



PRO DEO ET HOMINE  
For God and Humanity

### *Mission Statement*

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*To serve the academic needs of a diverse community of undergraduate, graduate, and continuing education students in a dynamic, personal environment that promotes intellectual, spiritual, and physical enrichment of students, faculty, and staff and the economic growth and health of our Appalachian region.*

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# MISSION AND VISION OF UNION COLLEGE

## **Mission Statement**

To serve the academic needs of a diverse community of undergraduate, graduate, and continuing education students in a dynamic, personal environment that promotes intellectual, spiritual, and physical enrichment of students, faculty, and staff and the economic growth and health of our Appalachian region. *Approved by the Union College Board of Trustees, October 31, 2013.*

## **Vision Statement**

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

# **GENERAL INFORMATION**

## **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 located in these facilities are dedicated to providing information resources and services needed to meet student educational goals. The Jones Learning Resource Center provides access to print and non-print materials, data and voice communication, institutional data, and the instruction 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 multimedia 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 Curriculum Collection supports the Teacher Education Program with specialized curriculum and juvenile materials. The library houses several other special collections including the Cumberland Gap Genealogy Collection, the Lincoln-Civil War Collection, the Kentucky and Appalachian Heritage College Collection, and the College Archives. 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](http://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.

## **Vehicles - Parking**

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

### **Disability Accommodations**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for any course should contact one of the following: the Associate Dean of Student Success, Sharp Academic Center, Room 3119, phone number (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 Graduate Education or Graduate Psychology Office:

1. Official Transcripts for all undergraduate and graduate coursework, with a minimum of 3.0 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 Academic Policies Committee 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:

Not all credentials have been received, including test scores and transcripts. All materials necessary to remove conditional status must be submitted by the end of the semester in which the student is first enrolled.

- A. Seniors taking graduate courses (see also section on Seniors Taking Graduate Courses).
- B. Grade point averages below the minimum specified for these programs may be approved as “conditional admissions.” 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 **University-Based Alternative Route to 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. Approvals from the Vice President for Academic Affairs, the student's advisor, and the Office of the Registrar must be obtained.
- C. The total of the student's academic course 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

*Andra Butler, Director: Financial Aid*

## 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.

**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)	\$50.00
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***	\$105.00
Chalk & Wire (Education Students)	\$105.00(2yr)
Varies according to term length	

## 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	\$150.00
Special Lab or Studio Course	\$25.00
College Court Rental, per month (all utilities furnished)****	\$330.00
Graduation Fees:	
Degree or Certificate	\$50.00
Academic Regalia	\$55.00
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 Office of 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)**

**Financial Assistance** Union College participates in the Federal Direct Loan Program. Eligibility for student loans is determined by filing the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://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](http://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 Office of the Registrar for information concerning procedures required to receive those benefits.

### **Payment Plan**

The Union College Interest-Free Monthly Payment Plan, as serviced by Union College, helps students and parents make 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:

1. fall: 6-month plan (June to November)
2. spring: 6-month plan (December to May)
3. 12 months (May to May)

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

### **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.

### **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 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.

# **ACADEMIC POLICIES**

## **Attendance**

Class attendance is required. Students are responsible for all work from the first day of class and are expected to attend all meetings of all classes for which they are registered. All faculty members are expected to keep accurate records of class attendance. Class absences due to circumstances beyond the control of the students will be excused by the instructor involved if the request is made within one week of return to campus. Class work or tests in these classes must be made up. 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.

**Military Service Policy:** Union College will make every accommodation possible for our students who are called to active military duty. Every effort is made so that these students may re-enter without prejudice and with minimal financial difficulties, if any at all. (Established November 30, 2003.)

## **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 Education or Graduate Psychology 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 but must be granted officially by the Office of the Registrar. It is a student's responsibility to complete the necessary form, obtain the signatures needed, and return the form to the Office of the Registrar. Failure on the part of a student to complete the withdrawal procedure will result in a grade of "F" for the term.

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 is noted in the Academic Calendar available on the Academic Affairs page on the Union College website.

## **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 of \$5.00 for each requested transcript. 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. More information can be found at the Union website: <http://www.unionky.edu/departments/registrar/request-transcript>.

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. 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 Department 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 Academic Policies 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 Academic Policies Council by the Vice President for Academic Affairs, 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 Academic Policies Council. Copies will be given to the Academic Policies Council, the student involved in the grievance, and the Chair.
- Within two weeks of the reply by the faculty member involved, the Academic Policies 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 Academic Policies 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 Academic Policies 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 Academic Policies 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 Academic Policies Council, and only the committee members may ask questions of the parties involved.

- Following final discussion of the grievance, the Academic Policies 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 Academic Policies Council hearing.

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

If a course is repeated at Union College, only the last taking of the course grade is used in computing the student's grade point average (even if the grade is lower).

Grades for graduate courses are defined as follows:

- A — Superior work, valued at four quality points for each semester hour
- B — Above-average work, valued at three quality points for each semester hour
- C — Average work, valued at two quality points for each semester hour
- D — Inferior but passing work, valued at one quality point for each semester hour  
No academic credit toward M.A. degree; Can be credited towards a Rank I
- F — Indicates failure with 0 credits and 0 quality points for each semester hour or failure to officially withdraw from a course
- CR — Indicates that a course has been passed satisfactorily
- I — Incomplete - In the opinion of the instructor, the student has been unable to complete the required work of the course due to unavoidable circumstances. This grade is issued at the discretion of the instructor. A grade of "I" submitted to the Office of the Registrar must be accompanied by a written statement from the instructor including: 1) why the "I" was given; 2) the requirements that must be met to remove the "I"; and 3) the deadline for meeting these requirements. The Registrar will send a copy of this statement to the student. An Incomplete must be completed no later than six-months following the date it was issued. After this date, the "I" will be changed to an "F".
- P — Indicates a course has been passed satisfactorily
- W — Indicates a student withdrew on or before the stated date on the Academic Calendar

A plus or minus may be added to the final grades and appear on the transcript; however, it will not affect the grade point average.

### **Graduate Academic Standards**

Graduate students enrolled in a graduate degree program or Rank I (planned 6th year) shall be subject to academic probation if a cumulative grade point average of at least 3.0 is not maintained. While the Office of Academic Affairs will make every effort to notify students of their continuing academic status, it is the responsibility of the student to continuously monitor his/her 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 Academic Policies Council for reinstatement at least 30 days prior to the first day of the semester in which they plan on returning. Petitions to the Academic Policies 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 record 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, 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 \$50 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](http://www.unionky.edu/weather).

### **Independent Studies**

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

The faculty 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 Office 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 Academic Policies 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**

With the approval of the Registrar, students may transfer credit into a Union College graduate program.

<b>Graduate Program</b>	<b>Maximum Transfer Credits</b>
M.A. Education	9
Rank I	6
M.A. General Psychology	12
M.A. Clinical Psychology	15

- A maximum of nine semester hours from a recognized and regionally accredited graduate school may be transferred toward the Master of Arts degree in Education.
- A maximum of six semester hours from a recognized and regionally accredited graduate school may be transferred toward the Rank I program.
- A maximum of twelve semester hours from a recognized and regionally accredited graduate school may be transferred toward the Master of Arts General Psychology degree.
- A maximum of fifteen semester hours from a recognized and regionally accredited graduate school may be transferred toward the Master of Arts Clinical Psychology degree.

Request 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.

### **Transferability of Disclosure Statement - Tennessee Graduate Education 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. You should obtain confirmation that Union College will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. You should also contact any educational institutions that you may want to transfer credits earned at Union College to determine if such institutions will accept credits earned at Union College prior to executing an enrollment contract or agreement. The ability to transfer credits from Union College to another educational institution may be very limited. Your credits may not transfer and you may have to repeat courses previously taken at Union College if you enroll in another educational institution. You should never assume that credits will transfer to or from any educational institution. It is highly recommended and you are advised to make certain that you know the transfer of credit policy of Union College and of any other educational institutions you may in the future want to transfer the credits earned at Union College before you execute an enrollment contract or agreement. Tennessee Code Ann. § 49-7-144 (2)

### **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](http://www.unionky.edu/grad). 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).

### **Academic Integrity**

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

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

Incidents of academic dishonesty will be dealt with by the individual professor in collaboration with the appropriate department chair and the Vice President for Academic Affairs. All incidents of academic dishonesty will be reported in writing to the Office of Academic Affairs. The professor may impose any number and degree of penalties, including administering another assignment or assigning an "F" for the course. The Vice President for Academic Affairs may suspend any student from the College for academic dishonesty. Students found guilty of academic dishonesty will not be eligible for academic honors.

Students have a right of appeal and of due process. This process is outlined in Graduate Student Grievance Process in this catalogue.

# GRADUATE EDUCATION PROGRAM

*Jason Reeves, Dean of Educational Studies*

## **Programs offered**

Master of Arts in Education; Rank I; Educational Specialist (Tennessee).

## **Mission statement**

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

The mission/theme also implies that the teacher education programs prepare students to perform effectively in authentic school-based situations. It implies thoughtful design and implementation of the various programs 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 teacher standards adopted by the Kentucky Education Professional Standards Board. Union’s programs meet the following criteria:

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

## **GRADUATE EDUCATION APPLICATION, ADMISSION, AND CANDIDACY PROCESS (MAP IV & V)**

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
- ☐ Curriculum Vitae
- ☐ GRE or MAT scores
- ☐ Three professional letters of reference (one must be current principal or supervisor)
- ☐ Professional Growth Plan
- ☐ Professional Disposition Form
- ☐ 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 begins attending on the first day of classes. Failure to check schedule and withdraw will result in a charge and a grade of "F."

## **EXIT REQUIREMENTS (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 Office of the Registrar 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 Office of the Registrar 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 section Payment Policy, Tuition and Fees).

## **MASTER OF ARTS IN EDUCATION DEGREE**

- Requirements for the Master's degree include the following:

- Completion of one of the degree programs described in the Graduate Programs of Study section of this catalogue, totaling a minimum of 31 hours of graduate coursework including GRST 500
- A minimum grade point average of 3.0
- Completion of a Master of Arts electronic portfolio, and
- Completion at Union College of at least 21 of the required 31 semester hours.
- Contact advisor to ensure that all necessary documentation has been included in student's file
- Complete CA-1 form for certificate and/or rank change

### **ADMISSION INTO CANDIDACY FOR THE 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 Academic Policies Committee.

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 Academic Policies Committee.

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 Education Department 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 Education Department 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:

<b>Grades P-5</b>	<b>Grades P-12</b>	<b>Middle Grades (5-9)</b>	<b>Grades 8-12</b>
Elementary Education	Special Education	English & Communication	Biology
		Mathematics	Chemistry
		Science	English &
		Social Studies	Communication
			Mathematics
			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 at the time of admission into an alternative certification program 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 the Educational Studies Office if they have ever been issued a temporary provisional certificate.**

Alternative Certification students must meet all of the admission's requirements at the time of admission into an alternative certification 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. The student must 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.**

### **Educational Specialist Program (Ed.S.) Non-Certification**

The Union College Educational Studies Unit's Educational 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.

### **Tennessee Graduate Education Students**

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

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:  
General  
Cultural Competency (Online Program)  
Educational Policy (Online Program)  
Educational Leadership (non-certification)  
P-12 Education  
Health/Physical Education  
Learning & Behavior Disorders

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

Teacher Leader:  
General  
Cultural Competency (Online Program)

Educational Policy (Online Program)  
Curriculum and Instruction  
Educational Leadership (non-certification)  
P-12 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 Leader**

#### **Program Description**

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

Students may take 12 hours of coursework towards enhancing their professional abilities and/or specific content knowledge as part of the Teacher 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.

#### **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. General 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.

#### **3. Cultural Competency Specialization Component**

*15 semester hours*

EDAD 531 Foundations of Multicultural Education  
EDAD 532 Introduction to International Education  
EDAD 533 Diversity in Learning and Evaluation  
EDAD 534 Instructional Strategies for Multicultural Populations  
EDAD 535 Effective Classroom Management Practices for Diverse Classrooms

- 4. Educational Policy Specialization Component** *15 semester hours*  
EDAD 546 Introduction to Educational Policy  
EDAD 547 Political Influencers on Educational Policy  
EDAD 548 Comparative Profiles in Educational Policy  
EDAD 549 PreK-12 Assessments and Educational Policy  
EDAD 550 Special Topics in Educational Policy

**5. English as a Second Language (ESL) P-12 Certification**

**6. Gifted Education**

***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
- EDAD 530 School Law
- EDUC 589 Teacher Leaders as Transformers of Education

**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

***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
- EDUC 501 History & Philosophy of Education

**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, 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*

**Supervisor of Instruction (P-12)**

**1. Professional Courses** *19 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  
EDUC 589 Teacher Leaders as Transformers of Education  
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 502 Curriculum Design and Practices for Teacher Leaders  
EDAD 530 School Law  
EDAD 545 Introduction to Educational Administration  
EDAD 642 Grant Writing for Educational Organizations  
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

**Alternative Certification Programs of Study**

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

**1. Professional Education Component**

*42 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  
EDUC 570 Learning Theories for Educators  
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 465 History of Theatre to 1642

**Or**

THTR 466 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  
EDUC 570 Learning Theories for Educators  
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

**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  
 EDUC 570 Learning Theories for Educators  
 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

**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  
SOC1 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 492 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  
EDUC 570 Learning Theories for Educators  
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

## **Educational 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

**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: \$12,395.00

Educational Specialist (Ed.S.)

○ Total Program Cost: \$14,370.00

**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. You should obtain confirmation that Union College will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. You should also contact any educational institutions that you may want to transfer credits earned at Union College to determine if such institutions will accept credits earned at Union College prior to executing an enrollment contract or agreement. The ability to transfer credits from Union College to another educational institution may be very limited. Your credits may not transfer and you may have to repeat courses previously taken at Union College if you enroll in another educational institution. You should never assume that credits will transfer to or from any educational institution. It is highly recommended and you are advised to make certain that you know the transfer of credit policy of Union College and of any other educational institutions you may in the future want to transfer the credits earned at Union College before you execute an enrollment contract or agreement. Tennessee Code Ann. § 49-7-144 (2)

**Administrative Refund Policy for Tennessee Students:**

Per the Tennessee Higher Education Commission refund policy, Union College

# GRADUATE PSYCHOLOGY PROGRAMS

*Ilie P. Vasilescu, Department Chair*

## **Programs offered**

Master of Arts in Clinical Psychology; Master of Arts in General Psychology (online); Chemical Dependency Counselor Certificate.

## **Mission statement**

These degree programs are designed to provide students with an understanding of the scientific principles and theories of psychology, as well as to develop the skills for the application of both Clinical Psychology and General Psychology effectively within mental health and academic fields. The Master of Arts degree in General Psychology can be completed exclusively online.

All Master's programs in psychology 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 for personal enrichment. The Master of Arts in Clinical Psychology degree program is a 48 credit hour program designed to develop competent and effective Master's level practitioners and involves training in the delivery of psychological services for a variety of clinical settings.

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. (Students outside Kentucky should check with their state licensing board for specific licensing requirements in their state). Students must be admitted into the Graduate Studies program before applying for admission to the Psychology Department.

## **Admission Requirements**

Entrance Requirements (for admission to course work 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
- ☐ GRE scores on file by the end of first term
- ☐ Signed Graduate Studies form
- ☐ Approved Program Plan
- ☐ Interview with psychology faculty

Criteria for admission to the Master of Arts with clinical specializations program includes 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 (Admissions Formula:  $\text{GPA (200)} + \text{GRE Verbal} + \text{GRE Quantitative} = 897$  or higher)

We seek promising students from all backgrounds who will enhance our program and 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 course work in undergraduate psychology that includes course work in Abnormal Psychology, Research Methods, Statistics, and Physiological Psychology. These courses provide important foundations for the core courses in all graduate psychology programs at Union.

## **Admission Procedures**

### **1. Transcripts**

Official transcripts of all undergraduate and graduate work completed must be sent directly to the Department of Psychology by the granting institution.

### **2. Grade Point Average**

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

### **3. 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.

### **4. Statement of Goals and 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.

### **5. Interview**

Applicants will be required to interview with the members of the Psychology 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.

### **6. Transfer Hours**

The standard number of transfer hours accepted by the psychology program is nine (9). Upon admission to candidacy, students may petition for up to six (6) additional hours to be completed, if those hours are directly comparable to their planned program. A minimum of two-thirds total course work must be completed 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](http://www.unionky.edu/grad). A graduate student seeking a M.A. in



Clinical Psychology may complete a limited amount of course work 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:**

- ☐ 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**

The purpose of the exit requirements established for the Master of Arts 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 is treated as one of several components of the program meant to ensure that all Master's Degree candidates acquire training and education that exhibits a breadth of knowledge across the discipline and depth of knowledge within the candidate's area of specialization. The comprehensive exam should be completed in the semester prior to your planned graduation, on the date scheduled by the Psychology Department.

General and Clinical Psychology, candidates are allowed two hours for the multiple choice section of the exam and two hours for the essay questions. There are 100 items (questions) on the multiple choice portion of the examination. One essay question will focus on legal and ethical issues of psychology. The second essay question will be determined by the track (clinical, general) that the student is pursuing.

The following domains follow the EPPP pattern;

- ☐ Domain 1 – Biological Bases of Behavior (25%) — knowledge of (a) biological and neural bases of behavior, (b) psychopharmacology, and (c) methodologies supporting this body of knowledge
- ☐ Domain 3 – Social and Cultural Bases of Behavior (25%) – 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 (25%) –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 7 – Research Methods and Statistics (25%) – 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 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

This examination will be proctored in the library computer lab. Responses must be typed prior to submission. Students are 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 multiple choice 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 an average of the scores provided by the evaluators. For each question considered separately, any 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 Department. Students who do not pass will receive information regarding the next testing date. Those students who do not pass are urged to consult with their Faculty Advisor in order to develop a plan of preparation for the next examination. 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 (multiple choice questions, ethics question, and 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 Department.

## **Graduate Psychology Program Curricula**

### **Master of Arts in Psychology (36 hours and 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 general learning ability. The General Psychology degree involves advanced coursework in the field of psychology, as well as a capstone, an integrative research-based thesis, to prepare students for understanding research, becoming consumers of research literature, and thinking critically and scientifically. This degree may be completed entirely online or a student may choose to combine online courses with on-campus courses.

### **Program Requirements**

#### **Foundational Courses (22 hours):**

GRST 501 replace these tabs with 1 one space Introduction to Psychology Graduate Studies

PSYH 511 Advanced Developmental Psychology

PSYH 512 Statistics for Mental Health Professionals

PSYH 515 Quantitative/Qualitative Methods of Research

PSYH 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

PSYH 640 Group Dynamics

PSYH 655 Multicultural & Diversity Issues

PSYH 660 Ethics & Professional Practice

#### **Chemical Dependency Certificate Electives:**

PSYH 505 Foundations of Chemical Dependency I

PSYH 506 Foundations of Chemical Dependency II

PSYH 510 Psychology of Addictions

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 and GRST 501)**

The specialization in Clinical Psychology provides the opportunity for students to understand, evaluate and counsel persons with psychological

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

Additional benefits offered to clinical psychology students include 1) intensive training in clinical assessment, including intelligence tests, personality evaluations, and assessments regarding developmental disabilities; 2) the possibility for a variety of guided practicum opportunities, such as community mental health, school based programs, private practice, hospitals, and government agencies; 3) class schedules to fit the working professional's needs (the majority are evening and online courses, with the exception of practica); and 4) 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 course work beyond the Psychological Associate (indicated as "Endorsement for Clinical Psychology [LPP] Courses" in the curriculum below) and five (5) years "on the job" supervision and training. Additionally, students must be aware that psychology licensing can vary from state to state. Students are encouraged to make sure they know the different qualifications should they decide to practice outside 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 502 Theories of Counseling & Psychotherapy

PSYH 511 Advanced Developmental Psychology

PSYH 512 Statistics for Mental Health Professionals

PSYH 515 Quantitative/Qualitative Research Methods

PSYH 520 Advanced Psychopathology

PSYH 575 Advanced Behavioral Neuroscience

PSYH 592 Social & Community Psychology

PSYH 660 Ethics & Professional Practice

PSYH 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 and Psychological Functioning

PSYH/COUN 688 Practicum in Counseling & Psychotherapy

PSYH 689 Practicum in Assessment

**Elective Courses (select 3 hours):**

PSYH 590 Advanced Forensic Psychology

PSYH 605 Health Psychology

COUN 625 Theories of Career Counseling & Development

PSYH 640 Group Dynamics

PSYH/COUN 645 Group Counseling & Psychotherapy

PSYH 655 Multicultural & Diversity Issues

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

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

PSYH 510 Psychology of Addictions

PSYH 590 Advanced Forensic Psychology

PSYH 655 Multicultural & Diversity Issues

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

PSYH 560 Theories of Personality

PSYH/COUN 690 Internship I

PSYH/COUN 691 Internship II

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

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

**Requirements for Admission to the Chemical Dependency Counselor Certificate Program**

1. Entrance application
2. Two letters of recommendation
3. Statement of Goals and Objectives
4. Official transcripts from a regionally accredited college or university, with a 2.5 minimum undergraduate GPA.

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

**Completion Program Certificate**

1. Application for program certificate

(available at <http://www.unionky.edu/departments/registrar>).

2. Pay a \$25.00 application fee

3. Twenty one (21) credit hours (a minimum of 14 hours earned through Union College)

4. A minimum cumulative GPA 3.0 or better in all psychology courses.

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

PSYH 505 Foundations of Chemical Dependency I (4)

PSYH 506 Foundations of Chemical Dependency II (4)

PSYH 507 Ethical Issues in Chemical Dependency Treatment (1)

Or

PSYH 660 Ethics & Professional Practice (3)

PSYH 510 Psychology of Addictions (3)

PSYH 524 Biological Systems of Chemical Dependence (3)

PSYH 513 Recovery and Relapse (3)

PSYH 655 Multicultural & Diversity Issues (3)

Or

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 Certified Alcohol and Drug Counselor (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 five (5) years rather than the traditional six (6) years. The Master of Arts in Psychology 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 provide students with 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, Clinical Psychologist or to obtain a General Master's degree in Psychology. The combined Bachelor's/Master's Program is ideal for qualified students with a commitment to professional psychology. The Combined Bachelor's/Master's Program is designed to appeal to a variety of highly motivated students who want to explore the field of psychology further, and who intend to advance their careers by expanding their knowledge about contemporary psychological theories and perspectives. This program is also ideal for those who may eventually seek further study at the doctoral level.

The psychology faculty encourages professionalism and an appreciation of the discipline. All Master's programs in psychology are intended to develop conceptual and analytical skills, to add further knowledge in a variety of areas in psychology, and to 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. Effective, fall 2014, regardless of the number of credit hours taken in the Combined Bachelor's/Master's Program the student must acquire at least 150 credit hours (from the undergraduate and graduate work), out of which at least 30 credit hours must be taken while fully enrolled at the Graduate level. **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 (5) 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 (2) 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 nine (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 and 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 Chair of the Psychology Department, who may recommend a one-semester probation period to assist students in restoring academic standing to a 3.2.

*Note: It is expected that students admitted to the Psychology Scholars*



*Program will graduate on schedule with the Bachelor's degree in Psychology (normally following eight (8) semesters of course work). Once admitted to the Scholars Program, students may take up to 15 hours of graduate course work during the time they are enrolled as full-time undergraduate students. During the junior and senior years, students can take five (5) of the required graduate courses at the undergraduate rate. Students can take no more than six (6) graduate hours during one semester while still pursuing the Bachelor's degree. Although it may not be possible for students to complete the maximum number of graduate hours allowable while enrolled as an undergraduate, students may not delay their date of graduation in an attempt to complete the maximum number. 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.*

## 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:* permission from instructor.

### 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:* permission from instructor.

### 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 506: An Introduction to the Nature and Needs of the Gifted Learner**

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

**EDUC 507: Assessment and Identification of Gifted Learners**

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

**EDUC 508: Multicultural Education and the Gifted Learner**

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

**EDUC 509: Methods and Materials for the Gifted Educator**

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

**EDUC 511. Assessment 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 512: Seminar and Practicum for Gifted Educators**

In this course, candidates explore the role and responsibilities of gifted educators through a structured clinical placement with a gifted educator. Through daily application of services to gifted learners, candidates will develop the leadership skills needed to be successful gifted educators. Candidate experiences in this course develop the social, intellectual, and personal transformations needed to become an effective gifted educator for diverse populations of gifted learners. Frequent collaboration with master gifted educators who are employed in the P-12 field is a prominent component to the course.

**EDUC 513. Advanced Instructional Practices 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 (e.g.: 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 521: Curriculum and Pedagogy for the ESL Classroom:**

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

**EDUC 522: Linguistic Applications for the ESL Classroom:**

Course emphasis is placed on assisting the candidate in the development of a rationale and strategy plans for incorporating ethical uses of literary forms as English skills are taught. Thus, particular attention is given to understanding the rationale and application of alternative teaching methodologies that encompass a full range of literacy needs. Course activities include candidate design of three lesson plans for an inclusive ESL P-12 classroom utilizing Core Content for Assessment Standards/Kentucky Core Academic Standards for math, social studies, or science.

Candidates will identify instructional strategies/activities and corresponding student assessments to support linguistic development of 2nd language learners. The three lesson plans, one for an elementary, middle, and secondary ESL learner will include technology, summative and formative assessment, and parental involvement components that reinforce linguistic application by 2nd language learners.

**EDUC 523: Multicultural Awareness in the ESL Classroom:**

Candidates will acquire the cultural competency to make a positive influence in a multi-cultural educational setting, as it relates to ESL learners and their families. The asset of enhanced divergent awareness will help strengthen the candidate's professional dispositional skill set to work effectively with students, teachers, and administrators. The knowledge to make informed evaluative decisions concerning students with ESL backgrounds also relates to the larger aims of the Educational Studies Unit to instill leadership qualities throughout its program offerings.

**EDUC 524: Practicum in Teaching for the ESL Classroom:**

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

**EDUC 525. Content Area Literacy Development. (3)**

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

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

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

**EDUC 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 & Correction of Reading Difficulties. (3)**

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

**EDUC 551. Culturally Responsive Practices for Teacher Leaders. (1)**

This course explores the role of the teacher leader towards ensuring student achievement for all students in a global classroom environment. Candidates will develop a “toolbox” of skills and resources to address the individual learning needs of multiple student constituencies in the classroom including 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 570. Learning Theories for Educators. (3)**

In this course, candidates will research, examine, and apply the major historical and modern learning theorists/theories utilized by P-12 school districts to advance the cause of student achievement for all learners. Further, candidates will evaluate, implement, and assess key concepts, models, and strategies related to commonly recognized learning theories including but not limited to: behaviorism, constructivism, cognitivism, and connectivism. A significant focus of the course also centers on preparing candidates to successfully pass the Principals of Teaching and Learning (PLT) exam required for Kentucky teaching licensure.

**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 491. 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 492. 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 493. 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 494. 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.

**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. (F) (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. Even years only.

**ENGL 502. Advanced Composition. (S) (3)**

Writing competency is reinforced by developing what has been learned in previous writing courses. The instructor will assign factual narratives, autobiographies, or other significant writing projects. Odd years only.

**ENGL 512. Composition for Teachers. (S) (3)**

Discusses current trends in Composition theory, pedagogy and research; literacy theory and research; narrative ideology, and other issues of concern to writing teachers, such as technology in the classroom, workshop techniques, assignment

design and sequence, and assessment. Even years only.

**ENGL 523. History of the English Language. (F) (3)**

A study of the origins and development of the English language from Anglo-Saxon times to the present. Supplementary readings in early and medieval English history with emphasis on the effects of historical events on language change. Odd years only.

**ENGL 561. World Cultures in Literature. (F) (3)**

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

**ENGL 562. American Cultures in Literature. (S) (3)**

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

**ENGL 573. Shakespeare. (F) (3)**

A critical approach to selected histories, comedies, and tragedies, focusing on historical context, the plays as cultural phenomena, and timeless human, literary and dramatic qualities. Odd years only.

**ENGL 581. Special Topics in Literature. (3)**

Intensive study of a literary topic, author or theme. This course may be taken more than once providing that the course content is different. The class schedule will designate the specific content covered.

## **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 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. (S) (3)**

Selected topics on the nation's history since 1919, including the 1920s, the Great Depression and New Deal, World War II, the Cold War, the Civil Rights Revolution, and political and social developments since 1945. Even years only.

**HIST 521. History of Appalachia. (F) (3)**

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

**HIST 531. The American Revolutionary Era. (S) (3)**

A study of the causes, events, and consequences of the American Revolution from the end of the Seven Years War through the ratification of the Constitution. Historiographical controversies will be emphasized. Odd years only.

**HIST 541. Civil War and Reconstruction. (S) (3)**

A study of the events, causes, and consequences of the American Civil War. Attention is paid to primary sources, and especially the analysis of conflicting scholarly interpretations. Even years only.

**HIST 551. Renaissance and Reformation. (S) (3)**

A study of the medieval roots of the Renaissance and the Protestant Reformation and their development in the early modern period of European history. Particular attention is given to the complex relationship between Renaissance humanism and Reformation religious thought and the enduring social and cultural influence of the two movements on Western civilization. Same as RLGN 552, Renaissance and Reformation. Even years only.

**HIST 561. Islamic Empires and Civilization. (F) (3)**

The political and religious history of the Middle East from the beginnings of Islam to the beginning of the modern period. Particular attention is given to Islamic contact with Greek and Christian civilization. Same as RLGN 562. Odd years only.

**HIST 575. Special Topics in American History. (F) (3)**

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

**HIST 576. Special Topics in World History. (3)**

An intense, analytic study of a major problem or topic in world history. May be repeated for credit as long as the topic is different.

**HIST 581. Special Topics in History. (3)**

Designed for teachers with special areas of interest.

## **Mathematics**

**MATH 531. Topics in Modern Math for Elementary Teachers. (3)**

A study from a historical and theoretical viewpoint of topics in mathematics taught in elementary grades. Number systems, number theory, real numbers, logic, geometry, probability and statistics. Credit not granted to students who have completed both MATH 203 and 204.

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

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

**MATH 581. Special Topics in Mathematics. (3)**

Designed for teachers with a special interest in Mathematics.

## **Physical Education**

**PHED 501. Health, Nutrition, and Physical Education. (3)**

A comprehensive look at the health, nutrition, and physical education needs of elementary school children. The development of unit plans, daily lesson plans and teaching activities as indicated by the AAHE and AAHPERD/NASPE. Assessment of children's nutritional and physical education participation habits.

**PHED 503. Curriculum Design in Physical Education. (3)**

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

**PHED 525. Motor Learning in Physical Education. (3)**

An in-depth study of motor learning theories, principles, and application in physical education programs.

**PHED 535. Psychological Foundations of Sport and Human Performance. (3)**

An in-depth look at the psychological as well as some social concerns of sport and

human performance. Topics include motivation, psyching up, team cohesion, exercise adherence, mental imagery, visualization, and exercise and its ability to postpone the effects of aging. The objective of the course is to enable students to comprehend and apply available information to enhance their effectiveness as teachers and coaches.

**PHED 550. Seminar in Physical Education. (3)**

An advanced course of selected topics of interest in the field of physical education. Previous topics have included legal issues of sport, non-traditional lifetime sports, and sociological issues of sport.

**Psychology**

**PSYH 502. Theories of Counseling & Psychotherapy. (3)**

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

**PSYH 503. Techniques of Counseling & Psychotherapy. (3)**

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

**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 is stressed. *Prerequisites:* PSYH 505 for PSYH 506

**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 and services. Interactive work is stressed. *Prerequisites:* PSYH 505 for PSYH 506

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

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



**PSYH 510. Psychology of Addictions. (3)**

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

**PSYH 511. Advanced Developmental Psychology. (3).**

An intensive exploration of the current state of research and theory as applied to human development across the lifespan. Although this course 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.

**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.

**PSYH 524. Biological Systems of Chemical Dependence. (3)**

Exploration of the physiological effects of chemical use on human biological systems and human development. Emphasizes identification and management of chemically induced crises situations, including issues in co-morbidity and prevention.

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

**PSYH 581. Special Topics in Psychology. (3)**

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 are discussed. Includes community psychology's contribution to prevention and interventions in the field.

**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 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.

**PSYH 651. Emotion, Motivation & Cognition. (3)**

This course applies learning theory and principles to the psychology of behavior, this course demonstrates how learning principles work in both animals and humans and how the study of learning helps solve practical problems, such as improving study skills, improving relationships and nurturing children.

**PSYH 655. Multicultural & Diversity Issues. (3)**

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

**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.

**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 Functioning and Personality (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)**

Students will be provided with supervised experience in an approved placement. The course involves intensely supervised practice of professional counseling at a field site in the community. For this practicum experience, students provide a variety of individual, group, marriage, couple, and family counseling direct service activities to field-based clients. Students are required to complete a minimum of 100 hours of counseling-related services, 40 of which must include direct client contact activities. Report writing required. *Prerequisites:* candidacy in the M.A. Psychology Program, PSYH 660 or an approved course in professional ethics and approval from 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 and clinical assessment courses as required for the student's program. (Formerly PSYH 679.)

**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.**

This course completes the internship requirements for students in the Counseling Psychology program. *Prerequisite:* 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 MA Psychology program. The project will analyze and synthesize theoretical and applied concepts from a specialized area selected by the student. Students are expected to demonstrate mastery of knowledge, scholarship, and research proficiencies in an identified field of psychology. *Prerequisites:* candidacy and 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, and completion of all course work. *Cannot be fulfilled by transfer.*

**Religion**

**RLGN 552. Renaissance and Reformation. (F) (3)**

A study of the medieval roots of the Renaissance and the Protestant Reformation and their development in the early modern period of European history. Particular attention is given to the complex relationship between Renaissance humanism and Reformation religious thought and the enduring social and cultural influence of the two movements on Western civilization. Same as HIST 551. Even years only.

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

The history of the Middle East from the beginnings of Islam to the beginning of the modern period. Particular attention is given to Islamic contact with Greek and Christian civilization. Same as HIST 561. Odd years only.

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

Intensive study of special topics in religion.

**Sociology**

**SOCI 521. Rural and Urban Sociology. (S) (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. 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.

## UNION COLLEGE FACULTY

\*denotes graduate faculty

**Lisa F. Abner**, Assistant Professor of Nursing

*A.D.N., B.S.N., M.S.N., Eastern Kentucky University; D.N.P.,  
University of Kentucky*

\***Fidelis M. Achenjang**, Professor of Chemistry

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

**Paula J. Allen**, Professor of Business

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Sarasota*

**Karen C. Armour**, Instructor of Political Science

*B.A., M.A., University of Memphis*

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Department of Social & Behavioral Sciences

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

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\***Kathy Blaydes-Walczak**, Associate Professor of Psychology

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**Douglas W. Branch**, Assistant Professor of Athletic Training; Clinical  
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*B.S., Wingate University; M.S., Marshall University; Dh.S., A. T. Still  
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*A.B., Ripon College; Ph.D., Johns Hopkins University*

**Wanda Carol Clouse**, Assistant Professor of Educational Studies

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\***Shayne D. Confer**, Assistant Professor of English and Reading

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**Tara L. Cooper**, Associate Professor of Library Science; Director of  
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**Bruce W. Cory**, Assistant Professor of Spanish and Humanities; Chair of  
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\***Daniel J. Covington**, Professor of Biology; Chair of Department of Natural  
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- Kathleen P. Flynn**, Assistant Professor of Psychology and Health  
*B.S., The State University of New Jersey Rutgers Douglass College; B.H.S., University of Kentucky; M.S., Ed.S., Western Kentucky University; Ed.D., University of the Cumberlands*
- Hugo A. Freund**, Professor of Social and Behavioral Sciences  
*B.A., Skidmore College; Ph.D., University of Pennsylvania*
- Virginia Gay Gandy**, Associate Professor of Music; Chair of Department of Fine, Performing & Communication Arts  
*B.M.Ed., M.M., Mississippi College; D.M.A., University of South Carolina*
- John A. Gould**, Associate Professor of Business  
*B.S., Louisiana State University; M.A., Sonoma State University; D.A., George Mason University*
- Marisa Greer**, Assistant Professor of Nursing; Dean of the Edna Jenkins Mann School of Nursing  
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- Jennifer M. Hatfield**, Assistant Professor of Wellness; Chair of Department of Wellness, Human Performance & Recreation  
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- Marcia A. Hawkins**, President  
*B.A., University of Texas at Arlington; M.S.Ed., Texas Wesleyan University; Ph.D. University of Texas at Arlington*
- Lori K. Henderson**, Associate Professor of Education  
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- \*John L. Inkster**, Professor of Health & Physical Education; Faculty Athletic Representative  
*B.S., M.A., Union College; M.S., Eastern Kentucky University; Ph.D., University of Kentucky*
- \*Susan L.F. Isaacs**, Professor of English  
*A.B., Wilmington College; M.A., University of Iowa; Ph.D., University of Pennsylvania*
- David L. Johns**, Vice President for Academic Affairs; Dean of the College  
*B.A. Malone University; M.A., Earlham School of Religion; M.L.S., Kent State University; Ph.D. Duquesne University*
- Kevin Sean Jump**, Assistant Professor, Reference & Instruction Librarian  
*B.S., Union College; M.S.I.S., University of Tennessee*
- Sunil K. Karna**, Assistant Professor of Physics  
*B.Sc., LNM University; M.Sc., Tribhuvan University; M.S., University of Memphis; Ph.D., University of Alabama*
- Syndee G. Knight**, Assistant Professor of Sociology  
*A.S., B.G.S., M.A., Ph.D., Indiana University*
- Kyung Hoon Lee**, Associate Professor of Management  
*B.S., University of Arizona; M.S., Capitol College; D.B.A., Argosy University*
- \*Christine A. Marley-Frederick**, Professor of Communication  
*B.S., M.A., Ball State University; Ph.D., University of Oklahoma*

**David H. McCullough**, Instructor of Music; Director of Bands  
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**James Andrew Messer**, Assistant Professor of Recreation Management;  
 Director of Outdoor Programs  
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 North Texas*

**\*Russell B. Sisson**, Professor of Religion  
*B.A., Rhodes College; M.Div., Yale University; Ph.D., Emory University*

**\*Jimmy D. Smith**, Professor of English; Chair of Department of English  
*B.A., University of South Carolina at Spartanburg; M.A., Hollins College;  
 Ph.D., University of South Carolina*

**Mary Beth Spurlock**, Assistant Professor of English; Director of Writing Center  
*B.S., M.A., Union College*

**Keith M. Stafford**, Associate Professor of Mathematics

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**John A. Stratman**, Assistant Professor of Wellness & Human Performance  
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**\*Ilie P. Vasilescu**, Professor of Psychology; Chair of Department of Psychology  
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**Karl R. Wallhausser**, Associate Professor of English  
*B.A., Berea College; M.A., University of Kentucky*

**Lucius W. Willson**, Assistant Professor of Athletic Training; Director Athletic Training Program

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