely online or a student may choose to combine online courses with on-campus courses.

Program Requirements:

Foundational Courses (22 hours):

GRST 501	Introduction to Psychology Graduate Studies
PSYH/COUN 511	Advanced Developmental Psychology
PSYH 512	Statistics for Mental Health Professionals
PSYH 515	Quantitative & Qualitative Research Methods
PSYH/COUN 520	Advanced Psychopathology OR PSYH 560 Theories of Personality
PSYH 575	Advanced Behavioral Neuroscience
PSYH 592	Social & Community Psychology
PSYH 651	Emotion, Motivation, & Cognition

Elective Courses (select 9 hours)

PSYH 605	Health Psychology
COUN 625	Theories of Career Counseling & Development
COUN 630	Family Systems Theory
PSYH 640	Group Dynamics
COUN 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

PYSH/COUN 510	Psychology of Addiction
PSYH 513	Recovery & Relapse
PSYH 524	Biological Systems of Chemical Dependency

Thesis Courses (6 hours)

PSYH 696	Integrative Project I
PSYH 697	Integrative Project II

Master of Arts in 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, prisons, 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 assessments regarding developmental disabilities, 2) the possibility for a variety of guided practicum opportunities, such as community mental health, school based programs, private practice, hospitals, and government agencies, 3) class schedules to fit the working professional's needs (the majority being evening & online courses with the exception of practica) 4) and faculty supervision for each practicum limited to a 1 to 5 ratio, offering intensive training and feedback on therapeutic skill development and documentation procedures.

The Master's degree plan fulfills the educational requirements and prepares students for the successful passing of the 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 15 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/Pages/default.aspx>

Program Requirements:**Foundational Courses (28 hours):**

GRST 501	Introduction to Psychology Graduate Studies
PSYH/COUN 502	Theories of Counseling & Psychotherapy
PSYH/COUN 511	Advanced Developmental Psychology
PSYH 512	Statistics for Mental Health Professionals

PSYH 515	Quantitative & Qualitative Research Methods
PSYH/COUN 520	Advanced Psychopathology
PSYH 575	Advanced Behavioral Neuroscience
PSYH 592	Social & Community Psychology
PSYH 660	Ethics & Professional Practice
PSYH/COUN 665	Diagnosis & Treatment Planning

Clinical Program Courses (18 hours)

PSYH /COUN 503	Techniques of Counseling & Psychotherapy
PSYH 651	Emotion, Motivation, & Cognition
PSYH 670	Clinical Assessment of Intellectual Functioning
PSYH 675	Clinical Assessment of Emotional/Psychological Functioning
PSYH/COUN 688	Practicum in Counseling/Psychotherapy
PSYH/COUN 689	Practicum in Assessment

Elective Courses (select 3 hours)

PSYH 504	Advanced Industrial/Organizational Psychology
PSYH 590	Advanced Forensic Psychology
PSYH 605	Health Psychology
COUN 625	Theories of Career Counseling & Development
COUN 630	Family Systems Theory
PSYH 640	Group Dynamics
COUN 645	Group Counseling & Psychotherapy
COUN 655	Multicultural & Diversity Issues

Endorsement for Clinical Psychology (LPP) (12 hours)**Required Courses (select 6 hours):**

PSYH/COUN 510	Psychology of Addictions
PSYH 590	Advanced Forensic Psychology
COUN 655	Multicultural & Diversity Issues

Elective Courses (select 6 hours)

PSYH 560	Theories of Personality
PSYH 504	Advanced Industrial/Organizational Psychology
PSYH/COUN 690	Internship I
PSYH/COUN 691	Internship II

Master of Arts in 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 qualifications 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. Complete information may be found at the official website of the Kentucky State Board of Licensed Professional Counselors, located at the following URL: <http://lpc.ky.gov/Pages/default.aspx>

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/Pages/default.aspx>

Program Requirements

Foundational Courses: (25 hours):

GRST 501	Introduction to Psychology Graduate Studies
PSYH/COUN 502	Theories of Counseling & Psychotherapy
PSYH/COUN 511	Advanced Developmental Psychology
COUN 528	Research in Counseling
COUN 585	Introduction to Clinical Assessment
PSYH/COUN 520	Advanced Psychopathology
PSYH 592	Social & Community Psychology
COUN 500	Professional Orientation & Ethics
PSYH /COUN 665	Diagnosis & Treatment Planning

Counseling Program Courses (30 hours):

PSYH /COUN 503	Techniques of Counseling & Psychotherapy
COUN 625	Career Counseling & Development
COUN 645	Group Counseling & Psychotherapy
PSYH 651	Emotion, Motivation, & Cognition
COUN 655	Multicultural & Diversity Issues
PSYH 670	Clinical Assessment of Intellectual Functioning OR
PSYH 675	Clinical Assessment of Emotional/Psychological Functioning
PSYH/COUN 688	Practicum in Counseling/Psychotherapy
PSYH/COUN 690	Internship I
PSYH/COUN 691	Internship II

Counseling Elective Courses (select 6 hours)

PSYH 504	Advanced Industrial/Organization Psych
PSYH 560	Theories of Personality
PSYH 575	Advanced Behavioral Neuroscience

PSYH 590	Advanced Forensic Psychology
PSYH 605	Health Psychology
COUN 630	Family Systems Theory
PSYH 640	Group Dynamics

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

1. Entrance application
2. Two letters of recommendation;
3. 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 II (4)
PSYH 507	AIDS & Ethical Issues in CD Treatment (1) OR
PSYH 660	Ethics & Professional Practice
PSYH/COUN 510	Psychology of Addictions (3)
PSYH 524	Biological Systems of Chemical Dependence (3)
PSYH 513	Recovery and Relapse (3)
COUN 655	Multicultural & Diversity Issues (3) <u>OR</u>
	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/Pages/default.aspx>

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 or Clinical 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 M.A. program, the Combined Bachelor's/Master's 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 M.A. programs in psychology intend to develop conceptual and analytical skills, add 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 (at the 500-level only), or Chemical Dependency electives.** During the junior and senior years, students 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 Master 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 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

Biology

BIOL 561. Topics in Biological Science (3)

A lecture and discussion approach to topics and issues of contemporary importance and interest in 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 typed report will be required. An examination may or may not be given, depending on the nature of the problem selected. *Prerequisite:* 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 typed report will be required. An examination may or may not be given, depending on the nature of the problem selected. *Prerequisite:* instructor's approval.

Counseling

COUN 500. Professional Orientation & Ethics (3)

Professional Orientation is theory and practice. Various aspects of the counseling profession are explored including the foundations of counseling; psychological theories; techniques and processes relevant to counseling; professional, ethical, and legal issues; and counseling practice. The purpose of this course is to provide students with the opportunity to examine these areas of counseling and to introduce students to this profession. This course should serve as a foundation for other counseling courses.

COUN 502. Theories of Counseling & Psychotherapy (3)

A comprehensive review of fundamental concepts in personality theories and their applications to counseling and psychopathology, with special focus on explicating the relationship between theory and practice. Key elements, and concepts; 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. Cross-listed as PSYH 502.

COUN 503. Techniques of Counseling & Psychotherapy (3)

Intensive focus on the development of individual counseling skills through readings, discussion, experiential exercises, and feedback on skill development. Reviews of videotaped interviews enhance self-observation skills and understanding of therapeutic process. 502 & 520. Cross-listed as PSYH 503.

COUN 510. Psychology of Addictions (3)

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

COUN 511. Advanced Developmental Psychology (3)

An intensive exploration of the current state of research and theory as applied to human development across the lifespan. Although this course outlines the latest findings on developmental changes that occur from birth to eighteen, strongest emphasis will be placed upon adult development and changes that are a product of the 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. Cross-listed as PSYH 511.

COUN 520. Advanced Psychopathology (3)

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

COUN 528. Research in Counseling (3)

This course involves an examination of issues related to measuring psychological states and outcomes relevant to counselors and psychological practitioners. Topics reviewed include Science and Pseudoscience, Treatment/Intervention Efficacy and Effectiveness (i.e., empirical validation), Impact of Training: Professionals vs. Paraprofessionals, Meta-Analytic Strategies, Case Studies or Experimental Comparisons, and Clinical Trials & Manualized Treatment.

COUN 585. Introduction to Clinical Assessment (3)

This course introduces studies that provide an understanding of individual and group approaches to assessment and evaluation in a culturally diverse society. This course also provides an understanding of assessment in counseling through (1) an overview of basic counseling assessment concepts, (2) an understanding of test construction, (3) familiarity with instruments, and (4) an overview of test interpretation. It also provides a discussion of typical problems and approaches to individual and group testing in the areas of intelligence, aptitude, achievement, interest, and personality measurement. History, rationale, and ethical issues in the use of counseling assessment instruments are included.

COUN 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.

COUN 630. Family Systems Theory (3)

This course examines theoretical approaches including major systems theories, strategies, and techniques of family and relationship therapy. A survey of the development of family and relationship counseling and proponents of the field are studied. Issues of conflict and ethical considerations are examined. The impact of cultural and social forces upon the family system is explored.

COUN 645. Group Counseling & Psychotherapy (3)

This course is a conceptual and experiential introduction to group dynamics, group counseling approaches and models, issues of group leadership, and group facilitation skills. Consideration is given to the goals of group counseling, composition, phases, and research. Includes group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

COUN 655. Multicultural & Diversity Issues (3)

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

COUN 665. Diagnosing & Treatment Planning (3)

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

COUN 688. Practicum in Counseling & Psychotherapy (3)

This course is designed to provide students with a supervised clinical practice experience and meet the requirements for licensure in the state of Kentucky. Students should contact their advisors early in their programs to arrange for placement and ascertain their required hours and supervision needs. This course must be taken near the end of the student's graduate coursework. *Prerequisites:* Candidacy in the M.A. Psychology Program; PSYH 660 or an approved course in professional ethics. Formerly PSYH 550. Cross-listed as PSYH 688.

COUN 689. 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 M.A. Psychology Program; PSYH 660 or an approved course in professional ethics; clinical assessment courses as required for the student's program. Formerly PSYH 679. Cross-listed as PSYH 689.

COUN 690. Internship I (3)

This course requires completion of a supervised internship for students in the Counseling 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 M.A. Psychology Program. Cross-listed as PSYH 690.

COUN 691. Internship II (3)

This course completes the internship requirements for students in the Counseling Psychology program. *Prerequisites:* PSYH 690, and Candidacy in the M.A. Psychology Program. Cross-listed as PSYH 691.

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 candidates' abilities to lead their classrooms as a result is discussed. Candidates will also present the outcomes

of their action research project to the Teacher as Leader Capstone Experience Committee as part of Teacher as Leader program exit requirements.

EDUC 501. History 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 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 are explored. Topics covered in the course include formative and summative assessment practices, assessment of learning vs. assessment for learning, student self-assessment, and group assessment processes. Further, candidates will review local, state, and national student achievement data as a means to develop classroom assessment procedures that reflect the need to close the national achievement gap. In particular, the use of technology in the assessment process including bell-ringers, 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 (3)

A survey course which briefly examines competing theories of reading/language arts instruction and that proposes an approach which emphasizes consistency and structure in implementing whole language principles. For teachers of early childhood through older elementary grades.

EDUC 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 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 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 (IEPs), students identified as Gifted and Talented (GT), students from variant socioeconomic backgrounds and cultures, and students of different genders and sexual orientations. Candidates will complete a clinical placement in a setting that offers exposure to an ethnic, cultural, or socioeconomic perspective different than their own and provide a reflection of their experience.

EDUC 573. Advanced Technology Practices for Teacher Leaders (3)

Remaining at the forefront of advancement in technology allows candidates to truly become assets to their schools and develop themselves as teacher leaders. This course engages candidates in current and emerging technologies in educational practices. Topics

covered include the use of technology as a tool for communication, assessment, research, and classroom management. Particular emphasis will be placed on the use of software including Skype, Smartphone, use of social media including Facebook and YouTube in the classroom, and formative/summative assessment processes through texting.

EDUC 589. Teacher Leaders as Transformers of Education (3)

This course explores the idea of “out of the box” thinking by candidates to cover 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 adolescence, including a study of the physical, social, emotional, and intellectual needs unique to the middle grade student; social, economic, and political forces impacting middle schools; 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, 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 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 531. Foundations of Multicultural Education (3)

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

EDAD 532. Introduction to International Education (3)

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

EDAD 533. Diversity in Learning and Evaluation (3)

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

EDAD 534. Instructional Strategies for Multicultural Populations (3)

Candidates will examine the educational context for diversity from a culturally diverse learner viewpoint and examine current research as it applies to instructional strategies for culturally diverse learners. Further, candidates will explore and implement strategies for direct learning, cooperative learning, and mnemonics for culturally diverse learners.

EDAD 535. Effective Classroom Management Practices for Diverse Classrooms (3)

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

EDAD 540. School Finance 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 546. Introduction to Educational Policy (3)

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

EDAD 547. Political Influencers on Educational Policy (3)

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

EDAD 548. Comparative Profiles in Educational Policy (3)

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

EDAD 549. PreK-12 Assessments and Educational Policy (3)

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

EDAD 550. Special Topics in Educational Policy (3)

In this course, candidates will explore selected issues and topics relevant to educational policy in a P-12 school setting. Through course assignments, readings, and clinical placement, candidates will develop the skills needed to understand leading issues and topics related to current educational policy. As such, candidates will acquire a knowledge base to better understand educational policy and its application to service as a teacher leader.

EDAD 554. Human Resource Development (3)

A study of the purposes, principles, and techniques of educational supervision. Emphasis on the instructional aspects of school administration.

EDAD 560. School 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.

Educational Studies Specialist (Ed.S.)**EDAD 600. Ethics of Educational Leadership (3)**

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

EDAD 610. Educational Leadership Theory (3)

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

EDAD 620. Educational Psychology (3)

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

EDAD 631. Legal Issues in Educational Organizations (3)

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

EDAD 635. Program Evaluation and Improvement (3)

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

EDAD 641. Problems in Education (3)

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

EDAD 642. Grant Writing for Educational Organizations (3)

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

EDAD 659. Special Topics in Educational Leadership (3)

The course covers a variety of topics in the field of educational leadership, which are rotated each semester. Possible topics for the course include social media and educational leadership, the role of community and educational leadership, the politics of educational leadership and accreditation standards for educational programs, services, and agencies.

EDAD 661. Seminar in Educational Decision Making (3)

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

EDAD 662. Practicum in Educational Decision Making (3)

The course focuses on the idea of leadership practice and theory as it relates to building an

organization's culture. As such, the role of an educational leader is examined through the lens of establishing, supporting, and advancing an organizational climate towards success. A particular emphasis is placed on examining the use of human and material resources as it applies to leadership theory and practice.

EDAD 689. Quantitative Research and Statistics in Leadership Studies (3)

Examines the role of the educational leader as researcher. Through assessment processes and review of local, state, and national data, students will become better prepared to engage in effective, proven data-driven decision making. A particular emphasis on accountability in the pursuit of data-driven decision making is present throughout the course.

EDAD 690. Ed.S. Writing Project (3)

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

English/Communication

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. Fall, even years only.

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. 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. 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. 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. Fall, 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. Spring, even years only.

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. 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 articles will be reviewed. The course will include several lecture demonstrations and hands-on experience with laboratory equipment.

GNSC 570. Earth Science for Teachers (3)

A course for middle school and elementary teachers presenting earth science concepts outlined in Kentucky's Program of Studies.

GNSC 571. Literary Approach to Life Science (3)

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

GNSC 575. Topics in Physical Science: Energy and Motion (3)

A course for primary/intermediate teachers of science presenting physical science concepts outlined in Kentucky's Program of Studies and Core Content for Assessment.

GNSC 584. Plate Tectonics (3)

A theory which professional geologists once scoffed at has revolutionized earth science in the last decades. In this combination lecture/laboratory course, students will construct

models and analyze actual data to reconstruct the historical development of this important theory.

Graduate Studies

GRST 500. Introduction to Education Graduate Studies (0)

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

GRST 501. Introduction to Psychology Graduate Studies (1)

A course designed to introduce students to Psychology graduate study at Union College. Students will complete an entrance writing exercise and receive training in MyUnion and webmail.

History

HIST 513. Twentieth Century America (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. Spring, even years only.

HIST 521. History of Appalachia (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. Fall, odd years only.

HIST 531. The American Revolutionary Era (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. Spring, odd years only.

HIST 541. Civil War and Reconstruction (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. Spring, even years only.

HIST 551. Renaissance and Reformation (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. Spring, even years only.

HIST 561. Islamic Empires and Civilization (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. Fall, odd years only.

HIST 575. Special Topics in American History (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. Fall, 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. Cross-listed as COUN 502.

PSYH 503. Techniques of Counseling & Psychotherapy (3)

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

PSYH 504. Advanced Industrial/Organizational Psychology (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. (Formerly Program Evaluation)

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 (4)

Introduction to the foundations of the alcohol and drug abuse rehabilitation field. Emphasis on the roles and responsibilities of the addictions counselor. Focus is on the last six of the 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. Cross-listed as COUN 510.

PSYH 511. Advanced Developmental Psychology (3)

An intensive exploration of the current state of research and theory as applied to human development across the lifespan. Although this course outlines the latest findings on developmental changes that occur from birth to eighteen, strongest emphasis will be placed upon adult development and changes that are a product of the 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. Cross-listed as COUN 511.

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 studies and mental health literature. Students will gain the knowledge necessary for conducting psychological research activities, reviewing the literature, and understanding statistical tests and data analysis.

PSYH 513. Recovery & Relapse (3)

This course is designed to address the diverse issues that are related to 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 various methodological strategies in research projects.

PSYH 520. Advanced Psychopathology (3)

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

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 crisis situations, including issues in co-morbidity and prevention.

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 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 Neurophysiology; or permission of the professor.

PSYH 581. Special Topics in Psychology (3)

This course provides an intensive study of selected topics of interest within the discipline of psychology. May be repeated for credit as the topic varies.

PSYH 590. Advanced Forensic Psychology (3)

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

PSYH 592. Social & Community Psychology (3)

This course provides an understanding of human behavior as a function of social and cultural factors. Social psychology topics covered 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 is discussed. Includes community psychology's contribution to prevention and interventions in the field.

PSYH 595. Independent Study (on demand)**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. 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 640. Group Dynamics (3)

This course presents a rationale for moving to group procedure. It provides a basis for the understanding of group structure, group topology and group dynamics. It explores group processes.

PSYH 651. Emotion, Motivation, and Cognition (3)

The course is meant to contribute to the graduate student's knowledge required for obtaining a license as a clinical psychologist. It is focused on understanding the interplay between emotion, motivation, and cognition, and using it to help people improve their emotional self-regulation, motivation, cognitive restructuring, and behavioral adjustment.

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 665. Diagnosing & Treatment Planning (3)

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

PSYH 670. Clinical Assessment of Intellectual Functioning (3)

Covers the development, administration, scoring, and interpretation of the most commonly used intelligence and achievement tests in psychological assessment. It includes coverage of the various Wechsler Scales, Stanford-Binet, DAS, WIAT, Woodcock-Johnson Battery, various measures of adaptive behavior, and other related tests of interest. Test selection, report writing, and diversity issues in appropriate test usage are discussed also. *Prerequisite:* Candidacy in the M.A. 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), and projective techniques, among other contemporary instruments. *Prerequisite:* Candidacy in the M.A. Psychology 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 688. Practicum in Counseling & Psychotherapy (3)

This course is designed to provide students with a supervised clinical practice experience and meet the requirements for licensure in the state of Kentucky. Students should contact

their advisors early in their programs to arrange for placement and ascertain their required hours and supervision needs. This course must be taken near the end of the student's graduate coursework. *Prerequisites:* Candidacy in the M.A. Psychology Program; PSYH 660 or an approved course in professional ethics; approval of psychology department. Formerly PSYH 550. Cross-listed as COUN 688.

PSYH 689. 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 M.A. Psychology Program; PSYH 660 or an approved course in professional ethics; clinical assessment courses as required for the student's program. Formerly PSYH 679. Cross-listed as COUN 689.

PSYH 690. Internship I (3)

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

PSYH 691. Internship II (3)

This course completes the internship requirements for students in the Counseling Psychology program. *Prerequisites:* PSYH 690 and Candidacy in the M.A. Psychology Program. Cross-listed as COUN 691.

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 M.A. 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. *Prerequisites:* 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 M.A. Psychology program. *Prerequisites:* PSYH 696, Candidacy, completion of all course work. Cannot be fulfilled by transfer.

Religion

RLGN 552. Renaissance and Reformation (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. Fall, even years only.

RLGN 562. Islamic Empires and Civilization (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. Fall, odd years only.

RLGN 579. Seminar in Religion (3)

Intensive study of special topics in religion. Spring.

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. Spring, 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 507. Survey of Advanced Studies in Intervention and Practice (3)

This comprehensive survey course will examine characteristics, current theories, advanced strategies, and teaching methods developed for planning and implementing individualized program interventions for children who exhibit learning and behavior problems. Students will design, implement, evaluate and summarize a single-subject research plan suitable for presentation. Four separate major areas of study will be offered: 1. Low Incidence Disorders and Conditions; 2. Developmental Delay and Intellectual Disabilities; 3. Behavioral and Emotional Disturbance and Mental Illness; and 4. Autism Spectrum Disorders, Communication, and Language Disorders. One of four course topics may be taken per semester.

SPED 511. Assessment Procedures for Exceptional Learners (3)

This course will help students learn and apply assessment procedures for children with learning disorders in academic and social behavior areas. Emphasis will be placed on the use of various informal and formal assessment methods. *Prerequisites:* SPED 501 and SPED 503.

SPED 513. Diagnosis and Prescriptive Teaching (3)

This course is designed to help teachers acquire the ability to diagnose specific educational difficulties in children and adolescents with learning and behavior problems and to develop effective interventions to address their particular learning issues. *Prerequisite:* SPED 511.

SPED 515. Instructional Procedures for LBD Learners (3)

This course will present an overview of instructional strategies and teaching methods in addition to providing experiences in planning and implementing individualized programs for children who exhibit learning and behavioral problems.

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, and services of health departments.

WELL 552. Readings in Health (3)

A course enabling students to research the literature in the area of health, not only to increase basic knowledge but to become aware of current trends and issues. 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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***denotes graduate faculty**

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