



2014-2015
Undergraduate Catalogue



PRO DEO ET HOMINE
For God and Humanity

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.

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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.

CORE VALUES: C.I.R.C.L.E.S.

Celebration

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

Integrity

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

Responsibility

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

Civility

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

Lifelong Learning

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

Engagement

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

Spirituality

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

C.I.R.C.L.E.S. CEREMONY AND TRADITION

New students begin their journey at Union College with a ceremony that outlines each of the College's core values and culminates in a faculty, staff, or community member presenting each one with a medallion depicting the College seal. As they prepare to graduate, students complete the circle by presenting the medallion to someone who encouraged and supported them during their college career.

CAMPUS COMMUNITY

Stephanie Smith, Dean of Students

Student Development Program

The mission of the student development program is to build a learning environment that empowers, encourages and challenges students. The student development team is committed to providing outstanding services to its campus and broader communities and focuses its energies and resources on student learning initiatives such as leadership, service, teamwork, and personal and community development.

A comprehensive student handbook serves as companion to this catalogue. The handbook is available on the College's website.

Student Organizations

The College has student organizations that provide leadership and learning opportunities. Organizational interests include academic support and recognition (honor societies), community service, campus programming and activities, residence life, student community government, spiritual development, wellness, wilderness/environmental, vocal, theatrical.

Intercollegiate Athletics

Union College is a member of the Appalachian Athletic and Mid-South Conferences and the National Association of Intercollegiate Athletics (NAIA). The Union College Athletic Department is committed and focused on the retention and graduation of all student athletes. The guiding principle of the athletic department is to operate in a first class manner while taking pride in the equality of all athletic programs. Union College Athletics emphasizes the core values of the NAIA's Champions of Character Program (respect, responsibility, integrity, servant leadership, and sportsmanship) within the department. Union encourages student athletes to *Pursue Excellence* and develop the mental, physical, and technical skills to achieve lifelong academic and athletic success.

The College sponsors competitive intercollegiate sports for men and women. Women's sports include basketball, bowling, cross country, cycling, golf, soccer, softball, swimming, tennis, track and field, and volleyball. Men's varsity teams compete in basketball, baseball, bowling, cross country, cycling, football, golf, track and field, swimming, tennis, and soccer. Additionally, Union sponsors co-ed varsity cheerleading, as well as various junior varsity teams for men's and women's sports.

Intramural Activities

The College strives to maintain a "sports for all" intramural program. Activities include flag football, basketball, sand volleyball, indoor soccer, dodge ball, softball, table tennis, video games and volleyball. The intramural organization is, in general, made-up of men's, women's, and co-ed independent teams. The program includes both team and individual sports. Everyone is urged to take part. Union College is a member of the National Intramural-Recreational Sports Association (NIRSA).

Student Conduct

The opportunity to become a member of the Union College community is not afforded to just anyone. The expectations are high, and it is important that each member of the community strive toward maintaining that tradition by modeling and empowering others to be honest and respectful, and to commit to personal responsibility in all relationships.

The complete texts for the College's social and academic conduct codes are printed in the student handbook. The Vice President for Academic Affairs is the chief academic discipline officer for the College while the Dean of Students serves as chief judicial coordinator for social and community discipline.

Social Life

Students are encouraged to consider the many options for intellectual, spiritual, social, service, and physical activity as vital opportunities for developing range in personal development. Students are also urged to seek a healthy balance in their campus involvement in order to maintain high performance and success levels. Student Development, in partnership with campus-wide organizations, is responsible for planning, initiating and producing a comprehensive program of student social, educational and recreational activities.

Health Services

The College, by special arrangement with the Knox County Health Department, maintains a Student Health Center on campus. Students with special needs should contact the Dean for Student Development for information on available services. Special physical challenges, AIDS, TB, or special psychiatric history are examples of circumstances that may require special management response and support from the College. Confidentiality will be strictly observed. This requirement is created in the interest of assuring clear access, safety and enjoyment of the campus by each member of the campus community.

Campus Housing

There are a variety of housing options available to Union College students. For freshman residents, the college provides traditional double occupancy rooms. Upper class students have a variety of housing options to choose from including suite style apartments, single room apartments, and houses.

Housing Policy

The College requires that all unmarried (those with no dependent children) full-time undergraduates live on campus. One exception to this rule includes students living with parents or legal guardians in or around Knox County. A student wishing to request special permission to secure off-campus housing should refer to the Union College student handbook for specific application details. Note: Institutionally funded financial aid, grants, and scholarships are available only to those who adhere to the College's housing policy.

Electronic Mail Policy

All official electronic communications with Union College students will be sent through the unionky.edu email address system. All official information, including but not limited to faculty-student communications, student billing, registration/advising, academic/administrative, financial aid, student development, and student support services information sent to each student's assigned Union College email address, will constitute official notice.

The College accepts no responsibility for any forwarding of email that students may choose to undertake from their official Union College email accounts. Union College is responsible only for ensuring that official email is sent out to those student email accounts that are maintained by the College. All students are responsible for monitoring their Union College email accounts frequently (preferably daily).

I.D. and Address Requirements

Every Union College student must maintain a current address listing with the Student Development Office for emergency purposes and must be prepared to show a current Union College ID card on request. ID cards are issued during fall and spring confirmation.

Counseling Services

Union College takes seriously its responsibility to provide for the diverse needs of its students. For this reason, the College has established a network of counseling services in the following areas: academic advising, career planning and placement, spirituality, and behavioral health counseling. Additionally, members of the student development staff are prepared to assist students with special problems that may arise and to connect them with the best available source of assistance in the college and local communities.

The College employs a full-time behavioral health counselor, who is a member of the student development staff. The behavioral health counseling services are free for all students.

ADMISSION INFORMATION

Summer Jackson, Director of Undergraduate Enrollment

Union College is dedicated to providing admissions/enrollment services that embrace the spirit of the core values: Celebration, Integrity, Responsibility, Civility, Lifelong Learning, Engagement, and Spirituality. Enrollment decisions are based on a student's potential to succeed and contribute to the Union College community through academic, social, and civic involvement. Union College is committed to serving all students with equal opportunity to apply, pursue, and obtain a high quality education with standards that are clearly defined and a process that is highlighted by Union's commitment to personal attention.

- Union College Application for Admission can be submitted:
Online: unionky.edu/apply
- Or Applications may be requested/returned by mail, email, or calling:
Office of Admission
Union College
310 College Street, Box 5
Barbourville, KY 40906

Toll Free: 1-800-489-8646

Phone: 606-546-1657

Fax: 606-546-1667

Email: enrollme@unionky.edu

Website: unionky.edu

Union College processes applications on a rolling admission. An application is considered for admission once all required items have been received.

Certain degree programs/departments may require a separate application and admission criteria. Admission to Union College does not grant automatic admission into all degree programs.

Applying as a First-Year Student

Students who have graduated from high school or received a GED certificate but have not attended any college or university are considered first-year students.

Requirements to complete the admission process:

- A completed application for admission;
- An official high school transcript computed on a 4.0 scale or official GED score report form;
- An official ACT or SAT I score. (Standardized test scores are not required for students 25 or older.)

Standards for Full Admission:

Students may be accepted to Union College at any time during their senior year, so

students are strongly encouraged to apply early. All students admitted pending completion of their high school program are required to submit an official final high school transcript before any admission is final.

- Must have graduated, or will have graduated before time of enrollment, from an accredited high school and earned a minimum cumulative high school grade point average of 2.0 on a 4.0 scale.

Or

- Must have received a General Equivalency Diploma (GED).
- Must have submitted a minimum ACT composite score of 18.
- Must have the required 22 high school credits as required by the Kentucky Pre-College Curriculum.

We recommend: English (4 units), Mathematics (3 units), Laboratory Science (2 units), and Social Science (2 units). In addition, the study of a foreign language is recommended.

Applicants authorize the release of their high school transcripts by signing the application; however, it is the student's responsibility to contact his/her high school to request that a complete official final transcript be sent to the Union College Office of Admission.

Applying as a First-Year Home-School Applicant

Union College welcomes applications for admission from students who have completed their secondary school education in a home-schooled environment.

Requirements to complete the admissions process:

- A completed application for admission
- Official ACT or SAT score report forms, submitted directly from the testing agency
- Complete and notarized secondary school record and transcripts (including a grading scale)
- The academic calendar (August/September, May/June, or other) outlining student's attendance
- One letter of recommendation speaking to the student's academic promise

Standards for Full Admission:

- After submitting additional requirements for the admissions process, the same standards for full admission are required as for any first-year student listed above.

Applying as a Transfer Student

Students applying for admission to Union College who have received college credit from other colleges or universities are considered transfer students.

Requirements to complete the Admission Process:

- The completed application for admission
- Official transcripts from all colleges/universities attended
- An official high school transcript if the student has completed fewer than 31 semester hours from a regionally accredited institution
- An official ACT or SAT I score if the student has completed fewer than 31 semester hours from a regionally accredited institution

Standards for Full Admission:

- Must have a 2.0 grade point average on a 4.0 scale on all work from previous institution.
- Must be in good standing and eligible to return to previous institution.

Union College will record a summary of transfer credits, indicating the total number of hours accepted and the quality point average at the sending institution. Union accepts only transfer work in courses with a grade of “C” or above.

Sixty-seven semester hours is the maximum number of hours that will be accepted from a two-year institution.

A student transferring from a 4-year institution must satisfactorily complete 30 hours at Union College before being eligible for graduation.

Transfer credits will be accepted at the level of the initiating institution. Therefore, a student transferring from a two-year institution must accumulate 39 semester hours of upper division credits while a student at Union College before being eligible for graduation.

Union College considers students having graduated from a Kentucky Community College with an Associate of Arts (AA) or Associate of Science (AS) degree to have satisfied the Union College general education core curriculum, unless specific course or courses are a required part of a student’s program of study.

Applying as an International Student

Students applying for admission to Union College who are not citizens of the United States and who are not classified by the Immigration and Naturalization Service (INS) as residents of the United States are considered international students.

Requirements to complete the Admission Process:

- The completed international application for admission
- A non-refundable \$100 application and processing fee
- Official copies of ACT and/or SAT I scores
- Students who completed their education outside the U.S. must have their credentials evaluated by World Education Services who will provide Union College an official record of academic equivalents. More information is online at www.wes.org
- Official statement of financial support form (provided by Union College), serving as evidence that the student will have the necessary financial support throughout his/her studies at Union College
- English language proficiency is required for all international students.

All international applicants whose home country does not have English as an official language must submit one of the following:

1. Official TOEFL
2. Completion of approved ELS English language program. English language proficiency is subject to review by the Admission and Academic Standing Committee

When an international applicant has been admitted, the College will file form I-20. If a student uses this form I-20 to enter the United States, he/she is obligated to attend Union College. Once the student enrolls at Union College, he/she is obligated to stay for at least one year. The student must also maintain a full course of study (at least 12 semester hours per term).

- Deadline for applying for fall semester—May 15; spring semester—October 15

Standardized Tests

Information about the ACT and SAT is available in the Office of Admission, including a schedule of test dates and locations. All applicants requiring a test score for admission should have their test results forwarded to Union College. The Union College ACT code is 1552, and the SAT I code is 1825. We currently do not require or consider the writing assessment for either the SAT or ACT.

To Complete Final Admission

After official notification of acceptance to the College, all new students are required to complete the following steps:

- **A Final Official Transcript Must Be Received**

It is the student's responsibility to contact his/her high school or last attended college / university to request that a complete official final transcript be sent to the Union College Office of Admission.

- **Enrollment Deposit**

All new students are required to submit a non-refundable enrollment deposit of \$100. The deposit must be submitted by the assigned deadline in order to ensure placement in the term for which the student has applied. An enrollment deposit must be made before a student will be permitted to register for classes.

- **Summer Orientation**

A one-day summer orientation program is required for all new students. The registration session is designed to help students make a successful transition to Union College, and includes academic advising, class registration, and financial aid counseling. A one-time orientation fee of \$100.00 is charged for all new incoming students.

- **On Campus Housing**

A housing deposit of \$100 is required for those who wish to live on campus to ensure placement in on-campus housing.

ADMISSION INFORMATION FOR OTHER PROGRAMS

Visiting Students

A student attending another college or university may apply as a visiting student to Union College for a specific period of time.

Requirements to Complete the Admission Process:

- ##### A completed application for admission
- ##### Provide a letter from the registrar or dean of the home institution indicating the student is in good standing at the home institution and that course work taken while at Union is transferable

Since visiting students are not pursuing a degree from Union, they are not eligible to receive financial aid through Union College.

High School Special Program

Juniors and seniors in high school may attend classes at Union College. Students may only enroll for a maximum of six hours in one term.

Requirements to complete the Admission Process:

- A completed application for admission
- Submit an official high school transcript to show the student has earned a “B” average
- Submit an ACT / SAT score to show student has scored at least an 18 composite and sub-scores that indicate college readiness

GED Acceptance

An applicant may be admitted with a GED high school equivalency score report form, based on the minimum requirements recommended by the American Council on Education. See guidelines above for applying as a first-year student.

Advanced Placement

Students who have scored at least a 3 on one or more of the AP tests may receive credit and/or advanced placement for their test scores. The Office of the Registrar will determine the credit and/or placement to be awarded.

International Baccalaureate

Union College recognizes International Baccalaureate (IB) level work in the admission process and will grant credit for examination scores of 4 or better on higher level courses only. IB Certificate recipients will receive one course credit (3 semester hours) for each higher level score of 4 or better. No credit is given for Subsidiary level examinations.

FINANCIAL INFORMATION

Andra Butler, Director of Financial Aid

College Expenses

The academic year is divided into two regular semesters, fall and spring, with two sub-terms in each. In addition, a winter term, a May term, and three summer sessions are offered. Applicable tuition and fees are as follows.

Undergraduate Expenses (per regular semester)

Tuition (12 to 18 semester hours)	\$10,920.00
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Laundry Fee (per year – required for all residential students)	\$75.00
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Comprehensive Fee (per semester – required for all full-time students)	\$570.00
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Room (per semester)*

Private room fee (per semester)*	\$250.00
Traditional residence hall	\$1,550.00
Stewart Apartments	\$1,700.00
College Courts	\$1,700.00
Manchester Apartments/Houses	\$1,800.00
Union Court	\$1,700.00

Board (per semester)*

Traditional Meal Plan (19/23 Meals)**	\$1,900.00
Apartment Meal Plan (12/16 Meals)**	\$1,750.00
10 Meal Plan	\$1,550.00
Commuter Meal Plan (5 Meals)**	\$ 550.00

Student Health Insurance (per academic year)	\$360.00
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(required for all full-time undergraduates unless proof of other health insurance coverage is provided; see Student Insurance section)

Part-time tuition	\$335.00
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for registering less than 12 or more than 18 semester hours, per semester hour
(effective fall 2014)

Graduate Expenses

Part-time tuition per semester hour (effective July 2014)	\$405.00
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Part-time tuition, online courses, per semester hour (effective July 2014)	\$405.00
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May Term Expenses (2014)

Tuition, Undergraduate (per semester hour)	\$330.00
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Tuition, Graduate (per semester hour)	\$400.00
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Tuition, Graduate (online courses-per semester hour)	\$400.00
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Summer Sessions Expenses (2014)

Tuition, Undergraduate (per semester hour)	\$330.00
Tuition, Graduate per semester hour (Summer I and III)	\$400.00
Tuition, Graduate online courses-per semester hour (Summer I and III)	\$400.00
Tuition, Graduate per semester hour (Summer II)	\$405.00
Tuition, Graduate online courses-per semester hour (Summer II)	\$405.00

RN-to-BSN Expenses

Tuition, Undergraduate (per semester hour)	\$450.00
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(All tuition rates and other fees for all terms subject to change)

Other Expenses

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

Audit fee (per semester hour)	\$50.00
Late registration/confirmation fee ***	\$100.00
CLEP (per test)	\$50.00
CLEP credit recording fee (per course equivalent for Subject Tests only)	\$50.00
Portfolio fee (per semester hour)	\$50.00
Private room fee (per semester)	\$250.00
Examinations:	
Late final examination fee	\$15.00
Credit by examination (Institutional, per credit hour)	\$60.00
Transcript, after first copy	\$5.00
Student teaching fee	\$130.00
Special lab or studio course	\$25.00
College Court rental , per month (all utilities furnished)****	\$330.00
Electronic portfolio fee	
First year	\$105.00
Livetext Fee	\$100.00
Part-time telecommunication fee (per semester)	\$25.00
Withdrawal administration fee	\$50.00
Graduation fees:	
Degree or certificate	\$25.00
Academic regalia	\$25.00
Absentia	\$50.00
Renewal Fee	\$5.00
Undergraduate Online Course Fee per credit hour (subject to change)	\$25.00

*Vacation periods are not included in the above quotations. Food service and traditional College housing are closed during some vacations and other periods as noted in the undergraduate calendar. Student apartment-style housing is closed during summer vacation only. The College reserves the right to entertain delegates to conventions and other related groups in all College housing during summer vacation periods.

**All board charges are subject to change without notice, pending contract agreement

with the food service provider.

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

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

Student Insurance

All full-time students who do not have health insurance coverage through parents and/or a private plan will be enrolled in a Student Health Insurance program provided by the College. Participation in the insurance plan is mandatory unless the student can provide proof that other insurance is in force. The premium will automatically be charged to the student's account. The insurance is designed to complement normal services provided through the Student Health Center. Students are required to return either a completed Student Health Insurance waiver form indicating proof of insurance by September 2, 2014 (fall) or January 21, 2015 (spring), or payment to the College for the insurance plan. Information will be provided to students prior to the beginning of the fall term.

Payment Policy

Financial Clearance

Any student who owes a balance on his or her account after August 30 (fall) or January 21 (spring) may be subject to withdrawal procedures. Full payment of an account or satisfactory financial arrangements of an account for all charges are due on or before registration. Any student having an unpaid account will not be cleared for a transcript of credits 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.

May and summer sessions must be paid in full at the date of registration—no payment plan is available for May or summer sessions.

Finance Charge

A monthly finance charge of one and one-half percent (18% APR) will be added to the unpaid balance on student accounts at noon on the last working day of each month.

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

Currently, there are three (3) monthly payment plans available:

- | | |
|-----------|---------------|
| • Annual: | 12 Month Plan |
| • Fall: | 6 Month Plan |
| • Spring: | 6 Month Plan |

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

Refund Policy

A student is considered to be enrolled until he or she completes drop/withdrawal procedures. Necessary forms must be obtained from the Office of the Registrar. All refunds will be based on the date these drop/withdrawal forms are completed and returned to the Office of the Registrar.

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.

Federal Refund Calculation

The 1998 amendments to the Higher Education Act (HEA) of 1965 (Section 484B), and subsequent regulations issued by the United States Department of Education (34 CFR 668.22), establish a policy for the return of Title IV, HEA Program grant and loan funds for a recipient who withdraws. Union College does not have a leave of absence policy that would exempt any student from the requirements of the Return of Title IV Funds Policy.

Title IV Funds include the following aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Work-Study (FWS), Federal Stafford Loan (subsidized and unsubsidized), Federal PLUS Loan, and Leveraging Assistance Partnership Grant (LEAP). The percentage of the term completed is determined by dividing the total number of calendar days comprising the term (excluding breaks of five or more consecutive days) into the number of calendar days completed. The percentage of Title IV grant and loan funds earned is (1) up through the 60% point in time, the percentage of the term completed, (2) after the 60% point in time, 100%.

The amount of Title IV grant and loan funds unearned is a complement of the percentage of earned Title IV funds applied to the total amount of the Title IV funds disbursed (including funds that were not disbursed but could have been disbursed, i.e., post-withdrawal disbursements). If the amount earned is less than the amount disbursed, the difference is returned to the Title IV programs. If the amount earned is greater than the amount disbursed, the difference is treated as a late disbursement in accordance with the federal rules for late disbursements. Unearned funds, up to the total institutional charges multiplied by the unearned percentage of funds, are returned by the College. Institutional charges (costs) include tuition, room and board. The federal Return of Title IV Funds policy requires that the federal aid be considered as first applied toward institutional charges, regardless of other non-federal aid received. Funds returned are credited in the following order: Unsubsidized Stafford Loans, Subsidized Stafford Loans, Federal Perkins Loan, Federal Plus Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity (SEOG) Grants, and other Title IV funds for which a return of funds is required.

Institutional Refund Calculation for Regular Semesters

Tuition refunds are based on the date on the official withdrawal form when signed by the Registrar. The following schedule applies to all students:

- | | |
|---------------------|----------------------|
| • Week 1 Withdrawal | 80% - less admin fee |
| • Week 2 Withdrawal | 60% - less admin fee |
| • Week 3 Withdrawal | 40% - less admin fee |
| • Week 4 Withdrawal | 20% - less admin fee |

No refund will be made after week 4.

Institutional Refunds for May Term, Summer Sessions, Winter Session, or Degree Completion Sessions

Withdrawal up to the end of the first week will permit a 50% refund. No refund will be made after the end of the first week. Any part of a week will be treated as a full week.

Housing Deposit

- Newly admitted undergraduate students who choose not to attend Union College may receive a refund of their housing deposit provided their request is made in writing to the Director of Housing and Residence Life by August 1 for the fall semester and December 1 for the spring semester. Graduating students and continuing undergraduate students who are approved for off-campus housing may apply for a refund of their housing deposit, provided all financial obligations are met with the College, through the office of the Director of Housing and Residence Life. Other students who have been housed and choose not to meet that housing obligation or requirement forfeit their deposit.

Enrollment Deposit

This deposit is non-refundable and must be submitted by May 31, 2014, for students entering for the fall 2014 semester; by December 31, 2014, for students entering for the spring 2015 semester; and by May 31, 2015, for students entering for the fall 2015 semester.

Financial Assistance

Federal Programs

- **Pell Grant**—Student must demonstrate financial need based upon the completion of the FAFSA.
- **Supplemental Educational Opportunity Grant (SEOG)**—Student must demonstrate financial need based upon the completion of the FAFSA.
- **Federal Perkins Loan**—Student must demonstrate financial need based upon the completion of the FAFSA. Repayment begins nine months after graduation or withdrawal from school.
- **Federal Direct Loan**—Loan types include subsidized and unsubsidized. Eligibility depends upon enrollment status and FAFSA. Repayment begins after graduation, withdrawal or part-time enrollment status.
- **Federal Direct Plus Loan**—Eligibility is based on Cost of Attendance - Financial Aid = Plus Loan. Parents apply for the Plus Loan with repayment beginning 90 days after the second disbursement.
- **Federal Work-Study Program**—This employment program combines support from the federal government and the institution to supplement students' financial aid awards. Eligibility is determined upon completion of the FAFSA.

State Programs

- **Kentucky Tuition Grants (KTG)**—Eligibility is based upon Kentucky residence and financial need determined upon completion of the FAFSA.
- **College Access Program (CAP)**—Eligibility is based upon Kentucky residence and financial need determined upon completion of the FAFSA.
- **Kentucky Educational Excellence Scholarship (KEES)**—Earned upon

completion of high school in Kentucky.

Loans

- **United Methodist Student Loan Fund**—Students who are members of the United Methodist Church and maintain a “C” average may apply through Union College for a loan at 6% interest from the Board of Education of the United Methodist Church.
- **Charles M. and Mary D. Grant Loan Fund**—Provided through the generosity of the Charles M. and Mary D. Grant Foundation of New York City, N.Y.
- **Hensley Emergency Loan Fund**—Established by Mr. and Mrs. Burton F. Hensley of St. Cloud, Fla.
- **The Russell and Alice M. Hicks Student Loan Fund**—The late Russell and Alice Hicks of New Albany, Ind., have established an endowed student loan fund at Union College through an estate gift.
- **Mattie Hyams Loan Fund**—Established through the estate of Mattie Hyams. This endowed fund provides interest-free student loans for young men or women studying for the ministry.
- **The Rev. and Mrs. Erwin King Loan Fund**—The Reverend and Mrs. Erwin King have established a loan fund at Union College.
- **The Charles Henry and Glennora Rominger Krieger Student Loan Fund**—This loan fund was established by the late Glennora R. Krieger of Ft. Thomas, Ky.
- **Charles E. Schell Foundation Student Loan Fund**—Established in 1993 by The Charles E. Schell Foundation. Recipients of these interest-free student loans are selected by Union College based on prescribed criteria established by the Foundation.
- **The Bryan W. Whitfield - Kentucky Jellico Coal Company Memorial Fund**—This endowed student loan fund was established by Bryan W. Whitfield, Jr., of Harlan, Ky., in memory of his father, Bryan W. Whitfield, founder of the Kentucky Jellico Coal Company.
- **Guy H. Williams Loan Fund**—Dr. Guy H. Williams of Cleveland, Ohio, has established a loan fund in memory of his wife, Anna Williams.
- **The Beverly P. and Mossie B. Wilson Loan Fund**—This loan fund has been established by Dr. and Mrs. O. J. Wilson of Louisville, Ky., in memory of Dr. Wilson’s mother and father.

Satisfactory Academic Progress Requirements

Federal Regulations require that all students make satisfactory academic progress toward a degree in order to receive Title IV federal assistance. At Union College, each student’s cumulative Grade Point Average (GPA) and Cumulative Credit Hour Completion Rate is measured at the end of each payment period. Students will also be reviewed for Maximum Time Frame for Degree Completion. To qualify for financial aid, students must maintain satisfactory progress in all three of the following areas.

1. **Cumulative Grade Point Average** - Students must meet the following minimum academic standards.

Hours Attempted

- 1-29 hours
- 30-59 hours
- Above 60 hours

Cumulative GPA

- 1.80 GPA
- 1.90 GPA
- 2.00 GPA

2. **Cumulative Credit Hour Completion Rate** - Students must earn at least 2/3 or 67% of the credit hours attempted each semester.

Attempted semester hours

- 12 hours
- 18 hours

Must earn at least 67% of attempted hours

- $12 \times 67\% = 8$ hours
- $18 \times 67\% = 12$ hours

A grade of A, B, C, D must be received for those hours to be counted in the earned category.

Attempted hours will include repeated, withdrawn, and incomplete courses regardless of whether the student received financial aid or not.

- The original enrollment and repeated course will count toward attempted credit hours but only the second course will count toward the earned credit hours.
 - Courses that students withdraw from after drop/add will count toward attempted hours.
 - Incomplete courses are counted as attempted hours. If a student receives a passing grade after academic progress has been evaluated, it is his/her responsibility to notify the Financial Aid Office.
 - Remedial and pass/fail courses will not be counted in attempted hours.
3. **Maximum Time Frame for Degree Completion** - Undergraduate students are expected to complete a Bachelor's degree before completing 150% of the required hours to complete their program.
- If the academic program requires 128 hours, a student is eligible to receive financial aid for 192 attempted hours. For example: $128 \times 150\% = 192$ hours
 - If a student is not on track to earn the degree before reaching the maximum credit hours, the student's aid will be denied.
 - The allowed time frame does not automatically increase if a student changes majors.
 - Transfer hours are counted in attempted hours.

A student who does not meet satisfactory academic progress will be placed on financial aid warning. He/she will continue to receive financial aid while he/she is on warning. If the student does not meet satisfactory progress by the end of the warning semester, he/she will be placed on financial aid suspension.

Appeals

Students who are in suspension may appeal this decision to the Union College Financial Aid Appeals Committee. They should submit a written request to the Director of

Financial Aid explaining the following:

- Why they did not make academic progress.
- What has changed that will allow them to make academic progress at the end of the term.

The committee will review the appeal along with any additional recommendations from faculty or staff. If the appeal is approved, the student will be placed on probation for one term. After the probationary term, the student must be making satisfactory academic progress or follow the academic plan that has been developed for him/her to continue to receive financial assistance. If the appeal is not approved, the student may take classes at his/her own expense to regain academic progress.

Effective July 1, 2011

ACADEMIC PROGRAM

David L. Johns, Vice President for Academic Affairs & Dean of the College

Academic Calendar

Union College operates on a semester system. The fall semester begins in late August and ends in early December. The spring semester runs from January to early May. Each also has two subterms. The College has a four-week May session as well as two, four-week summer terms; a twelve-week summer term; and a three-week winter term.

Confirmation

All students are required to confirm their registration at the beginning of the fall and spring semesters. As an added convenience during Confirmations, students are provided the opportunity to pick up their meal ticket, identification card, parking sticker, email address, campus mail box location, book charges, etc. Several days are made available at the beginning of the fall and spring terms to confirm registration. If a student cannot confirm during this time, he or she must notify the Office of Student Development. Any student who fails to confirm his/her registration within the specified time frame will be withdrawn from classes and a \$100.00 late confirmation fee will be assessed.

Union College Experience (UCE)

Union College requires all full-time incoming freshmen and transfer students with fewer than 12 credit hours to take the Union College Experience course. Classes for this one-hour course meet one week prior to the start of regularly scheduled classes, then weekly throughout the semester. The goal of this course is to help students achieve academic success and adjust to the challenges of college life.

Disability Accommodations

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact one of the following: the Director of Student Support Services, Sharp Academic Center, Room 3119, phone number (606) 546-1259 or the Education Retention Specialist, Sharp Academic Center, Room 3110, phone number (606) 546-1257. 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.

Course Load

The normal undergraduate student load is fifteen hours per semester. Students who have an average academic standing may register for a maximum of eighteen hours of credit per semester. Students who attain a "B" average are permitted to register for up to 21 hours per semester. Exceptions must be approved by the Vice President for Academic Affairs. The maximum load in the May, Summer I and Summer II terms is seven semester hours. Four hours is the maximum enrollment for the winter term.

Class Attendance

1. 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.
2. All faculty members are expected to keep accurate records of class attendance.
3. 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.
4. Class work and tests missed by the student while participating in an activity sponsored by Union College may be made up only when the faculty sponsor of such an activity submits the official absence list of students through the Office of Academic Affairs.
5. 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.)

Withdrawal from Courses / the College

Withdrawal does not occur 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 it 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.

Course Numbering System

Courses numbered 100 or 200 are intended primarily for lower division students and generally do not have prerequisites, while 300- and 400-level courses are generally reserved for upperclassmen. Freshmen or sophomores wishing to enter 300- or 400-level courses should confer with the appropriate department chair for permission to enroll. The 500- and 600-level courses are restricted to graduate students. Courses with hyphenated numbers (101-102) are used when the first semester is a prerequisite to the second.

Reserved Course Numbers

Some special numbers are reserved for specific types of courses or studies. They may be used by any department, although they are not listed in this catalogue.

001-099	Non-credit special interest courses and Transitional Courses
181, 281, 381, 481, 581	"Special Topics" courses—classes developed on a one-time or experimental basis, or a special, innovative class
282, 482, 582	Special workshops, credit or non-credit
285, 485	Experiential Education—study abroad, internships, cooperative work experience, and vocational work experience
287, 487	Field Practicum in specialized areas
395, 495	Independent Study—individual research on approved topics not found in traditional courses. May be repeated on different topics

Transitional Courses

Any required courses numbered below 100 will be counted towards full-time academic status and for athletic eligibility purposes. However, hours earned will not count toward the required 120 hours for graduation. In addition, grades in these classes will not be used when calculating semester or final grade point averages.

Special Notations

Most course descriptions indicates the semester the course will be offered—(F) for fall semester, (S) for spring semester, and (Sum) for summer session.

Many regular year courses are offered in summer sessions but are not guaranteed offerings.

Courses indicated as being offered in “Even Years Only” are offered on an alternate year basis in academic years beginning with even numbers, such as 2014-15. “Odd Years Only” courses are offered on an alternate year basis in academic years beginning with odd numbers, such as 2015-16.

Students should consult with their advisors regularly to ensure progress toward their degrees. In the junior year, a curriculum plan is completed by the Registrar. This indicates the courses the student has completed toward the degree major on file in the Office of the Registrar. Each student is responsible for completing all requirements.

The Grading System and Quality Points

Grades are reported in letters 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
- 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 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;” 3) the deadline for meeting these requirements; and 4) the consequences for failing to meet 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 on which it was issued. Any extension to the six-month time limit must be made by agreement of the Instructor, Department Chair, Registrar and Vice President for Academic Affairs.
- 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.

Quality Point Standing

The quality point standing of a student is determined by dividing the total quality points earned by the total number of semester hours registered minus the number of hours of Credit and Incomplete recorded. Failure or quality point deficiencies in any course work done in residence cannot be removed by transfer credit, correspondence work or independent study.

Classification of Students

Freshman	fewer than 30 semester hours
Sophomore	30 semester hours
Junior	60 semester hours
Senior	90 semester hours

Credit/No Credit

The purpose of Credit/No Credit is to provide students an opportunity to explore elective courses outside their major or minor without jeopardizing their grade point average and without engaging in competition with students specializing in those subjects.

This option does not apply to courses in the Liberal Education Core and any area, major or minor. It is available to students with at least sophomore classification and a 2.0 grade point average. Credit/No Credit is also available to transfer students of sophomore classification who have completed at least twelve hours of satisfactory work at Union College.

A maximum of fifteen semester hours may be applied toward the Bachelor's degree, no more than two courses per academic year (July through June), and only two courses in any single discipline.

A student must apply in the Office of the Registrar for the Credit/No Credit option no later than the last date to withdraw from a course with a grade of "W." This information is not available to instructors. A grade of "D" or above will be recorded as CR and an "F" will be recorded as such, but will not affect the student's grade point average.

Examinations and Reports of Grades

Examinations are held at the close of each semester. Tests are held at such times during each semester as the instructors may determine. Mid-semester and semester grades are reported by the instructors to the Registrar. Midterm and final semester grades are posted electronically on MyUnion. Only final grades become a part of the student's permanent record.

Grade Appeal

Students are entitled to redress of grievances related to grades. Students have one year in which to contest any grades on their transcripts. After that time, the grade is permanent. The student handbook outlines the appropriate process or contact the Office of Academic Affairs.

Honor Students

Union College recognizes excellent scholarship in three ways: the Dean's List, the Presidential Laureates, and graduation with distinction or departmental honors.

The Dean's List comprises students who have completed at least 15 hours of graded work with a 3.33 grade point average, no Incompletes for the semester, and no "C" or below

for the semester. This list is published after the fall and spring semesters.

Presidential Laureates are those students who meet all requirements for the Dean's List and achieve at least a 3.75 grade point average for two successive semesters, with at least 15 hours of graded work, no Incompletes and no "C" or below in either semester. The list of students designated as Presidential Laureates is published after the fall and spring semesters.

See the Degrees with Distinction section below for information on graduation with distinction.

Academic Probation and Suspension

Students falling below the following grade point average (GPA) and corresponding minimum semester hours will be placed on academic probation:

Freshmen	1.80
Sophomores (30 hours)	1.90
Juniors (60 hours)	2.00
Seniors (90 hours)	2.00

Probationary students are monitored by the Admission and Academic Standing Committee of the College. Students who are admitted, placed, or continued on academic probation will be restricted as to courses taken, have credit hour limitations (12-13 hours), be required to repeat courses in which low grades have been earned, lose College financial aid, or be suspended from the College after an established period of time.

A student admitted to the College on academic probation will have either one or two semesters in which to meet the minimum academic standards. Failure to attain the required GPA at the end of the specified semester may result in suspension from the College.

A student admitted to the College in good standing will receive notification of academic probation if the GPA is below the minimum required after the first semester. Notification of academic suspension will be sent to the student at the end of the second consecutive semester in which the cumulative GPA falls below the required minimum standard.

A student under academic suspension from Union College must wait one semester before being considered for readmission. At the discretion of the Admission and Academic Standing Committee, a student may be suspended for one full academic year. The student must reapply through the Office of Admissions in order to be readmitted to Union College. Readmitted students will be subject to restrictions as established by the Committee concerning number of hours allowed and the repeating of courses. Students readmitted after suspension from Union are readmitted on academic probation. Failure to attain the required cumulative GPA at the end of the readmitted semester following suspension may result in permanent dismissal from the College.

Academic Amnesty and Academic Failure

Students who complete two consecutive full-time semesters (or twenty-four part-time hours) with a 2.0 or higher, may petition the Registrar for academic amnesty. Petitions must be in writing and may be approved for one term only. If granted, credit will be given for grades of "C" or higher; lower grades will not be used for calculating the GPA during the term of amnesty. Transfer students who bring a GPA lower than 2.0 or who have received any form of academic amnesty elsewhere do not qualify for this option. Students who receive amnesty are not eligible for academic honors based on cumulative grade point average.

Academic Honesty

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 the student handbook.

Challenge Credit

1. If a student wishes to receive a challenge credit by examination, he/she should first discuss the possibility with the appropriate instructor and department chairperson. Upon consent, the instructor and department chairperson will issue and sign an Application for Challenge Credit Form. Challenge Credit Forms are obtained from the Office of the Registrar.
2. The student will take the signed form to the Business Office to pay the \$60.00 fee per credit hour for the Challenge Credit.
3. The student will take the form, complete with all three signatures and the receipt showing payment was made, to the Vice President for Academic Affairs for approval.
4. The instructor will prepare and administer the Challenge Credit Examination and maintain the results on file in his/her office.
5. The recommendation of the instructor, with supporting documentation, will be forwarded to the department chair for review. If the department chair does not agree with the evaluation, a meeting will be scheduled with the Vice President for Academic Affairs.
6. If the department chair approves the evaluation, the instructor will return the completed form and a copy of the documentation to the Office of the Registrar. Successful completion of the Challenge Credit will be recorded as "CR" on the transcript. An unsuccessful challenge will not be recorded. The Office of the Registrar will keep the copies on file.
7. Students enrolled in a course may request a Challenge Credit only within the period when a new course may be added.

8. Challenge Credits may not be used to repeat a course or remove an “F” from the transcript.

Individualized Major

An individualized major is available for students whose interests cannot be accommodated within the established majors at the College. This self-designed major must meet the following criteria:

- * The major must be interdisciplinary and cannot duplicate existing majors offered by the College.
- * A student must have a minimum GPA of 3.0 and sophomore standing to apply for the individualized major.
- * Individualized majors must include at least 39 semester credit hours at the 300 or above level. No more than 9 hours can be earned by independent study. Under normal circumstances, no more than 6 hours can be earned by transfer credit.
- * A senior project must be completed in the major and can count up to 3 credit hours of independent study.

Procedures for the individualized major:

- * Students seeking an individualized major must select an advisor from the teaching faculty of a discipline related to the self-designed major plan. In some cases, two advisors may be selected from different departments to oversee the work.
- * In consultation with the advisor or advisors, students seeking an individualized major must offer a detailed plan of study, a rationale for undertaking a self-designed major, and a curriculum plan for the degree. The application should be submitted and approved before beginning the program of study. The chairs of the departments involved must approve the plan of study. One of the department chairs will take the plan to the Academic Policy Committee for final approval by October 1 for programs commencing in the spring semester and by March 1 for programs commencing in the fall semester.
- * Students graduating with the individualized major will receive either a B.A. or B.S. degree in the field of study with an individualized major notation.

Independent Study and Experiential Education

Union offers qualified students the opportunity to work independently to earn academic credit. This option is reserved primarily for juniors and seniors who have demonstrated the academic maturity to accomplish the rigorous requirements of independent inquiry and study. For this reason, except in very unusual circumstances, independent studies are reserved for students who wish to pursue areas of study inquiry not normally part of the regular curriculum. These can be in-depth studies of a particular topic or a deeper examination of a topic only introduced in the major.

Registration for either of these options is during the normal registration period and follows that process. Students are expected to engage in the independent study project or experiential education experience during the semester for which they are officially enrolled. Forms can be obtained from the Office of the Registrar.

Because of the nature of independent study and experiential education, neither can be used to satisfy Liberal Education Core requirements to replace required courses in the major, or to replace failing grades on a student's transcript.

Transfer Credit for Union College Students

Students who wish to take course work at another accredited college or university must obtain written permission from the Registrar before enrolling in the course. Union College students cannot register for more than a total of 18 semester hours per term, including all off-campus courses, without the consent of the Vice President for Academic Affairs.

Failure or quality point deficiencies in any course work done at Union College cannot be removed by transfer credit or independent study. Transfer work does not affect a student's Union College grade point average.

Students may transfer a maximum of six credit hours to Union during their final 36 hours.

Transfer credits will be considered based on the following policy:

1. Transfer credits from other institutions will be evaluated for equivalency with Liberal Education Core, a major, minor, or area. The initial review will be conducted by the Office of the Registrar based on generally accepted practices, and in consultation with the appropriate department chair when questions arise. Time-sensitive courses, especially in technology or professional areas, may not transfer if they are too dated.
2. Union College considers students having graduated from a Kentucky Community College with an Associate of Arts (AA) or Associate of Science (AS) degree have satisfied the Union College general education core curriculum, unless specific course or courses are a required part of a student's program of study.
3. Students who are denied equivalency credit have the right to petition for approval. The petition will be made to the Office of the Registrar, who will consult with the appropriate department chair. Department chairs will consult with the appropriate professor before making a recommendation to the Office of the Registrar.
4. The student will have the right to appeal the decision to the Vice President for Academic Affairs in the event that the initial petition is denied. The decision of the Vice President for Academic Affairs will be binding, and may be made as an exception to a general rule due to special circumstances, or may be issued as a precedent to guide future transfer credit evaluations.

Assessment Day Activities

Union College continuously assesses its academic programs and other aspects of College life. Assessment is not only required by the Southern Association of Colleges and Schools, but it is also extremely important in improving the quality of Union College's academic and non-academic programs. Much of the data collection occurs on Assessment Day, therefore, student participation is mandatory. Questions related to program assessment should be directed to the Director of Institutional Research or the Vice President for Academic Affairs.

Convocations

Union College provides a convocation program to gather its community together for reflection and for promoting dialogue. The program includes required events and several optional activities such as college assemblies, lectures, theatre productions, worship services, fine arts concerts, and special gatherings.

Clean, neat and modest attire is the basic dress code.

Graduation Requirements

Students must apply for graduation the semester before they plan to complete graduation requirements.

The candidates must satisfy the following requirements:

1. Minimum of 120 semester hours, of which at least 30 semester hours must be earned at Union College. Thirty of the last 36 hours must be earned at Union College.
2. GPA of 2.00 overall and at Union, and a 2.00 average in the major or minor fields, unless a specific program requires a higher grade point average.
3. Completion of the Liberal Education Core.
4. Completion of all requirements for the Bachelor of Arts or Bachelor of Science degree as appropriate to the major or area. See descriptions of individual major or area for specific requirements.
5. At least 39 semester hours offered for graduation must be earned in courses numbered 300 or above.
6. Full participation in all College assessment activities including (but not limited to) departmental assessments and Assessment Day(s).

Students should be in regular communication with their advisor; however, each student is responsible for completing all requirements.

Combined Degrees

The Bachelor's degree may be granted to students who have completed three years of work at Union College and one year of work in an accredited professional school with the following provisions:

1. The work in the professional school must continue the curriculum in which the student has been enrolled at Union College (pre-law, pre-dentistry, pre-medicine, etc.).
2. The student must have completed satisfactorily the minimum requirements for three years of pre-professional work at Union College (90 semester hours with a quality point standing of at least 2.00) and also the Liberal Education Core for graduation.
3. The student must have completed satisfactorily the minimum requirements for one year of study at the accredited professional school. The number of credits at the end of the four years of study must total at least 120 semester hours.

Academic Records

Family Educational Rights and Privacy Act

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

1. The right to inspect and review the student's education records within 45 days of the day the Registrar receives a request for access. Parents or eligible students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are 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. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College as an administrator, supervisor, instructor, or support staff person (including health or medical staff and law enforcement personnel); a person serving on the school board; a person or company with whom the College has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The 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(s) 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
7. Although the Family Rights and Privacy Act (FERPA) affords parents of students under the Internal Revenue Code access to the student's education record, it is the policy of the College to require all students to sign a waiver for the release of such information.

Degrees with Distinction

There are three grades of distinction: cum laude, magna cum laude, and summa cum laude. These distinctions are conferred at graduation upon students who satisfy the following conditions of scholarship:

The distinction of **cum laude** is awarded to those students who have earned an average standing of 3.5 overall and at Union.

The distinction of **magna cum laude** is awarded to those students who have earned an

average standing of 3.75 overall and at Union.

The distinction of **summa cum laude** is awarded to those students who have earned an average standing of 3.9 overall and at Union.

Transfer students may receive distinction on completing 64 semester hours of resident study and satisfying the conditions of scholarship prescribed by the faculty, provided they also furnish such evidence of high scholarship in the institution from which they come.

Students may also receive departmental honors at graduation. Requirements for departmental honors are set by individual departments and programs. Published in each department's section of the catalogue, they may include cumulative grade point average, major GPA, and senior project, among other measures.

Academic Services

The Office of Student Support Services

The Office of Student Support Services is a federally funded TRIO Program serving 175 first-generation, low-income and/or disabled college students. It is a program to help college students successfully complete their college education by offering services such as tutoring, supplemental instruction, personal and career counseling, and academic advising free of charge via the Academic Resource Center and Career Planning and Placement.

Career Planning and Placement Services

Upon admission to Union College, students begin a process whereby the Coordinator of Career Planning and Placement and faculty advisors assist them to articulate their career goals, to select courses of study appropriate to those goals, and to achieve suitable placement upon completion of their studies.

A career counselor is available for all students. Career interests and life goals may be defined through the use of career interest inventories, computer guidance programs, and workshops designed to help students clarify their direction in life.

Academic Advising Center

The Academic Advising Center assists students to develop a plan for graduation that includes schedules for each semester. Students will meet with an academic advisor to select courses for each semester. The advisor is also available to help students learn how to use the resources at Union College and to find solutions to problems that students may have. As incoming freshmen, students will take the Union College Experience class. The instructor in this class will be the student's academic advisor during his/her first two semesters. At the end of the freshman year, students are assigned an academic advisor in the chosen field of study. Students who wish to change advisors/majors must make these changes with the Academic Advising Center.

Curriculum Plans

During the junior year, a curriculum plan will be completed by the Registrar. This indicates the courses the student has already completed toward the major. This is an agreement between the College and the student. Once the curriculum plan has been completed, only changes approved by the Registrar are binding on the College.

Academic Resource Center

The Academic Resource Center (ARC) provides free services to Union College students in several areas. Individual tutoring is available in a variety of subjects in both upper and lower division classes. Students may work with a tutor to review for classes, refresh study skills, or prepare for professional examinations. Students on academic probation are required to attend the Academic Resource Center five hours each week. Students must complete this requirement and demonstrate academic progress in addition to raising their GPA, in order to be removed from probation. Failure to do so will result in continued probation or suspension.

Supplemental Instruction

Union College provides an academic assistance program known as Supplemental Instruction (SI) that is proven to increase student academic performance.

Each semester, courses that have been deemed academically challenging are selected for SI. Student leaders who have previously excelled in the designated courses are selected by the instructors of the courses to attend each class session, take notes and participate in class discussions, and hold three study sessions each week outside of class. The SI is introduced to the students the first day of class. These sessions provide a support system of collaborative learning in a relaxed atmosphere.

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 140,000 books, periodicals, government documents, and multi-media materials. The library subscribes to numerous on-line reference and full-text databases including more than 122,000 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 offer individual and group bibliographic instruction and instruction in the use of equipment, computer resources, and special collections.

Teaching and Learning Center

Located on the first floor of Norton Hall, the Teaching and Learning Center is a Title III-funded program that provides support to students who are engaged in online learning and faculty who are developing and teaching online courses. The staff of the Teaching and Learning Center works with a variety of other offices to facilitate technology support services, online tutoring, and advising for students who are enrolled in online or hybrid courses.

Service Learning

Academic credit for Service Learning is provided through two academic courses. The one-hour credit course (APST/SLRN 102) is a service trip taken during the fall or spring break periods. Students may take the class up to three times for credit. All students who participate in the trips attend the class sessions whether or not the course is for credit. The three-hour course (APST 202) examines service learning from historical and contemporary perspectives and is community-based learning experience. (See full descriptions under Course Descriptions section.)

Community Education

Union College is committed to lifelong learning through courses, workshops, seminars, travel, service learning, and outdoor adventure programming. Through partnerships with community agencies, schools, business, and industry, Union is able to emphasize lifelong learning while meeting specific needs of different segments of the community. Adults study for personal enrichment, to acquire new skills for career advancement and leadership training, or to enjoy cultural, leisure, and outdoor adventure activities.

Writing Center

The Writing Center is throughout the academic year and helps students, faculty, and staff hone communication skills through sessions and private tutorials on writing, reading, and public speaking. In addition, the Writing Center hosts weekly writing workshops and upon request, leads classroom presentations on such topics as documentation and writing for different majors.

LIBERAL EDUCATION OUTCOMES

Liberal Learning Goal 1:

Communication Skills

Union College helps students develop and improve academic communication skills, including writing, public speaking, and reading. By graduation, Union students will be able to:

- write clear, cogent, and original essays that follow conventions of grammar, spelling and punctuation;
- prepare and deliver informative and persuasive oral presentations;
- understand both spoken and written academic language with various levels of complexity.

Liberal Learning Goal 2:

Moral and Ethical Reasoning

As a United Methodist Church-related institution fostering Christian values, Union College develops students' critical understanding of historical Christianity and other moral and religious traditions. Students learn to examine ethical issues through the major religious and ethical perspectives of humankind. By graduation, Union students will be able to:

- demonstrate familiarity with the religious and ethical beliefs of several cultures;
- analyze ethical problems and issues; and
- articulate their own personal moral philosophies and apply to particular ethical problems.

Liberal Learning Goal 3:

Knowledge of Human Culture & the Natural World

As a liberal arts college, Union College teaches its students to understand, synthesize, and critically investigate the conceptual foundations of their world. Graduates are superior critical thinkers, engaged citizens, and lifelong learners. By graduation, Union students will be able to demonstrate:

- critical understanding of literature and the arts;
- knowledge of the principles and history of the natural and social sciences and technology;
- familiarity with history and philosophy;
- general mathematical and quantitative skills; and
- awareness of interdisciplinary connections among the liberal arts.

Liberal Learning Goal 4:

Critical Thinking, Problem Solving, and Creativity

Union College teaches its students to think critically and creatively to arrive at responsible decisions. As part of this training, Union develops students' ability to use and manage a wide range of information resources. By graduation, Union students will be able to:

- understand abstract ideas;
- analyze problems that involve complex sets of facts and relationships; and
- locate, evaluate, and use effective graphical, aural, and textual information available through libraries, community resources, special interest organizations, media, and the Internet.

Liberal Learning Goal 5:**Personal Development and Social Responsibility**

Union College promotes the free expression of ideas, intercultural knowledge, intelligent self-criticism, and transcendence of prejudice and narrow self-interest. Of special importance is Union's historical mission to serve the Appalachian community by augmenting its liberal arts foundation with an emphasis on the mountains and their people. By graduation, students will be able to demonstrate:

- capacity for self-examination and personal growth;
- understanding of and respect for others' beliefs and traditions; and
- awareness of the significance and responsibilities of their own status vis-à-vis others'.

Liberal Learning Goal 6:**Facility in Working Effectively with Others**

Union College teaches students to engage and work with others in a variety of social and work settings. By graduation, Union students will be able to:

- contribute to and facilitate group work;
- demonstrate respect for others;
- participate actively in group discussions; and
- contribute their fair share of work.

LIBERAL EDUCATION CORE 43-45 HOURS**I. Humanities - 21 hours****Western Cultures in a World Context I**

ENGL 100 or 101 Introduction to Freshman Composition and Literature (3)

HIST 110 Civilization and Religions of the Ancient World (3)

Western Cultures in World Contexts II

ENGL 102 Freshman Composition and Literature (3)

HUMN 112 Religion and Empire (3)

Western Cultures in World Contexts IIIHUMN 211 Roots of Modernity: Revolutions in Literature,
Arts and Society (3)HUMN 213 Roots of Modernity: Revolutions in Politics,
Society and Thought (3)**Western Cultures in World Contexts IV**

HUMN 214 The Modern World in Crisis (3)

Or

HUMN 215 Philosophy and the Crisis of Modernity

II. Cultural Competency - 3 hours

ANTH 251 North American Indian Cultures

APST 202 Service Learning

APST 204 Appalachian Cultures

ENGL 252 Appalachian Literature

ENGL 262 African American Literature

HIST 211 *Topics in Global History

PSYH 275 Cross Cultural Psychology

RLGN 231 *Topics in World Religion

SRLN 102 Service Learning (1 credit-may be taken 3 times)

SOCI 241 Sociology of Appalachia

SOCI 271 Sociology of the Family

SPAN 211 Intermediate Spanish I

*may be taken more than once if topic is different

III. Social & Behavioral Sciences - 6 hours**The Power of Paradigms (3)**

INSS 101 Introduction to the Social Sciences

Paradigms and Individual Disciplines (3)

Choose one 3-hour course from the following:

ANTH 221 Introduction to Cultural Anthropology

APST 104	Introduction to Appalachian Studies
CRJU 101	Introduction to Criminal Justice
ECON 203	Principles of Macroeconomics
ECON 204	Principles of Microeconomics
INSS 103	Cultural Geography
PSYH 200	Introduction to Psychology
SOCI 131	Introduction to Sociology
SWRK 120	Social Work and Human Services

IV. Wellness - 3 hours

RECM 111	Introduction to Recreation and Leisure
WELL 131	First Aid and Safety
WELL 178	Life Choices I

V. General Sciences Sequence - 7-8 hours

Students must take two science courses from the different areas listed below, one of which must include a lab.

Biology:

BIOL 101	Human Biology	(3)
BIOL 104	Human Sexuality	(3)
BIOL 109	Elements of Biology	(3)
BIOL 111	General Biology (includes lab)	(4)

Environmental Science:

ENVS 101	People and the Environment	(3)
ENVS 110	Physical Systems of the Environment	(3)

Physical Sciences:

GNSC 105	Physical Science	(3)
PHYS 111	College Physics	(3)
PHYS 211	General Physics	(4)

Chemistry:

CHEM 121	General Chemistry (includes lab)	(4)
CHEM 230	Survey of General, Organic, and Biochemistry	(3)

Lab Experiences:

BIOL 110	Elements of Biology Lab	(1)
GNSC 106	Physical Science Lab	(1)
PHYS 113	College Physics Lab	(1)
PHYS 213	General Physics Lab	(1)

VI. Mathematics Competency - 3-4 hours

MATH 110	(General College Mathematics)
MATH 131	(College Algebra)
Or	
MATH 241	(Calculus I)

CURRICULUM

Majors and minors provide an opportunity to understand oneself and the world, and to prepare for the future through a study of a particular subject.

Majors and Minors

Degree Area	Major	Minor
Department of Business		
Accounting	X	X
Business Administration	X	X
Computer Information Technology	X	X
Management	X	X
Marketing	X	X
Department of Educational Studies		
Elementary (P-5) Education	X	
Middle Grades Education	X	
Secondary Education	X	
Department of English		
English	X	
English/Communication	X	
Department of Fine, Performing, and Communication Arts		
Fine & Performing Arts	X	
Mass Communication	X	X
Music		X
Department of History, Religious Studies, and Languages		
History	X	X
History & Political Science	X	
Latin American and Iberian Studies	X	X
Philosophy		X
Religious Studies	X	X
Department of Natural Sciences		
Biology	X	X
Chemistry	X	X
Mathematics	X	X
Physical Science		X
Physics		X
Department of Nursing and Health Services		
Athletic Training		X
Nursing (Pre-licensure)		X
Nursing (RN-BSN)		X

Department of Psychology

Psychology	X	X
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Department of Social and Behavioral Sciences

Appalachian Studies		X
Criminal Justice	X	X
Pre-Law		X
Political Science		X
Social Work	X	
Sociology	X	X

Department of Wellness, Human Performance and Recreation

Health	X	X
Human Performance	X	X
Physical Education (teaching)	X	
Recreation Management	X	X
Exercise Science	X	
Sports Management	X	

General Studies

Those who have not yet declared a major are General Studies students. General Studies is not a degree program, but a classification that permits a student to register for lower division and liberal education core courses.

Pre-Professional Preparation

Students who have an interest in professional programs or allied health fields, such as Dentistry, Forensics, Law, Medical Technology, Medicine, Optometry, Pharmacy, Physical Therapy, or Veterinary Medicine, may fulfill entrance requirements for these schools while pursuing a Bachelor's degree at Union. Since admission requirements to professional schools vary considerably, students work with their advisor, who assists with the admission process into professional school to select an appropriate program of study. Students should inform their advisors of interest in professional schools as early as possible.

Baccalaureate Degrees

To earn a Bachelor of Arts or Bachelor of Science degree, the following requirements must be met:

1. Completion of the Liberal Education Core
2. Completion of the academic major requirements
3. Completion of a minimum of 120 semester hours of which at least 25 percent (30 semester hours) must be earned at Union College
4. Completion of 30 of the last 36 hours earned in residence at Union College
5. Completion of a minimum of 39 semester hours of upper division courses
6. Required GPA in each major, minor, or area
7. Required minimum GPA overall of 2.0 unless a specific major requires a higher GPA

Veterans Administration Educational Assistance

Union College is approved by the Kentucky Approving Agency for Veterans Education for the education of veterans and their dependents. To receive benefits more quickly, prospective students should present a copy of their certificate of eligibility to the Office of the Registrar prior to their registration for classes.

Concurrent Admission Program (ConAP)

ConAP is a joint program of the Army and Servicemembers Opportunity Colleges to admit new soldiers into a college or university at the same time as they enlist in the Army. Eligible soldiers are admitted, either on a full or provisional basis, with enrollment deferred until completion of active military service. Provisional admission means that the student may be required to take a reduced course load, to enroll in foundation courses, or to undergo other academic preparation. The student is subject to the College's requirements, as published in this catalogue, at the time of enrollment in classes. The admission agreement is in effect for two years following the completion of active military service.

Kentucky Institute for International Studies (KIIS)

Union College is a member of the Kentucky Institute for International Studies (KIIS). The College joins other Kentucky colleges and universities to provide fall, spring, and summer opportunities for study abroad in Germany, Austria, Denmark, France, Greece, Italy, Spain, Costa Rica, Mexico, Ecuador, Brazil, Japan, China, and Cameroon. These programs are open to all Union College students, who may earn credits toward degrees at Union. Any senior who participates in a full semester abroad during his or her senior year will still meet the requirement for graduation from Union College that 30 of the last 36 hours of study must be taken at Union College. For more information, contact the campus KIIS coordinator or the Office of Academic Affairs.

Community Service

Union College has a strong interest in serving the immediate and broader community. The Common Partners Office plans a variety of events throughout the year in which students, staff and faculty become involved by helping others and by learning more about themselves and the world.

DEPARTMENT OF BUSINESS

Carolyn Payne, Department Chair

- Majors:** Accounting, Business Administration, Computer Information Technology, Management, and Marketing. There is also a Sports Management Major. (See Department of Wellness, Human Performance and Recreation Management.)
- Minors:** Accounting, Computer Information Technology, Business Administration, Management, and Marketing

Majors in Business

The Department of Business offers majors in business and business-related disciplines that may lead to graduate school, beginning a career in business, or entrance into other professions.

In addition to the general college requirements, all candidates for a Bachelor of Science with a major in the Business Department must complete one of the following majors listed below. Students with a major or minor in Business must have a 2.0 GPA average for all courses in each major or minor.

Required Courses for all Accounting, Business Administration, Management, and Marketing Majors: (18 hours)

ACTG 271	Managerial Accounting	(3)
BUAD 151	Business Processes	(3)
BUAD 302	Business Communications	(3)
BUAD 310	Legal Environment of Business	(3)
COMP 241	Intermediate Technology Applications	(3)
ECON 204	Principles of Microeconomics	(3)

Accounting Major (33 additional hours)

ACTG 272	Financial Accounting	(3)
ACTG 331	Cost Accounting	(3)
ACTG 371	Intermediate Accounting I	(3)
ACTG 372	Intermediate Accounting II	(3)
ACTG 376	Tax Accounting	(3)
ACTG 433	Auditing	(3)
ACTG 471	Advanced Accounting	(3)
ACTG 472	Not-for-Profit Accounting	(3)
BUAD 303	Business Statistics	(3)
BUAD 351	Principles of Finance	(3)
ECON 203	Principles of Macroeconomics	(3)

It is recommended that in addition to the major in Accounting students complete a minor in CIT.

Business Administration Major (33 additional hours)

ACTG 272	Financial Accounting	(3)
BUAD 303	Business Statistics	(3)

BUAD 351	Principles of Finance	(3)
BUAD 451	Strategic Decisions	(3)
ECON 203	Principles of Macroeconomics	(3)
MGMT 352	Principles of Management	(3)
MKTG 321	Principles of Marketing	(3)
Electives in Department of Business (300+ level)		(12)

Management Major (33 additional hours)

BUAD 420	Training and Development	(3)
BUAD 451	Strategic Decisions	(3)
MGMT 352	Principles of Management	(3)
MGMT 372	Human Resource Management	(3)
MGMT 374	Operations Management	(3)
MGMT 400	Organizational Behavior & Teamwork Dynamics	(3)
MKTG 321	Principles of Marketing	(3)
PSYH 200	Introduction to Psychology	(3)
Electives in Department of Business (300+ level)		(9)

BUAD 303 will also count as an elective

Marketing Major (33 additional hours)

BUAD 303	Business Statistics	(3)
MGMT 352	Principles of Management	(3)
BUAD 445	Global Business	(3)
MKTG 321	Principles of Marketing	(3)
MKTG 322 or ECON 322	Consumer Behavior	(3)
MKTG 378	Sales Management	(3)
MKTG 400	Marketing Management	(3)
MKTG 481 and/or 485	Special Topics and/or Internship	(3-6)
MKTG Electives	(see below)	

Marketing Electives (9 hours)

Select 3-6 hours from the following:

BUAD 445	Global Business	(3)
COMM 211	Public Speaking	(3)
ENCO 261	Writing and Speaking for the Media	(3)
COMM 322	Persuasion	(3)
OMM 362	Interpersonal Communication	(3)
MGMT 324	Personal and Interpersonal Excellence	(3)
PSYH 330	Social Psychology	(3)

Select 3-6 hours from the following:

MKTG 370	Advertising	(3)
MKTG 372	Public Relations or ENCO 221 Intro to Mass Com	(3)
MKTG 421	Business Logistics or MGMT 374 Operation Management	(3)

Computer Information Technology Major (30 hours)**Required Courses for CIT (12 hours)**

COMP 241	Intermediate Technology Applications	(3)
COMP 250	Introductory Programming	(3)
COMP 305	Contemporary Programming	(3)
COMP 390	Web Applications Development (Client Side)	(3)

In addition, choose one of the two tracks below to complete the major.

MIS Track (18 hours)

BUAD 303	Business Statistics	(3)
COMP 394	Management Information Systems	(3)
COMP 440	Database Management Systems	(3)
COMP 451	Systems Analysis and Design	(3)
COMP 300 or above electives		(6)

IT Track (18 hours)

COMP 312	Computer Architecture	(3)
COMP 391	Web Applications Development (Server Side)	(3)
COMP 425	Network & Data Communications	(3)
COMP 435	Operating Systems	(3)
COMP 300 or above electives		(6)

Department of Business Minors:**Accounting (21 hours)**

ACTG 331	Cost Accounting	(3)
ACTG 371	Intermediate Accounting I	(3)
ACTG 372	Intermediate Accounting II	(3)
ACTG 376	Tax Accounting	(3)
BUAD 351	Principles of Finance	(3)

Select 6 hours from the following:

ACTG 374	International Accounting & Finance	(3)
ACTG 471	Advanced Accounting	(3)
ACTG 472	Not-for-Profit Accounting	(3)
ACTG 481	Special Topics in Accounting	(3)
ACTG elective	(300+ level or above)	(3)
BUAD 404	Investments	(3)
ACTG/BUAD 485	Internship (3 hours maximum)	(3)

Computer Information Technology (21 hours)

COMP 241	Intermediate Technology Applications	(3)
COMP 250	Introductory Programming	(3)
COMP 305	Contemporary Programming	(3)
COMP 390	Web Applications Development (client side)	(3)
COMP 394	Management Information System	(3)

COMP electives (300+ level) (6)

Business Administration (21 hours)
(for non-business related majors)

ACTG 271	Managerial Accounting	(3)
ACTG 272	Financial Accounting	(3)
BUAD 151	Business Processes	(3)
ECON 204	Principles of Microeconomics	(3)
BUAD 310	Legal Environment of Business	(3)
MGMT 352	Principles of Management	(3)
MKTG 321	Principles of Marketing	(3)

Management (21 Semester hours)

MGMT 352	Principles of Management	(3)
MGMT 372	Human Resource Management	(3)
MGMT 374	Operations Management	(3)
MGMT 400	Organizational Behavior & Teamwork Dynamics	(3)
Department of Business Electives (300+ level or above)		
BUAD 303 and PSYH 392 will also count as electives		(9)

Marketing (21 hours)

MKTG 378	Sales Management	(3)
MKTG 322 or ECON 322	Consumer Behavior	(3)
MKTG 370	Advertising	(3)
MKTG 421	Logistics	(3)
Marketing electives (300+ level or above)		(9)
BUAD 303 Business Statistics, will also count as an elective		

DEPARTMENT OF EDUCATIONAL STUDIES

Jason Reeves, Dean of Educational Studies

Majors: Elementary Education, Middle Grades Education, Secondary Education, Special Education, and Educational Studies (non-teaching)

The Educational Studies Unit at Union College offers undergraduate certification programs at the elementary, middle grades, secondary levels, and special education and a non-teaching degree in educational studies. Graduate work in education, leading to a Master's degree or Rank I is described in the graduate catalogue.

The undergraduate teaching programs in educational studies have as their primary objective the preparation of well-educated teachers for public and private schools in Kentucky and the nation. Candidates are prepared to utilize emerging curriculum and instructional practices based on state and national models for teacher preparation. Examples of these practices include Kentucky Teacher Standards, Characteristics of Highly Effective Teaching and Learning, the Co-Teaching model, and the Four C's of 21st Century Learning: Creativity and Innovation; Critical Thinking and Problem Solving; Communication; and Collaboration. Further, candidates are immersed in the rigors of the teaching profession through extensive clinical observation and student teaching placement. Finally, through partnership with local and state PreK-12 school districts, candidates are given opportunities for professional growth and development to become teacher leaders in a 21st Century global classroom. The teacher education programs described on the following pages prepare students to receive baccalaureate degrees and, upon recommendation of the College, a Kentucky teacher's certificate. A student who wishes to teach in a state other than Kentucky should determine certification requirements in that state and plan accordingly. Information on certification requirements in other states is available in the Career Planning and Placement Office.

The educational studies undergraduate, non-teaching degree's primary objective is to produce a well-educated citizen with an extensive background in the issues and skills of contemporary educational theory.

Attention: the Teacher Education Program is subject to regulations established by the Kentucky Department of Education and the Kentucky Education Professional Standards Board. Those standards may supersede what is printed in this catalogue. Students are strongly advised to meet with their teacher education advisors before registration each semester and to check requirements frequently at www.kyepsb.net.

Mission of the Teacher Education Program

The Educational Studies Unit is a specialized learning community dedicated to refining personal, intellectual, and social transformation for educators who will assume leadership roles in their schools and service areas.

Vision of the Teacher Education Program

The Educational Studies Unit believes that educators are school and community leaders who become agents of social change through the pursuit of personal, intellectual, and social transformation; therefore, the theme of the unit is "Educators as Leaders."

The unit further believes that educators must be transformative leaders in order to

facilitate the change necessary to create quality schools that influence the individual lives of children. In order to attain this vision,

Personal transformation should include

- A. professional attitudes and dispositions that encourage reflective thinking, effective decision making, and collaboration that prepares candidates for a variety of leadership roles.
- B. the ability to think critically about the issues that face educators in the 21st century.
- C. the ability to utilize authentic assessments to enhance the teaching and learning process.
- D. the understanding that all people possess unique points of view that are imbedded in their environments and personal histories.

Intellectual transformation should provide

- A. a rich and rigorous content, based on the liberal arts, teaching, and learning.
- B. high standards and expectations built on current best practices as defined by the Kentucky Teacher Standards.
- C. current, research-based approaches to teaching and learning.
- D. applications of current technology for developing candidates' knowledge, comprehension, and skills.

Social transformation should

- A. provide a variety of meaningful field experiences that develop critical analyses of social and institutional environments.
- B. recognize the importance of diversity in education and assist candidates in their abilities to be responsive to the diverse needs of students.
- C. include attention to building a learning community for candidates that supports an ongoing development prior to certification and is sustained through their working lives.
- D. include the ability to collaborate with others in the attainment of a goal.

As members of an educational unit, we are growing to meet the needs of the future. Our students should find personal meaning within the context of their environments, which will enable them to problem-solve the issues of diversity and facilitate the changes needed for all students to discover meaningful lives.

Teacher Education Program Goals

The purpose of the Educational Studies Unit is to prepare students to be dedicated, knowledgeable, and responsive educators who will influence the transformation needed to create quality schools that will support the productive values of our culture and society. The following goals have been established.

Personal

Students become professionals through the ability to respond to challenges based on reflective habits of mind.

- A. Students will possess the ability to reflect on their social biases and ethical

dispositions, enabling them to be flexible in their responses to diversity.

- B. Students will acquire and develop ethical and professional dispositions in accordance with state, regional, and national educational standards.

Intellectual

Students will be knowledgeable in their respective teaching areas and possess the intellectual abilities to problem-solve the diverse issues they will encounter as educational leaders.

- A. Students will model what it means to be intellectually curious in order to motivate the interests and passions that inspire students to become lifelong learners.
- B. In response to students' varied learning styles, candidates will incorporate diverse instructional strategies, using technology and other resources.

Social

Students will acquire competencies to be socially responsible and responsive to the diverse needs of students in a rapidly changing world.

- A. Students will possess the ability to interpret and use data to make informed decisions about instructional practice.
- B. Students will explore and critically analyze the role of technology and its influence on society.

Kentucky Education Professional Standards Board

The Kentucky Education Professional Standards Board was established as part of the 1990 Kentucky Education Reform Act as the standards and accreditation agency for Kentucky teachers and administrators as well as for the program of education at Kentucky colleges and universities. The Board has adopted ten standards for teachers. The goals of the Union College Educational Studies Unit support and expand upon these Kentucky Teacher Standards:

1. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
2. The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
6. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
7. The teacher reflects on and evaluates specific teaching/learning situations and/or

programs.

8. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
9. The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
10. The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Characteristics of Highly Effective Teaching and Learning

The Kentucky Department of Education worked in teams to develop Characteristics of Highly Effective Teaching and Learning as supports focused on the instructional core. The teams looked at the research that establishes these characteristics and have organized them around five components: learning climate; classroom assessment and reflection; instructional rigor and student engagement; instructional relevance; and knowledge of content.

Section One: Learning Climate - a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted.

Section Two: Classroom Assessment and Reflection - the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Section Three: Instructional Rigor and Student Engagement - a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving.

Section Four: Instructional Relevance - a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

Section Five: Knowledge of Content - a teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

Professional Dispositions

Professional dispositions reflect our personal, intellectual, and social goals and are encountered by students throughout their programs. Assessments of these dispositions are ongoing and formally observed and evaluated at specific intervals. Furthermore, those teaching the various courses model the elements of the professional dispositions which follow. The students

- Display appropriate personal and professional behavior.
- Are receptive to change and new ideas.
- Demonstrate the ability to reflect on their teaching and learning abilities as a means of continuous professional improvement.
- Demonstrate a positive attitude and love of learning as a lifelong process, including relevant professional growth.
- Show consistent sensitivity to individual academic, physical, social, and cultural differences and respond to all students in a caring manner.
- Exhibit a caring and concerned attitude toward individual students with special

needs and implement appropriate strategies to meet those needs.

- Communicate a high level of standards, expectations, and performances.
- Are committed to the proposition that all students can learn at high levels and persist in helping all children achieve success.
- Are dedicated to using assessment to identify student strengths and promote students' growth and access to challenging learning opportunities.
- Display a willingness and aptitude for communication and collaboration with parents and other professionals.
- Believe in incorporating teaching strategies that address physical, social, and cultural diversity.
- Value the use of educational technology in the teaching and learning process.

Requirements for Admission to Teacher Education Program

1. Student has been admitted to Union College.
2. Student has filed an application for admission to the Program.
3. Student has signed a statement indicating his/her adherence to the Kentucky Education Professional Standards Board Code of Ethics.
4. Student has completed ENGL 100/101 and ENGL 102 (or equivalent) with a semester grade of C or better.
5. Student has completed EDUC 210/211 Early Involvement Practicum/Early Involvement Seminar and EDUC 231 Schooling in American Culture with a grade of "C" or better.
6. Student has demonstrated General Education Proficiency by meeting the state approved minimum scores on the PRAXIS I (PPST/C-PPST). Please check with the Educational Studies Unit for passing test score information.
7. Student has completed a minimum of 30 credit hours with a grade point of 2.75 or better (Note: A transfer student must have (a) a 2.75 cumulative GPA for all work completed at Union College; (b) an overall academic standing of 2.75.)
8. Student has passed the Teacher Education Interview that evaluates the individual's dispositions and ability to communicate orally.
9. Student has successfully completed and received passing scores on an essay based on the themes of the Educational Studies Unit to validate writing proficiency.
10. Student has submitted a current criminal records check (less than 12 months old).

Note: Teacher Education Program admission requirements are subject to change. Before applying, please contact the Educational Studies Unit.

Requirements for Admission to Student Teaching

Students requesting admission to student teaching must meet all eligibility requirements (full listing obtained from the department) and must be approved by the Director of Student Teaching and presented to the Teacher Education Committee. Requirements for student teaching are

1. Admittance to the Teacher Education Program.
2. Completed application for student teaching by midterm of the semester immediately preceding the term in which student teaching will occur.
3. Senior standing with at least 96 semester hours of credit with a minimum cumulative GPA of 2.75 at Union College (UC coursework only), and a minimum cumulative GPA of 2.75, including all UC coursework and all accepted transfer work, if applicable. In

addition, a minimum GPA of 2.75 in each subsection (pre-professional, professional, emphasis area, teaching fields) of the appropriate education curriculum plan.

4. All coursework successfully completed in each subsection (pre-professional and professional) of the appropriate education curriculum plan, and no more than 6 hours of content coursework remaining. The appropriate Methods and Materials course (Education 388, 437, 447) must also be completed with a grade of “C” or better.
5. Moral, social and ethical behavior that meets requirements of the College and the Kentucky Education Professional Standards Board, and a signed Kentucky Teachers’ Code of Ethics statement to support such behavior.
6. Submission of a current medical examination (within the preceding 12 months) and a current tuberculosis test within the preceding 12 months.
7. Submission of a current criminal record check within the preceding 12 months and documentation of tort liability insurance coverage or waiver (some school systems require criminal record checks for the preceding 6 months).
8. Completion of institution prerequisites for time in residence and pre-student teaching field experiences (minimum of 200 hours of field-based observation and participation).
9. Submission of passing Praxis II and PLT (if applicable to program of study) scores in the content area.
10. Submission of a preliminary student teaching agreement (contract) with all necessary signatures.

Elementary Education Curriculum

Elementary Education (P-5) majors need both a biological and a physical science course; each must include a laboratory. Appropriate PRAXIS II and PLT test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

I. Pre-professional Courses for students preparing to teach Elementary Education (P-5). Minimum GPA of 2.75 required.

- A. Union College Liberal Education Core (General Education transfer equivalency). Carefully read the Core requirements given in this catalogue. Students should meet with their advisors to check if all Core requirements are being met.
- B. PSYH 200 Introduction to Psychology (3)
- C. PHED 261 Physical Education in the Elementary School (3)
- D. EDUC 271 Teaching Art in the Elementary School (3)
- E. MATH 203 Math for Elementary School Teachers I (3)
- F. MATH 204 Math for Elementary School Teachers II (3)
- G. ENGL 361 Critical Study of Children’s Literature (3)
- H. MUSC 373 Elementary School Music (3)
- I. Educational Technology (3)
- J. Multicultural Studies (Please see advisor/ESU for course options) (3)

II. Professional Preparation for students preparing to teach Elementary Education (P-5). The following requirements cannot be met by CLEP, independent study, or pass/fail options. A grade point average of 2.75 is required, and no grade below “C” is acceptable. To be eligible for Student Teaching (EDUC 458), all courses excluding

EDUC 488 must be completed.

Note: Teacher certification requirements are subject to change. Before registering for certification tests, refer to the Education Professional Standards Board website at www.kyepsb.net for current requirements or call 502-564-4606 or toll free at 888-598-7667.

Courses in Each Semester Are Corequisites and Must Be Taken Together.

Courses Listed by Semester Block.

NOVICE

EDUC 231	Schooling in American Culture	(3)
EDUC 210	Early Involvement Practicum	(2)
EDUC 211	Early Involvement Seminar	(1)

Total Hours Required for Novice Block: (6)

The Novice Block is offered in the fall and spring semesters of each academic year.

INTERMEDIATE

PSYH 210	Child Development	(3)
EDUC 310	Intermediate Involvement Practicum	(1)
SPED 321	Survey of Exceptionalities	(3)
EDUC 374	Inst. Design and Del. in the Elem. School	(3)
PSYH 470	Theories of Learning	(3)

Total Hours Required for Intermediate Block: (13)

The Intermediate Block is offered in the fall and spring semesters of each academic year.

ADVANCED

EDUC 318	Teaching Math in the Elementary School	(3)
EDUC 328	Methods of Elem. School Social Studies	(3)
EDUC 338	Teaching Reading in the Content Subjects	(3)
EDUC 348	Teaching Science in the Elem. School	(3)
EDUC 388	Literacy in the Elementary School	(3)
EDUC 410	Advanced Involvement Practicum	(1)

Total Hours Required for Advanced Block: (16)

The Advanced Block for elementary majors is offered mainly during the fall semester of each academic year. All classes are restricted to those students who have been admitted to the Teacher Education Program.

FINAL

EDUC 458	Student Teaching in the Elem. School	(12)
EDUC 488	Professional Interaction in the Schools	(3)

The Final Block is offered during fall and spring semesters.

Total Hours Required for Final Block: (15)

III. Academic Emphasis. The academic emphasis component must include 21 semester hours in one of the following five options. A grade point average of 2.75 is required and no grade below a "C" is acceptable.

A. English/Communication:

COMM 221	Introduction to Mass Communication	(3)
ENCO 222	Introduction to Critical Studies	(3)
ENCO 261	Writing and Speaking for the Media	(3)
ENGL 311	Intermediate Composition	(3)
ENGL 361	Critical Study of Children's Literature	(3)
ENGL 421	History of the English Language	(3)
ENGL literature elective at 300+		(3)

Total hours: 21**B. Fine Arts/Humanities:**

EDUC 271	Elementary School Art	(3)
MUSC 121	Intro to Music	(3)
THTR 131	Intro to Theatre	(3)
PHED 275	Elementary Movement Forms	(3)
Experiences in theater or music		(1)
Experiences in theater or music		(1)
Experiences in theater or music		(1)
One Elective at the 300+ level from		(3)
• Music		
• Art		
• Theatre		

Select one of the following: (3)

- THTR 365 History of Theatre to 1642
- THTR 366 History of Theatre since 1642
- HIST 451 Topics in Early Modern European History
- HIST 452 Topics in Modern European History

Total hours: 21**C. Mathematics Studies:**

MATH 110	Topics in Contemporary Mathematics	(3)
MATH 131	College Algebra	(3)
MATH 203	Math for Elementary School Teachers I	(3)
MATH 204	Math for Elementary School Teachers II	(3)
MATH 301	Principles of Geometry	(3)
BHSC 245	Basic Statistics	(3)
MATH Elective (200 level or above)		(3)

Total hours: 21**D. Sciences:**

BIOL 111	General Biology	(4)
Select one course:		(4)
BIOL 232	General Zoology or	
BIOL 233	General Botany	
ENVS 110	Physical Systems of the Environment	(3)
PHYS 111 and 113	College Physics and Lab	(4)
Select one of the following groups:		(4)
PHYS 112-114	College Physics and Lab or	

CHEM 121 or 122 General Chemistry I or II

Total hours: 19

E. Social Studies:

INSS 103	Cultural Geography	(3)
HIST 211	Topics in World History	(3)
HIST 311	U.S. History to 1848, or	(3)
HIST 312	U.S. History 1848-1919	
ANTH 221	Introduction to Cultural Anthropology, or	(3)
SOCI 131	Introduction to Sociology	
PLSC 101	American National Government, or	(3)
PLSC 231	International Politics	
ECON 203	Macroeconomics, or	(3)
ECON 204	Microeconomics	
Select one 300+ level elective from History, Political Science, or Sociology		(3)

Total hours: 21

Middle Grades Education Curriculum

Appropriate PRAXIS II and PLT test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

I. Pre-professional Courses for students preparing to teach in the Middle Grades (5-9). Minimum GPA of 2.75 required.

- A. Union College Liberal Education Core (or General Education transfer equivalency). Carefully read the Core requirements given in this catalogue. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.
- B. Multicultural Studies (Please see advisor/ESU for course options)
- C. PSYH 200 Introduction to Psychology
- D. EDUC 283 Educational Technology

II. Professional Preparation for Middle Grades Teachers (5-9). The following requirements cannot be satisfied by CLEP, independent study or the Pass/Fail option. A grade point average of 2.75 is required, and no grade below "C" is acceptable. To be eligible for Student Teaching (EDUC 478), all courses excluding EDUC 488 must be completed.

Note: Teacher certification requirements are subject to change. Before registering for certification tests, refer to the Education Professional Standards Board website at www.kyepsb.net for current requirements or call 502-564-4606 or toll free at 888-598-7667.

Courses in Each Semester Are Corequisites and Must Be Taken Together.
Courses Listed by Semester Block.

NOVICE

EDUC 231	Schooling in American Culture	(3)
EDUC 211	Early Involvement Seminar	(2)
EDUC 210	Early Involvement Practicum	(1)

Total Hours Required for Novice Block: (6)

The Novice Block is offered in the fall and spring semesters of each academic year.

INTERMEDIATE

PSYH 225	Adolescent Psychology	(3)
EDUC 310	Intermediate Involvement Practicum	(1)
SPED 321	Survey of Exceptionalities	(3)
EDUC 375	Instructional Design and Delivery in Middle School	(3)
PSYH 470	Theories of Learning	(3)

Total Hours Required for Intermediate Block: (13)

The Intermediate Block is offered in the fall and spring semesters of each academic year.

ADVANCED

EDUC 338	Teaching Reading in the Content Subjects	(3)
EDUC 388	Literacy in the Elementary School	(3)
EDUC 437	Methods and Mat. in the Middle Grades	(3)
EDUC 410	Advanced Involvement Practicum	(1)

Total Hours Required for Advanced Block: (10)

The Advanced Block for middle school majors is offered mainly during the spring semester of each academic year. All classes are restricted to those students who have been admitted to the Teacher Education Program.

FINAL

EDUC 478	Student Teaching in the Middle Grades	(12)
EDUC 488	Professional Interaction in the Schools	(3)

Total Hours Required for Final Block: (15)

The Final Block is offered during fall and spring semesters.

III. Teaching Fields. Each student will complete a minimum of 23 semester hours in two fields of study with a minimum GPA of 2.75 required in each teaching field, and no grade below a "C" is acceptable.

A. English/Communication:

COMM 221	Introduction to Mass Communication	(3)
ENCO 222	Introduction to Critical Studies	(3)
ENCO 261	Writing and Speaking for the Media	(3)
ENGL 311	Intermediate Composition	(3)
ENGL 362	Literature for Adolescents and Young Adults	(3)
ENGL 341	Literary Types	(3)
ENGL 342	Texts in History after 1800	(3)
ENGL 421	History of the English Language	(3)

Total hours: 24

B. Mathematics Studies:

MATH 110	Topics in Contemporary Mathematics	(3)
MATH 131	College Algebra	(3)
MATH 203	Math for Elementary School Teachers I	(3)
MATH 204	Math for Elementary School Teachers II	(3)
MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 301	Principles of Geometry	(3)
BHSC 245	Basic Statistics	(3)
MATH Elective (300 level or above)		(3)

Total hours: 25

C. Science:

BIOL 111	General Biology	(4)
BIOL 232	General Zoology	(4)
BIOL 233	General Botany	(4)
ENVS 110	Physical Systems of the Environment	(3)
PHYS 111 and 113	College Physics and Lab	(4)
Select one of the following groups:		(4)
PHYS 112-114	College Physics and Lab or	
CHEM 121 or 122	General Chemistry I or II	

Total hours: 23

D. Social Studies:

INSS 103	Cultural Geography	(3)
HIST 311	U.S. History to 1848	(3)
HIST 312	U.S. History 1848-1919	(3)
ANTH 221	Introduction to Cultural Anthropology, or	(3)
SOCI 131	Introduction to Sociology	
PLSC 101	American National Government, or	(3)
PLSC 231	International Politics	
ECON 203	Macroeconomics, or	(3)
ECON 204	Microeconomics	
One non-U.S. History course		(3)
Select one 300+ level elective from History, Political Science, or Sociology		(3)

Total hours: 24

E. Learning and Behavior Disorders: (Contact department for specifics)

Secondary Education Curriculum

Union College offers a variety of certification areas for secondary students. In accordance with state certification regulations, students wishing to teach at the secondary level must complete preparation in a standards-based format that is equivalent to a teaching field or specialization area. Further, the student must have a minimum grade point average for certification of a cumulative 2.75 on a 4.0 scale on the last 60 hours of credit completed. Union College offers programs that lead to secondary certification (grades 8-12) in the following: Biology, Chemistry, English/Communication, Mathematics, and Social Studies. Multi-grade certification is available in Physical Education (P-12), Special Education (P-12), and Health (P-12). See appropriate sections of catalogue for details. Appropriate PRAXIS II

and PLT test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

Note: Teacher certification requirements are subject to change. Before registering for certification tests, refer to the Education Professional Standards Board website at www.kyepsb.net for current requirements or call 502-564-4606 or toll free at 888-598-7667.

I. Pre-professional Courses for students preparing to teach Secondary Education (8-12). Minimum GPA of 2.75 required.

- A. Union College Liberal Education Core (General Education transfer equivalency).
- B. PSYH 200 Introduction to Psychology
- C. EDUC 283 Educational Technology
- D. Multicultural Studies (Please see advisor/ESU for course options)

II. Professional Preparation for Secondary Teachers (8-12). The following requirements cannot be satisfied by CLEP, independent study or the Pass/Fail option. A grade point average of 2.75 is required, and no grade below "C" is acceptable. To be eligible for Student Teaching (EDUC 498), all courses excluding EDUC 488 must be completed.

Courses in Each Semester Are Corequisites and Must Be Taken Together.
Courses Listed by Semester Block.

NOVICE

EDUC 231	Schooling in American Culture	(3)
EDUC 211	Early Involvement Seminar	(2)
EDUC 210	Early Involvement Practicum	(1)

Total Hours Required for Novice Block: (6)

The Novice Block is offered in the fall and spring semesters of each academic year.

INTERMEDIATE

PSYH 225	Adolescent Psychology	(3)
EDUC 310	Intermediate Involvement Practicum	(1)
SPED 321	Survey of Exceptionalities	(3)
EDUC 376	Inst. Design and Del. in the Sec. School	(3)
PSYH 470	Theories of Learning	(3)

Total Hours Required for Intermediate Block: (13)

The Intermediate Block is offered in the fall and spring semesters of each academic year.

ADVANCED

EDUC 338	Teaching Reading in the Content Subjects	(3)
EDUC 447	Methods and Materials in the Sec. Grades	(3)
EDUC 410	Advanced Involvement Practicum	(1)

Total Hours Required for Advanced Block: (7)

The Advanced Block for secondary majors is offered during the fall and spring semesters of each academic year. All classes are restricted to students who have been admitted to the Teacher Education Program.

FINAL

EDUC 498	Student Teaching in the Sec. School	(12)
EDUC 488	Professional Interaction in the Schools	(3)

Total Hours Required for Final Block: (15)

The Final Block is offered during fall and spring semesters.

English Certification:

- | | | |
|---------------------------------|---|-----|
| 1. ENCO 222 | Introduction to Critical Studies | (3) |
| 2. ENCO 261 | Writing & Speaking for the Media | (3) |
| 3. ENGL 311 | Intermediate Composition | (3) |
| 4. ENGL 341 | Literary Types | (3) |
| 5. ENGL 342 | Texts in History since 1800 | (3) |
| 6. ENGL 362 | Literature for Adolescents | (3) |
| 7. Choose one of the following: | | (3) |
| ENGL 361 | Critical Study of Children's Literature | |
| ENGL 461 | World Cultures in Literature | |
| ENGL 462 | American Cultures in Literature | |
| 8. Two "readings" courses: | | (2) |
| ENGL 371 | Texts and Themes (course taken twice) | |
| 9. Choose one of the following: | | (3) |
| ENGL 402 | Advanced Composition | |
| ENGL 412 | Composition for Teachers | |
| 10. ENGL 421 | History of English Language | (3) |
| 11. ENGL 442 | Texts in History before 1800 | (3) |
| 12. ENGL 471 | Shakespeare | (3) |
| 13. ENGL 472 | Capstone Seminar | (3) |

Total hours: 38

Social Studies Certification:

- | | | |
|----------------|---|-----|
| 1. HIST 211 | Topics in Global History | (3) |
| 2. HIST 212 | History Research & Methods | (2) |
| 3. HIST 311 | U.S. History to 1848 | (3) |
| 4. HIST 312 | U.S. History 1848-1919 | (3) |
| 5. HIST 475 | Special Topics in American History | (3) |
| 6. Choose One: | | (1) |
| HIST 301 | Readings in U.S. History | |
| HIST 302 | Readings in Non-U.S. History | |
| 7. Choose One: | | (3) |
| HIST 413 | Twentieth Century America | |
| HIST 431 | American Revolutionary Era | |
| HIST 441 | Civil War & Reconstruction | |
| 8. Choose One: | | (3) |
| HIST 341 | History of Britain to 1688 | |
| HIST 342 | History of Britain since 1688 | |
| HIST 451 | Topics in Early Modern European History | |
| HIST 452 | Topics in Modern European History | |

9. ECON 203	Principles of Macroeconomics	(3)
10. ECON 204	Principles of Microeconomics	(3)
11. Choose One:		(3)
ANTH 221	Introduction to Cultural Anthropology	
ANTH 251	North American Indian Cultures	
12. INSS 103	Cultural Geography	(3)
13. PLSC 101	American National Government	(3)
14. PLSC 200+	Elective	(3)
15. SOCI 131	Introduction to Sociology	(3)
16. Choose One:		(3)
SOCI 343	Sociology of Sex and Gender	
SOCI 353	Minority Groups	
SOCI 372	Social Stratification and Inequality	
SOCI 423	Sociology of Children	
17. HIST 300+	Elective	(3)

Total hours: 48**Biology Certification:**

1. BIOL 111	General Biology	(4)
2. One Sequence		(8-10)
PHYS 111/13	College Physics I (4)	
PHYS 112/14	College Physics II (4)	
PHYS 211/13	General Physics I (5)	
PHYS 212/14	General Physics II (5)	
3. CHEM 121	General Chemistry I	(4)
4. CHEM 122	General Chemistry II	(4)
5. BIOL 232	General Zoology	(4)
6. BIOL 233	General Botany	(4)
7. BIOL 362	Transmission and Population Genetics	(4)
8. BIOL 363	Molecular Genetics	(4)
9. BIOL 441	Ecology	(4)
10. BIOL 431	Cell Biology	(4)
11. BIOL 300+	Electives*	(7-8)

Total hours: 51-54

* Biology 331 and 334 are recommended as electives for those seeking secondary certification.

Chemistry Certification:

1. CHEM 121	Gen. Chemistry I	(4)
2. CHEM 122	Gen. Chemistry II	(4)
3. MATH 241	Intro. to Calculus	(4)
4. MATH 242	Intermediate Calculus	(4)
5. PHYS 211	Gen. Phys. I	(4)
6. PHYS 213	Gen. Phys. Lab I	(1)
7. PHYS 212	Gen. Phys. II	(4)
8. PHYS 214	Gen. Phys. Lab II	(1)
9. CHEM 212	Analytical Chem.	(4)
10. CHEM 311	Organic Chem. I	(5)

11. CHEM 312	Organic Chem. II	(5)
12. CHEM 314	Physical Chemistry Laboratory	(1)
13. CHEM 332	Physical Chemistry Laboratory	(3)
14. PHYS 331	Heat & Thermodynamics	(3)
15. CHEM 300+	Chemistry Electives at or above 300-level	(6)

Total hours: 53

Mathematics Certification:

1. MATH 241	Introduction to Calculus	(4)
2. MATH 242	Intermediate Calculus	(4)
3. MATH 243	Advanced Calculus	(4)
4. MATH 333	Modern Algebra	(3)
5. MATH 301	Principles of Geometry	(3)
6. Choose One:		(3)
MATH 402	Functions of Complex Variable	
MATH 403	Intro to Analysis	
7. MATH 300+	Elective	(3)
8. MATH 300+	Elective	(3)
9. MATH 300+	Elective	(3)
10. COMP 250	Introductory Programming	(3)
11. PHYS 211	General Physics I	(4)
12. PHYS 212	General Physics II	(4)
13. PHYS 213	General Physics Lab I	(1)
14. PHYS 214	General Physics Lab II	(1)

Total hours: 43

*Check catalogue for prerequisites in all courses

Recommended Elective Courses (See Requirements 7 through 9 above)

MATH 321	Discrete Math	(3)
MATH 331	Intro to Linear Algebra	(3)
MATH 332	Linear Algebra	(3)
MATH 372	Prob & Math Stats	(3)

Multi-grade Curriculum

Union College offers three areas for multi-grade certification students. In accordance with state certification regulations, students wishing to teach at the primary through secondary level must complete preparation in a standards-based format that is equivalent to a teaching field or specialization area. Further, the student must have a minimum grade point average for certification of a cumulative 2.75 on a 4.0 scale on the last 60 hours of credit completed. Multi-grade certification is available in Physical Education (P-12) and Health (P-12). See appropriate sections of catalogue for details. Appropriate PRAXIS II and PLT test(s) must be successfully completed for certification. Also see Requirements for Admission to Student Teaching.

Note: Teacher certification requirements are subject to change. Before registering for certification tests, refer to the Education Professional Standards Board website at www.kyepsb.net for current requirements or call 502-564-4606 or toll free at 888-598-7667.

I. Pre-professional Courses for students preparing for multi-grade certification (P-12). Minimum GPA of 2.75 required.

- A. Union College Liberal Education Core (General Education transfer equivalency).
- B. PSYH 200 Introduction to Psychology
- C. EDUC 283 Educational Technology
- D. Multicultural Studies (Please see advisor/ESU for course options)

II. Professional Preparation for multi-grade certification (P-12). The following requirements cannot be satisfied by CLEP, independent study or the Pass/Fail option. A grade point average of 2.75 is required, and no grade below "C" is acceptable. To be eligible for Student Teaching (EDUC 498), all courses excluding EDUC 488 must be completed.

Courses in Each Semester Are Corequisites and Must Be Taken Together.
Courses Listed by Semester Block.

NOVICE

EDUC 231	Schooling in American Culture	(3)
EDUC 211	Early Involvement Seminar	(2)
EDUC 210	Early Involvement Practicum	(1)

Total Hours Required for Novice Block: (6)

The Novice Block is offered in the fall and spring semesters of each academic year.

INTERMEDIATE

PSYH 225	Adolescent Psychology	(3)
EDUC 310	Intermediate Involvement Practicum	(1)
SPED 321	Survey of Exceptionalities	(3)
EDUC 376	Inst. Design and Del. in the Sec. School	(3)
PSYH 470	Theories of Learning	(3)

Total Hours Required for Intermediate Block: (13)

The Intermediate Block is offered in the fall and spring semesters of each academic year.

ADVANCED

EDUC 338	Teaching Reading in the Content Subjects	(3)
EDUC 447	Methods and Materials in the Sec. Grades	(3)
EDUC 410	Advanced Involvement Practicum	(1)

Total Hours Required for Advanced Block: (7)

The Advanced Block for secondary majors is offered during the fall and spring semesters of each academic year. All classes are restricted to students who have been admitted to the Teacher Education Program.

FINAL

EDUC 498	Student Teaching in the Sec. School	(12)
EDUC 488	Professional Interaction in the Schools	(3)

Total Hours Required for Final Block: (15)

The Final Block is offered during fall and spring semesters.

Health Education. These requirements may not be satisfied by CLEP or the pass/fail option. A minimum 2.75 GPA is required, and no grade below “C” is acceptable.

- | | | |
|-------------|--|-----|
| 1. WELL 178 | Life Choices | (3) |
| 2. WELL 275 | Foundations of Health Science | (3) |
| 3. WELL 311 | Health Education K-12 | (3) |
| 4. WELL 340 | Physiology and Anatomy | (3) |
| 5. WELL 350 | Administration of Public Health | (3) |
| 6. WELL 361 | Principles of Nutrition | (3) |
| 7. PHED 351 | Tests & Measurements in Health and PE | (3) |
| 8. PHED 1__ | Four Physical Education activity courses | (4) |

Choose 9 hours from the following:

- | | | |
|----------|--------------------------------|-------|
| WELL 131 | First Aid and Safety Education | (3) |
| WELL 252 | Mental Health | (3) |
| WELL 272 | Drugs and Society | (3) |
| WELL 451 | School and Community Workshop | (3) |
| WELL 461 | Nutrition for Special Needs | (3) |
| WELL 475 | Critical Areas in Health | (3) |
| WELL 485 | Field Experience in Health | (3-6) |
| WELL 495 | Independent Study | (3-4) |

Total hours: 34

Physical Education. These requirements may not be satisfied by CLEP or the pass/fail option. A minimum 2.75 GPA is required, and no grade below “C” is acceptable.

- | | | |
|--------------|--|-----|
| 1. HMPF 435 | Social Psychology of Sport and Human Performance | (3) |
| 2. PHED 241 | History & Philosophy of PE | (3) |
| 3. PHED 261 | PE in Elementary Schools | (3) |
| 4. PHED 275 | Principles of Elementary Movement Forms | (3) |
| 5. PHED 340 | Motor Development | (3) |
| 6. PHED 351 | Tests & Measurement in Health & Physical Education | (3) |
| 7. PHED 361 | Organization & Administration of PE | (3) |
| 8. PHED 410 | Exercise Physiology | (3) |
| 9. PHED 420 | PE for the Exceptional Child | (3) |
| 10. PHED 421 | Kinesiology | (3) |
| 11. PHED 461 | PE in the Secondary School | (3) |
| 12. WELL 340 | Physiology and Anatomy | (3) |
| 13. PHED 1__ | Four PE activity courses | (4) |

Total hours: 40

DEPARTMENT OF ENGLISH

Jimmy Dean Smith, Department Chair

Major: English

Minor: English/Communication

Goals and Objectives

Through the critical study of texts and practice in thinking, writing, speaking, and listening, students become better prepared for the demands of a changing world. Graduates find careers in a variety of fields, including teaching, business and industry, public relations, and journalism. In addition, these programs provide excellent preparation for graduate study in several disciplines as well as medical and law school.

Upon graduation from Union College with a major in English, students should be able to:

1. Produce written texts that follow the conventions of standard English usage, that are clear, organized, developed, and thoughtful, and that demonstrate awareness of audience.
2. Interpret texts with understanding, appreciation, and judgment.
3. Discuss texts in their cultural contexts.
4. Demonstrate knowledge of the history and structure of the English language.
5. Demonstrate knowledge of major traditions of literature.

Assessment Procedures

Each senior in the program compiles a portfolio of work he or she has done in courses both in the Liberal Education Core and in the major and writes a short analysis of that work. This analysis includes a statement explaining why the student chose these pieces and what they show about the student's progress through the program. The portfolio is due two weeks before departmental Assessment Day, when each graduating senior will be interviewed by a departmental team as part of the process of assessing whether departmental goals are being met.

Bachelor of Arts or Bachelor of Science with a Major in English

Students may choose either the Bachelor of Science or the Bachelor of Arts (strongly recommended for further degrees in English and other graduate study). For the Bachelor of Arts, students complete the equivalent of four semesters of a single foreign language (not native to the student) or two semesters of each of two foreign languages, in addition to the following courses. Students preparing to teach high school English must complete the English major, which must include ENGL 362.

ENCO 222	Introduction to Critical Studies	(3)
ENCO 261	Writing and Speaking for the Media	(3)
ENGL 311	Intermediate Composition	(3)
ENGL 341	Literary Types	(3)
ENGL 342	Texts in History, 1800-present	(3)
ENGL 421	History of the English Language	(3)
ENGL 442	Texts in History, before 1800	(3)

ENGL 471	Shakespeare	(3)
ENGL 472	Capstone Seminar	(3)
Two “cultural group” courses, to be chosen from		(6)
ENGL 361	Critical Study of Children’s Literature	
ENGL 362	Literature for Adolescents and Young Adults	
ENGL 461	World Cultures in Literature	
ENGL 462	American Cultures in Literature	
Two “readings” courses:		(2)
ENGL 371	Texts and Themes	
One advanced “production” course from		(3)
ENGL 402	Advanced Composition	
Or		
ENGL 412	Composition for Teachers	

Requirements for a Minor in English/Communication

The minor in English/Communication consists of 24 hours, which must include COMM 221, ENCO 222, and six (6) more 3-hour courses numbered 300+ with the COMM, ENGL or ENCO designation.

Degree in Secondary Education with a Major in English

Students preparing to teach high school English must complete the English major, which must include ENGL 362. In addition, they complete the requirements for secondary teacher certification outlined in the Education Department section. Experience in theatre or journalism (for example, THTR 180 Theatre Practicum or COMM practicum courses) is also valuable to prospective high school English teachers and is strongly recommended.

Honors in English

Students majoring in English may apply to the Chair of the English Department no later than spring of their junior year to be considered for departmental honors. To receive departmental honors at graduation, a student must meet the following criteria:

- earn 3.0 GPA overall
- earn 3.5 GPA in the major
- complete the B.A. language requirement
- complete and submit a senior project and present it at an on-campus forum, an off-campus conference, or both

DEPARTMENT OF FINE, PERFORMING & COMMUNICATION ARTS

Virginia Gay Gandy, Department Chair

Major: Fine & Performing Arts, B.A.
Mass Communication, B.S. or B.A.

Minor: Mass Communication
Music

Students who are interested in Fine and Performing Arts and Communication Arts are provided a focused curriculum, culturally enriched plan of study, and multi-disciplined program. Students will be afforded the opportunity to gain broad experience at the historical, theoretical and applied level. The two majors within the department are Fine and Performing Arts (B.A.) and Mass Communication (B.S. or B.A.). For a B.A. in Fine and Performing Arts and a B.A. in Mass Communication, students must also fulfill the B.A. language requirement (12 hours). The two minors within the department are Mass Communication and Music. Neither a major nor a minor is offered in Art or Theatre.

Bachelor of Arts with a Major in Fine & Performing Arts

Theatre component	9 credit hours	
THTR 131	Introduction to Theatre	(3)
THTR 180	Theatre Practicum	(1)
THTR 280	Theatre Practicum	(1)
THTR 251	Fundamentals of Acting	(3)
THTR 465	History of Theatre to 1642	(3)
Or		
THTR 466	History of Theatre Since 1642	(3)

Art component	12 credit hours	
ART 132	Introduction to Art	(3)
ART 211	Drawing	(3)
ART 317	Art History Survey I	(3)
ART 372	Art History Survey II	(3)

Music component	9 credit hours	
MUSC 121	Introduction to Music	(3)
MUSC 265	Theory/Musicianship I	(3)
MUSC 422	Music History since 1750	(3)

Two semesters of ensemble required.

MUSC 152	Union College Singers	(1)
Or		
MUSC 159	Union College Chamber Singers	(1)
	By permission from instructor	

Capstone Component	3 credit hours	
FAPA 472	Capstone Seminar	(3)

Foreign Language Requirement, 12 credit hours (12)

Bachelor of Science or Bachelor of Arts with a Major in Mass Communication

Students may choose either the Bachelor of Science or Bachelor of Arts (recommended for further degrees in Mass Communication and other graduate study) with a major in Mass Communication. A Bachelor of Science in Mass Communication requires the following 45 semester hours. For a Bachelor of Arts in Mass Communication, in addition to the 45 semester hours, students complete the B.A. language requirement, fulfilled by completing the equivalent of four semesters of a single foreign language (not native to the student) or two semesters of each of two foreign languages. Students preparing to teach in high school must use the English major - not this major.

COMM 221	Introduction to Mass Communication	(3)
COMM 232	Layout and Design I	(3)
COMM 261	Writing and Speaking for the Media I	(3)
COMM 311	Visual Communication	(3)
COMM 322	Persuasion	(3)
COMM 331	TV Production	(3)
COMM 342	Writing and Speaking for the Media II	(3)
COMM 354	Media Technologies	(3)
COMM 362	Interpersonal Communication in a cultural context	(3)
COMM 412	Visual Communication II	(3)
COMM 422	TV Production II	(3)
COMM 441	Public Discourse	(3)
COMM 461	Media Literacy	(3)
COMM 462	Media Law	(3)
COMM 472	Capstone	(3)

For Bachelor of Arts with a Major in Mass Communication

Foreign Language Requirement, 12 credit hours (12)

Mass Communication Minor

The minor in Mass Communication requires COMM 221, 232, 261 and five more courses with the COMM prefix (numbered 300 and above), for a total of 24 semester hours.

COMM 221	Introduction to Mass Communication	(3)
COMM 232	Layout and Design I	(3)
COMM 261	Writing and Speaking for the Media I	(3)
COMM ____	Five (5) courses numbered 300 and above	(15)

Music Minor

The minor in Music consists of the following 21 semester hours:

MUSC 101	Applied Music	(1)
MUSC 102	Applied Music	(1)
MUSC 121	Introduction to Music	(3)
MUSC 201	Applied Music	(1)
MUSC 202	Applied Music	(1)
MUSC 265	Theory/Musicianship I	(3)
MUSC 266	Theory/Musicianship II	(3)
MUSC 422	Music History since 1750	(3)
MUSC ____	Four semesters of ensemble required (4 semesters/2 years)	(4)
MUSC ____	One semester hour of music elective	(1)

DEPARTMENT OF HISTORY, RELIGIOUS STUDIES & LANGUAGES

Bruce Cory, Department Chair

Majors: History, History and Political Science, Religious Studies, Latin American and Iberian Studies

Minors: History, Philosophy, Religious Studies, Latin American and Iberian Studies

Other Studies: Area in Social Studies (see Department of Education section)

History

Requirements of a History Major (B.A.): 31 semester hours

Students must also fulfill the B.A. language requirement (12 hours or equivalent of a language not native to the student, with at least one course at the Intermediate level).

Required courses:

HIST 211	Topics in Global History	(3)
HIST 212	Historical Research and Methods	(2)
HIST 301	Readings in U.S. History	(1)
HIST 302	Readings in Non-U.S. History	(1)
HIST 475	Special Topics in American History	(3)
Or		
HIST 476	Special Topics in World History	(3)
HUMN 477	Philosophy of Life	(3)

Elective hours:

U.S. History	9 hours
Non-U.S. History	9 hours

Requirements for a History Major (B.S.): 31 semester hours

Required courses:

HIST 211	Topics in Global History	(3)
HIST 212	Historical Research and Methods	(2)
HIST 301	Readings in U.S. History	(1)
HIST 302	Readings in Non-U.S. History	(1)

Elective hours:

U.S. History	12 hours	
Non-U.S. History	12 hours	
One of the elective courses must be either:		
HIST 475	Special Topics in American History	(3)
Or		
HIST 476	Special Topics in World History	(3)

Requirements for a History/Political Science Major: 43 semester hours

Required courses:

PLSC 101	American National Government	(3)
HIST 211	Topics in Global History	(3)
HIST 212	Historical Research and Methods	(2)
HIST 301	Readings in U.S. History	(1)
HIST 302	Readings in Non-U.S. History	(1)

Electives:

U.S. History: 3 courses and Non-US History: 3 courses.

Including:

HIST 475	Special Topics in American History	(3)
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Or

HIST 476	Special Topics in World History	(3)
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And

18 additional hours, Political Science Courses:

PLSC/CRJU 405	The American Founding	(3)
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PLSC 408	The American Presidency	(3)
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PLSC 231	International Politics	(3)
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Or

PLSC/CRJU 409	Statesmen, Soldiers and Leadership	(3)
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Or

PLSC/CRJU 470	Political Violence	(3)
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PLSC/CRJU 382	Legal Political Thought – Classical	(3)
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PLSC/CRJU 383	Legal Political Thought – Modern	(3)
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PLSC/CRJU 486	Constitutional Law I: Civil Liberties	(3)
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Or

PLSC/CRJU 483	Constitutional Law II: National Powers	(3)
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Requirements for a History Minor: 21 semester hours in history including HIST 211, Topics in Global History (3).

Language Recommendation: All history majors and minors are strongly encouraged to undertake the study of a foreign language in conjunction with their history program. For those intending to go to graduate school, it is recommended that a course of study leading to a Bachelor of Arts degree be completed.

Secondary Teaching: Students preparing to teach high school history or social studies must complete the Area in Social Studies and the requirements for secondary teacher certification, both outlined in the Education Department section.

Latin American and Iberian Studies

A major consists of the following 38 hours:

Required Courses in History and Cognate Disciplines (18)

HIST 221	History and Culture of Spain and Portugal	(3)
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HIST 223	History of Latin America	(3)
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SPAN 231	Topics in Hispanic Culture	(3)
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HIST 311	American History to 1848	(3)
HIST 474	Topics in Latin American History	(3)
HUMN 477	Philosophy of Life	(3)

Required Courses in Spanish (9)

SPAN 211	Intermediate Spanish I	(3)
SPAN 212	Intermediate Spanish II	(3)
SPAN 311	Spanish Grammar, Conversation, and Composition	(3)

Electives in History and Cognate Disciplines (11)

Any three of the following: (9)

HIST 312	American History from 1848 to 1919
HIST 451	Renaissance and Reformation
HIST 452	Topics in Modern European History
HIST 456	Islamic Religion and Civilization
SPAN 342	Topics in Spanish Language Studies

Any two of the following: (2)

HIST 301	Readings in U.S. History
HIST 302	Readings in World History
SPAN 301	Readings in Spanish

Students may count KHS courses devoted to the study of the Spanish language and/or the history and culture of the Spanish-speaking world toward the elective requirement.

Requirements for a Minor in **Latin American and Iberian Studies**

The objective of this minor is for students to obtain a clear understanding of the Latin American/Spanish language, world, culture, and people. The minor in Spanish consists of the following 21 hours:

SPAN 111	Elementary Spanish I	(3)
SPAN 112	Elementary Spanish II	(3)
SPAN 211	Intermediate Spanish I	(3)
SPAN 212	Intermediate Spanish II	(3)
SPAN 311	Spanish Grammar/Conversation/Composition	(3)

Electives in Latin American and Iberian Studies (9)

Any two of the following:

HIST 221	History and Culture of Spain and Portugal	(3)
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Or

SPAN 222	Civilization and Culture of Spain	(3)
HIST 223	History of Latin America	(3)

Or

SPAN 231	Topics in Hispanic Culture	(3)
HIST 474	Topics in Latin American History	(3)
SPAN 342	Topics in Spanish Language Studies	(3)

Students offering more than one entrance unit in Spanish and students transferring from other colleges should consult with the instructor before registering for any course in Spanish.

Philosophy**Requirements for a Minor in Philosophy: 21 semester hours.**

Required courses:

PHIL 215 Philosophy in the Modern World (3)

PHIL 261 Topics in the Philosophy of Religion (3)

And

15 additional hours in Philosophy

Religion**Requirements for a Bachelor of Arts in Religious Studies: 30 semester hours.**

Students must also fulfill the B.A. language requirement 6 hours (or the equivalent at the elementary level in one language not native to the student).

Required courses: 21 hours

RLGN 211 History and Faith of Ancient Israel (3)

RLGN 231 Topics in World Religions (3)

PHIL 261 Topics in the Philosophy of Religion (3)

RLGN 301 Readings in Religion (1)

Or

PHIL 301 Readings in Philosophy (1)

RLGN 302 Readings in Religion (1)

Or

PHIL 302 Readings in Philosophy (1)

RLGN 401 Readings in Religion (1)

Or

PHIL 401 Readings in Philosophy (1)

RLGN 331 Topics in Early Christianity (3)

RLGN 356 Topics in Modern Christianity (3)

HUMN 477 Philosophy of Life (3)

Elective courses: 9 hours

Any three of the following totaling 9 hours:

RLGN 454 Topics in American Religion (3)

RLGN 452 Renaissance and Reformation (3)

RLGN 461 Islamic Religion and Civilization (3)

RLGN 479 Seminar in Religion (3)

RLGN 495 Independent Study (3)

PHIL 352 Ethics and Political Philosophy (3)

Or

A second sequence of:

RLGN/PHIL 301 Readings in Religion/Readings in Philosophy (1)

RLGN/PHIL 302 Readings in Religion/Readings in Philosophy (1)

RLGN/PHIL 401 Readings in Religion/Readings in Philosophy (1)

Requirements for a Minor in Religious Studies: 21 semester hours

Including:

PHIL 261

Topics in the Philosophy of Religion

(3)

At least 9 hour must be in courses numbered above 300.

DEPARTMENT OF NATURAL SCIENCES

Daniel Covington, Department Chair

Majors:	Bachelor of Science: Biology, Chemistry, Mathematics; Bachelor of Arts: Chemistry
Minors:	Biology, Chemistry, Mathematics, Physics, Physical Science
Other Curricula:	Pre-Dentistry, Pre-Medicine, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Veterinary Medicine

Biology

Requirements for a Major: 35-36 semester hours in biology including:

BIOL 111	General Biology	(4)
BIOL 232	General Zoology	(4)
BIOL 233	General Botany	(4)
BIOL 362	Transmission Genetics	(4)
BIOL 363	Molecular Genetics	(4)
BIOL 431	Cell Biology	(4)
BIOL 441	Ecology	(4)
2 Biology Electives	(300 or 400 level)	(7 or 8)
CHEM 121 & CHEM 122	General Chemistry I, II	(4) (4)
GNSC 471	Science Seminar	(1)

One of the following groups:

PHYS 111-PHYS 112	College Physics	(3) (3)
PHYS 113-PHYS 114	College Physics Laboratory	(1) (1)
Or PHYS 211-PHYS 212	General Physics	(4) (4)
PHYS 213-PHYS 214	General Physics Laboratory	(1) (1)

BIOL 331, Human Physiology (4) and BIOL 334, Microbiology (4) are highly recommended as electives for those seeking secondary certification.

Requirements for a Minor: 24 semester hours in Biology are required.

The following courses must be included:

BIOL 111	General Biology	(4)
BIOL 232	General Zoology	(4)
And		
BIOL 233	General Botany	(4)

Chemistry (both a B.A. and a B.S. are offered)

Requirements for the Bachelor of Science Major: 32 semester hours of chemistry including:

CHEM 121 & CHEM 122	General Chemistry I, II	(4) (4)
CHEM 212	Analytical Chemistry	(4)
CHEM 311 & CHEM 312	Organic Chemistry	(5) (5)
CHEM 314	Physical Chemistry Laboratory	(1)
CHEM 332	Physical Chemistry*	(3)
GNSC 471	Science Seminar	(1)

MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 242	Intermediate Calculus and Analytic Geometry	(4)
PHYS 211-PHYS 212	General Physics*	(4) (4)
PHYS 213-PHYS 214	General Physics Laboratory*	(1) (1)
PHYS 331	Heat and Thermodynamics*	(3)
CHEM 300+	Chemistry Electives at or above the 300-level	(6)

Requirements for the Bachelor of Arts Major: 28 semester hours of chemistry including:

CHEM 121 & CHEM 122	General Chemistry	(4) (4)
CHEM 212	Analytical Chemistry	(4)
CHEM 311	Organic Chemistry	(5)
<i>One of the following 3 courses:</i>		(3)

CHEM 313	Descriptive Physical Chemistry	
CHEM 332	Physical Chemistry *	
PHYS 331	Heat and Thermodynamics *	
CHEM 314	Physical Chemistry Laboratory	(1)
CHEM 411	Inorganic Chemistry	(4)
GNSC 471	Science Seminar	(1)
MATH 241	Introduction to Calculus and Analytic Geometry	(4)
CHEM, PHYS, MATH	Electives (MATH 132 or higher)	(6-8)

One of the following groups:

PHYS 111-PHYS 112	College Physics	(3) (3)
PHYS 113-PHYS 114	College Physics Laboratory	(1) (1)
Or		
PHYS 211-PHYS 212	General Physics *	(4) (4)
PHYS 213-PHYS 214	General Physics Laboratory *	(1) (1)

*Students should be aware that these courses have Math prerequisites beyond MATH 241.

Requirements for a Minor: 21 semester hours including:

CHEM 121	General Chemistry I	(4)
CHEM 122	General Chemistry II	(4)
CHEM 311	Organic Chemistry	(5)
CHEM 312	Organic Chemistry	(5)
And either:		
CHEM 212	Analytical Chemistry	(4)
Or		
CHEM 411	Inorganic Chemistry	(4)

Mathematics

Requirements for a Major: 30 semester hours numbered 241 and above including:

MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 242	Intermediate Calculus and Analytic Geometry	(4)
MATH 243	Advanced Calculus and Analytic Geometry	(4)

Two of the following 3 courses: (6)

MATH 333	Modern Algebra	
MATH 402	Functions of a Complex Variable	
MATH 403	Introduction to Analysis	
COMP 250	A mathematically-relevant programming course such as C++	(3)
PHYS 211 & PHYS 212	General Physics	(4) (4)
PHYS 213 & PHYS 214	General Physics Laboratory	(1) (1)

Those seeking secondary certification must include:

MATH 301	Principles of Geometry	(3)
And		
MATH 333	Modern Algebra	(3)
Recommended:		
MATH 321	Discrete Mathematics	(3)
MATH 331	Introduction to Linear Algebra	(3)
MATH 332	Linear Algebra	(3)
MATH 372	Probability and Mathematical Statistics	(3)

Requirements for a Minor: COMP 250 (a mathematically-relevant programming course such as C++) plus 21 semester hours numbered 241 and above to include MATH 241, Introduction to Calculus and Analytic Geometry (4) and MATH 242, Intermediate Calculus and Analytic Geometry (4).

Physics

Requirements for a Minor: 17 to 20 hours in physics, 4 hours in chemistry, 12 hours of calculus, and 3 hours of electives. These courses are required:

PHYS 211	General Physics	(4)
PHYS 212	General Physics	(4)
PHYS 213	General Physics Laboratory	(1)
PHYS 214	General Physics Laboratory	(1)
PHYS 304	Modern Physics	(3)
PHYS 305	Problem Solving in Modern Physics	(1)
PHYS 331	Heat and Thermodynamics	(3)
CHEM 314	Physical Chemistry Laboratory	(1)
CHEM 332	Physical Chemistry	(3)
MATH 241	Introduction to Calculus and Analytic Geometry	(4)
MATH 242	Intermediate Calculus and Analytic Geometry	(4)
MATH 243	Advanced Calculus and Analytic Geometry	(4)

And three hours of electives to be chosen from:

PHYS 402	The Physics of Solids	(3)
COMP 250 (or higher)	Introductory Programming	(3)
Or		
MATH 332 (or higher)	Linear Algebra	(3)

Physical Science

Requirements for a Minor: At least 23 hours of physics and/or chemistry including two

Physical Science

Requirements for a Minor: At least 23 hours of physics and/or chemistry including two sequential semesters of freshman physics and lab from either the algebra-based track or the calculus-based track (PHYS 111/PHYS 112/PHYS 113/PHYS 114 or PHYS 211/PHYS 212/PHYS 213/PHYS 214), PHYS 304, CHEM 121, CHEM 122, and CHEM 314, and one of these three courses: CHEM 313, CHEM 332, or PHYS 331, plus six hours of electives to be chosen from Chemistry, Physics, or Math (MATH 132 or higher).

Science Education Majors

(Specialization Component for Certification)

Students who wish to teach secondary science may choose one of the following certification areas: Biology, Chemistry, or Mathematics. Certification to teach requires satisfying the requirements for the Bachelor of Science in the major area.

Pre-Professional Curricula

- Dentistry
- Medicine
- Optometry
- Pharmacy
- Physical Therapy
- Veterinary Medicine

While these are not majors, students who have interest in professional programs or allied health fields may fulfill entrance requirements for these schools while pursuing a Bachelor's degree at Union. Since admission requirements to professional schools vary considerably, students having interest in these fields work with their advisor, who assists with the admission process into professional school and helps select an appropriate program of study. Students should inform their advisors of interest in professional schools as early as possible.

Departmental Honors:

In order to graduate with departmental honors, a student must meet the following prerequisites:

1. Minimum GPA of 3.0 overall
2. Minimum GPA of 3.0 in major courses
3. Junior standing
4. Approval of honors project proposal by departmental faculty

After these requirements are met and approved by departmental faculty, the candidate must complete an honors project under faculty supervision. This may be guided research or an extensive review of a topic in the literature.

SCHOOL OF NURSING AND HEALTH SCIENCES

E. Lorene T. Putnam, Dean

Majors: Athletic Training
 Nursing (RN-BSN)

Athletic Training

The Athletic Training Program at Union College is a professional program of study leading to the Bachelor of Science in Athletic Training. Upon successful completion of this program students will be eligible to sit for the Board of Certification (BOC) examination to become a certified athletic trainer. This certification allows the individual to work in a variety of settings such as professional sports, collegiate athletics, high schools, clinics, and the industrial setting. The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

REQUIRED MAJOR COURSES: (57 hours)

ATHT 308	Practicum I	(2)
ATHT 352	The Axial Skeleton Lab	(1)
ATHT 309	Practicum II	(2)
ATHT 375	Athletic Training Administration	(3)
ATHT 322	Therapeutic Rehabilitation	(3)
ATHT 405	Advanced Rehabilitation Techniques	(3)
ATHT 323	Therapeutic Rehabilitation Lab	(1)
ATHT 408	Practicum III	(2)
ATHT 325	Emergency Response Management for AT	(3)
ATHT 409	Practicum IV	(2)
ATHT 333	Therapeutic Modalities	(3)
ATHT 410	General Medical Concerns	(3)
ATHT 334	Therapeutic Modalities Lab	(1)
ATHT 425	Pharmacology	(3)
ATHT 341	Evaluation 1: The Appendicular Skeleton	(3)
ATHT 475	Senior Seminar	(3)
ATHT 342	The Appendicular Skeleton Lab	(1)
PHED 351	Tests and Measurements	(3)
ATHT 345	Evidence Based Medicine	(3)
PHED 410	Exercise Physiology	(3)
ATHT 351	Evaluation 2: The Axial Skeleton	(3)
PHED 421	Kinesiology	(3)
WELL 361	Nutrition	(3)

REQUIRED COURSES FOR PROGRAM ADMISSION: (23 hours)

BIOL 330	Vertebrate Anatomy and Histology (w/Lab)	
	(Prerequisite: BIOL 101, or 109)	(4)
BIOL 331	Human Physiology (w/Lab)	
	(Prerequisite: CHEM 230)	(4)
ATHT 131	Basic Athletic Training	(3)

ATHT 152	Bracing and Taping	(3)
ATHT 210	Care and Prevention of Athletic Injuries	
	(Prerequisite: BIOL 330)	(3)
ATHT 270	Palpation Anatomy for the Health Sciences	
	(Prerequisite: BIOL 330)	(3)
WELL 131	First Aid and Safety Education	(3)

NOTE: Admission to the College does not guarantee admission to the Athletic Training Program. Additional program admission and matriculation requirements can be found by accessing the athletic training program website at <http://www.unionky.edu/athletic-training>.

SUGGESTED COURSES: (9 hours)

HMPF 441	Exercise Assessment and Prescription	(3)
WELL 461	Nutrition for Special Needs	(3)
BIOL 151	Medical Terminology	(3)

For students interested in applying to physical therapy school: (17 hours)

CHEM 121	General Chemistry I	(3)
CHEM 122	General Chemistry II	(3)
PHYS 111/PHYS 113	College Physics I w/Lab	(4)
PHYS 112/PHYS 114	College Physics II w/Lab	(4)
BUAD 303	Business Statistics	(3)

LIBERAL STUDIES REQUIREMENTS: (12-21 hours)

In addition to the above requirements, students must complete liberal studies and elective courses, some of which are included in the required courses for the major. The goal of requiring these courses is to broaden the student's knowledge in a variety of fields for the professional practice of athletic training.

A total of 120 hours is required for degree completion.

Edna Jenkins Mann School of Nursing

The Edna Jenkins Mann School of Nursing began with the RN to BSN program in the fall of 2010. The pre-nursing phase of the pre-licensure program began in 2012. The pre-licensure program has Initial Approval Status with the Kentucky Board of Nursing. The baccalaureate program at Union College is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

Nursing Program Mission Statement

The Union College School of Nursing is dedicated to providing an environment of scholarly questioning, inquiry, and service. The liberal studies, sciences, and nursing core prepares graduates to address the holistic health care needs of diverse populations in the region and beyond, and to pursue graduate education.

Nursing Program Goals

The Union College Nursing Program seeks to:

1. Attract, develop, and retain excellent students with a passion for the art and science of nursing and lifelong learning.
2. Create an educational environment that fosters development of leaders through stimulating questioning, debate, and collaboration.
3. Graduate professionals who are caring and are prepared to use evidence, knowledge, and clinical reasoning in holistically addressing healthcare needs.

Student Program Outcomes

The graduate of the nursing program of Union College will:

- Use the knowledge, theory, evidence, and clinical reasoning to provide nursing care for patients across the lifespan.
- Effectively express ideas in written and oral communication.
- Participate in the coordination of care through an inter-professional teamwork approach to care for individuals and groups of patients.
- Manage the provision of nursing care through effective leadership and organizational skills.
- Practice within the context of professional, ethical, regulatory, and legal codes.
- Participate in political and regulatory processes that affect the health and well-being of society.
- Evaluate and use current and relevant technology and healthcare informatics.
- Create and foster a culture of safety and quality.
- Apply teaching/learning strategies and the nursing process to health care education.
- Demonstrate behaviors that support, enhance, and promote patient health, comfort, and hope.
- Articulate the value of lifelong learning within the nursing profession and develop a plan for continued education and educational mobility.

Pre-Licensure Nursing Program

Admissions Procedure and Criteria

Students who wish to pursue the pre-licensure nursing major are admitted to Union College as pre-nursing majors. During the first two years of college, pre-nursing students complete Union College core requirements and prerequisites for the program. Admission to Union College is not a guarantee of admission to the Upper Division Nursing Major. Pre-nursing students who meet minimum criteria for admission to the nursing major may apply for admission to the program. Please note that admission to the nursing major is a competitive process and the most qualified students will be selected for admission to the major using the criteria described below.

Applications for the upper division major will be available October 15, 2014. The deadline for submission of completed applications is December 1, 2014. Students who are not selected one year must reapply to be considered the following year.

Admission Criteria:

1. Cumulative GPA of 2.75 as reported by all institution(s) attended. Please note that this is the minimum GPA for application. The GPA needed for admission usually will be much higher.
2. Completion of all NURSING prerequisites or approved substitutes before the beginning of the fall semester for which the application is submitted. All prerequisites must be completed with a "C" or better. Prerequisites are listed below:
 - NURS 101 Introduction to Nursing
 - BIOL 101 or 109 (prerequisite to all other Biology requirements)
 - CHEM 230 Survey of General, Inorganic, and Organic Chemistry
 - BIOL 330 Vertebrate Anatomy and Histology
 - BIOL 331 Human Physiology
 - BIOL 235 Microbiology for Health Professions
 - NURS 340 Nursing Pathophysiology
 - PSYH 200 Introduction to Psychology
 - PSYH 332 Lifespan Psychology
 - WELL 361 Principles of Nutrition
3. Completion of all Liberal Education Core classes before the beginning of the fall semester for which the application is submitted.
4. Minimum ACT Score of 18 reported to Union College.
5. Test of Essential Academic Skills (TEAS) Score reported to Union College. Prospective students may take the TEAS exam twice (at least 60 days apart). The higher of the first two attempts will be considered. Exam offerings at Union College will be during the fall semester. Students who elect to take the TEAS at another testing site must release scores to Union College at the time the exam is taken. For more information about the TEAS exam, including alternate testing locations, please visit: <https://www.atitesting.com/solutions/prenursingschool/teas.aspx>

Admission to the Nursing Major:

Completed applications to the major will be reviewed by the Nursing Faculty Committee on Admission and the most qualified students will be selected by the following weighted score of criteria:

- Cumulative GPA - 25%
- ACT Score - 25%
- TEAS - 50%.

Students may be accepted, placed on a waitlist, or declined admission to the major. Students will be notified by official Union College email or U.S. mail (for transfer students not currently enrolled at Union College) of the admission decision by January 15, 2015

Pre-Licensure Required Nursing Courses

NURS 301	Foundations of Professional Nursing Practice	(4)
NURS 302	Foundations of Professional Nursing Practice Clinical	(2)
NURS 305	Pharmacology I	(2)
NURS 310	Health Assessment and Laboratory	(4)
NURS 321	Concepts of Adult and Geriatric Health	(3)

NURS 325	Concepts of Adult and Geriatric Health Clinical	(3)
NURS 331	Mother-Baby and Pediatric Nursing	(3)
NURS 335	Mother-Baby and Pediatric Nursing Clinical	(2)
NURS 336	Transcultural Nursing	(3)
NURS 360	Evidence Based Practice and Research	(3)
NURS 401	Introduction to Community Health	(1)
NURS 403	Community and Family Clinical	(1)
NURS 405	Pharmacology II	(3)
NURS 411	Mental Health Nursing	(2)
NURS 415	Mental Health Nursing Clinical	(1)
NURS 423	Community Health Nursing	(2)
NURS 425	Community Health Nursing Clinical	(1)
NURS 430	Management/Leadership	(3)
NURS 444	Emerging and Persistent Issues in Nursing and Healthcare	(3)
NURS 451	Concepts of Adult and Geriatric Health II	(3)
NURS 455	Concepts of Adult and Geriatric Health II Clinical	(3)
NURS 475	Senior Practicum	(3)

RN to BSN Nursing Program

The RN to BSN Nursing Major at Union College offers registered nurses with the Associate in Applied Science degree in nursing or a hospital diploma in nursing, the opportunity to earn the Bachelor of Science in Nursing (BSN). The curriculum is arranged for the nurse who works full-time; most students will be able to complete requirements in two and one-half academic years. With the increased focus in nursing on graduate study at both the Master's and doctoral levels, earning a Bachelor's degree in nursing is essential.

Criteria for Admission and Progression

Students are eligible for admission who have earned an associate degree or diploma in nursing from a regionally accredited institution, and who are licensed to practice nursing in Kentucky or a compact state. Students must have achieved a grade of C or higher in all science courses taken prior to entrance. Nursing students may be admitted to the Department of Nursing with a grade point average (GPA) of 2.00. All nursing students will be expected to attain a GPA of 2.6 in their first 10 credits and a 3.0 by the time they complete 25 credits. Students who are not able to maintain the required GPA will be referred to the Dean of Nursing for consideration of retention. The Dean may extend the period of time to achieve the GPA goal or may allow the repetition of one course to achieve the goal. All students are expected to have a 3.0 GPA or higher in the major at graduation.

Requirements for the RN to BSN Program: (40 hours)

NURS 300	The Professional Role	(3)
NURS 310	Health Assessment	(4)
NURS 332	Nursing Theory	(1)
NURS 334	Healthcare Policy and Finance	(3)
NURS 336	Transcultural Nursing	(3)
NURS 338	Healthcare Informatics	(3)
NURS 340	Pathophysiology	(3)
NURS 360	Evidence Based Practice and Research	(3)

NURS 420	Community Health Nursing	(3)
NURS 421	Community Health Nursing Practicum	(2)
NURS 430	Management/Leadership	(3)
NURS 431	Management/Leadership Practicum	(2)
NURS 444	Emerging and Persistent Issues in Nursing and Healthcare	(3)
NURS 460	Readings in Nursing	(1)
CHEM 230	Intro to General, Inorganic, and Organic Chemistry	(3)

Liberal Studies Requirements: (12-21 hours)

In addition to the above requirements, students must complete liberal studies and elective courses. Some of these courses may have been completed during the student's basic nursing program. The goal of requiring these courses is to broaden the student's knowledge in a variety of fields for the professional practice of nursing.

English Communication: (9 hours)

ENGL 101	Introduction to Freshman Composition and Literature
ENGL 102	Freshman Composition and Literature
COMM 211	Public Speaking

Math: (3 hours)

MATH 110 General College Math or Higher
(BHSC 245, Basic Statistics: Theory and Application, is recommended if planning for graduate school.)

Social and Behavioral Science: (3 hours)**Religion and Philosophy: (3 hours)****History: (3 hours)****Fine Arts: (3 hours)**

A total of 120 hours is required for the degree. A maximum of 67 hours may be transferred from a community college to Union College.

Capstone Course and Life Philosophy

In the senior year, each Union College nursing student will participate in a capstone experience that brings together what he/she has learned since entering the program. The student will develop and write a life philosophy document that yields a portfolio illustrating changes in the individual's professional knowledge, practice, and goals. The student will select a faculty member who teaches a 400-level course to serve as a guide as he/she develops and presents a one-hour, public presentation that sets goals for his/her future and generates a discussion among the members of the audience.

Honors in the School of Nursing and Health Sciences

Students majoring in Athletic Training or Nursing may apply to the Dean of Nursing in the fall of their junior year to be considered for departmental honors. To receive departmental honors at graduation, a student must meet the following criteria:

- earn overall GPA of 3.25
- complete a one-hour independent study that includes service and/or research

DEPARTMENT OF PSYCHOLOGY

Ilie P. Vasilescu, Department Chair

Program Mission Statement

The psychology program at Union College seeks to facilitate student acquisition of knowledge, skills, and abilities for competent career preparation in the applied and basic science of psychology. In the context of a liberal arts curriculum, the psychology student is prepared to assume ethical responsibility and pursue an enhanced understanding of human behavior and thought.

The psychology major and minor offers students broad exposure to the discipline of psychology. Students take a range of courses in clinical and experimental psychology, and are encouraged to pursue an area of specialization. The psychology major prepares students for a variety of careers, such as positions in the helping professions, or enables students to increase their knowledge of human behavior.

Students preparing for graduate study may also undertake concentrated study in one of two primary areas: clinical or general psychology. Students desiring to specialize in these areas are encouraged to consult with their assigned faculty advisor as early as possible in their studies for guidance in the selection of elective courses.

Requirements for a Major

Required Courses (33 hours):

PSYH 200	Introduction to Psychology	(3)
PSYH 332	Lifespan Development	(3)
PSYH 290	Clinical Psychology	(3)
PSYH 352	Abnormal Psychology	(3)
PSYH 301	Psychological Measures & Analysis	(3)
PSYH 461	History & Systems of Psychology	(3)
PSYH 302	Research Design	(3)
PSYH 497	Senior Seminar I	(3)
PSYH 315	Physiological Psychology	(3)
PSYH 498	Senior Seminar II	(3)
PSYH 330	Social Psychology	(3)

It is recommended to take PSYH 301 (only offered fall term) and PSYH 302 (only offered spring term) during your junior year. PREREQUISITES for PSYH 497: PSYH 200, PSYH 301 and PSYH 302. It is also recommended to take PSYH 497 (offered only in fall term) and PSYH 498 (only offered in spring term) during your senior year.

Electives (12 hours):

Elective hours may be selected from any of the tracks below, according to the student's career plans or specialized interests.

Experimental Track:

General Electives

PSYH 350	Cognition	(3)
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PSYH 202	Forensic Psychology	(3)
PSYH 360	Sensation & Perception	(3)
PSYH 210	Child Development	(3)
PSYH 470	Theories of Learning	(3)
PSYH 225	Adolescent Psychology	(3)
PSYH 475	Advanced Behavioral Neuroscience	(3)
PSYH 275	Cross-Cultural Psychology	(3)
PSYH 481	Special Topics in Psychology	(3)

Chemical Dependency Electives:

PSYH 405	Foundations of Chemical Dependency I	(4)
PSYH 406	Foundations of Chemical Dependency II	(4)
PSYH 407	Ethical Issues in Chemical Dependency Treatment	(1)
PSYH 410	Psychology of Addictions	(3)
PSYH 413	Recovery & Relapse	(3)
PSYH 424	Biological Systems of Chemical Dependency	(3)

Requirements for a Minor: 21 hours, including:

Required (9 hours):

PSYH 200	Introduction to Psychology	(3)
BHSC 245	Basic Statistics: Theory and Application	(3)
And		
BHSC 246	Methods of Behavioral Science Research	(3)
Or		
PSYH 301	Psychological Measures & Analysis	(3)
And		
PSYH 302	Research Design	(3)

Electives (12 hours):

Elective hours may be selected from any of the tracks listed above, according to the student's career plans or specialized interests.

Exit requirements for the psychology major include an acceptable score on the ETS Major Field Test in Psychology, and a senior interview to be scheduled in the last semester of course work. These departmental assessment activities will be coordinated by the Interim Chair of the Psychology Department in the semester the student plans to graduate (spring semester for May and August graduation; fall semester for December graduation). Information is provided to graduating seniors by the capstone course. Failure to complete these exit requirements may delay the student's graduation.

Psychology Scholars Program: Combined Bachelor's/Master's Program

The Psychology Scholars Program is an accelerated degree program designed to allow 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. These courses provide students with skills and resources necessary to examine and understand psychological issues. The

specialization areas prepare students to seek state licensure as a Psychological Associate and a Psychological Practitioner in Clinical 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.

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 Masters of Arts student curriculum contract.

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

1. Currently enrolled in Union College with a major in psychology
2. Minimum of 60 undergraduate credits earned, with a minimum of 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 Interim 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.

Dismissal

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

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

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

Chemical Dependency Certification Curriculum (21 credit hours, a minimum of 14 credit hours earned at Union College)

PSYH 405	Foundations of Chemical Dependency I	(4)
PSYH 406	Foundations of Chemical Dependency II	(4)
PSYH 407	Ethical Issues in Chemical Dependency Treatment	(1)
PSYH 410	Psychology of Addictions	(3)
PSYH 413	Recovery & Relapse	(3)
PSYH 424	Biological Systems of Chemical Dependence	(3)
PSYH 275	Cross-Cultural Psychology (elective)	(3)

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>

DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

Robert Armour, Department Chair

Majors:	Criminal Justice, Social Work, Sociology
Minors:	Appalachian Studies, Criminal Justice, Political Science, Pre-Law, Sociology
Other Programs:	Area in Social Studies (please refer to Department of Educational Studies)

Appalachian Studies

The Appalachian Studies minor allows students in all academic programs to learn about the history, geography, culture, literature, folklore/folklife, environment and economy of the Appalachian region; courses examine socioeconomic concerns of eastern Kentucky and Appalachia more broadly, and provide an overview of the Appalachian region within the global context. The minor develops critical and analytical skills that are valuable in fields as diverse as business, communications, education, English, environmental science, geography, health sciences, law, literature, public policy, and social work.

Requirements for a Minor:

Minor: 21 hours

Required Courses (9 hours):

APST 104	Introduction to Appalachian Studies	(3)
APST 204	Appalachian Culture	(3)
BHSC 246	Methods of Behavioral Science Research	(3)
Or		
APST 300/SOCI 300/SWRK 300	Methods in Qualitative Research and Community Development	(3)

Elective Courses (12 hours):

APST 202	Service-Learning	(3)
APST 401/SOCI 401	Feuds, Fights, Murders, and Violence: Issues in Appalachian Stability	(3)
APST 381	Special Topics	(3)
COMM 351	Environmental Communication	(3)
ENGL 252	Appalachian Literature	(3)
ENGL 324/ANTH 324	American Folklore	(3)
GEOG 241	Geography of Appalachia	(3)
HIST 433	History of Appalachia	(3)
APST 241/SOCI 241	Sociology of Appalachia	(3)
**SWRK 338	Social Service in Rural Appalachia Health Care	(3)
**SWRK 340	Gerontology Service in Rural Appalachia	(3)
**SWRK 343	Child and Family Welfare in Rural Appalachia	(3)

***Only two of these courses [student's choice] may be used in partial satisfaction of requirements for the Appalachian Studies minor*

Criminal Justice

Criminal Justice is an interdisciplinary program drawing from a variety of fields such as Sociology, Psychology, Political Science, and Law. Criminal Justice asks why behaviors inconsistent with normative expectations and the requirements of the law occur, and how society anticipates and reacts to those behaviors. Students gain an appreciation for the complexity of the citizen and the state, as well as structures and institutions for the resolution of disputes between the two. They also have the opportunity to develop skills that will prepare them to advance in the criminal justice system in the future, such as listening and reading critically, thinking analytically, and expressing themselves cogently both orally and in writing. Students will engage in close analysis of key issues such as the death penalty, drug abuse, political violence, insanity, and other crucial questions.

Students of Criminal Justice are prepared for careers in a wide range of governmental and private sector environments related to criminal justice, as well as for graduate study in the behavioral sciences, government, and law.

Requirements for a Major: 35 semester hours

Required hours = 26 including:

CRJU 101	Introduction to Criminal Justice	(3)
CRJU 201	Criminal Procedure	(3)
CRJU 205	Criminal Law	(3)
CRJU 209	American Courts and Judicial Processes	(3)
CRJU 390	Comparative Justice Systems I	(1)
CRJU 391	Comparative Justice Systems II	(1)
CRJU 401	Public Policy and Criminal Justice	(3)
PLSC 101	Public Policy and Criminal Justice	(3)
PSYH 202	Forensic Psychology	(3)
SOCI 464	Deviance and Crime	(3)

Elective Courses (9 hours):

To be selected from:

CRJU 382	Legal Political Thought – Classical	(3)
Or		
CRJU 383	Legal Political Thought – Modern	(3)
CRJU 387	Criminal Justice Practicum	(3)
CRJU 470	Political Violence	(3)
CRJU 483	Constitutional Law II: National Powers	(3)
Or		
CRJU 486	Constitutional Law I: Civil Liberties	(3)
PSYH 352	Abnormal Psychology	(3)
SOCI 231	Juvenile Delinquency	(3)

Requirements for a Minor (21 semester hours):**Required hours = 15 including:**

CRJU 101	Introduction to Criminal Justice	(3)
CRJU 201	Criminal Procedure	(3)
CRJU 205	Criminal Law	(3)
CRJU 401	Public Policy and Criminal Justice	(3)
PLSC 101	Public Policy and Criminal Justice	(3)

Elective Courses (6 hours):*To be selected from:*

CRJU 209	American Courts and Judicial Processes	(3)
CRJU 483	Constitutional Law II: National Powers	(3)
Or		
CRJU 486	Constitutional Law I: Civil Liberties	(3)
PSYH 202	Forensic Psychology	(3)
PSYH 352	Abnormal Psychology	(3)
SOCI 231	Juvenile Delinquency	(3)
SOCI 464	Deviance and Crime	(3)

Political Science

The Political Science minor allows students to sample a range of courses from the various sub-fields of the discipline. Students will take the basic course in American government, as well as courses selected from the areas of American Institutions, Comparative Politics & International Relations, Political Theory, and Public Law. The development of reading, writing, and analytical skills are emphasized in this program, and as indispensable foundation for the mastery of broader matters as well: excellence in the use and comprehension of language; broad knowledge and appreciation of legal, political, and social institutions; familiarity with both western and non-western traditions and value systems; and a thoroughly developed capacity for both linear and non-linear problem solving. Students accomplished in these regards will possess significant advantages in whatever endeavors they may elect to undertake. The Political Science minor is thus an excellent complement to any major, and is of particular interest to students contemplating careers in law, government, criminal justice, or other public service.

Requirements for a Minor:**Required: 24 hours**

PLSC 101	American Government	(3)
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Sub Fields: 21 hours**Sub-Field One:** American Institutions: (6 hours - choose two classes)

PLSC/CRJU 405	The American Founding	(3)
PLSC 408	The American Presidency	(3)
PLSC 305	American Parties and Politics	(3)

Sub-Field Two: Comparative Politics & International Relations: (3) - choose one class

PLSC 231	International Politics	(3)
PLSC/CRJU 470	Political Violence	(3)

PLSC/CRJU 409	Statesmen, Soldiers and Leadership	(3)
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Sub-Field Three: Political Theory: (6)

PLSC/CRJU 382	Legal Political Thought – Classical	(3)
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PLSC/CRJU 383	Legal Political Thought – Modern	(3)
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Sub-Field Four: Public Law: (6)

PLSC 486	Constitutional Law I: Civil Liberties	(3)
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PLSC 483	Constitutional Law II: National Powers	(3)
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NOTE: This minor requires the completion of eighteen (18) unduplicated credit hours (hours not also applying to another degree).

Pre-Law

Law schools seek applicants from a wide variety of academic backgrounds. Pre-Law preparation develops specific skills such as reading critically, writing clearly, thinking analytically, and speaking persuasively. The development of these skills emphasized in the programs serve as a foundation for other matters as well: excellence in the use and comprehension of language; broad knowledge and appreciation of legal, political, and social institutions; familiarity with both western and non-western traditions and value systems; and a capacity for problem solving. Students accomplished in these areas will have an advantage not only in a law school environment, but in whatever endeavors they may elect to undertake. The Political Science and Pre-Law minors are thus excellent complements to any major, and especially to students considering careers in law, government, criminal justice, or other public service.

The faculty Pre-Law advisor is a resource for counseling students preparing for post-graduate study in Law. Students are encouraged to meet with the Pre-Law advisor at any time, but preferably before the end of their sophomore year.

Requirements for a Minor:

Minor (24 hours):

PLSC 101	American Government	(3)
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PLSC 209/CRJU 209	American Courts and Judicial Process	(3)
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PLSC 382/CRJU 382	Legal Political Thought -Classical	(3)
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PLSC 383/CRJU 383	Legal Political Thought -Modern	(3)
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CRJU 201/CRJU 205	Criminal Procedure	(3)
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And

CRJU 205	Criminal Law	(3)
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PLSC 486/CRJU 486	Constitutional Law I: Civil Liberties	(3)
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And

PLSC 483/CRJU 483	Constitutional Law II: National Powers	(3)
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Note: The minor will require completion of a minimum of eighteen unduplicated credit hours (hours not also applying to another degree).

Social Work, B.S.S.W or B.A.S.W.

The upper division social work major meshes both with community college associate degrees and Union's Liberal Education Core providing the liberal arts grounding for the professional social work curriculum offered in the junior and senior years. This programmatic design enhances the preparation of students who graduate with a Bachelor of Science or Bachelor of Arts in Social Work from Union's Social Work Program for entry-level professional generalist social work practice, and for graduate work towards a M.S.W. degree.

Graduates are prepared to use a range of culturally sensitive human behavior theories in the social/physical environment and intervention methodologies to assist individuals, families, groups, organizations, and communities to identify their needs, strengths, and solve problems. The program's graduates are prepared to work with ethnic groups, diverse groups, and /or populations-at-risk within or outside Central Appalachia in a variety of public, nonprofit, or proprietary human service agencies. Graduates are also prepared for graduate study in social work or another profession or discipline for which baccalaureate social work education would be appropriate.

Accreditation

The Council on Social Work Education (CSWE) is the only body authorized to accredit baccalaureate and master of social work programs in the United States. New social work programs are required to follow a benchmark model of program development, while writing a self-study that documents the program's compliance with all CSWE Accreditation Standards, which takes five years to complete. Union's Social Work Program completed this process and was granted Accreditation June 2012.

Mission Statement

The Union College Bachelor of Social Work Program prepares students for ethical and competent generalist social work practice *with diverse populations, reflecting our commitment to social justice and human rights.*

Program Goals

The Goals of the Social Work program at Union College are designed to prepare students to:

- Provide competent evidence based generalist practice with individuals, families, groups, organizations, and communities in rural areas with special attention to the Appalachian region.
- Practice with an emphasis on the pursuit of interpersonal, social, and economic justice for diverse and multi-cultural populations at all societal levels: local, regional, national, and international.
- Enter graduate social work education to further professional social work practice.
- Produce graduates who understand the importance of licensure.

Social Work Program Competencies:

1. Graduate identifies as a professional social worker and conducts himself/herself accordingly. An understanding of the value base of the profession and its ethical standards and principles and practice accordingly.
2. Graduate applies social work ethical principles to guide his/her professional practice.

3. Graduate applies critical thinking to inform and communicate professional judgment.
4. Graduate engages diversity and difference in practice.
5. Graduate advances human rights and social economic justice.
6. Graduate engages in research-informed practice and practice-informed research.
7. Graduate applies knowledge of human behavior and the social environment.
8. Graduate engages in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Graduate responds to contexts that shape practice.
10. Graduate engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.

The B.S.S.W Program Requirements

Required Cognate Courses (22 hours):

APST 204	Appalachian Culture	(3)
Or		
ENGL 252	Appalachian Literature	(3)
Or		
SOCI 241	Sociology of Appalachia	(3)
BHSC 245	Basic Statistics: Theory and Application (take spring semester, junior year)	(3)
BIOL 109	Elements of Biology	(3)
And		
BIOL 110	Elements of Biology Lab	(1)
Or		
BIOL 111	General Biology	(4)
ECON 203	Principles of Macroeconomics	(3)
PLSC 101	American National Government	(3)
PSYH 200	Introduction to Psychology	(3)
SOCI 131	Introduction to Sociology	(3)

Required Professional Foundation Courses (25 hours):

SWRK 301	Social Work and Social Welfare Policy	(3)
SWRK 318	Human Behavior and the Social Environment I	(3)
SWRK 321	Human Behavior and the Social Environment II	(3)
SWRK 325	Generalist Practice I: Social Work with Individuals and Families	(3)
SWRK 333	Foundation Skills for Generalist Social Work Practice	(3)
SWRK 336	Methods of Social Work Research	(3)
SWRK 425	Generalist Practice II: Social Work with Groups, Communities and Organizations	(3)
SWRK 422	Social Welfare Policy: Analysis and Practice	(4)

Required Field Education Courses (15 hours):

SWRK 489	Field Education	(12)
SWRK 491	Senior Seminar	(3)

Required Social Work Electives (6 hours):

SWRK 120	Social Work and Human Services	(3)
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(Meets required Liberal Education Core--Social & Behavioral Science)

SWRK 327	Loss and Grief	(3)
SWRK 338	Social Services in Rural Appalachian Health Care	(3)
SWRK 340	Gerontological Services in Rural Appalachia	(3)
SWRK 343	Child and Family Welfare Services in Rural Appalachia	(3)
SWRK 381	Special Topics in Social Work	(3)

NOTE: The B.A.S.W Program Requirements are the same as the B.S.S.W Program Requirements, plus equivalent of 12 hours of a modern foreign language (not native to the student).

Program Admissions and Progress Policies Overview****Pre-Social Work Major**

Students who want to major in social work should declare as pre-social work majors early in their academic careers to expedite the assignment of a social work professor for advising. A Pre-social work major will remain in the pre-major status until s/he meets the requirements for full acceptance into the social work program. This policy applies to new first year students, transfer students, and students changing their major.

Admission to the Social Work Program

The nature of professional social work practice requires admission criteria to the social work program that include both scholastic and professional criteria. Application to the social work major is submitted in the fall semester of the junior year and requires:

- Junior status or associate degree;
- A minimum cumulative GPA of 2.50 or higher for all course work;
- A minimum cumulative GPA of 2.50 or higher for all social work designated courses (*cannot have received lower than a "C" in any SWRK designated course*);
- Completion of the Liberal Education Core (or equivalent by transfer students as recognized by the College);
- Completion of Required Cognate Courses, except BHSC 245 Basic Statistics: Theory and Application, **which is to be taken in the spring semester of the junior year**;
- Enrolled in or have completed SWRK 301;
- Enrolled in SWRK 318, and SWRK 333;
- Submit to the Program Director a completed Application for Admission Packet by the first Friday in November of the student's junior year; and
- Schedule an interview with the Admission and Retention Committee when the Application Packet is submitted.

Acceptance or Alternative Action by the Admission and Retention Committee

Action by this Committee is based on the applicant's demonstration that he or she has

met the academic admission requirements, shown evidence of personal qualifications required for successful participation in social work education, as well as demonstrated the potential to successfully engage in entry-level generalist social work practice upon graduation; to be derived from the application materials and the personal interview with the Social Work Admission and Retention Committee.

Social Work Admission and Retention Committee Action:

After review of the student's application materials and admission interview the Committee will recommend to the social work faculty:

- Admit the student unconditionally
- Admit the student with conditions explicitly stated, or
- Decline admission, giving clear reasons for that decision with recommendations of alternative educational and professional pursuits.

The Program Director will notify the Applicant by letter prior to the start of the next semester in which the application to major is made of the action the Admission and Retention Committee and social work faculty has taken relative to one of the three admit or decline options listed above with an explanation.

Transfer Student's Application for Admission to the Social Work Program

Upon being accepted by the College, transfer students must consult with the Registrar and Social Work Program Director regarding acceptance of social work transfer credit, develop their social work program of study, and begin the admission to major process.

Progress in the Social Work Program

Following admission to the Social Work Program, students are expected to make satisfactory progress toward the BSSW or BASW degree, which includes but is not limited to the following:

Academic Performance:

- Students must maintain at least a cumulative GPA of 2.25 for all social work courses, with no grade below a "C" for any social work course, and students must maintain a minimum cumulative GPA of 2.25 for all course work.

Professional Performance:

- Retention is contingent upon adhering to the ethical principles of the National Association of Social Workers' Code of Ethics in all interaction with others, regardless of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion and sexual orientation; being able to demonstrate an understanding and use of social work knowledge, values, and skills.

Positive Interaction with All Persons:

- Students shall act in a manner showing recognition of individual worth and dignity, be willing and able to communicate clearly and effectively, exhibit an understanding, affirmation, and respect for human diversity, and a willingness to serve all people in need.

****See the *Social Work Student Handbook* for a more complete description of admission and progress requirements and expectations of students applying for admission**

to the social work program. There are additional requirements for admission to Field Education and those requirements are described in the *Social Work Student Handbook* and *Field Education Manual*.

Phi Alpha Honor Society

Phi Alpha Honor Society is a National Honor Society for Social Work students. The Union College Social Work Program is approved and the local Chapter, Rho Zeta, was established in 2010. An undergraduate social work student is eligible for membership after achieving the following national requirements and meeting local chapter requirements: declared social work major, achieved sophomore status, completed twelve semester hours or twelve quarter hours of required social work courses, achieved an overall grade point average of 3.0 (on a 4.0 scale), achieved a 3.25 grade point average in required social work courses, and pay a lifetime membership fee of \$30 for each individual member (Phi Alpha Honor Cords are an additional \$10 per set).

Life Experience, Previous Work Experience and Experiential Education Academic Credit

Academic credit for life experience, previous work experience, and experiential education (service-learning) is **not** granted, in whole or in part in lieu of field education or of courses in the professional foundation courses of the social work major. Experiential and/or service-learning activities that are part of a Union College social work course do not fall under this policy.

Nondiscrimination Policy

The Union College Social Work Program affirms the worth and dignity of all persons and the right of all persons to be treated in a respectful manner that acknowledges and affirms individual differences and cultural and ethnic diversity. Therefore, the program is committed to functioning in every respect without discrimination on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, creed or religion, sex, and sexual orientation.

Union College Academic Guidelines

The Social Work program follows the Undergraduate Academic Policies and Procedures of Union College as specified in the catalogue under which the student was most recently admitted to the College. Students are expected to be familiar with these policies and procedures.

Termination for Academic and Professional Performance Reasons

A grade of “D” or “F” in any SWRK designated course or a grade of “Fail” in field education is sufficient reason to terminate a student from the social work program. Any violation of the Code of Ethics of the National Association of Social Workers may be grounds for dismissal from the program. Social Work students must maintain conduct in accordance with the Academic and Social Behavioral Standards as specified in the Union College Catalogue under which the student entered, the Union College Student Handbook, and the Social Work Student Handbook.

Sociology

Sociology is the scientific study of human behavior and society. Sociology students are introduced to the concepts, theories, and research methods used by sociological practitioners to understand a broad range of human activities: from those that connect humankind across the globe, to activities that sustain meaning in a small group. The sociology major prepares students for graduate study or for entry-level employment in the criminal justice system, helping professions, and business community, as well as in a variety of other professions. Also, the sociology major was developed in a manner that will allow students to complete concentrations in related areas such as psychology or criminal justice.

Requirements for the Major (33 hours):

Required courses (15 hours):

BHSC 245	Basic Statistics: Theory and Application	(3)
BHSC 246	Methods of Behavioral Science Research	(3)
SOCI 131	Introduction to Sociology	(3)
SOCI 460	Sociological Theory	(3)
SOCI 490	Senior Seminar	(3)

Elective courses (18 hours):

Any combination of non-required courses bearing a SOCI prefix. It is strongly recommended that PSYH 330, Social Psychology (3), be substituted for 3 hours of the elective requirement.

Requirements for the Minor (21 semester hours):

Required courses (9 hours):

BHSC 245	Basic Statistics: Theory and Application	(3)
BHSC 246	Methods of Behavioral Science Research	(3)
SOCI 131	Introduction to Sociology	(3)

Elective courses (12 hours):

Any combination of non-required courses bearing a SOCI prefix. It is strongly recommended that PSYH 330, Social Psychology (3), be substituted for 3 hours of the elective requirement.

Union College Mock Trial Program

Mock Trial is an intercollegiate competition in which undergraduate teams argue hypothetical legal cases before panels of judges. The intent of the competition is to permit students to experience, as closely as possible, the legal process as it operates in a court of law.

Participation in mock trial competition facilitates the development of students in several areas. The ability to work with and support others, an increased familiarity with the legal and judicial systems, and the opportunity to hone skills in the areas of communication and critical thinking are all primary goals of the program. Mock Trial is of particular benefit to students of Political Science, Criminal Justice, or Pre-Law, though all students are encouraged to participate.

Members of the Mock Trial Team commit themselves to two semesters of preparation and competition.

The same case problem in all competitions throughout the year is utilized nationwide, and alternates between civil and criminal matters (odd year criminal).

Preparation for regional tournaments sponsored by the American Mock Trial Association continues throughout the fall. During the November through January period a number of participating undergraduate programs across the country sponsor “invitational tournaments.” These competitions, while not AMTA sanctioned, allow teams to scrimmage with their counterparts from other schools and familiarize themselves with the tournament format.

AMTA Regional Qualifying Tournaments typically take place during February and March. Teams advance to three National Tournaments in late March and April by invitation from AMTA based upon their performance in the regional qualifiers. The National Championship Tournament is usually held in late April.

Students are eligible under AMTA rules to participate in Mock Trial as undergraduates for up to four academic years. Union College undergraduates may participate on a credit or non-credit basis. For-credit participation is limited to a total of six hours, and is awarded as upper division hours in Criminal Justice. These credit hours are general elective hours and do not satisfy the degree requirements for any specific academic program or degree plan.

Please note that participation in Mock Trial requires the permission from the instructor.

DEPARTMENT OF WELLNESS, HUMAN PERFORMANCE & RECREATION MANAGEMENT

Larry Inkster, Department Chair

Majors: Exercise Science, Health, Human Performance (non-teaching), Physical Education (teaching), Recreation Management, and Sports Management

Minors: Health, Human Performance, and Recreation Management

Exercise Science

A major in Exercise Science consists of 44 - 47 semester hours which must include: BIOL 101, BIOL 330, BIOL 331, CHEM 230, HMPF 441, HMPF 485, PHED 241, PHED 340, PHED 351, PHED 361, PHED 410, PHED 421, WELL 131, and three service courses. Exercise Science majors are allowed to count only three service courses toward the major. A maximum of eight semester hours of service courses may be credited toward graduation. If more than three service courses are taken, the first three will count towards the major's grade point average.

REQUIRED COURSES (44 - 47 hours)

Service Courses (3 hours)

PHED 113	Lifeguard Training	(1)
PHED 114	Water Aerobics	(1)
PHED 116	Yoga	(1)
PHED 134	Personal Fitness and Aerobics	(1)
PHED 136	Weight Training	(1)
RECM 190	Special Topics	(1)

Science Core (14 hours)

BIOL 101	Human Biology	(3)
BIOL 330	Vertebrate Anatomy and Histology	(4)
BIOL 331	Human Physiology	(4)
CHEM 230	General Organic and Biochemistry	(3)

Exercise Science Core (27 – 30 hours)

HMPF 441	Exercise Assessment and Prescription	(3)
PHED 241	History and Philosophy of Physical Education	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements	(3)
PHED 361	Organization and Admin of Physical Education Athletics	(3)

		(3)
PHED 410	Exercise Physiology	(3)
PHED 421	Kinesiology	(3)
HMPF 485	Exercise Science Internship	(3-6)
WELL 131	First Aid and Safety	(3)

Health (Wellness)

Students preparing to teach in Kentucky will receive both elementary and secondary certification by fulfilling the requirements of this program and passing the Praxis II. It is strongly recommended that those students pursuing teaching certification in physical education also pursue a health major. Please consult the Department of Education section of the catalogue to determine other requirements for admission to and completion of the Teacher Education Program.

REQUIRED COURSES (25 hours)

WELL 178	Life Choices	(3)
WELL 275	Foundations of Health Science	(3)
WELL 311	Health Education K-12	(3)
WELL 340	Anatomy and Physiology	(3)
WELL 350	Administration of Public Health	(3)
WELL 361	Principles of Nutrition	(3)
PHED 1__	Four Physical Education activity classes	(4)
PHED 351	Tests and Measurements	(3)

ELECTIVE COURSES (9 hours)

WELL 131	First Aid and Safety	(3)
WELL 252	Mental Health	(3)
WELL 272	Drugs and Society	(3)
WELL 451	School and Community Workshop	(3)
WELL 461	Nutrition for Special Needs	(3)
WELL 475	Critical Areas of Health	(3)
WELL 485	Field Experience in Health	(3-6)
WELL 495	Independent Study	(3-4)

Requirements for a Minor in Health 21 semester hours, which must include:

WELL 178	Life Choices	(3)
WELL 275	Foundations of Health Science	(3)
WELL 340	Anatomy and Physiology	(3)
WELL 361	Principles of Nutrition	(3)
Or		
WELL 461	Nutrition for Special Needs	(3)
WELL 475	Critical Areas of Health	(3)
And		
PHED 351	Tests and Measurements	(3)

Physical Education/Human Performance

Students preparing to teach in Kentucky will receive both elementary and secondary certification by fulfilling the requirements of this program and passing the Praxis II. For

those students pursuing teacher certification please consult the Department of Education section of the catalogue to determine other requirements for admission to and completion of the Teacher Education Program.

Physical Education – with teaching certification (40 hours)

HMPF 435	Social Psychology of Sport and Human Performance	(3)
PHED 241	History and Philosophy of Physical Education	(3)
PHED 261	Physical Education in the Elementary School	(3)
PHED 275	Principles of Elementary Movement Forms	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and PE	(3)
PHED 361	Org & Admin of Physical Education & Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 461	Physical Education in the Secondary School	(3)
PHED 1__	Four Physical Education activity classes	(4)
WELL 340	Anatomy and Physiology	(3)

Human Performance – non-teaching (37 hours)

HMPF 435	Social Psychology of Sport and Human Performance	(3)
HMPF 441	Exercise Assessment and Prescription	(3)
PHED 241	History and Philosophy of Physical Education	(3)
PHED 275	Elementary Movement Forms	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements in Health and PE	(3)
PHED 361	Org & Admin of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 421	Kinesiology	(3)
RECM 350	Recreation Administration and Leadership	(3)
WELL 340	Anatomy and Physiology	(3)
PHED 1__	Four Physical Education activity classes	(4)

Requirements for a Minor in Human Performance 21 semester hours which must include:

HMPF 441	Exercise Assessment and Prescription	(3)
PHED 351	Tests and Measurements in Health and PE	(3)
PHED 410	Exercise Physiology	(3)
PHED 421	Kinesiology	(3)
WELL 340	Anatomy and Physiology	(3)

Activity Classes

A maximum of eight semester hours of activity classes may be credited toward graduation. Physical Education/Human Performance majors must take four activity classes. This is the maximum that can be applied to a major, although others may be taken as electives.

PHED 111	Beginning Swimming	(1)
PHED 112	Intermediate Swimming	(1)
PHED 113	Lifeguard Training	(1)

PHED 116	Yoga	(1)
PHED 114	Water Aerobics	(1)
PHED 121	Team Sports	(1)
PHED 122	Volleyball	(1)
PHED 132	Golf	(1)
PHED 133	Tennis and Badminton	(1)
PHED 134	Personal Fitness and Aerobics	(1)
PHED 136	Weight Training	(1)
RECM 135	Canoe and Kayaking	(1)
RECM 190	Special Topics	(1)

Recreation Management

This program provides students with the knowledge, skills, and confidence to handle a wide array of professional opportunities in public and non-profit recreation program management, natural resource based outdoor recreation, outdoor experiential education, and park management as well as preparation for life-long involvement in leisure activities.

The Recreation Management Degree program requires students to complete a core program and select an area of concentration. The total number of hours for the major is 48-54 depending on how many semester hours (6 or 12) the student takes for the required RECM Internship.

Experiential Education (48-54 hours)

BHSC 245	Basic Statistics: Theory and Application	(3)
RECM 111	Introduction to Recreation and Leisure	(3)
RECM 130	Wilderness Survival	(3)
RECM 201	Principles of Outdoor Recreation	(3)
RECM 235	Wilderness Adventure and Education	(3)
RECM 237	Expedition Planning	(3)
RECM 333	Recreation Visitor Behavior	(3)
RECM 350	Recreation Administration and Leadership	(3)
RECM 411	Interpretive Methods	(3)
RECM 444	Recreation Research Methods	(3)
RECM 450	Senior Seminar	(3)
RECM 465	Environmental Education	(3)
RECM 475	Philosophy of Recreation Management	(3)
RECM 480	Environmental Ethics	(3)
RECM 485	Internship	(6-12)

ELECTIVE COURSE (1 hour)

RECM 190	Special Topics	(1)
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Requirements for a Recreation Management Minor 21 semester hours including:

RECM 111	Introduction to Recreation and Leisure	(3)
RECM 250	Recreational Programming	(3)
RECM 322	Administration of Recreation Services	(3)
RECM 370	Park Planning and Design	(3)
RECM 475	Philosophy of Recreation Management	(3)

In addition, students must take two of the following courses:

RECM 350	Recreation Administration and Leadership	(3)
RECM 333	Recreation Visitor Behavior	(3)
RECM 410	Wilderness Conservation, Policy and Management	(3)
RECM 411	Interpretive Methods	(3)

RECM 422	Fiscal Management: Applications and Issues for Public Recreation Resources	(3)
RECM 459	Park Maintenance	(3)
RECM 465	Environmental Education	(3)

Sports Management

The Sports Management Program is designed for students interested in pursuing a career in a sports management related field. Opportunities for careers exist with professional sports teams, YMCA, health clubs, sporting goods sales and athletic management. Two options within the program are available.

Sports Management – Health/Fitness Option (64 hours)

This option is for those who desires to become involved as an instructor in a YMCA, health, or fitness club.

REQUIRED PHYSICAL EDUCATION/SPORTS ORIENTATION COURSES (34 hours)

HMPF 435	Social Psychology of Sport and Human Performance	(3)
HMPF 441	Exercise Prescription and Assessment	(3)
PHED 111/PHED 112	Beginning or Intermediate Swimming	(1) (1)
PHED 134	Personal Fitness and Aerobic Activities	(1)
PHED 241	History and Philosophy of Physical Education	(3)
PHED 340	Motor Development	(3)
PHED 351	Tests and Measurements	(3)
PHED 361	Org & Admin of Physical Education & Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 471	Sports Management Internship	(6)
WELL 340	Anatomy and Physiology	(3)
PHED 1—	Two additional Physical Education activity classes	(2)

Required Business Management Courses (21 hours)

ACTG 271	Managerial Accounting	(3)
ACTG 272	Financial Accounting	(3)
BUAD 151	Business Processes	(3)
BUAD 351	Principles of Finance	(3)
BUAD 376	Entrepreneurship	(3)
MGMT 352	Principles of Management	(3)
MKTG 321	Principles of Marketing	(3)

Required Internship (6 hours)

PHED 471	Sports Management Internship	(6)
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Sports Management - Business Operations Option (67 hours)

This option is designed for students who desire to become involved in the management area of sport.

Required Physical Education/**Sports Orientation Courses (28 hours)**

HMPF 435	Social Psychology of Sport and Human Performance	(3)
PHED 241	History and Philosophy of Physical Education	(3)
PHED 351	Tests and Measurements in Health and Phys Ed	(3)
PHED 361	Organization & Administration of Phys Ed & Athletics	(3)
PHED 420	Physical Education for the Exceptional Child	(3)
PHED 421	Kinesiology	(3)
PHED 1—	Four Physical Education activity classes	(4)
RECM 350	Recreation Administration and Leadership	(3)
WELL 340	Anatomy and Physiology	(3)

Required Business Management Courses (30 hours)

ACTG 271	Managerial Accounting	(3)
ACTG 272	Financial Accounting	(3)
BUAD 151	Business Processes	(3)
BUAD 310	Legal Environment of Business	(3)
BUAD 351	Principles of Finance	(3)
BUAD 451	Strategic Decisions	(3)
ECON 204	Principles of Microeconomics	(3)
MGMT 352	Principles of Management	(3)
MKTG 321	Principles of Marketing	(3)
MKTG 300+	Any 300-400 level Marketing Course	(3)

Required Internship (6 hours)

PHED 471	Sports Management Internship	(6)
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COURSE DESCRIPTIONS

Accounting

ACTG 271. Managerial Accounting. (S) (3)

Introduction to analysis and interpretation of accounting data with emphasis on its use by managers in planning operations, controlling activities, and decision making.

ACTG 272. Financial Accounting. (F) (3)

An introduction to accounting concepts and principles with emphasis on preparations and reporting of financial information. (Accounting and Business majors should take this course before ACTG 271).

ACTG 331. Cost Accounting. (F) (3)

Concepts of cost and methods in developing information for use by management in decision making process. The course is an analysis of costing from products, projects, and management control.

Prerequisites: ACTG 271 and ACTG 272.

ACTG 371. Intermediate Accounting I. (F) (3)

Accounting topics include the income statement, balance sheet and change in owners' equity statements. Cash, receivables, inventories, plant, investments and intangible assets are also covered.

Prerequisites: ACTG 271 and ACTG 272.

ACTG 372. Intermediate Accounting II. (S) (3)

Continuation of Accounting 371 covering current liabilities, contingent liabilities, long-term liabilities, accounting for income taxes, and owners' equity. State of Change in Financial Position, financial statement analysis and the impact of changing prices are also covered. *Prerequisites:* ACTG 271 and ACTG 272.

ACTG 374. International Accounting & Finance. (F) (3)

This is a comprehensive course that focuses on the international forces and constraints on the financial function of the multinational entity and is organized to provide a background in the international environment. Focus is on comparative accounting, reporting and disclosure, international accounting harmonization, planning and control, risk management, and taxation. Emphasis on current issues will provide the student with a familiarity of emerging issues in international accounting and taxation and in the international financial system. *Prerequisites:* ACTG 371 and ACTG 372. Even years only.

ACTG 376. Tax Accounting. (S) (3)

This course is a fundamental study of the federal income tax structure with emphasis upon the taxation of individuals. Included is an introduction to taxation of corporations and partnership as well as administrative procedures and research. This course is relevant for any student in any major.

ACTG 430. Accounting Theory. (on demand) (3)

This course covers the historical background of current accounting theory, its relationship to accounting standard setting, and its application to contemporary accounting issues. Discussions will include current accounting literature, including publications of the American Institute of Certified Public Accountants (AICPA), the Financial Accounting Standards Board (FASB), and the Securities and Exchange Commission (SEC). *Prerequisites:* ACTG 271 and ACTG 272.

ACTG 431. Accounting Information Systems. (S) (3)

This course studies the principles and problems of accounting system design and installation, organization for accounting control, internal control procedures, and internal reports. *Prerequisite:* ACTG 272. Even years only.

ACTG 433. Auditing. (S) (3)

This course serves as a Capstone course for Accounting majors. Topics covered include discussion of the ethics and liability of the verification, analysis, interpretation of accounting records, issuance of audit reports and other reports by CPAs. *Prerequisites:* ACTG 372 and BUAD 351. This course must be taken at Union College. Students must earn a grade of "C" or higher in this course.

ACTG 471. Advanced Accounting. (F) (3)

This course is an advanced in-depth discussion of accounting for joint ventures, consolidated statements, and inter-company transactions. *Prerequisite:* ACTG 372.

ACTG 472. Not-for-Profit & Fund Accounting. (S) (3)

This course covers governmental and not-for-profit accounting, interim and segmental reporting, multi-national accounting, and insolvency. *Prerequisite:* ACTG 372.

ACTG 485. Accounting Internship. (on demand) (1-6)

Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement, the student has attained junior or senior status with 15 hours of Union College Department of Business courses completed, a Department of Business GPA of 3.0, and approval from Chair of the Business Department. Students work 40 hours for each hour of credit and may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a credit/fail basis only.

ACTG 488. Special Topics in Accounting (on demand) (3)

This is an advanced course on selected topics of interest in the field of Accounting. Titles may include Accounting Ethics, Advanced Taxes, and other current topics. *Prerequisites:* Business Department major/minor with junior or senior standing and 21 credit hours in business courses or permission from instructor.

Ancient Languages

GREK 111-112. Elementary Greek. (F, S) (3)

A study of Classical and Koine Greek to prepare students for advanced study of Greek philosophy, New Testament, and early Christian theology.

GREK 113-114. Morphology and Syntax of Classical Languages. (F, S) (1)

A study of basic principles of word formation and grammar in Greek and Latin. Each course may be taken concurrently with GREK 111 or 112, or separately.

GREK 211. Intermediate Greek—Grammar. (F) (3)

A continuation of Greek 112 designed to review grammar through translations of primary texts. *Prerequisite:* GREK 112.

GREK 213. Intermediate Greek Readings. (F, S) (1)

A reading and translation course which may be taken with GREK 211 or separately.

GREK 300. Greek Readings. (S) (3)

Translation of classical and Hellenistic Greek texts. *Prerequisite:* GREK 211.

HBRW 111-112. Elementary Hebrew. (on demand) (3)

A study of biblical Hebrew to prepare students for advanced study of the Hebrew Bible.

Anthropology

ANTH 221. Introduction to Cultural Anthropology. (3)

A survey of the archaeological and biological history of mankind as it relates to the development of man and his culture, with comparisons drawn between the cultures of primitive people and Western civilizations.

ANTH 251. North American Indian Cultures. (on demand) (3)

The historical development of North American Indian technology, and the cross-cultural study of four diverse Indian cultures at the time of White contact, will be the main focus of this course. Economics, ecology, technology, role relations, medicine, politics and conflict will be the focus of study in each culture.

ANTH 360. Introduction to Physical Anthropology. (on demand) (3)

This course will focus on the diversity of human life in the present and the past. It will delve into such topics as humanity as a biological organism, and the behavioral and social life of primates and human ancestors. This course will consider ethnographic, physiological and archaeological evidence.

Appalachian Studies

APST 102. Service Learning. (1)

This course is designed to provide students with experience and reflection during a midterm break or during a semester project concerning the nature of community and social problems, and to prepare students for civic engagement and social responsibility. The course will include a supervised service-

learning component through which students will develop skills and knowledge to meet community needs and better understand societal problems. (See Service Learning in the Academic Program section).

APST 103. Appalachian Wilderness Experience. (1)

A field experience course in wilderness recreation and related land-use issues in Appalachia, to take place during spring break. Students will keep a reflective journal and write a research paper on a topic directly related to their field experience. Since the specific content of the course and the locales visited will vary each time the course is offered, the course may be repeated twice for credit.

Prerequisite: permission from instructor. This course may not be taken concurrently with APST 203.

APST 104. Introduction to Appalachian Studies. (3)

Beginning with the landmark contributions of Cratis Williams, this course will introduce students to the theories, methods, and understandings of Appalachian experiences. A broadly interdisciplinary course, it will incorporate the contributions of sociologists, anthropologists, historians, cultural geographers, psychologists, folklorists, and others.

APST 203. Wilderness in Appalachia. (3)

An introduction to wilderness in Appalachia as seen from ecological, social, political, and economic perspectives. Lectures, class discussion, readings, and writing assignments will lead up to, reflect upon, and complement a sustained and intensive wilderness field experience, which will occur during the spring break. *Prerequisite:* permission from instructor. This course may not be taken concurrently with APST 103.

APST 204. Appalachian Culture. (3)

This course will introduce the culture of the Appalachian Region, from its earliest inhabitants, through the various immigrant groups, to the current situation of multicultural mixture.

APST 241. Sociology of Appalachia. (3)

Uses the basic principles and concepts of sociology to study life in the Appalachian region. The areas of study include socio-economic class, culture, folklore, social institutions, the family, religion, schooling, poverty, and development.

APST 300. Methods in Qualitative Research and Community Development. (F) (3)

This course will provide an introduction to the methods and tools of qualitative analysis and writing. Course material will include training in qualitative research, emphasizing interviewing, oral history collection, and historiography. Students will also have the opportunity to examine ethical issues related to historical writing, research, and presentation of materials. In addition, the course will cover the basic skills needed to conduct historical research, including locating, using, and evaluating sources, and will explore how such work can shape and inform community development initiatives at the local level. Readings will be assigned regarding qualitative methods as well as community development. Students will also be trained in oral history collection. Each student will be required to collect at least one oral history for this course.

APST 401. Feuds, Fights, Murders and Violence: Issues In Appalachian Stability. (3)

Employing the approaches of a number of social scientific perspectives, this course will try to better understand violence, murder and feuding in Appalachia and the Upland South. This course will consider these issues through the examination of a series of case studies including a murder case in the Ozarks, the Hatfield-McCoy feud in Kentucky and West Virginia, and the violation of honor leading to violence in the South.

Art

ART 132. Introduction to Art. (on demand) (3)

An introduction to art outlining basic approaches, principles, techniques and media as well as styles of expression, both past and present.

ART 201, ART 202. Art Fundamentals. (on demand) (3, 3)

A study of both two and three-dimensional design principles through experimentation with various media and techniques in the studio. Drawing from still life and the model.

ART 211. Drawing. (on demand) (3)

A studio course which acquaints the student with a variety of drawing media. The approach is representational to enable the student to acquire technical skills in rendering.

ART 271. Art History Survey I. (F) (3)

A survey of major movements, personalities, and styles of architecture, painting and sculpture from prehistoric times through the Middle Ages. *Prerequisite:* HUMN 112 or permission from instructor.

ART 272. Art History Survey II. (S) (3)

A survey of major movements, personalities, and styles of architecture, painting and sculpture from the Italian Renaissance through the Modern Era. *Prerequisite:* HUMN112 or permission from instructor.

ART 341, ART 342. Drawing and Painting. (on demand) (3, 3)

A studio course working in various painting and drawing media, with major emphasis on oil media. Some work in three-dimensions. Emphasis on the creative approach. *Prerequisite:* Art 201, ART 202, or permission from instructor.

ART 441. Advanced Studio. (on demand) (3)

Studio work in the various painting, drawing and three-dimensional media. Emphasis on the creative approach. *Prerequisites:* Art 201, ART 202, ART 341, ART 342, or permission from instructor.

ART 495. Independent Study. (on demand) (3)

Independent study or research on approved topics. *Prerequisite:* permission from instructor. May be repeated for credit.

Athletic Training

ATHT 131. Basic Athletic Training. (3) (F)

Basic training in the prevention, recognition, care, assessment, and treatment of athletic injuries.

ATHT 152. Bracing and Taping. (3) (S)

Development of skills in taping, bracing, and equipment fitting that are required for the entry-level athletic trainer. *Prerequisite:* ATHT 131.

ATHT 210. Care and Prevention of Athletic Injuries. (3) (S)

Prepare entry-level athletic trainers with appropriate knowledge and skill to recognize, prevent, and treat common symptoms of acute athletic injuries. *Prerequisite:* BIOL 330 or permission from instructor.

ATHT 270. Palpation Anatomy for the Health Sciences. (3) (S)

Provide students with hands on opportunity to locate, explore, and compare human body structures through palpation. This course will focus on musculoskeletal, nerve and vascular structures. *Prerequisite:* BIOL 330 or permission from instructor. Corequisite: ATHT 210.

ATHT 308. Practicum I. (2) (F)

Advanced opportunities to gain practical clinical skills and experiences for athletic training majors. Course will include integration of knowledge and skills from previous Athletic Training courses as well as review and evaluation of assigned NATA proficiencies. *Prerequisite:* program admission.

ATHT 309. Practicum II. (2) (S)

Advanced opportunities to gain practical clinical skills and experiences for athletic training majors. Course will include integration of knowledge and skills from previous Athletic Training courses as well as review and evaluation of assigned NATA proficiencies.

ATHT 322. Therapeutic Rehabilitation. (3) (S)

Practical applications of athletic training techniques related to general rehabilitation concepts.

ATHT 323. Therapeutic Rehabilitation Lab. (1) (S)

This lab will focus on the theories, development and applications of rehabilitation techniques that are utilized in the treatment and of injuries to the physically active.

ATHT 325. Emergency Response Management for Athletic Trainers. (F) (3)

This course is designed to provide the student with knowledge and skills to meet the needs of most situations when emergency first aid care is critical to saving a life and minimizing the severity of injuries. The course includes examination of various risk factors and discussion of personal safety and accident prevention. At the end of the course students will attempt certification in American Red Cross CPR for the Professional Rescuer.

ATHT 333. Therapeutic Modalities. (3) (F)

Tissue repair, theories of pain, physiology of therapeutic modalities and applications. *Prerequisite:* ATHT 132. *Corequisite:* ATHT 334.

ATHT 334. Therapeutic Modalities Lab. (1) (F)

This lab will focus on the theories and applications of therapeutic modalities that are utilized in the treatment and rehabilitation of injuries to the physically active.

ATHT 341. Evaluation I: The Appendicular Skeleton. (3) (F)

This course, the first of two, will focus on principles of assessment, postural and gait analysis, evaluation of orthopedic injuries to the appendicular skeleton.

ATHT 342. The Appendicular Skeleton Lab. (1) (F)

This lab will focus on orthopedic assessment of the extremities, including special tests, muscular testing, and functional assessment of injuries.

ATHT 345. Evidence Based Medicine. (3) (F)

Prepare students to analyze and coordinate clinical and educational research to improve clinical skills with their patients in evaluation, rehabilitation, and education. Upon completion of this course, students will be educated consumers of research. *Prerequisite:* admission to Athletic Training Education Program.

ATHT 351. Evaluation II: The Axial Skeleton. (3) (S)

This course will focus on principles of assessment, postural and gait analysis, evaluation of orthopedic injuries to the axial skeleton.

ATHT 352. The Axial Skeleton Lab. (1) (S)

This lab will focus on orthopedic assessment of the extremities, including special tests, muscular testing, and functional assessment of injuries to the axial skeleton.

ATHT 375. Athletic Training Administration. (3) (S)

Current issues in the organization and administration of health care delivery systems in secondary, collegiate, professional, corporate, clinical, and industrial settings. *Prerequisite:* admittance into the professional component of the program through formal application or permission from instructor.

ATHT 405. Advanced Rehabilitation Techniques. (F) (3)

Practical applications of advanced techniques related to rehabilitation concepts.

ATHT 408. Practicum III. (2) (F)

Advanced opportunities to gain practical clinical skills and experiences for athletic training majors.

Course will include integration of knowledge and skills from previous Athletic Training courses as well as review and evaluation of assigned NATA proficiencies.

ATHT 409. Practicum IV. (F) (2)

Advanced opportunities to gain practical clinical skills and experiences for athletic training majors.

Course will include integration of knowledge and skills from previous Athletic Training courses as well as review and evaluation of assigned NATA proficiencies.

ATHT 410. General Medical Concerns. (3) (F)

Current medical topics relevant to athletic trainers will contribute to the knowledge and competency that an entry-level athletic trainer should possess to recognize specific medical conditions and athletic injuries. This course will be taught by athletic training faculty and allied health professionals.

ATHT 425. Pharmacology. (3) (F)

Introduces the basic principles of pharmacology. Focus will be on providing information relating to drugs: historical perspectives, drug absorption, distribution, metabolism and elimination. Additional topics to be explored include, but are not limited to, legal and ethical considerations in drug therapy, drugs in sports, and alternative medicine regimes.

ATHT 475. Senior Seminar. (3) (S)

Course will include discussions of topics relevant to NATA certification examination. Students will complete oral and written practice tests. This culmination of the supervised clinical experience will afford the athletic training student the opportunity to prepare and present a case study that presents the clinical experience. These presentations will follow the recommended abstract format for the NATA.

Behavioral Sciences

BHSC 245. Basic Statistics: Theory and Application. (S) (3)

Basic concepts of descriptive and inferential statistics, illustrations of applications in the fields of sociology, psychology, business, education, and natural science.

BHSC 246. Methods of Behavioral Science Research. (F) (3)

Techniques and philosophies of behavioral science research including experimental, quasi experimental, survey, evaluation, field, and unobtrusive designs for the collection and interpretation of information.

BHSC 495. Independent Study. (on demand) (1-3)

Independent study and/or research on approved topics. *Prerequisite:* permission from instructor.

Biology

BIOL 101. Introduction to Human Biology. (F, S) (3)

An introductory study of the human body, including the basic structure and function of the tissues and major organ systems and the effects of diet, exercise, stress, and environmental change on human health. Strongly recommended for pre-health professions majors.

BIOL 104. Introduction to Human Sexuality. (on demand) (3)

This course provides a comprehensive introduction to the biological, psychological, behavioral, and cultural aspects of human sexuality with biological emphasis. Contemporary research addressing such issues as communication, love, relationships, sexual problems, therapies, pregnancy, sexually transmitted diseases and childbirth is discussed.

BIOL 109. Elements of Biology. (F, S) (3)

An introduction to the principles of modern biology including: biological chemistry, cell biology, modern and classical genetics, cellular energetics, ecology, and evolution.

BIOL 110. Elements of Biology Lab. (F, S) (1)

Optional laboratory to accompany Biology 109.

BIOL 111. General Biology. (F, S) (4)

A course emphasizing general concepts of modern biology for majors and non-majors. Topics surveyed include cell biology, bioenergetics, molecular and Mendelian genetics, reproduction, development, evolution and ecology. Laboratory work is included. This course is a prerequisite to all other courses in biology. *Prerequisites:* high school biology and chemistry and ACT Natural Science score of 25 or higher recommended for freshmen.

BIOL 151. Medical Terminology. (on demand) (2)

The study of the specialized terminology of medical science. Recommended for pre-professional students, allied health students, and students in other health-related fields. Those seeking secondary certification cannot count this course toward certification requirements. This course does not meet the biological science requirement for teacher education.

BIOL 232. General Zoology. (S) (4)

A survey of the animal kingdom with emphasis on physiological systems and diversity. *Prerequisite:* Biology 111.

BIOL 233. General Botany. (F) (4)

A survey of the organisms which possess cell walls including: Protocista, Fungi, and especially the Plants. Emphasis is given to ecological and economic importance, morphology, and evolutionary relationships. The course also involves a brief review of cell structure and cell energetics. *Prerequisite:* Biology 111.

BIOL 235. Microbiology for Health Professions. (S) (4)

This is a foundation course designed in collaboration with nursing and other health sciences. Students will be introduced to the classification, morphology, physiology, and genetics of the bacteria, fungi viruses, and other microorganisms, as well as their role in nature, health, and industry. This course includes a laboratory component. *Prerequisites:* BIOL 101, BIOL 109 or BIOL 111 and CHEM 212 or CHEM 230.

BIOL 330. Vertebrate Anatomy and Histology. (S) (4)

The anatomical study of the tissues, organs, and organ systems of vertebrates with emphasis on

human anatomy. Laboratory work primarily involves detailed study of the human skeleton, other anatomical structures, and microscopic examination of vertebrate tissues.

BIOL 331. Human Physiology. (F) (4)

A study of the functioning of the human organ systems with normal and clinical considerations. *Prerequisites:* CHEM 121 and CHEM 122.

BIOL 334. Microbiology. (on demand) (4)

An introduction to the classification, morphology, physiology, and genetics of the bacteria, fungi, viruses, and micrometazoans, as well as their roles in nature, health, and industry. Laboratory work stresses techniques for the culture and identification of micro-organisms. A portion of the course is devoted to immunology. *Prerequisites:* BIOL 111, CHEM 121 and CHEM 122. BIOL 361 is highly recommended.

BIOL 362. Transmission and Population Genetics. (F) (4)

The study of the processes by which genes and chromosomes are transmitted from parent organisms to offspring and from one unrelated organism to another. It is also an introduction to the genetic composition of populations and the changes in genetic composition of populations as they undergo Darwinian evolution.

BIOL 363. Molecular Genetics. (S) (4)

The study of the molecular structure of genes and chromosomes, and the molecular mechanisms of gene function (protein synthesis), replication, repair, regulation, and transposition. The genetic control of embryological development is also addressed and an introduction to genomics is provided.

BIOL 421. Biochemistry. (on demand) (3)

A survey of major topics of biochemistry including thermodynamics, enzyme kinetics, and photosynthesis; and the structure, synthesis and metabolism of lipids, carbohydrates, proteins and nucleic acids. *Prerequisites:* BIOL 111 and CHEM 312.

BIOL 430. Embryological Development. (on demand) (3)

Invertebrate and vertebrate developmental biology. Embryonic gastrulation neurulation, patterning, and organogenesis. Plant development. Gene function, cell signaling, and signal transduction during embryogenesis. Evo devo: Evolution and embryological development.

BIOL 431. Cell Biology. (F) (4)

An in-depth survey of the structure and function of a wide range of living cells with consideration of biochemical and biophysical bases of this structure and function. Certain characteristics of viruses are also considered. *Prerequisites:* BIOL 232 and BIOL 233 and CHEM 121 and CHEM 122. BIOL 361 is highly recommended.

BIOL 436. Evolution. (on demand) (3)

An introduction to the theory and processes of evolutionary biology. Topics include the historical development of the discipline, the principal mechanisms by which it occurs, tempo and mode of speciation, both biological and geological sources of evidence, and the impact of evolutionary thought on biology and society. *Prerequisites:* BIOL 232 and BIOL 233. BIOL 361 is highly recommended.

BIOL 441. Ecology. (F) (4)

A study of the relationships between organisms and their abiotic and biotic environment including biogeochemical cycles, population dynamics, diversity, and community organization and structure. *Prerequisites:* BIOL 232 and BIOL 233.

Business Administration

BUAD 151. Business Processes. (F, S) (3)

Business processes, forms of business ownership, marketing, human resource management, finance, and government regulations are discussed in an overview of organizations. Basic business skills of communication, business behavior and professionalism, group processes, business math and personal finance are emphasized.

BUAD 302. Business Communications. (F, S) (3)

Methods of mastering writing, research, and presentation skills needed in business. The course emphasizes preparing, organizing, and communicating business information. Also enhances speaking, reading, and listening skills. *Prerequisite:* BUAD 151.

BUAD 303. Business Statistics (F, S) (3)

This course is designed to familiarize basic concepts of statistics and statistical methods used in business. This course aims to equip students with the capability for applying statistical methods and interpreting the meaning of the result. It includes topics such as: organizing and interpreting data; probability; hypothesis testing; correlations and regressions; Chi square and F-distributions; and nonparametric statistics. *Prerequisite:* Math 110 or MATH 131.

BUAD 310. Legal Environment of Business. (F) (3)

This course provides a theoretical legal framework within which responsible decisions can be made. The course relates legal principles of the firm's responsibility to society. The traditional legal environment topics, such as judicial reasoning, administrative law, antitrust law, contracts, torts, agencies, real and personal property, leases, bankruptcy, and business-related laws are discussed. *Prerequisite/Corequisite:* BUAD 151.

BUAD 320. Industry Analysis. (on demand) (3)

This course explores the tools and resources necessary to complete industry analyses for public and private organizations. Identification, classification, and resource access are studied. *Prerequisite:* BUAD 151.

BUAD 351. Principles of Finance. (F) (3)

This course introduces managerial finance as a functional area of business, including financial analysis, working capital practices, capital budgeting, corporate valuation, cost of capital and capital structure while building upon the quantitative analysis associated with the managerial financial activities of an organization in global and ethical environments. Financial analysis will be presented in written and oral communication media along with the expanded use of computer application packages. *Prerequisite/Corequisite:* BUAD 151 and ACTG 271.

BUAD 376. Entrepreneurship. (S) (3)

This course provides the tools for establishing a successful small business venture. In this applied course, students will actually begin and implement a small business by developing a business plan that includes the business purpose, competitive advantage, marketing plan, management team, facility location, and financial requirements. *Prerequisite:* MGMT 352.

BUAD 402. Business Protocol. (F) (3)

This is a study of domestic and international protocol procedures for conducting business in a global society. This course will examine customs, courtesies, lifestyle, the people, and a nation's history and government. *Prerequisite:* BUAD 151. Odd years only.

BUAD 404. Investments. (On demand) (3)

Intermediate discussion of stocks, bonds, and other investments, analysis of the theories of investing, return and risk valuation of stock. The course will culminate in the management of a portfolio for various investment alternatives. *Prerequisite:* BUAD 351 or permission from instructor.

BUAD 420. Training and Development. (F) (3)

This course examines the theories, issues, trends, and methods involved in providing training and development for adult learners in a business organization. The course will cover training/development program design, needs and task analysis, presentation methods, and program evaluation. *Prerequisites:* BUAD 151 and MGMT 352.

BUAD 440. Business Ethics & Social Responsibility. (F) (3)

This course sensitizes students to the ethical implications of business activity and provides a theoretical framework within which responsible decisions can be made. It relates the ethical considerations and legal principles to the corporations' responsibility to society. *Prerequisite:* BUAD 151.

BUAD 445. Global Business. (S) (3)

A study of the global business practices commonly used throughout the world. This course will focus on functional areas of business and their various applications in a global setting. *Prerequisite:* BUAD 151.

BUAD 451. Strategic Decisions. (S)(3)

A Capstone course for Business Administration majors which attempts to bring together knowledge acquired in all of the functional areas of business (accounting, economics, finance, management, marketing and technology). Strategic decision making models will be introduced to develop the

implementation of functional knowledge to life situations. *Prerequisites:* senior status in Business Administration or Sports Management program and the successful completion of ACTG 272, BUAD 310, BUAD 351, ECON 204, MKTG 321 and MGMT 352. Students must earn a grade of “C” or higher in this course.

BUAD 455. International Case Studies. (S) (3)

An increasingly globalized world is dramatically changing the economic landscape. Furthermore, global economic expansion is likely to continue. Thus anyone interacting with international organizations (political, social, governmental, for-profit, non-profit) needs a sound foundation in understanding international strategies. This Capstone course examines the context, content and implementation of international strategies through the case studies, current research, and group activities. Additionally, the outcomes (e.g., performance and innovation) and complexities of managing International strategy over time are explored. The intent is to develop an understanding of how all types of organizations (service, production, distribution, political, social) use international strategy to build and sustain a competitive advantage in the global environment. *Prerequisite:* senior status.

BUAD 485. Business Administration Internship. (on demand) (1-6)

Supervised practical field experience at approved business site is combined with an academic component to strengthen the student’s theoretical background. To be considered for a placement, the student has attained junior or senior status with 15 hours of Union College Department of Business courses completed, a Department of Business GPA of 3.0, and approval from Chair of the Business Department. Students work 40 hours for each hour of credit and may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a credit/fail basis only.

BUAD 488. Special Topics in Business. (on demand) (3)

An advanced course of selected topics of interest in the field of Business Administration. *Prerequisite:* Business Department major or minor with junior or senior standing and 21 credit hours in business courses.

BUAD 490. International Projects. (F) (3)

Students will research and select international projects within their selected discipline or area of interest. The project will encompass a current or future problem of an international scope. The student will work with multiple agencies and resources to develop a proposal to address the identified opportunity. Students will work directly with the instructor to customize the project to meet a student’s area of interest. *Prerequisite:* senior status.

Chemistry

CHEM 121-122. General Chemistry I, II. (F, S) (4, 4)

A 2 semester sequence. A systematic study of the fundamentals and applications of the experimental and theoretical laws of chemistry. Major topics include nomenclature, stoichiometry, chemical thermodynamics, equilibrium, acid-base reactions, atomic and molecular theory and structure, chemical kinetics, and nuclear chemistry. Examples and problems are drawn from all areas of chemistry. Laboratory experiments in general chemistry illustrate basic principles and develop laboratory skills. Experiments are coordinated with the General Chemistry topics. Inorganic qualitative analysis is included in CHEM 122. Three hours of laboratory per week. *Prerequisite:* A working knowledge of algebra such as is acquired in two years of high school algebra, or MATH 131 (which may be taken concurrently), or a composite ACT score of 21. CHEM 121 and CHEM 122 are prerequisites to all other chemistry courses.

CHEM 212. Analytical Chemistry. (F) (4)

A study of important volumetric and gravimetric analyses presented from a modern theoretical standpoint. Also an introduction to the study of advanced methods of analysis including some newer instrumentation techniques. *Prerequisites:* CHEM 121 and CHEM 122.

CHEM 230. Survey of General, Organic, and Biochemistry. (F, S) (3)

This is a foundation course designed in collaboration with nursing and health sciences. Students will be introduced to the basics of general, organic, and biochemistry to help them understand the role of chemistry in our lives and health. Both quantitative and qualitative descriptions of matter

and the changes that matter undergoes will be studied. The interrelationships of chemistry with other areas/disciplines will be stressed. Chemistry boosts numerical, analytical, and problem solving skills which are valuable in the health professions and general education. *Prerequisite:* high school AP Chemistry or permission from instructor.

CHEM 311-312. Organic Chemistry. (F, S) (5, 5)

A 2 semester sequence. A course in the chemistry of organic compounds. Unitized laboratory work is designed to illustrate the basic principles of organic chemistry. *Prerequisites:* CHEM 121 and CHEM 122.

CHEM 313. Descriptive Physical Chemistry. (on demand) (3)

A study of the fundamentals of thermodynamics, quantum theory, chemical kinetics, and statistical mechanics. *Prerequisites:* CHEM 121 and CHEM 122 or PHYS 111 and PHYS 112 or PHYS 211 and PHYS 212.

CHEM 314. Physical Chemistry Laboratory. (on demand) (1)

A laboratory course designed to accompany CHEM 313, CHEM 332, and PHYS 331.

CHEM 332. Physical Chemistry. (on demand) (3)

A study of atomic structures and chemical bonding in terms of modern quantum theory. Topics include quantum mechanics, molecular spectra, and chemical kinetics. *Prerequisites:* MATH 242 and PHYS 212. Odd years only.

CHEM 381. Special Topics In Chemistry. (on demand, F or S) (3)

An in-depth study of selected chemistry topics presented under formal classroom organization *Prerequisites:* CHEM 311 or CHEM 312 and permission from instructor.

CHEM 411. Inorganic Chemistry. (on demand, S) (4)

A systematic study of the structure, properties and reactions of non-carbon elements, with emphasis on the non-metals and the transition metals. Topics include atomic-molecular structure and bonding, physical methods of investigation, organometallic chemistry and bioinorganic chemistry. *Prerequisites:* CHEM 121 and CHEM 122.

CHEM 413. Organic Spectroscopy. (F) (3)

Organic spectroscopy is a one semester course that will provide the student with an in-depth understanding of the instrumentation and techniques of modern spectroscopic methods and their application to structural elucidation. Interpretation of spectral data obtained from techniques such as MS, UV-VIS, IR, H1-NMR, C13-NMR. COSY, and NOESY will be stressed during the semester. *Prerequisites:* CHEM 311 and CHEM 312.

Communication

COMM 211. Public Speaking. (F) (3)

Examines the principles and process of speech communication through applied oral presentations in a small group public speaking setting. Discussion and application of basic theories of human communication and role of audience in the communication process. The course does not count toward the English or Mass Communication major. Odd years only.

COMM 221. Introduction to Mass Communication. (F) (3)

Examines the history of mass communication with an emphasis on the evolution of media. This course enhances media literacy by addressing the history of media through the societal, economic, technological, and political spectrums through which the media is influenced and influences.

COMM 232. Layout and Design I. (S) (3)

Students learn the basics of print publication layout and design using desktop publishing software including content, balance and harmony, shapes, topography, and graphics. This course focuses on the production of products such as print ads, posters, simple brochures, and other single page products. Odd years only.

COMM 261. Writing and Speaking for the Media I. (F) (3)

Students will learn the fundamentals of writing and speaking for print, broadcast, internet and emerging media, focusing on writing and speaking to inform, the editing process, and integration of visual and audio elements.

COMM 311. Visual Communication. (F) (3)

Students are introduced to fundamental concepts and processes of visual communication. Visual semiotics in both theory and application are explored. Students gain visual literacy and application skills through work with digital still photography and/or videography and appropriate software. Even years only.

COMM 322. Persuasion. (S) (3)

Examines classical and contemporary theories of rhetoric, persuasion, propaganda, and the processes involved in attitudinal change. Texts from a variety of media (novels, newspapers, television, film, etc.) addressing a variety of topics (politics, religion, social causes, etc.) will be explored. Even years only.

COMM 331. TV Production. (F) (3)

This course will emphasize studio and field production for broadcast TV; however, information is applicable to a variety of audio- and video-based media. Specific topics covered include pre-production planning, writing, and strategy, production skills involving camera, lenses, lighting, and directing, and related post-production activities including editing. Odd years only.

COMM 342. Writing and Speaking for the Media II. (S) (3)

Building upon the journalistic writing and speaking skills from Writing and Speaking for the Media I, students continue to hone their skills in writing and speaking for print, broadcast, internet and emerging media, focusing on writing and speaking to inform and persuade. The editing process is more fully highlighted and explored in this course. *Prerequisite:* ENCO 261. Odd years only.

COMM 351. Environmental Communication. (F) (3)

We examine the growing field of environmental communication including the conversations and controversies surrounding ecological issues ranging from Appalachia to distant parts of the planet. Study focuses on the discourse surrounding nature, and human relationship with it. Students intensively use and sharpen their reporting, writing and analytical skills. *Prerequisites:* COMM 221, ENCO 222 and junior or senior standing or permission from instructor. Even years only.

COMM 354. Media Technologies. (S) (3)

Emphasis on the diffusion of innovations theories and their application to the media (r)evolution. This course will study newer media, in particular digital media, and their functions and applications within the communication field. While this course will have applications with particular new media, the course will focus on helping students to learn to adapt to any new media which might present itself during their lifetimes by having a thorough theoretical understanding of media adoption and adaptation. Even years only.

COMM 362. Interpersonal Communication. (S) (3)

Instructs students in developing interpersonal skills and multicultural understanding in order to enhance professional, educational, and personal relationships. Through readings, research, and group processes, we explore the various ways in which humans perceive, experience, and communicate in different cultures. *Prerequisites:* COMM 221 or permission from instructor. Even years only.

COMM 380. TV Production or PR Practicum. (on demand) (1)

Supervised on-campus field work in communication, either in television production or public relations. TV Production provides experience in developmental, creative work, concepts and storyboards, production (including camera work, lighting, talent) and post production (particularly as it involves editing). PR Practicum provides experience in writing, reporting, editing, photojournalism, advertising, and desktop publishing. *Prerequisite:* junior standing. May be repeated for credit.

COMM 412. Visual Communication II. (S) (3)

Building upon Visual Communication I, the course further explores visual semiotics in both theory and application. Students build upon their visual literacy skills and application skills through work with digital still photography and/or videography and appropriate software. *Prerequisite:* COMM 311. Even years only.

COMM 422. TV Production II. (S) (3)

This course builds upon TV Production I and emphasizes studio and field production for broadcast TV. Specific topics covered include advanced production skills involving camera, lenses, lighting, and directing and related post-production activities including editing. Work related to this course focuses on two-camera studio and field productions and the post-editing involved in this more

complicated process. *Prerequisite:* COMM 331. Odd years only.

COMM 441. Public Discourse. (F) (3)

This course is designed to encourage appreciation of the rhetorical legacy, nature of the audience, ethics of persuasion, and power of public advocacy. Students will examine ancient and modern theories of rhetoric and significant speakers and speeches of the Modern Era. *Prerequisites:* COMM 322 and junior standing. Odd years only.

COMM 461. 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.

Prerequisite: junior or senior standing. Even years only.

COMM 462. Media Law. (S) (3)

Examines segments of the U.S. laws which govern mass media including freedom of the press (First Amendment, libel, invasion of privacy, pornography/obscenity). This course will address laws and regulations pertaining to print, radio, broadcast, and web media, with an emphasis on broadcast media. *Prerequisite:* junior standing. Even years only.

COMM 472. Mass Communication Capstone. (S) (3)

Intensive study of a topic arising out of the core and major. In this course, each student completes an electronic portfolio, including writing, video, and other media the student has produced while at Union College. Students engage with a variety of media: books, journals, movies, internet in their study of the chosen topic. *Prerequisite:* junior or senior standing. Odd years only.

COMM 480. TV Production or PR Practicum. (on demand) (1)

Supervised on-campus field work in communication, either in television production or public relations. TV Production provides experience in developmental, creative work, concepts and storyboards, production (including camera work, lighting, talent) and post-production (particularly as it involves editing). PR Practicum provides experience in writing, reporting, editing, photojournalism, advertising, and desktop publishing. *Prerequisites:* COMM 380 and junior standing. May be repeated for credit.

COMM 485. Internship. (on demand) (up to 6)

Professional experience with focus on gaining experience in writing, editing, design, advertising, or photography. Students work a minimum of 30 hours for each hour of credit. *Prerequisites:* Fourteen credit hours in COMM or ENCO courses, and junior or senior standing.

Computer Information Technology

COMP 151. Introduction to Technology Applications. (on demand) (2)

An introductory course designed to explore the basic knowledge and terminology of computers and their various applications. The course will provide students with hands-on experience in productivity tools such as word processing, multimedia presentations, spreadsheet, and database technology. Students will learn how to communicate and collaborate with others using web technology. The course will also provide students with the knowledge and skills required to use the internet. Students will be able to search for information and resources in support of a lifelong learning endeavor.

COMP 152. Technology Applications. (on demand) (1)

This course is designed for the study of the fundamental applications of technology and information using real-life cases. This will allow students to expand their working knowledge and skills of computer applications.

COMP 241. Intermediate Technology Applications. (F, S) (3)

An intermediate level of office productivity applications, such as word processing, spreadsheet, presentation, database, and web-page design are presented. Students will gain an in-depth theoretical and practical knowledge of these applications. They will be capable of implementing the knowledge attained in this course to solve business problems.

COMP 250. Introductory Programming. (F, S) (3)

This is an introductory course in computer programming in which visual programming and object-

oriented programming is employed. It introduces basic programming concepts such as data types, decisions, looping, arrays, files, and databases. The course will utilize the most current language in the marketplace.

COMP 305. Contemporary Programming. (F) (3)

A study of advanced principles in contemporary languages, such as the Object-Oriented languages, and their use in solving large-scale problems in business. Major topics include defining concepts such as classes and objects, inheritance, and polymorphism. The choice of the programming language may vary depending on current advances in technology and may include Java, Visual C++, or other contemporary programming languages. *Prerequisite:* COMP 250.

COMP 312. Computer Architecture. (S) (3)

A study of the fundamental concepts and terminology of computer architecture. Emphasis on the relationships among hardware, architecture, system software, and application software. *Prerequisite:* COMP 250.

COMP 338. Healthcare Informatics. (on demand) (3)

Examination of healthcare information systems and development of information literacy for healthcare providers.

COMP 390. Web Applications Development (Client-Side). (F) (3)

A study of the knowledge required to develop the client-side of interactive web applications in order to meet business needs. Focus on current and leading scripting languages and tools such as XHTML, XML, CSS, and JavaScript. *Prerequisite:* COMP 250. Even years only.

COMP 391. Web Applications Development (Server-Side). (S) (3)

A study of the knowledge required to develop the server-side of interactive web applications in order to meet business needs. Focus on current technology languages and tools such as PHP, Ruby, and ASP.Net or any other language on the market. *Prerequisite:* COMP 390. Even years only.

COMP 394. Management Information Systems. (F) (3)

This course covers a wide range of topics necessary for all students in the field of Information Technology. It introduces the full implication of information systems, their types, and applications. Different hardware and communication platforms are discussed. The course explores the internet and its applications. Integration of information technology, the operation of business organizations, and its impact on management, ethics, and decision making are presented. *Prerequisite:* COMP 241. Odd years only.

COMP 425. Network & Data Communications. (F) (3)

An in-depth study of data communication and networking, including technologies, hardware, and software. Emphasis is on the analysis and design of networking applications in organizations and the management of telecommunication networks. *Prerequisite:* COMP 312. Odd years only.

COMP 430. Principles of Information Security. (S) (3)

Information Security is one of the major concerns in today's global digital world. This course is designed to provide students with an understanding of Information Security as a whole, its terminology and history. It presents a balanced introduction to both security management and the technical components of security from the perspective of Information Systems. Students will learn how to identify the needs and benefits of security, make informed decisions on selecting and developing strategies for managing information security plans at their work places. *Prerequisite:* COMP 305. Odd years only.

COMP 435. Operating Systems. (F) (3)

This course examines the principles, techniques, and trends of contemporary operating systems such as Windows and UNIX. The course will also explore the basic concepts of design and development of operating systems. *Prerequisite:* COMP 312. Even years only.

COMP 440. Database Management Systems. (F) (3)

This course is designed to provide students with the fundamental concepts of relational databases and their applications. Students will learn about conceptualizing data using ERD, designing and normalizing tables, designing and running SQL scripts, DBMS and its components. The course will also highlight the O.O. databases as well. *Prerequisite:* COMP 250. Even years only.

COMP 451. Systems Analysis & Design. (S) (3)

A Capstone course for the MIS track in the CIT Major. It will provide students with the in-depth knowledge and training required to analyze and design information systems in order to solve business problems. The course will dissect all the phases of the SDLC and will explore a range of methodologies used in analysis and design such as the O.O. *Prerequisites:* senior standing, COMP 440 and COMP 305.

COMP 481. Special Topics in Computers. (on demand) (3)

An advanced course in selected topics of interest in the field of Computer Information Systems. The course may explore any of the following subjects: Software Project Management, Decision Support Systems, Business Simulation or E-Commerce. *Prerequisites:* Six hours in CIT including COMP 241.

COMP 485. Computer Internship. (on demand) (1-6)

Supervised practical field experience at an approved site in combination with an academic component to strengthen the student's theoretical background. In order to be considered for a placement, the student must have attained at least junior standing, completed 15 hours of Union College CIT courses, and received approval from Chair of the Business Department. Students work 40 hours for each hour of credit. The course will be taken on a credit/fail basis only.

Criminal Justice

CRJU 101. Introduction to Criminal Justice. (F, S) (3)

An introduction to the system and process of criminal justice encompassing the history and development of both, as well as an examination of their contemporary characteristics.

CRJU 201. Criminal Procedure. (Offered annually) (Alternates F/S with CRJU 205) (3)

Substantive law course examining prevailing legal standards for arrest, search and seizure, self-incrimination and confessions, the exclusionary rule, and other matters pertaining to suspect rights and governmental prerogatives in the context of criminal proceedings.

CRJU 205. Criminal Law. (Offered annually) (Alternates F/S with CRJU 201) (3)

Substantive law course providing an introduction to criminal law including the origins and principles of criminal law, criminal liability, criminal defenses, and crimes against persons and property.

CRJU 209. American Courts and Judicial Processes. (S) (3)

This course presents an overview of the development of federal and state court systems examining structure, administration, case flow, and interaction with other portions of the criminal justice and governmental systems. Cross-listed as PLSC 209.

CRJU 382. Legal Political Thought - Classical. (F) (3)

This course examines ancient understandings of law, statesmanship, and the good society. Problems relating to these interwoven components of the political arena are considered on both theoretical and practical levels, the first concerning what the relationship of citizen and state should be, the latter involving review of practices as seen through the lives of actual rulers from ancient Greece and Rome. Cross-listed as PLSC 382.

CRJU 383. Legal Political Thought - Modern. (S) (3)

This course examines the way in which seminal questions with relation to the proper foundations and structures of society have been approached in the modern era. Analysis includes examination of founders, religion, and the military, especially in connection to the concepts of fortune and necessity. Cross-listed as PLSC 383.

CRJU 387. Criminal Justice Practicum. (on demand) (3)

Criminal justice practicum consists of an 80-hour field placement in a law enforcement, legal/judicial, or corrections environment. *Prerequisite:* CRJU 200 or permission from instructor. Upper division standing.

CRJU 390. Comparative Justice Systems I. (F) (1)

CRJU 391. Comparative Justice Systems II. (S) (1)

These two one-hour courses examine and compare structural and policy attributes of non-American systems of justice. Specific systems considered vary continuously by semester and academic year, and include those outside the Anglo-American and Western traditions. These courses may be used interchangeably for satisfaction of degree requirements for the Criminal Justice major (requires

completion of two semester hours).

CRJU 401. Public Policy and Criminal Justice. (F) (3)

This course involves close examination of fundamental policy questions arising within the system of criminal justice, and involves consideration of the linkages between crime; electoral politics; policies of executive, judicial, legislative, and administrative structures; and the substantive law. This course is an integrative Capstone for undergraduate study within the Liberal Education Core and the Criminal Justice programs. Available for upper-division elective credit in Political Science. Cross-listed as PLSC 401. Upper division standing.

CRJU 470. Political Violence. (on demand) (3)

The purpose of this course is to introduce the student to the issues relating to violence as a component of politics. Topics such as terrorism, warfare, and arms proliferation will be analyzed, as will regional flashpoints such as the Middle East. Cross-listed as PLSC 470. Odd years only.

CRJU 483. Constitutional Law II: National Powers. (S) (Alternates annually with CRJU/PLSC 486) (3)

An overview of the United States Supreme Court's interpretation of Articles I, II, and III of the federal constitution. These articles divide the powers of the federal government between three ostensibly co-equal branches. The respective branches may only exercise those powers granted to them by the respective Articles. Powers not delegated to one of the branches are reserved to the states. These two constitutional principles - separation of powers and federalism - invariably generate conflicts among the three branches and between the branches and the various states. The Supreme Court's efforts to arbitrate such conflicts are examined through analysis of its decisions and its efforts to interpret the "plain meaning" of the Constitution's language, and to discern the "intent of the founders." Cross-listed as PLSC 483.

CRJU 486. Constitutional Law I: Civil Liberties. (S) (Alternates annually with CRJU/PLSC 483) (3)

The development and interpretation of the Constitution examined through analysis of the decisions of the Supreme Court and secondary sources, focusing on the Bill of Rights and the Fourteenth Amendment. The course serves as an introduction to how our national heritage of civil liberties has been articulated by the Court to form law and legal doctrine over the course of two centuries, including consideration of the areas of privacy, public morality, defendant's rights, and the death penalty. *Prerequisites:* CRJU 201 and CRJU 205 or permission from instructor. Cross-listed as PLSC 486.

CRJU 495. Independent Study. (on demand) (1-3)

Independent study and/or research on approved topics. *Prerequisite:* permission from instructor.

Economics

ECON 203. Principles of Macroeconomics. (F) (3)

This course will introduce the student to macroeconomic theory including a study of the economizing problem, pure and mixed economics systems, demand and supply, the economic functions of government, national income accounting, the business cycle, employment theory, money and banking, and fiscal policy.

ECON 204. Principles of Microeconomics. (S) (3)

This course will introduce the student to microeconomic theory, including demand and supply analysis, elasticity, the production function, price and output determination, costs of production, pricing and employment of resources, and market structures.

ECON 303. Intermediate Macroeconomics. (F) (3)

This course examines in greater detail the theoretical foundations of fiscal and monetary policy, and allows students to experience macro computer models and modeling of macroeconomic issues including indexing, forecasting and analyzing GDP and other macroeconomic data, and use of key economic indicators in determining Federal Reserve policy. *Prerequisite:* ECON 203. Even years only.

ECON 304. Intermediate Microeconomics. (on demand) (3)

This course examines in greater detail the theoretical foundations of consumer demand and production theory. It further enhances understanding of microeconomic concepts by using computer models and empirical analysis of relevant data. *Prerequisites:* ECON 204, BUAD 303 and COMP

241 or permission from instructor.

ECON 322. Intermediate Consumer Demand. (S) (3)

This course allows the student to examine more fully the range of microeconomic topics related to demand and the consumer side of the market equation. It will specifically address ideas such as consumer utility maximization, and consumer survey sample and design. *Prerequisites:* ECON 204 and BUAD 303. Even years only.

ECON 354. Managerial Economics. (S) (3)

This course is designed to illustrate how business managers can utilize knowledge of economic principles to help make managerial decisions. Topics covered will include market demand, empirical estimation of demand and/or supply, production and costs, decision under uncertainty, organizational decisions and production decisions. *Prerequisites:* ECON 204 and BUAD 303. Odd years only.

ECON 363. Money & Banking. (F) (3)

Objectives of this course include introducing the student to the development of the commercial banking system, the Federal Reserve System and further exploration of fiscal and monetary policy. *Prerequisite:* ECON 203. Odd years only.

ECON 410. Current Topics in Economics. (S) (3)

This course examines topics in economics that are controversial and noteworthy in analysis and conclusions for policy makers. It requires application of economic theory in both micro- and macroeconomics to selected topics. *Prerequisites:* ECON 203, ECON 204 and junior standing. Odd years only.

ECON 451. Environmental Economics. (F) (3)

This course studies the societal choice in the use of scarce resources and how it is related to ecosystem survival, environmental quality, and human welfare. *Prerequisite:* ECON 204 or permission from instructor. Even years only.

ECON 457. International Economics. (S) (3)

This course is designed to familiarize the student with the principles and techniques necessary to understand economics in an international setting. Topics covered will include absolute and comparative advantage, protectionism in various forms, economic decision-making in a global setting, applications of economic theory to multi-national firms, and numerous other international economics topics. *Prerequisites:* ECON 203, ECON 204, BUAD 303 and junior standing. Even years only.

ECON 488. Economics Seminar. (on demand) (3)

An advanced course of selected topics of interest in the field of Economics. *Prerequisite:* Business major/minor with junior or senior standing and 21 credit hours in business courses or permission from Chair of the Business Department.

Education

EDUC 210. Early Involvement Practicum. (F, S) (1)

Students are assigned to a school classroom and meet periodically to discuss and generalize their experiences. Fifty hours of field experience is required. Novice Block. To be taken concurrently with

EDUC 211. Additional fees will apply. (Formerly EDUC 233.)

EDUC 211. Early Involvement Seminar. (F, S) (2)

A practical course in which students are introduced to the culture of teaching. The course focuses specifically on dispositions and the key aspects of Kentucky's Unbridled Learning Initiative and Kentucky Core Academic Standards. Students set up their web-based Electronic Student Portfolios. Novice Block. To be taken concurrently with EDUC 210 and EDUC 231. (Formerly EDUC 232.)

EDUC 231. Schooling in American Culture. (F, S) (3)

This course will expose students to the many facets of education, especially teaching. It is designed to help the students make the important decision about a professional career. Students will be guided through the history and philosophy of education, the requirements and responsibilities of the teacher, the nature of the curriculum, an introduction to behavioral theory, and social issues that impact schooling. Fifteen hours of field experience is required. Novice Block. To be taken concurrently with EDUC 211. Early Involvement Seminar.

EDUC 271. Teaching Art in the Elementary School. (F, S) (3)

A studio course involving many kinds of art projects in media suitable to and practicable for elementary grades.

EDUC 283. Educational Technology. (F, S) (3)

This course explores classroom applications of educational technology. Students will examine the integration of educational technology in classroom settings through web-based resources, video case-studies, in-class discussions and field experiences. Students will evaluate and use digital applications and tools in addition to educational web sites and software. The use of technology in designing and implementing various types of assessment (pre-assessment, formative, and summative) will be explored. Emphasis will be placed on the understanding of issues and techniques related to the use of technology in P-12 educational settings. This is a hybrid course with both face-to-face and online meetings and assignments.

EDUC 310. Intermediate Involvement Practicum. (F, S) (1)

The second of three public school field experiences during which students spend thirty hours observing and participating in developmentally appropriate classroom teaching activities. Course is to be taken by (a) elementary majors concurrently with EDUC 374, EDUC 470 and SPED 321; (b) middle school majors concurrently with EDUC 375 and SPED 321; or secondary majors concurrently with EDUC 376 and SPED 321. Fifty hours of field experience is required. Intermediate Block. *Prerequisite:* completion of Novice Block. Additional fees will apply.

EDUC 318. Methods of Teaching Mathematics in Elementary School. (F) (3)

Focuses upon the development of the understanding of the content and professional issues associated with the teaching and learning of mathematics in the elementary school setting. Emphasized are the content of elementary mathematics, developing an understanding of how children learn and how to promote that learning by teaching through problem solving, and how to plan for and assess learning on a daily basis. Also included are strategies for incorporating children's literature, technology, and differentiation of instruction to the meet the needs of the diverse learners in today's classrooms. Advanced Block. *Prerequisites:* admission to Teacher Education, Completion of Intermediate Block, and MATH 203 and MATH 204. (Formerly EDUC 341.)

EDUC 328. Elementary School Social Studies. (F) (3)

This course focuses on the methods and materials, and the principles and practices needed to foster intellectual and social growth in primary and elementary school students in the area of social studies. Emphasis will be placed on appropriate and broad social studies content review, highlighting the instructional practices related to geography and history, and other social science disciplines. Discussion of philosophies and terminology, evaluation of methods and materials, and development of a thematic unit will be included. Advanced Block. *Prerequisites:* admission to Teacher Education and Completion of Intermediate Block. (Formerly EDUC 441.)

EDUC 338. Teaching Reading in the Content Subjects. (F) (3)

This course focuses on the design, planning, and implementation of instruction while recognizing the unique literacy demands of content-area coursework. Emphasis is placed upon comprehension and study strategies, the reading and writing connection, the role of technology in today's classrooms, and the importance of differentiated instruction that respects cultural differences and the needs of the diverse learner. Students participate in in-class microteaching demonstrations, develop a content-area instructional unit, and submit an electronic portfolio entry as a result of off-site visits to minority classrooms. Twenty-five hours of field experience is required. Advanced Block. *Prerequisites:* admission to Teacher Education and Completion of Intermediate Block. (Formerly EDUC 362.)

EDUC 348. Teaching Science in the Elementary Grades. (F) (3)

The student will examine science curriculum materials and activities in terms of Piaget's developmental stages. Topics will be identified that could be taught using experimental, inquiry, or discovery methods. Lesson plans will be developed using each of the three methods and activities constructed. Advanced Block. *Prerequisites:* admission to Teacher Education, Completion of Intermediate Block Classes and science core courses. (Formerly EDUC 342.)

EDUC 374. Instructional Design and Delivery in the Elementary School. (F, S) (3)

This course focuses on the design elements and delivery mechanisms of curriculum in the classroom.

Students will develop competencies in instructional focus and assessment and the relationship between these concepts. The student will produce a Standards Based Unit of Study. Intermediate Block. *Prerequisite:* completion of Novice Block. (Formerly EDUC 432.)

EDUC 375. Instructional Design and Delivery in the Middle School. (F, S) (3)

This course focuses on the design elements and delivery mechanisms of curriculum in the classroom. Students will develop competencies in instructional focus and assessment and the relationship between these concepts. The student will produce a Standards Based Unit of Study. Intermediate Block. *Prerequisite:* Novice Block. (Formerly EDUC 370.)

EDUC 376. Instructional Design and Delivery in the Secondary School. (F, S) (3)

Required for all secondary majors who plan to student teach. This course focuses on the design elements and delivery mechanisms of curriculum in the classroom. Students will develop competencies in instructional focus and assessment and the relationship between these concepts. The student will produce a Standards Based Unit of Study. Intermediate Block. *Prerequisite:* Novice Block.

EDUC 388. Literacy in the Elementary School. (F) (3)

Education 388 focuses on the principles, techniques, and materials for the teaching of reading in the primary grades, with an emphasis on the methods and materials which provide for developmental and differentiated instruction. Also included will be discussion of various reading philosophies, practices, and terminology; evaluation of instructional methods and materials; independent completion of a word attack tutorial for teachers, development of a literature focus unit; reading and discussion of children's literature selections. Sixteen hours of field experience is required. Advanced Block. *Prerequisites:* admission to Teacher Education and completion of Intermediate Block. (Formerly EDUC 361.)

EDUC 410. Advanced Involvement Practicum. (F, S) (1)

To be taken concurrently with courses in the Advanced Block. Specific assignments to be completed in the field will come from corequisite courses. Fifty hours of field experience is required. *Prerequisites:* admission to Teacher Education and Completion of Intermediate Block. Additional fees will apply. (Formerly the fourth hour in EDUC 432, EDUC 436 and EDUC 452.)

EDUC 437. Methods and Materials in the Middle Grades. (S) (3)

This course focuses on instructional strategies and materials needed for releasing the potential for the middle grade student leading from concrete to abstract learning. The course will include curriculum concepts and designs, innovative activities using hands-on experiences, techniques of writing lesson plans, the development of a unit of work, materials for journal writing, class demonstrations and evaluation. *Prerequisite:* admission to Teacher Education and Completion of Intermediate Block. (Formerly EDUC 436.)

EDUC 447. Methods and Materials in the Secondary School. (S) (3)

Current teaching methods, materials, and innovations in the secondary school with directed observations, micro-teaching, and curriculum design. Internet, Power Point, and Web-page design will also be covered. *Prerequisite:* admission to Teacher Education and Completion of Intermediate Block. (Formerly EDUC 452.)

EDUC 458. Supervised Student Teaching in the Elementary School. (F, S) (12)

Supervised student teaching in the elementary school for a period of 14 weeks (70 days, 490 clinical hours). Students will work closely with a classroom teacher, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their coursework. Corequisite: EDUC 488. *Prerequisites:* passing score on PRAXIS II and PLT Tests. See Requirements for Admission to Student Teaching. Additional fees will apply. (Formerly EDUC 433.)

EDUC 478. Supervised Student Teaching in the Middle Grades. (F, S) (12)

Supervised student teaching in the middle school for a period of 14 weeks (70 days, 490 clinical hours). Students will work closely with two classroom teachers, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their coursework. Corequisite: EDUC 488. *Prerequisites:* passing scores on specific PRAXIS II Content Area and PLT Test(s). See requirements for Admission to Student Teaching. Additional fees will apply. (Formerly EDUC 443.)

EDUC 488. Professional Interaction in the Schools. (F, S) (3)

This is a senior level course designed to help students understand the predicaments of teaching. Understanding the dynamics of interaction between students and teachers is a particular focus. 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. Corequisite: EDUC 458, 478, or 498. *Prerequisite*: admission to Student Teaching.

EDUC 498. Supervised Student Teaching in the Secondary School. (F, S) (12)

Supervised student teaching in the secondary school for a period of 14 weeks (70 days, 490 clinical hours). Students will work closely with a classroom teacher, a college supervisor, and the school principal in a team approach to apply knowledge and skills acquired in their class work. Corequisite: EDUC 488. *Prerequisites*: passing Score on specific PRAXIS II Content Area and PLT Test(s). See Requirements for Admission to Student Teaching. Additional fees will apply. (Formerly EDUC 453.)

English

ENGL 099. College English. (F) (3)

Students selected for ENGL 099 will develop the writing skills required in college. They will participate in class meetings, attend tutorials, and assemble a portfolio that will include a final writing sample of academic writing. The three hours credit for this transitional course count for fulltime status but not toward graduation requirements. Students selected for the course must complete ENGL 099 before taking other ENGL courses and are strongly recommended to complete it before taking other writing-intensive classes at Union College. Course fee: \$35. (Formerly ENCO 099.)

ENGL 100. Introduction to Freshman Composition and Literature. (F, S) (3)

As part of the Humanities core sequence, this course develops skills of writing (including use of documentation), speaking, and critical reading. Tutorials and writing groups are a *required* component of the course. *Prerequisite*: ENGL 099 or placement in ENGL 100. Corequisite: HIST 110. Course fee: \$35. (Formerly ENCO 100.)

ENGL 101. Introduction to Freshman Composition and Literature. (F, S) (3)

As part of the Humanities core sequence, this course develops skills of writing (including use of documentation), speaking, and critical reading. Corequisite: HIST 110. (Formerly ENCO 111.)

ENGL 101L. College Writing Strategies. (F, S) (1)

ENG 101L proceeds in conjunction with ENGL 101 for selected students. The class provides supplemental instruction in individual and small-group settings directed by a faculty member with experience teaching ENGL 101. Placement is based on ACT scores and/or college assessments.

Students may also elect to take the course. Offered every semester.

ENGL 102. Freshman Composition and Literature. (F, S) (3)

As part of the Humanities sequence, this course examines major texts in Western literature from the ancient world through the Renaissance, with attention to non-Western influences. Student papers and presentations focus on literature and art. *Prerequisite*: ENGL 101. (Formerly ENCO 112.)

ENGL 252. Appalachian Literature. (S) (3)

An interdisciplinary study of the literature(s) of Appalachia, focusing on the region's cultural richness and diversity, exploring such texts as novels, poems, films, and recorded song from the perspectives of literary critic and cultural historian. This course does not count towards the ENGL major. *Prerequisites*: ENGL 101 and ENGL 102 or transfer equivalents. Odd years only. (Formerly ENCO 232.)

ENGL 262. African-American Literature. (S) (3)

This course serves as an introduction to the oral and written literature of African Americans, spanning the colonial period through the twentieth century. Multiple genres, such as the novel, essay, short story, autobiography/slave narrative, poetry, drama, speech/sermon, and song, are studied from the perspectives of literary critic and cultural historian. This course does not count towards the ENGL major. *Prerequisites*: ENGL 101 and ENGL 102 or transfer equivalents. Even years only.

ENGL 305. Appalachia in Popular Culture. (Sum) (3)

A critical examination of films, songs, television programs, and other media texts that helped create

- the Appalachia of popular imagination. Offered online of odd-numbered years. *Pre-requisite:* ENGL 222 or APST 104 or permission from instructor with sophomore standing or higher.
- ENGL 311. Intermediate Composition. (F) (3)
A writing course designed to reinforce and expand expository writing skills with an emphasis on writing as process. *Prerequisite:* junior standing. (Formerly ENCO 311.)
- ENGL 341. Literary Types. (F) (3)
Readings in one literary type such as poetry, drama, the novel, short story, or essay promote understanding and interpretation of texts through genre characteristics. May be repeated for credit when the course focuses on a different genre. *Prerequisite:* ENCO 222 or permission from instructor. Even years only. (Formerly ENCO 341.)
- ENGL 342. Texts in History, 1800-present. (S) (3)
Focus on a specific period after 1800 placing texts in their historical, social, and cultural contexts. *Prerequisite:* ENCO 222 or permission from instructor. (Formerly ENCO 342.)
- ENGL 361. Critical Study of Children's Literature. (F) (3)
The course focuses on texts intended for children (up to about age 12) in their literary, historical, and cultural contexts. *Prerequisite:* ENCO 222 or permission from instructor. (Formerly ENCO 351.)
- ENGL 362. Literature for Adolescents and Young Adults. (S) (3)
The course focuses on texts intended for adolescents and young adults (ages about 11-18) in their literary, historical, and cultural contexts. *Prerequisite:* ENCO 222 or permission from instructor. Odd years only. (Formerly ENCO 352.)
- ENGL 371. Texts and Themes. (F, S) (1)
Study of texts related to an announced topic or figure introduced in core courses. *Prerequisite:* ENCO 222 or permission from instructor. (Formerly ENCO 371 and ENCO 372.)
- ENGL 402. Advanced Composition. (S) (3)
Writing competency is reinforced by further developing what has been learned in previous writing courses. The instructor will assign factual narratives, autobiographies, or other significant writing projects. *Prerequisite:* ENGL 311 or permission from instructor. Odd years only. (Formerly ENCO 402.)
- ENGL 412. Composition for Teachers. (S) (3)
Discussion and practice of the writing process; the writing portfolio; technology in the writing classroom; and other issues of concern to class members, such as evaluation of student writing, research and documentation, grammatical correctness, and writing for various media. *Prerequisite:* ENGL 311 or permission from instructor. Even years only. (Formerly ENCO 412.)
- ENGL 421. History of the English Language. (F) (3)
A study of the origins and development of the English language and its grammar from Anglo-Saxon times to the present. *Prerequisite:* ENCO 222 or permission from instructor. Odd years only. (Formerly ENCO 421.)
- ENGL 442. Texts in History, pre-1800. (S) (3)
Focus on a specific period before 1800 placing texts in their historical, social, and cultural contexts. *Prerequisite:* ENCO 222 or permission from instructor. (Formerly ENCO 442.)
- ENGL 461. World Cultures in Literature. (F) (3)
Exploring a world culture through the stories it tells about itself and its relationship with other cultures, including fiction, drama, poetry, film, popular music, and the oral tradition. *Prerequisite:* ENCO 222 or permission from instructor. Even years only. (Formerly ENCO 451.)
- ENGL 462. American Cultures in Literature. (S) (3)
Exploring an American culture through the stories it tells about itself and its relationships with other cultures, through texts including fiction, drama, poetry, film, popular music, and the oral tradition. *Prerequisite:* ENCO 222 or permission from instructor. Even years only. (Formerly ENCO 452.)
- ENGL 471. 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. *Prerequisite:* ENCO 222 or permission from instructor. Odd years only. (Formerly ENCO 471.)
- ENGL 472. Capstone Seminar. (S) (3)

Intensive study of a topic arising out of the four years of study in the major. (Formerly ENCO 472.)

English/Communication

ENCO 097. Transitional Reading. (F, S) (3)

Focuses on the development of practical, critical, and analytical strategies for reading college-level materials. This course considers tone, purpose, and rhetorical structures. Placement is based on ACT scores and/or College assessments.

ENCO 222. Introduction to Critical Studies. (S) (3)

An introduction to the theories, practices, and habits of literary and cultural criticism, with specific texts drawn from such traditional areas of inquiry as literature, film, and rhetoric and from such emerging areas as consumer culture and folktale. *Prerequisites:* ENGL 101 and ENGL 102 or transfer equivalents.

ENCO 261. Writing and Speaking for the Media. (F) (3)

Students will learn the fundamentals of writing and speaking for print, broadcast, internet and emerging media, focusing on writing and speaking to inform, the editing process, and integration of visual and audio elements. *Prerequisites:* ENGL 101 and ENGL 102 or permission from instructor.

ENCO 495. Independent Study. (on demand) (3)

Intensive supervised work in some phase of English, American, or world literature, communication, or composition not otherwise covered in the curriculum. *Prerequisites:* Twenty-four credit hours in ENCO/ENGL/COMM courses and permission from Chair of the English Department. May be repeated for credit.

Environmental Studies

ENVS 101. People and the Environment. (on demand) (3)

A multi-disciplinary course in which basic ecological principles are developed and used to show human impact on natural ecosystems. Topics include endangered species, impact of population growth, land use and management problems, and food production and demands.

ENVS 110. Physical Systems of the Environment. (on demand) (3)

A study of the physical environment as it relates to human activities. The emphasis is on the distribution and interaction of environmental variables (weather, land forms, vegetation, soils, and climate).

General Science

GNSC 105. Physical Science. (F, S) (3)

An introduction to the physical sciences: physics, chemistry, and earth sciences. Completion of the core math course is strongly advised before enrollment.

GNSC 106. Physical Science Laboratory. (F, S) (1)

Optional laboratory to accompany GNSC 105.

GNSC. 385 Internship. (on demand) (1 to 3)

Supervised field experience at an approved health care site. Students will gain experience about the operation of such facilities. A daily journal is required as well as an end-of-term reflection paper on how the intern experience has influenced the student's career plans. The course will be taken on a credit/fail basis only.

GNSC 471. Science Seminar. (S) (1)

A lecture/discussion of selected topics of interest, led by faculty members of the Department of Natural Sciences, invited speakers, and student participants. May be repeated once; a student can earn a maximum of two credit hours through this course. All natural science majors must take this course at least once. *Prerequisite:* Natural science major with junior or senior standing, or permission from instructor.

General Studies

GNST 101. College Reading Strategies. (F, S) (1)

Focuses on the development of practical, critical, and analytical strategies for reading college-level

materials. This course considers tone, purpose, and rhetorical structures. Placement is based on ACT scores and/or college assessments. Students may also elect to take the course. Offered every semester.

UCE 100. Union College Experience. (F, S) (1)

UCE 100 is designed to help incoming freshmen acclimate to campus life and establish valuable connections with faculty, staff, and their cohorts.

Geography

GEOG 241. Geography of Appalachia. (F) (3)

This course will provide a systematic analysis of the physical, demographic, economic, and cultural characteristics of the Appalachian landscape, with emphasis on the great diversity within the region.

History

HIST 110. Civilizations and Religions of the Ancient World. (F, S) (3)

A study of civilizations of the ancient world designed to introduce students to the study of history and the historical study of religion. The course focuses on the origins the first cities in river valleys of the Near East and Mediterranean Basin, with special attention to the function of religion in the maintenance of these civilizations. Cultural and religious traditions of ancient Israel and Greece (Mycenaean to Hellenistic period) are the central focus. Other ancient civilizations studied may include those of China, India, and Rome. An overarching topic central to the course is the transition from polytheism to monotheism in the mid-1st millennium BCE, a period commonly referred to as the Axial Age. Corequisite: ENGL 100 or ENGL 101. Transfer students wanting to take an introductory level, non-U.S. history course in the fall semester are advised to take HIST 211.

HIST 113. Religion and Empire. (F, S) (3)

This course examines the role of religion in the maintenance of Roman, Christian, and Islamic empires, with particular attention to religiously inspired art, architecture, and literature. The course begins with an examination of the rise of the Roman Empire and proceeds to examine the Christian transformation of that empire from Constantine through the Middle Ages. The primary focus is “Christendom” in Western Europe, with limited attention to developments in the Byzantine Empire. The rise and spread of Islam is also examined, with special attention given to the interaction between Christian and Muslim civilization. The course ends with examination of forces that challenge the medieval political-religious establishment in Western Europe in the late Middle Ages and Renaissance. *Prerequisite:* HIST 110 or permission from instructor. May cross-list with HUMN 112.

HIST 211. Topics in Global History. (F, S) (3)

A study of such topics in global history as the building and maintenance of empire, colonization and de-colonization, impact of industrialization and secularization on societies around the world, nationalisms and revolutionary movements, and religious and ideological antagonisms (e.g., Islam and the West). The reading and interpretation of primary sources of historical information receives special attention. Course may be taken for credit more than once provided that the topic of the course is different each time it is taken.

HIST 212. Historical Research and Methods. (S) (2)

Gathering and criticism of data; bibliographies and aids; problems in historiography, composition analysis, and the final monograph. Regardless of the monograph topic chosen by the student, this course does not count toward either the United States or non-United States requirement within the major. This course must be taken in conjunction with another history course.

HIST 213. Roots of Modernity: Revolutions in Politics, Society, and Thought. (F, S) (3)

An interdisciplinary course examining revolutionary developments in society and culture that mark the beginning of the modern world in Europe and the Americas. The course begins with examination of major developments in Europe in 16th and early 17th century—Reformation and Counter-Reformation, the ensuing religious wars, and the rise of absolutism—and then focuses on political revolutions in Europe and the Americas in the 17th, 18th, and early 19th centuries. Attention is given to revolutionary and counter-revolutionary ideologies and their various cultural forms of expression. Requirements include papers and oral presentations. This course may cross-list with HUMN 213.

HIST 221. History and Culture of Spain and Portugal. (F) (3)

An introduction to the history and culture of Spain and Portugal, which serves as the foundation course for upper-level courses dealing with the history and culture of those regions and Latin America. Even years only.

HIST 223. History of Latin America. (F) (3)

An overview of the history of Latin America from the colonial period to the present day. Odd years only.

HIST 301. Readings in U.S. History. (F) (1)

A course allowing students (History, History/Political Science Majors and History Minors) to explore subjects in history not covered in the regular courses. *Prerequisite:* HIST 211.

HIST 302. Readings in Non-U.S. History. (S) (1)

A course allowing students (History, History/Political Science Majors and History Minors) to explore subjects in history not covered in the regular courses. *Prerequisite:* HIST 211.

HIST 311. American History to 1848. (S) (3)

An examination of colonial society and culture, the Revolution, the Constitution, the early national period, Jacksonian Democracy, and historiography. *Prerequisite:* a previous 200-level course in history or permission from instructor.

HIST 312. American History from 1848 to 1919. (F) (3)

A consideration of the Civil War, Reconstruction, industrialization, Populism, Progressivism, World War I, and historiography. *Prerequisite:* a previous 200-level course in history or permission from instructor.

HIST 331. Topics in Late Classical and Medieval History. (S) (3)

The course examines the social, political, and cultural developments in Europe during the Middle Ages, with particular attention to interaction between Christian and Islamic civilizations. Possible topics for a course include the transmission and transformation of the Latin intellectual tradition from the late Roman Empire to the Renaissance, the classical intellectual tradition in the Islamic world, the development and spread of monasticism, feudal monarchy and the papacy, the crusades, and commercial and cultural interaction between Europe and the Near East. The course is designed for students who have already had a survey course on the period. *Prerequisite:* HUMN 112/HIST 113 or permission from instructor. The course may cross-list with RLGN 331. Even years only.

HIST 341. History of Britain to 1688. (S) (3)

British history from the Roman occupation to the Glorious Revolution with emphasis on the development of the people of the British Isles, early forms of government, and relationships between church and state. *Prerequisite:* a previous 200-level course in history or permission from instructor. Odd years only.

HIST 342. History of Britain from 1688 to 1900. (F) (3)

A study of British history from the Glorious Revolution to the end of the 19th century with emphasis on political and institutional developments, social and cultural developments, and the rise of the British empire. *Prerequisite:* a previous 200-level course in history or permission from instructor. Even years only.

HIST 408. The American Presidency. (F) (3)

Analysis of the institution of the presidency, its functions, formal and informal relationships, and its limitations within the American political system. Same as PLSC 408. Odd years only.

HIST 413. 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. *Prerequisite:* a previous 200-level course in history or permission from instructor.

HIST 431. American Revolutionary Era, 1763-1789. (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. *Prerequisites:* HIST 311 or permission from instructor. Odd years only.

HIST 433. History of Appalachia. (S) (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 441. Civil War and Reconstruction, 1848-1877. (F) (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. *Prerequisite:* History 312 or permission from instructor. Odd years only.

HIST 443. Twentieth Century Britain. (S) (3)

A study of modern British history from the death of Queen Victoria to the era of New Labour. Emphasis will be given to the impact of the world wars, the decline of British power, the rise of the welfare state, and the role of Britain in Europe. *Prerequisite:* a previous 200-level course in history or permission from instructor. Even years only.

HIST 446. History of Russia. (on demand) (3)

Russian history since 1689. Survey of the political and social changes in Russia from the time of Peter the Great to the present, including an extensive review of the origins and development of the modern Soviet state. *Prerequisite:* a previous 200-level course in history or permission from instructor.

HIST 451. Topics in Early Modern European History. (F) (3)

A study of developments in European politics, society, and culture in the period of 1350 to 1650. *Prerequisite:* a previous 200-level course in history or permission from instructor. Students may take the class for credit one than once as the topic changes. In odd years, the course cross-lists with RLGN 452, Renaissance and Reformation.

HIST 452. Topics in Modern European History. (S) (3)

A study of the political, social, and cultural history of Europe from the Congress of Vienna to the contemporary era of European integration. Possible topics are the process of modernization, nationalism, secularization, the world wars, and the course of European history since 1945. Students may take the class for credit more than once as the topic changes. *Prerequisite:* a previous 200-level course in history or permission from instructor.

HIST 461. Islamic Religion and Civilization. (S) (3)

The political and religious history of the Middle East from the beginnings of Islam to the beginning of the modern era. Particular attention is given to interaction with Byzantine and medieval Christian civilizations. *Prerequisite:* a previous 200-level course in history or permission from instructor. Crosslists with RLGN 462. Even years only.

HIST 474. Topics in Latin American History. (S) (3)

An in-depth examination of topics and issues in the study of Latin American history. *Prerequisite:* HIST 223. Odd years only.

HIST 475. 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. *Prerequisite:* a previous 200-level history course or permission from instructor. Even years only.

HIST 476. Special Topics in World History. (S) (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. *Prerequisite:* a previous 200-level history course or permission from instructor. Even years only.

HIST 495. Independent Study. (F, S, Sum) (1-3)

Independent study and/or research on approved topics. *Prerequisite:* permission from instructor.

Humanities

HUMN 112. Religion and Empire. (F, S) (3)

As part of the Humanities sequence and the sequel to HIST 110, this course examines the role of religion in the maintenance of Roman, Christian, and Islamic empires, with particular attention to religiously inspired art, architecture, and literature. The course begins with an examination of the rise of the Roman Empire and proceeds to examine the Christian transformation of that empire from Constantine through the Middle Ages. The primary focus is “Christendom” in Western Europe, with limited attention to developments in the Byzantine Empire. The rise and spread of Islam is also examined, with special attention given to the interaction between Christian and Muslim civilization. The course ends with examination of forces that challenge the medieval political-religious establishment in Western Europe in the late Middle Ages and Renaissance. *Prerequisite:* HIST 110.

HUMN 151. Readings 1. (F) (1)

Focusing on primary texts in translation as well as on contemporary secondary texts, HUMN 151 enriches students’ awareness and understanding on the ideas and aesthetics that help shape the world. *Corequisites:* ENGL 101 and HIST 110 or permission from instructor.

HUMN 152. Readings 2. (S) (1)

Focusing on primary texts in English and in translation as well as on contemporary secondary texts, HUMN 152 enriches students’ awareness and understanding of the ideas and aesthetics that shaped the world from Ancient to Early Modern times. *Prerequisites:* ENGL 101, HIST 110, HUMN 151 or equivalent transfer credit. *Corequisites:* ENGL 102 and HUMN 112 or permission from instructor.

HUMN 211. Roots of Modernity: Revolutions in Literature, Arts, and Society. (F, S) (3)

As part of the Humanities sequence, this course examines Western Culture from the Enlightenment to the 20th Century. This course focuses on the development of literature and the major trends in art and music. This course includes student papers and presentations. *Prerequisite:* ENGL 102.

HUMN 213. Roots of Modernity: Revolutions in Politics, Society, and Thought. (F, S) (3)

An interdisciplinary course examining revolutionary developments in society and culture that mark the beginning of the modern world in Europe and the Americas. The course begins with examination of major developments in Europe in 16th and early 17th century—Reformation and Counter-Reformation, the ensuing religious wars, and the rise of absolutism—and then focuses on political revolutions in Europe and the Americas in the 17th, 18th, and early 19th centuries. Attention is given to revolutionary and counter-revolutionary ideologies and their various cultural forms of expression. Possible related topics include: the Scientific Revolution and Enlightenment, mass society and popular religion, secularization and civil religion, and nationalism. Requirements include papers and oral presentations. *Prerequisite:* HUMN 112.

HUMN 214. The Modern World in Crisis. (F, S) (3)

As the final part of the Humanities sequence, this interdisciplinary course focuses on significant developments in Western society and culture in the 20th Century. *Prerequisites:* HUMN 211 and HUMN 213 or 27 hours of transfer credit in the humanities, including courses in composition, speech, modern history, modern literature, fine arts, and modern religion or philosophy.

HUMN 215. Philosophy and the Crisis of Modernity. (S) (3)

As the final part of the Humanities sequence, this interdisciplinary course focuses on significant developments in Western society and culture in the 20th Century. Attention is given to developments in philosophy in the 20th century, including but not limited to pragmatism, philosophy of language, and existentialism. *Prerequisites:* HUMN 211 and HUMN 213 or 27 hours of transfer credit in the humanities, including courses in composition, speech, modern history, modern literature, fine arts, and modern religion or philosophy. This course may cross-list with PHIL 215.

HUMN 251. Readings 3. (F) (1)

Focusing on primary texts in English and in translation as well as on contemporary secondary texts, HUMN 251 enriches students’ awareness and understanding of the ideas and aesthetics that shaped the world from the Enlightenment to the beginnings of modernity. *Prerequisites:* ENGL 102, HUMN 112, HUMN 152 or equivalent transfer credit. *Corequisites:* HUMN 211 and HUMN 213 or permission from instructor.

HUMN 252. Readings 4. (S) (1)

Focusing on primary texts in English and in translation as well as on contemporary secondary texts, HUMN 252 focuses on an event, author, or idea introduced in a designated section of HUMN 214.

Prerequisites: HUMN 211, HUMN 213, HUMN 251 or equivalent transfer credit. *Corequisite:* HUMN 214 or permission from instructor.

HUMN 351. Readings 5. (F) (1)

A seminar in recent fiction and nonfiction of significant merit. *Prerequisite:* HUMN 252 or permission from instructor.

HUMN 352. Readings 6. (S) (1)

A seminar in recent fiction and nonfiction of significant merit. *Prerequisite:* HUMN 351 or permission from instructor.

HUMN 477. Philosophy of Life. (S) (3)

The senior Capstone seminar for History and Religious Studies majors (but any student may take the course).

Human Performance

HMPF 435. Social Psychology of Sports & Human Performance. (F) (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.

HMPF 441. Exercise Assessment and Prescription. (S) (3)

Students will learn the rationale behind and the techniques required for various fitness and physiological tests performed in fitness and clinical settings, and the facets of safe and effective exercise programs for improving health and fitness. *Prerequisite:* WELL 340 or permission from instructor.

HMPF 485. Internship for Human Performance. (F, S, Sum) (3)

Supervised experience in fitness and wellness promotion in a related setting. Students will have the opportunity to put into practice the knowledge and practical skills they have learned in their class work. Students should take this course in the final year of their studies.

Interdisciplinary Social Sciences

INSS 101. Introduction to Social Sciences. (F, S) (3)

This course is designed to familiarize students with the questions asked by disciplines of the Social Sciences. Thematic in approach, this course will examine common questions as well as the requisite theories and approaches employed by sociologists, anthropologists, political scientists, cultural geographers, psychologists, Appalachian Studies scholars, criminal justice specialists, and economists.

INSS 103. Cultural Geography. (S) (3)

Emphasis on the concepts of place, region, spatial interaction, landscape interpretation and landscape evolution. Deals with the graphic media of geography - maps, graphs, scale models. Case studies illustrate geographic principles to familiarize students with various parts of the world. For future teachers as well as students of the natural and social sciences.

Management

MGMT 301. Principles of Leadership. (F) (3)

This course introduces and presents an overview of leadership using a three-pronged approach: (1) survey of leadership theory, research, and practices (2) application of leadership concepts through critical thinking and examples, and (3) development of leadership skills and abilities. *Prerequisite:* MGMT 352.

MGMT 324. Personal and Interpersonal Excellence. (S) (3)

This course focuses on leadership development, with the goal of improving personal and interpersonal excellence. It is based upon the premise that leadership effectiveness begins with human effectiveness. Students grow in self-awareness, identifying their leadership strengths and areas for improvement. Experiential exercises and group activities provide opportunities to learn and practice leadership

skills with others. Students chart a course for change and development by creating a personal mission statement, goals, and action plan.

MGMT 352. Principles of Management. (F, S) (3)

This course introduces management and leadership as a functional area of business, including the development of organizational plans, policies, and procedures, and provides exposure to basic theoretical developments in management and leadership thought. Research and theoretical analysis associated with management activities of an organization in the global and ethical environments will be studied. Management and leadership analysis will be presented in written and oral communication media. *Prerequisite:* BUAD 151 or permission from instructor.

MGMT 372. Human Resource Management. (F) (3)

Using a system-process model, this course discusses the various subsystems (recruitment, selection, compensation, task specification, etc.) which fall under the responsibility of the HRM function. The subsystems are designed to provide for the efficient and effective utilization of human resources in business concerns. *Prerequisite:* MGMT 352.

MGMT 374. Operations Management. (S) (3)

This course utilizes the systems approach to study quality, process, capacity, inventory, and workforce to analyze and solve both production and service enterprise problems. Topics include product management and control, process flow analysis, environment layout, forecasting, materials requirements planning, and performance improvement. *Prerequisite:* MGMT 352.

MGMT 400. Organizational Behavior & Teamwork Dynamics. (F) (3)

This course responds to the increasing need for cooperative skills in projects, concurrent design and engineering, interdepartmental committees, quality circles, self-managed work teams, and relationship selling. Areas to be covered include small group dynamics; team building; cohesiveness; trust; power; role constraints; facilitative communication; and conflict resolution. Teams will perform in simulated work environments and analyze cases. *Prerequisite:* MGMT 352.

MGMT 451. Leadership Case Studies. (S) (3)

This course studies the lives and legacies of various noteworthy leaders throughout history and today. We take an in-depth look at how each leader's character, personality, style, virtues, strengths, and weaknesses played a role in his or her leadership effectiveness, using applicable leadership theories and models to explain concepts. We examine the selected leaders' decisions, behaviors, and relationships, analyzing how they influenced others, impacted their organizations and society, and achieved results. Understanding the personal and professional challenges and struggles that leaders have faced and overcome can teach and inspire us to learn from their examples. We will discover how leaders are courageous, resilient, self-confident, servants to others, collaborators, and deliberators. We further explore how leaders emerge, and the cultural, historical, societal, and organizational forces that shape a leader's development.

Marketing

MKTG 321. Principles of Marketing. (F, S) (3)

This course introduces marketing as a functional area of business. It discusses the movement of goods and services from producer to consumer while examining the elements of the marketing mix (product, price, place, and promotion). The global, ethical, and legal issues found in the marketing environment will also be studied. *Prerequisite:* BUAD 151.

MKTG 322. Consumer Behavior. (S) (3)

A study of the factors and principles that govern behavior and decision making patterns in the consumer marketplace. Students will study behavior that consumers display in searching for, purchasing, using, evaluating, and disposing of products, services and ideas. *Prerequisite:* MKTG 321. Odd years only.

MKTG 370. Advertising. (S) (3)

This course provides an overview of the social, economic, and marketing environment in which advertising functions. This course will provide an in-depth coverage of advertising activities as they relate to consumer-driven mass media marketing activities. The course will focus on advertising planning and management as well as media strategies available to organizations. *Prerequisite:*

MKTG 321 or permission from instructor.

MKTG 372. Public Relations. (F) (3)

This course provides a broad understanding of the various elements of an integrated marketing communications program, with a concentration on the role of public relations. *Prerequisite:* MKTG 321 or permission from instructor.

MKTG 374. International Marketing Strategies. (S) (3)

This course provides students with an understanding of international and multinational marketing strategies. In the course, students will discuss the movement of goods and services from producer to consumer in today's global marketplace while examining the elements of the marketing mix (product, price, place, and promotion). The global, ethical, and legal issues found in the international marketing environment will also be studied. *Prerequisites:* MKTG 321 and BUAD 151.

MKTG 378. Sales Management. (F) (3)

This course is designed to familiarize students with the principles, concepts and terminology of personal selling as well as planning and implementation of personal selling activities. Students will learn the importance of understanding the product, the art of persuasion, how to develop a sales presentation and how to overcome objections and close a sale. Students will also focus on management of the sales force from recruiting and training to compensation issues. *Prerequisite:* MKTG 321.

MKTG 400. Marketing Management. (S) (3)

This is the Capstone course. It examines the marketing management process and the role it plays as a bridge between buyers and sellers. The role of marketing managers as they develop, price, distribute, and promote goods and services is discussed. The use of marketing to solve business problems and achieve strategic goals is emphasized. *Prerequisites:* MKTG 321 and MGMT 352.

MKTG 421. Business Logistics. (F) (3)

A study of the broad field of logistics. A major emphasis will be the nature of distribution and handling of materials in domestic and international markets. A systems approach to transportation, warehousing, material handling, packaging, customer service, and procurement will be studied, as it impacts the basic functions of business. *Prerequisite:* MKTG 321.

MKTG 485. Marketing Internship. (on demand) (1-6)

Supervised practical field experience at approved business site is combined with an academic component to strengthen the student's theoretical background. To be considered for a placement, the student has attained junior or senior standing with 15 hours of Union College Department of Business courses completed, a Department of Business GPA of 3.0, and approval from Chair of the Business Department. Students work 40 hours for each hour of credit and may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a credit/fail basis only.

MKTG 488. Marketing Seminar. (on demand) (3)

An advanced course of selected topics of interest in the field of Marketing.

Mathematics

MATH 099. Transitional Math. (F, S) (3 institutional)

The purpose of this course is to enhance basic mathematical skills and to prepare students for subsequent mathematics courses. This course is required for those who do not qualify for enrollment in MATH 110, MATH 131, or MATH 133. The topics of the course will include, but are not limited to, fractions, decimals, and percents; operations with real numbers, including hierarchy of operations; exponents, roots, and radicals; polynomial arithmetic with emphasis on factoring; solving linear equations and linear inequalities; formula manipulation; and word problems involving any of these topics. The three hours credit for this transitional course counts for fulltime status but not toward graduation requirements.

MATH 110. Topics in Contemporary Mathematics. (F, S) (3)

Selected topics from consumer mathematics, set theory, counting methods, probability, statistics, systems of linear equations, graphs and solutions of linear and quadratic equations using graphical methods. Modeling and problem-solving techniques will be illustrated to give students an understanding of the nature and applications of mathematics. Designed as a terminal course for the

non-major.

MATH 131. College Algebra. (F, S, Sum) (3)

This course contains topics selected from the following: applications of linear and quadratic equations; solving inequalities, including quadratic inequalities; graphing equations; graphs of functions; combining functions and finding inverse functions; exponential and logarithmic functions; polynomial functions; and systems of equations.

MATH 133. Trigonometry and Analytic Geometry. (F) (3)

Right triangle ratios, trigonometric functions, graphing trigonometric functions, identities, inverse trigonometric functions, laws of Sines and Cosines, polar coordinates and complex numbers, analytic geometry.

MATH 203. Mathematics for Elementary Teachers I. (F) (3)

The purpose is to develop understanding by emphasizing mathematical concepts and connections. The course is based on NCTM standards. Students use manipulatives in the study of concepts and procedures for whole numbers, fractions, ratios, integers and real numbers. Problem solving, math journals, alternative assessment, structure, calculators. *Prerequisite:* fulfillment of the Liberal Education Core Math requirement.

MATH 204. Mathematics for Elementary Teachers II. (S) (3)

The purpose is to develop understanding by emphasizing mathematical concepts and connections. The course is based on NCTM standards. Students use manipulatives in the study of concepts and procedures for statistics, probability, measurement, and geometry and algebraic concepts. Classification, change, symmetry, transformations, tessellation, math portfolios, computers. *Prerequisite:* MATH 203.

MATH 241. Introduction to Calculus and Analytic Geometry. (F, S) (4)

Review of algebra, limits, the derivative, differentiation of algebraic and trigonometric functions, applications of the derivative, extrema, and the antiderivative. *Prerequisites:* MATH 131 and MATH 133 or permission from instructor.

MATH 242. Intermediate Calculus and Analytic Geometry. (F, S) (4)

The integral, applications of the integral, logarithmic and exponential functions, trigonometric functions, hyperbolic functions, techniques of integration, L'Hospital's Rule and indeterminate forms, and improper integrals. *Prerequisite:* MATH 241.

MATH 243. Advanced Calculus and Analytic Geometry. (S) (4)

Topics selected from polar coordinates, vectors, solid analytic geometry, partial differentiation, multiple integration, infinite series, and differential equations. *Prerequisite:* MATH 242.

MATH 301. Principles of Geometry. (F) (3)

Mathematical Proof: conjunctions, disjunction, implications, truth tables. Proofs using triangles, polygons, and circles. Transformations, area, space geometry, and non-Euclidean geometries. *Prerequisite:* MATH 131, MATH 133 or MATH 204.

MATH 321. Discrete Mathematics. (F) (3)

Logic, methods of proof, sets, relations, functions, equivalences, combinatorics, induction, recursion, elementary number theory, linear programming, and an introduction to mathematical modeling. *Prerequisite:* MATH 131 or permission from instructor. Even years only.

MATH 331. Introduction to Linear Algebra. (F) (3)

Vector algebra in Euclidean spaces, lines and planes in space, matrices and linear equations, abstract vector spaces. *Prerequisite:* Math 131 or permission from instructor. Odd years only.

MATH 332. Linear Algebra. (S) (3)

Vector spaces, subspaces, linear independence, linear transformations, determinants, inner product spaces, orthogonality, and unitary transformations. *Prerequisite:* MATH 331. Odd years only.

MATH 333. Modern Algebra. (S) (3)

An introduction to abstract algebra including groups, subgroups, quotient groups, isomorphism theorems, rings, and ideals. *Prerequisite:* MATH 241 or permission from instructor.

MATH 372. Probability and Mathematical Statistics. (F) (3)

Theoretical probability using point set approach, probability as a frequency ratio; probability for finite sample spaces; conditional probability; joint and continuous distributions, binomial distribution;

Baye's theorem; statistical applications of probability; theory of sampling and variance. *Prerequisite* (or corequisite): MATH 242.

MATH 402. Functions of a Complex Variable. (F) (3)

Complex numbers, analytic functions, elementary functions of a complex variable. Cauchy's formula, Liouville's theorem, Laurent's series, residues, contour integration, conformal mapping, physical applications. *Prerequisite:* MATH 243. Even years only.

MATH 403. Introduction to Analysis. (F) (3)

Sets and functions, topological ideas, LUB property, real sequences, continuity, mean value theorems, integration, definite integrals, Taylor's theorems, improper integrals, convergence of infinite series, power series, improper integrals with parameter. *Prerequisite:* MATH 243. Odd years only.

MATH 471. Differential Equations. (on demand S) (3)

Differential equations of first order and first degree, differential equations of first order and higher degree, differential operators and linear differential equations, reduction of order. *Prerequisite:* MATH 242.

Music

MUSC 101. Applied Music. (F, S) (1)

Applied lesson for music minors. Taken as an elective requires permission from instructor.

MUSC 102. Applied Music. (F, S) (1)

Applied lesson for music minors. Taken as an elective requires permission from instructor.

Prerequisite: MUSC 101.

MUSC 121. Introduction to Music. (F, S) (3)

An historical approach to music appreciation focusing on period and style. Extensive listening to music literature.

MUSC 152. Union College Singers. (F, S) (0-1)

A concert choir performing a varied repertory. May be repeated for credit.

MUSC 159. Union College Chamber Singers. (F, S) (0-1)

A select vocal ensemble composed of a small number of singers whose repertory consists of vocal chamber music. Open by audition. May be repeated for credit.

MUSC 201. Applied Music. (F, S) (1)

Applied lesson for music minors. Taken as an elective requires permission from instructor.

Prerequisite: MUSC 102.

MUSC 202. Applied Music. (F, S) (1)

Applied lesson for music minors. Taken as an elective requires permission from instructor.

Prerequisite: MUSC 201.

MUSC 265. Theory/Musicianship I. (F) (3)

A combined course including the areas of theory and basic musicianship skills.

MUSC 266. Theory/Musicianship II. (S) (3)

A continuation of MUSC 165.

MUSC 301. Applied Music. (F, S) (1)

Applied lesson for music minors. Taken as an elective requires permission from instructor.

Prerequisite: MUSC 202.

MUSC 302. Applied Music. (F, S) (1)

Applied lesson for music minors. Taken as an elective requires permission from instructor.

Prerequisite: MUSC 301.

MUSC 317. Recital. (on demand) (1)

MUSC 331. Choral Literature/Conducting. (F) (3)

Choral literature will be studied and will include score analysis and conducting/rehearsal techniques.

Prerequisite: MUSC 265 and MUSC 266 or permission from instructor.

MUSC 373. Elementary School Music. (F) (3)

Teaching music in the elementary school: procedures, techniques, materials, and equipment.

Prerequisite: MUSC 121 or permission from instructor.

MUSC 422. Music History since 1750. (on demand) (3)

A study of representative music both written and recorded and readings coordinating and integrating music skills. Classic period to the present.

MUSC 495. Independent Study. (on demand) (2-3)

Independent study and/or research on approved topics. *Prerequisite:* permission from student's major instructor. May be repeated for credit.

Nursing

NOTE: All 300 and 400 NURS courses (except NURS 340) require admission to the nursing program to enroll. Pre-Licensure nursing courses are designed in a developmental manner and must be taken in sequence. Any exceptions require the approval of the Dean of Nursing.

NURS 101. Introduction to Professional Nursing. (F, S) (1)

Introduces essential competencies for success in the nursing program and for professional nursing practice.

NURS 300. The Professional Role. (F) (3)

An examination of the nursing profession, including the nurse's role in health care, standards of practice, and the future of the profession. (RN to BSN only)

NURS 301. Foundations of Professional Nursing Practice. (F) (4)

This course is designed to introduce the student to the foundational knowledge, theories, and skills that are integral to professional nursing. The course will focus on beginning clinical reasoning to meet the needs of patients. Corequisites: NURS 302, NURS 305 and NURS 310.

NURS 302. Foundations of Professional Nursing Practice Clinical. (F) (2)

Application of foundational knowledge, theories, and skills in lab and clinical settings.

NURS 305. Pharmacology I. (F) (2)

Introduction to the knowledge and interventions needed to maximize therapeutic effects and prevent or minimize adverse effects of drugs. Emphasis on safe application of basic pharmacotherapeutic knowledge.

NURS 310. Health Assessment and Laboratory. (S for RN to BSN; F for Pre-Licensure) (4)

Gaining the knowledge to obtain health histories, physical examinations, and interpreting normal findings as well as common deviations from normal.

NURS 321. Concepts of Adult and Geriatric Health. (S) (3)

Focus on the concepts of nursing practice for caring for adults of all ages related to acute and chronic health care needs and assisting patients to meet their human needs related to promotion, restoration, and maintenance of health. Corequisite: NURS 325 and NURS 360.

NURS 325. Concepts of Adult and Geriatric Health Clinical. (S) (3)

Application of theories, clinical reasoning, and skills related to the acute and chronic care of adults of all ages.

NURS 331. Mother-Baby and Pediatric Nursing. (S) (3)

Focuses on the concepts of nursing practice for the care of mothers-babies and pediatrics and families. Health promotion, disease prevention, restoration and maintenance are highlighted in this course. Corequisite: NURS 335.

NURS 332. Nursing Theory. (S) (1)

The use of theoretical reasoning and its role in current nursing practice. (RN to BSN only)

NURS 334. Healthcare Policy and Finance. (F) (3)

Examine the role of the professional nurse in healthcare delivery policies, politics, regulation, and finance. (RN to BSN only)

NURS 335. Mother-Baby and Pediatric Nursing Clinical. (S) (2)

Application of the theories, clinical reasoning, and skills related to care of mothers, babies, children and families. Corequisite: NURS 331.

NURS 336. Transcultural Nursing. (F) (3)

Focuses on cultural assessment and providing culturally competent nursing care from a transcultural caring perspective.

NURS 338. Healthcare Informatics. (S) (3)

Examination of healthcare information systems and development of information literacy for healthcare providers. (RN to BSN)

NURS 340. Pathophysiology. (S) (3)

An examination of the physical or biochemical changes that are the cause or result of pathology or disease processes.

NURS 360. Evidence Based Practice and Research. (summer – RN to BSN; spring – Pre-Licensure) (3)

Explore the role of research in nursing practice and health care delivery and critically review research reports. Explore the evidence in the literature for nursing care strategies.

NURS 401. Introduction to Community Health. (Sum) (1)

An introductory course to the concepts and principles of community and public health.

NURS 403. Community and Family Clinical. (Sum) (1)

Supervised clinical experience in a regional or international setting. Application of beginning theories, clinical reasoning, and skills for community and public health. *Prerequisite:* NURS 401, NURS 331 and NURS 335.

NURS 405. Pharmacology II. (F) (3)

Continued exploration of effects of chemicals used in the prevention, diagnosis and treatment of disease including genetic implications of pharmacology.

NURS 411. Mental Health Nursing. (F) (2)

This course focuses on the mental health needs of the individual and family. Biological, psychological, and emotional, and communication systems will be emphasized. *Corequisite:* NURS 415.

NURS 415. Mental Health Nursing Clinical. (F) (1)

Application of knowledge, theories, and skills related to mental health nursing. *Corequisite:* NURS 411.

NURS 420. Community Health Nursing. (S) (3)

Care of clients in community settings with a focus on populations, illness prevention and health promotion. *Prerequisites:* NURS 332 and NURS 360. *Corequisite:* NURS 421. (RN to BSN only)

NURS 421. Community Health Nursing Practicum. (S) (2)

Practicum experience in the care of clients in community settings with a focus on populations, illness prevention and health promotion. *Prerequisites:* NURS 332 and 360. *Corequisite:* NURS 420. (RN to BSN only)

NURS 423. Community Health Nursing. (F) (2)

Development of clinical reasoning skills related to health and chronic illness of individuals and families, communities and populations. *Corequisite:* NURS 425. (Pre-Licensure only)

NURS 425. Community Health Nursing Clinical. (F) (1)

Application of knowledge, theories and skills related to health and chronic illness in the community. *Corequisite:* NURS 423.

NURS 430. Management/and Leadership. (F- RN to BSN; S – Pre-Licensure) (3)

Focuses on management and leadership theories and principles applied to nursing practice with an emphasis on developing skills and strategies for innovative and creative approaches to healthcare management and leadership challenges. *Prerequisites* for RN to BSN: NURS 320, NURS 338 and NURS 360. *Corequisite* for RN to BSN: NURS 431.

NURS 431. Management/Leadership Practicum. (F) (2)

Practicum application of management and leadership theories and principles with an emphasis on practicing skills and strategies for innovative and creative solutions to challenges in healthcare. *Corequisite* for RN to BSN: NURS 430.

NURS 444. Emerging and Persistent Issues in Nursing and Healthcare. (summer – RN to BSN; fall – Pre-Licensure) (3)

Application of prerequisite knowledge and current evidence to persistent and emerging healthcare issues identified in scholarly literature and current epidemiological evidence. Topics will include current global, national, state, and local issues, genetics and genomics. *Prerequisite:* NURS 360.

NURS 451. Concepts of Adult and Geriatric Health II. (S) (3)

Focus on the advanced concepts of nursing practice for caring for adults of all ages with complex

health alterations. Corequisite: NURS 455.

NURS 455. Concepts of Adult and Geriatric Health II Clinical. (S) (3)

Application of knowledge, theories, and clinical reasoning in caring for adults of all ages experiencing complex alterations in health.

NURS 460. Readings in Nursing. (F) (1)

Examining nursing practice from an arts and humanities perspective. (RN to BSN only)

NURS 475. Senior Practicum. (S) (3)

Application and synthesis of prerequisite knowledge, skills, and clinical reasoning through the program.

Philosophy

PHIL 215. Philosophy in the Modern World. (S) (3)

An introduction to philosophy through examination of modern trends in the discipline. Attention is given to developments in philosophy in the 20th century, including but not limited to pragmatism, philosophy of language, and existentialism. Particular attention is given to the role of philosophy in discussions of political, social, and religious issues from the late 19th century to the present. This course may cross-list with HUMN 215.

PHIL 261. Topics in the Philosophy of Religion. (S) (3)

An introduction to philosophy through the examination of philosophical issues related to religious faith such as arguments for the existence of God, the problem of evil, religious language, mysticism and religious experience, revelation and reason, natural law, miracles, life after death, relativism and pluralism, particularism and universalism. Course will include traditional and contemporary approaches. Even years only.

PHIL 301. Readings in Philosophy. (F) (1)

Reading courses for Religious Studies majors and minors, taken in the junior year.

PHIL 302. Readings in Philosophy. (S) (1)

Reading courses for Religious Studies majors and minors, taken in the junior year.

PHIL 352. Ethics and Political Philosophy. (F) (3)

A topical course focusing on questions related to the nature of moral value, skepticism and relativism, the individual and society, concepts of justice, and contemporary moral issues. Emphasis is placed upon helping students to develop skills in moral reasoning and the historical, social, and cultural contextualization of philosophical ideas. *Prerequisites:* One course in philosophy and one course in religion or permission from instructor. This course may substitute for PLSC 360 Political Philosophy. Even years only.

PHIL 401. Readings in Philosophy. (F) (1)

Reading courses for Religion/Philosophy majors and Philosophy minors, taken in the senior year.

PHIL 460. Knowledge and Reality. (S) (3)

The course focuses on developments in epistemology and metaphysics during key periods in the history of philosophy, with particular attention to the consequences for moral and political thought. Course may be listed under an appropriate subtitle such as philosophy of science, philosophy of mind, philosophy of language, reason and relativism, religion and science. May be repeated for credit when listed under a different subtitle. *Prerequisites:* One course in philosophy and one course in religion or permission from instructor. Odd years only.

PHIL 479. Seminar in Philosophy. (on demand) (3)

Intensive study of a special topic, historical period or philosopher. May be repeated for credit. *Prerequisite:* permission from instructor.

PHIL 495. Independent Study. (on demand) (3)

Independent study or research on approved topics. May be repeated for credit. *Prerequisite:* permission from instructor.

Physical Education (Activity Classes)

PHED 111. Beginning Swimming (Non-swimmers only). (F, S) (1)

PHED 112. Intermediate Swimming. (F, S) (1)

PHED 113. Lifeguard Training. (S) (1)

Advanced techniques of water safety and rescue. American Red Cross certification awarded to those who qualify. Cardiopulmonary resuscitation certification also awarded to those who qualify.

Prerequisite: successful completion of a swimming skills pre-test or permission from instructor.

PHED 114. Water Aerobics. (F, S) (1)

PHED 116. Yoga. (F, S) (1)

PHED 121. Team Sports. (F) (1)

PHED 122. Volleyball. (F, S) (1)

PHED 132. Golf. (F, S) (1)

PHED 133. Tennis and Badminton. (F, S) (1)

PHED 134. Personal Fitness and Aerobic Activities. (F, S) (1)

PHED 136. Weight Training. (F) (1)

Physical Education (Professional Courses)

PHED 201. Theories of Coaching Football. (Sum) (3)

The practical study of the game of football, as it applies to the coach and player. A study of the fundamental skills, principles and concepts. Odd years only.

PHED 202. Coaching Men's and Women's Basketball. (Sum) (3)

PHED 204. Coaching Baseball and Softball. (Sum) (3)

PHED 241. History and Philosophy of Physical Education. (F) (3)

From primitive man through the present, with particular emphasis on Greek physical education, European systems and development of physical education in North America. Some research into the history of various sports.

PHED 243. Philosophy of Coaching. (Sum) (3)

An in-depth introduction to the coaching profession integrating the latest sport science research with practical knowledge for the high school and middle school coach. Includes sportsmanship, coaching diverse athletes, managing the athlete's behavior, preventing and addressing drug and alcohol abuse, and developing parental and community relationships.

PHED 261. Physical Education in the Elementary School. (F, M) (3)

The role of the classroom teacher in physical education. Emphasis is placed on the application of game, movements, exploration, rhythms and self-testing. Included are screening procedures for the assessment of motor development. Five hours of observation at the secondary school level is required.

PHED 275. Principles of Elementary Movement Forms. (F, M) (3)

An experience in discovering the principles behind basic movement forms at the elementary physical education level. Various movement theories and concepts will be explored and examined on the cognitive and kinesthetic bases.

PHED 340. Motor Development. (S) (3)

An examination of an individual's motor development across the lifespan. Particular emphasis will be placed on the effect physical activity has on growth and development.

PHED 351. Tests and Measurements in Health and Physical Education. (F, S) (3)

Evaluating health and physical education by the construction and administration of tests. Emphasizes reliability, objectivity, validity of tests and grading systems. Students will be required to organize, administer a test and evaluate and report the results. *Prerequisite:* students must have junior or senior standing.

PHED 361. Organization and Administration of Physical Education and Athletics. (S) (Sum) (3)

Administration of physical education and athletic programs in schools, with special emphasis on philosophy and leadership styles. Includes budget and finance, office management, curriculum development, facilities, legal factors and public relations.

PHED 410. Exercise Physiology. (F) (3)

During this course, the effects of exercise and physical activity on human physiology will be studied, with a focus on the neuromuscular and neuroendocrine systems and metabolic processes. Also reviewed will be influences on physical performance, such as nutrition, and types of physical

training. *Prerequisites:* PHED 421 and WELL 340 or BIOL 331.

PHED 420. Physical Education for the Exceptional Child. (F) (3)

This course will review historical and legislative development of physical education for people with disabilities. Normal and abnormal mental and physical development will also be reviewed, along with teaching concerns. Experiential components include empathy, field, and teaching experiences.

PHED 421. Kinesiology. (S) (3)

An analysis of human motion and its relation to athletic and gymnastic activities; practical application of these principles. *Prerequisite:* WELL 340 or BIOL 330 or permission from instructor.

PHED 461. Physical Education in the Secondary School. (S) (3)

Topical areas such as philosophy, teacher certification, competencies, and professional activities will be covered. Curriculum construction, instructional methods, class management and techniques for teaching specific activities will be considered as they relate to the secondary level. Five hours of observation at the secondary school level is required. *Prerequisite:* permission from instructor.

PHED 471. Sports Management Internship. (F, S, M, Sum) (6)

Supervised sports management experience in a related setting. Students work 200 hours for 6 hours of credit. *Prerequisite:* permission of the Internship Director.

PHED 495. Independent Study. (F, S, Sum) (3)

Independent work for advanced students only. *Prerequisite:* permission from instructor.

Physics

PHYS 111-112. College Physics. (F, S) (3)

A 2-semester sequence, these courses are intended for life science and non-science students. They must be taken sequentially. PHYS 111 topics include mechanics of motion; the properties of solids, liquids, and gases; and thermal phenomena. PHYS 112 topics include wave motion and vibrations; electricity and magnetism; optics; and selected topics in modern physics. Does not count toward a minor. Corequisite: MATH 131 or permission from instructor.

PHYS 113-114. College Physics Laboratory. (F, S) (1)

Laboratory experiments accompanying Physics 111 and 112 respectively to illustrate basic principles and develop laboratory skills. No credit may be received for these laboratory courses without concurrent or prior completion of the corresponding lecture course.

PHYS 211-212. General Physics. (F, S) (4)

Mechanics of solids, liquids and gases; laws of thermodynamics; kinetic-molecular theory, vibrating bodies; wave physics; laws of Coulomb, Faraday, Ampere, Ohm, Joule, and Lenz; electromagnetism; optics. *Prerequisite* or corequisite: MATH 242.

PHYS 213-214. General Physics Laboratory. (F, S) (1)

A general physics laboratory course involving experiments in mechanics, heat, sound, electricity, magnetism, and optics. Experiments are coordinated with PHYS 211-212.

PHYS 304. Modern Physics. (F) (3)

Study of modern physics: relativity, quantum mechanics, wave/particle duality, atomic/nuclear/particle physics, cosmology. *Prerequisite:* PHYS 111 and PHYS 112 or PHYS 211 and PHYS 212. Even years only.

PHYS 305. Problem Solving in Modern Physics. (F) (1)

Calculus-based problem solving supplement to PHYS 304: Modern Physics. *Prerequisites:* PHYS 211 and 212 and MATH 242 (*Prerequisite* or corequisite: PHYS 304.) Even years only.

PHYS 331. Heat and Thermodynamics. (on demand) (3)

Thermodynamic systems and processes, equations of state, PVT surfaces and real substances, laws of thermodynamics, energy equations, enthalpy, entropy, thermodynamic potentials, application of thermodynamics to simple systems. *Prerequisite:* PHYS 212. *Prerequisite* or corequisite: MATH 243. Odd years only.

PHYS 402. The Physics of Solids. (on demand) (3)

A study of the physical, mechanical, thermal, electrical, and magnetic properties of solid phase materials. Also to be considered are experimental methods for investigating solids. *Prerequisites:* MATH 131 and either PHYS 111 and PHYS 112 or PHYS 211 and PHYS 212.

Political Science**PLSC 101. American National Government. (F, S) (3)**

A survey of the principal characteristics of the American National Government; examination of constitutional principles, federalism, political participation, institutions of government, and the politics of public policy. See the History section of the catalogue for information on the History and Political Science area major.

PLSC 209. American Courts and Judicial Process. (S) (3)

This course presents an overview of the development of federal and state court systems examining structure, administration, case flow, and interaction with other portions of the criminal justice and governmental systems. Cross-listed as CRJU 209.

PLSC 231. International Politics. (F) (3)

Basic historical, economic, and cultural factors in the international political system. The rise and development of Western nation-state systems; the foundations of national power; sovereignty, nationalism and imperialism; the development of international organizations and cooperation.

PLSC 305. American Political Parties and Politics. (on demand) (3)

The organization, functions, and practices of political parties in the United States, their methods of influencing public opinion, their role in nominations and elections, and their impact on popular government.

PLSC 382. Legal Political Thought - Classical. (F) (3)

This course examines ancient understandings of law, statesmanship, and the good society. Problems relating to these interwoven components of the political arena are considered on both theoretical and practical levels, the first concerning what the relationship of citizen and state should be, the latter involving review of practices as seen through the lives of actual rulers from ancient Greece and Rome. Cross-listed as CRJU 382.

PLSC 383. Legal Political Thought - Modern. (S) (3)

This course examines the way in which seminal questions with relation to the proper foundations and structures of society have been approached in the modern era. Analysis includes examination of founders, religion, and the military, especially in connection to the concepts of fortune and necessity. Cross-listed as CRJU 383.

PLSC 401. Public Policy and Criminal Justice. (F) (3)

The study of policy questions in the criminal justice system. Particular emphasis is placed on a detailed examination of the major policy issues that link crime, politics, administration, and the law. *Prerequisite:* upper division standing. Cross-listed as CRJU 401.

PLSC 405. The American Founding. (F) (3)

The American Founding is an inquiry into the governing principles of the Declaration of Independence and how its transformation culminated in the Constitution of the United States. To understand the modern American political system requires a re-examination of first principles and the relationship between the two fundamental documents of the American republic. Even years only. Cross-listed as CRJU 405.

PLSC 408. The American Presidency. (on demand) (3)

Analysis of the institution of the presidency, its functions, formal and informal relationships, and its limitations within the American political system.

PLSC 409. Statesmen, Soldiers and Leadership. (F) (3)

This course is an inquiry into the nature, purpose, origin, structure, and practical consequences of political and military leadership. Questions concerning the elements of great leadership from perspectives of personal attributes and implementation of policy will be of prime import. Odd years only. Cross-listed as CRJU 409.

PLSC 470. Political Violence. (on demand) (3)

The purpose of this course is to introduce the student to the issues relating to violence as a component of politics. Topics such as terrorism, warfare, and arms proliferation will be analyzed. In addition the course will familiarize the student with several regional conflicts, e.g., Northern Ireland. Cross-listed as CRJU 470.

PLSC 483. Constitutional Law II: National Powers. (S) (3)

An overview of the United States Supreme Court's interpretation of Articles I, II, and III of the federal constitution. These articles divide the powers of the federal government between three ostensibly co-equal branches. The respective branches may only exercise those powers granted to them by the respective Articles. Powers not delegated to one of the branches are reserved to the states. These two constitutional principles - separation of powers and federalism - invariably generate conflicts among the three branches and between the branches and the various states. The Supreme Court's efforts to arbitrate such conflicts are examined through analysis of its decisions and its efforts to interpret the "plain meaning" of the Constitution's language, and to discern the "intent of the founders." Cross-listed as CRJU 483. Even years only.

PLSC 486. Constitutional Law I: Civil Liberties. (S) (3)

The development and interpretation of the Constitution examined through analysis of the decisions of the Supreme Court and secondary sources, focusing on the Bill of Rights and the Fourteenth Amendment. The course serves as an introduction to how our national heritage of civil liberties has been articulated by the Court to form law and legal doctrine over the course of two centuries, including consideration of the areas of privacy, public morality, defendant's rights, and the death penalty. This dual registration course is also available for upper-division elective credit in Criminal Justice. *Prerequisites:* CRJU 201 and CRJU 205 or permission from instructor. Cross-listed as CRJU 486. Odd years only.

Psychology

PSYH 200. Introduction to Psychology. (F, S) (3)

Emphasis on the study of human behavior and the ability of the individual to make adjustments to his/her environment.

PSYH 202. Forensic Psychology. (F) (3)

An application of psychological principles to the criminal justice system. Topics include: the relationship between the legal and mental health systems, the assessment of criminal responsibility, the psychodynamics of criminal behavior, and intervention strategies.

PSYH 210. Child Development. (F, S) (3)

Emphasis on recent child development theories with laboratory experiences with children on a one-to-one basis.

PSYH 225. Adolescent Psychology. (S) (3)

This course focuses on the physical, intellectual, personal, social and moral development of middle grades students. Influences of families, peers, school and mass media on the adolescent is highlighted.

PSYH 275. Cross-Cultural Psychology. (F) (3)

This course examines human behavior from a cross-cultural perspective. This course will evaluate psychological theories that make assumptions from a limited cultural perspective through exploring recent research and topics that challenge these commonly accepted psychological theories. The goal of this course is to provide a broader knowledge and understanding of the field of psychology outside of the U. S. culture. *Prerequisite:* PSYH 200 or permission from instructor.

PSYH 290. Clinical Psychology. (F, S) (3)

An introduction to the basics of clinical psychology. This course stresses the importance of theory, quality research, prevention, assessment skills, and clinical abilities in interventions. Reviews and examines three theoretical perspectives – psychoanalytic, behavioral, and phenomenological – and makes use of case material and real-world applications to illustrate each theoretical approach. There will be an emphasis on the advantages of the scientist-practitioner model of preparation for the multitude of functions available to clinical psychologists. *Prerequisite:* PSYH 200 or permission from instructor.

PSYH 301. Psychological Measures and Analysis. (F) (3)

This course will provide an introduction to descriptive and inferential statistics, with emphasis on use in psychological research. Attention is given in this course to the use of statistical software for data analysis, and the selection of appropriate texts for particular experimental designs. *Prerequisite:* PSYH 200.

PSYH 302. Research Design. (S) (3)

This course continues the study of inferential statistics and the design and interpretation of psychological experiments begun in Experimental Research Design I. Includes an examination of qualitative and quantitative research methods, data collection procedures, methods of observation and analysis, reporting results, and ethical issues in research psychology. *Prerequisite:* PSYH 200 and PSYH 301.

PSYH 315. Physiological Psychology. (F) (3)

This course examines the biochemical, neuroanatomical, and physiological bases of human and animal behaviors such as sensory perception, motor function, language, learning, memory, and emotion. *Prerequisite:* PSYH 200 or permission from instructor. (Formerly PSYH 215.)

PSYH 330. Social Psychology. (F, S) (3)

Major emphasis is on problems involved in human relations. Designed to help the individual to understand and adjust to group thought and action. Attention is given to recent psychological and sociological research in human relations. *Prerequisite:* PSYH 200 or permission from instructor.

PSYH 332. Lifespan Development. (F) (3)

This course examines the theories and research on psychological development from birth to death. This course will focus on the topical areas of physical, cognitive, and social changes that occur throughout life. *Prerequisite:* PSYH 200 or permission from instructor.

PSYH 350. Cognition. (F) (3)

An introduction to the study of human information processing. Topics include attention, thinking, pattern recognition, short and long- term memory, semantic memory, mental imagery, problem solving, creativity, and language acquisition. *Prerequisite:* PSYH 200 or permission from instructor. (Even years only.)

PSYH 352. Abnormal Psychology. (S) (3)

Mental disorder, changing conceptions of normality, the more common forms of mental disorders, their psychological interpretation, principles of effective mental hygiene, and contemporary approaches to psychotherapy. *Prerequisite:* PSYH 200 or permission from instructor.

PSYH 360. Sensation and Perception. (S) (3)

An introduction to the principles and theories of human perception. The anatomy and physiology of different sensory modalities are examined. Topics include vision, hearing, touch, taste, and smell. Psychophysics is covered. *Prerequisite:* PSYH 200 or permission from instructor. (Even years only.)

PSYH 405. Foundations of Chemical Dependency I. (F, S) (4)

Introduction to the foundations of the alcohol and drug abuse rehabilitation field. Emphasis on the roles and responsibilities of the addictions counselor. Focus is on the first six of the twelve core functions: screening, intake, orientation, assessment, treatment planning, and basic counseling skills. Interactive work stressed.

PSYH 406. Foundations of Chemical Dependency II. (F, S) (4)

Introduction to the foundations of the alcohol and drug abuse rehabilitation field. Emphasis on the roles and responsibilities of the addictions counselor. Focus is on the last six of the twelve core functions: case management, crisis intervention, client education, referral, reports and recordkeeping, and consultation with other professionals in regard to client treatment & services. Interactive work stressed.

PSYH 407. Ethical Issues in Chemical Dependency Treatment. (F, S) (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 410. Psychology of Addictions. (F, S) (3)

Major emphasis is 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. *Prerequisite:* PSYH 200 or permission from the instructor.

PSYH 413. Recovery & Relapse. (F, S) (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 424. Biological Systems of Chemical Dependence. (F, S) (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 460. Theories of Personality. (F) (3)

Nature of personality structure and dynamics. Classical psychoanalysis, social psychological and stimulus-response theories included. *Prerequisite:* PSYH 200 or permission from instructor.

PSYH 461. History and Systems of Psychology. (F) (3)

This course involves a historical overview of the major theories and metatheoretical paradigms in the field of psychology and a survey of the historical and epistemological roots underlying current approaches in professional psychology. Through consideration of core issues in the philosophy of science, students develop the ability to critically evaluate different theoretical approaches in professional psychology. *Prerequisite:* PSYH 200 or permission from instructor.

PSYH 470. Learning Theories for Educators. (F, S) (3)

The major focus of this course is an exploration of how individuals learn, including specific learning theories and their relation to classroom teaching. *Prerequisite:* PSYH 200 or permission from instructor. (Odd years only.)

PSYH 475. Advanced Behavioral Neuroscience. (S) (3)

This course will cover advanced topics in the field of behavioral neuroscience with greater emphasis on the areas examined in Physiological Psychology. Through class lecture and laboratory exercises, students will explore the theories and experimental methods used in the field of behavioral neuroscience. *Prerequisite:* PSYH 315. (Odd years only.)

PSYH 481. Special Topics in Psychology. (on demand) (3)

An intensive study of selected topics of interest within the discipline of psychology. May be repeated for credit as the topic varies. *Prerequisite(s):* vary depending on course topic, or permission from instructor.

PSYH 497. Senior Seminar I. (F) (3)

This course will build on the concepts and principles learned in Experimental Research Design I & II. Topics include ethics in research, writing research proposals and reports, selecting the appropriate research design and statistical analyses, performing literature research, and critically reviewing published research reports. Students will be introduced to frequently used statistical and graphic computer packages in psychology. Students will be required to write a research proposal that includes a hypothesis, literature review, and experimental plan. Students will also be required to implement the proposal in a small scale pilot study. If approved by the professor, students may choose to fully implement the research proposal in Senior Seminar. *Prerequisites:* PSYH 200, PSYH 301 and PSYH 302.

PSYH 498. Senior Seminar II. (S) (3)

Students will extend the application of principles and concepts learned in Senior Seminar I. Topics covered may include experimental design, survey design, advanced statistics, qualitative research design, and empirical writing. Students will implement their Senior Seminar I proposals by revising and expanding their literature reviews, revising and implementing their designs and analyzing results, and describing conclusions. Students will also prepare a professional presentation to be given at an institutional symposium and/or professional conference. *Prerequisites:* PSYH 301,

PSYH 302, PSYH 497 and senior standing.

Recreation Management

RECM 111. Introduction to Recreation and Leisure. (F, S) (3)

An introduction into leisure in our society. The course explores leisure service concepts; examines the differences among play, sport, leisure, recreation, and work; and explores modern and historic patterns of leisure, delivery systems, and the premise on which the public provision of recreation services is founded.

RECM 130. Wilderness Survival. (F, S) (3)

Explores the skills required for survival in the wild. Land navigation, survival (air, shelter, water, and food), and wilderness first aid skills will be covered. This course will include off campus class sessions.

RECM 131. Mountain Biking. (F, S) (1)

Introduce students to the specific skills required to explore the back country by mountain bike. Topics covered will include: bike fit, trail riding, environmental issues, bike design and repair, and route planning. *Prerequisite:* RECM 130 or permission from instructor.

RECM 132. Fly Fishing. (S, M) (1)

This course is designed to provide a foundation in basic casting skills, fish habitat, basic entomology, fly tying, and rod construction.

RECM 135. Canoe and Kayaking. (S) (1)

Introduction to the basic skills and techniques required for safe and enjoyable river and lake travel by canoe and kayak. *Prerequisite:* RECM 130 or permission from instructor.

RECM 190. Special Topics. (F, S) (1)

This course is designed to offer different activity courses in Recreation. Examples: hiking and backpacking, adventure racing, climbing and rappelling.

RECM 201. Principles of Outdoor Recreation. (S) (3)

Designed to deliver a comprehensive overview of outdoor recreation in the United States. It explores the full range of the outdoor recreation movement, from its underlying philosophical and social underpinnings to its rich history to the current providers of the diverse outdoor recreation opportunities which exist. Even years only.

RECM 235. Wilderness Adventure and Education. (F) (3)

This course introduces the student to ropes and challenge courses, rappelling, rock climbing, cave exploration, and backcountry recreation both in theory and practical application. Students will learn to plan, organize, and lead various exercises.

RECM 237. Expedition Planning. (F) (3)

This course explores backcountry travel and living, particularly in the context of extended expeditions. Topics covered include hiking, backpacking, backcountry nutrition, trip planning, and low impact/leave no trace camping. Of necessity, the course will also deal to varying degrees with wilderness leadership, ethics, and land-use policies. Depending upon the interests and preferences of the members of the class, the course may delve into specific skills needed for multi-day backcountry excursions involving water travel, bicycle touring, horse packing, and extreme-environment travel. Odd years only.

RECM 333. Recreation Visitor Behavior. (F) (3)

Examining the social-psychological principles at work when people recreate in the outdoors. This course is essentially the study of recreation and leisure behavior as it impacts the planning, design and management of natural resource-based recreation opportunities. Special consideration will be given to the effect of human behavior on natural environments. *Prerequisites:* RECM 111 and RECM 201 or permission from instructor.

RECM 350. Recreation Administration and Leadership. (S) (3)

The study of leadership techniques and applications necessary for the delivery of recreation programs in a variety of leisure settings.

RECM 410. Wilderness Conservation, Policy and Management. (F) (3)

Study of the historical, philosophical, and legislative background for the development and

management of our national system of wilderness and other protected lands. Inherent in this study is knowledge of ecosystems, basic wilderness management principles, and visitor behavior. *Prerequisite:* RECM 333 and upper division status or permission from instructor. Odd years only.

RECM 411. Interpretive Methods. (F) (3)

This course covers the basic principles of interpretation/education in the natural setting that contribute to the leisure experience and as part of natural and cultural resource management. Communication, educational, and media skills will be demonstrated through instructor and student organized applications. *Prerequisite:* upper division status or permission from instructor. Even years only.

RECM 425. Recreation Resource Planning. (F) (3)

A comprehensive introduction to the process of planning natural resource areas for recreation use. Special attention will be given to the decision-making process involved in managing lands held in the public domain. Techniques used to handle the concerns of multiple constituencies will be addressed through selected case studies. *Prerequisite:* RECM 333 and upper division status or permission from instructor. Odd years only.

RECM 444. Recreation Research Methods. (S) (3)

A survey of the techniques and procedures for conducting various forms of recreation survey research. This course will examine both qualitative and quantitative data collection techniques. Additionally, students will be expected to illustrate their understanding of assorted statistical methods. Prior completion of BHSC 245, Basic Statistics, as an elective is strongly recommended. *Prerequisite:* RECM 333 and upper division status or permission from instructor. Odd years only.

RECM 450. Senior Seminar. (On demand S) (3)

A discussion-based course, in which a thorough review of past and present issues relevant to the field or recreation management is covered. May be repeated for credit as long as the topics are different. *Prerequisite:* upper division status and permission from instructor.

RECM 465. Environmental Education. (S) (3)

As environmental education becomes more prevalent in public recreation management, professionals in the field must be prepared to integrate a new bundle of learning objectives into their recreation plans. This course combines theory and application, from discussing the origins of environmental education to putting into practice assorted techniques, strategies, and lesson plans for multiple environmental education programs. *Prerequisite:* upper division status or permission from instructor. Even years only.

RECM 475. Philosophy of Recreation Management. (On demand S) (3)

A career in recreation management is one of magnificent responsibilities and rewards. Developing a professional philosophy is a necessity for a fulfilling career. At the heart of recreation management are the philosophical ideals of excellence, care, equity, and respect for self and to others. *Prerequisite:* senior status, a minimum GPA of 2.5 in a minimum of 24 hours of RECM classes, or permission from instructor.

RECM 480. Environmental Ethics. (F) (3)

Environmental ethics is a principled attempt to redefine the boundaries of ethical obligation. This class will introduce the student to a wide range of environmental ethical theories and philosophies. Designed as a "Taking Sides" course, discussions will center on current major environmental issues emphasizing an examination of all relevant positions. *Prerequisite:* upper division status or permission from instructor. Even years only.

RECM 485. Recreation Management Internship. (F, S, Sum) (6-12)

Supervised recreational internship in an outdoor/park setting for either 180 or 360 hours of practical and related work experience which occurs no sooner than two semesters prior to graduation. Application shall be made by midterm of the preceding semester. *Prerequisite:* Minimum 2.5 grade point average in RECM course work.

Religion

RLGN 120. Morality and Community. (F) (2-3)

The course examines the role of religion in moral formation and community service (service to society by self-defined groups). Primary attention is given to the wisdom and prophetic traditions

of Judaism, Christianity, and Islam. Issues of social justice are a central point of focus, and limited attention is given to contemporary figures in whose voices are heard echoes of the prophetic traditions. Students develop the ability to interpret sacred texts of these religions in relation to the social location of the ancient audiences as well as their own. To this end, a service learning project is required of all students. On the basis of the service experience and directed reflection upon it (individual and collective reflective), students will critically examine the role of religion in shaping conceptions of justice for individuals and communities.

RLGN 211. History and Faith of Ancient Israel. (F) (3)

A study of selected writings of the Hebrew Bible, Apocrypha, and New Testament with particular attention to the historical development of religious faith and practice in ancient Israel from earliest times to the rise of Christianity. Attention is also given to the formation and development of Judaism in relation to the formation of its scriptural canon. Students are introduced to various scholarly methods of biblical interpretation. This course may cross-list with HIST 211 when topics are similar.

RLGN 231. Topics in World Religions. (S) (3)

An introduction to the academic study of religion through an examination of the relationship between religion and culture in the world's major religious traditions: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Possible topics of focus include religious law and ethics, varieties of religious experience, and role of geography in the rise and spread of the major religions.

RLGN 301. Readings in Religion. (F) (1)

Reading courses for Religious Studies majors and minors, taken in the junior year.

RLGN 302. Readings in Religion. (S) (1)

Reading courses for Religious Studies majors and minors, taken in the junior year.

RLGN 331. Topics in Early Christianity. (S) (3)

The course examines important historical and theological developments in Christianity from the New Testament period until the Late Middle Ages, with particular attention to the interpretation of Jesus' life and teachings in social and cultural context. Based on topic, this course may cross-list with courses in history, art history, or philosophy. *Prerequisite:* RLGN 211 or RLGN 231 or permission from instructor. Odd years only.

RLGN 356. Topics in Modern Christianity. (F) (3)

The course examines important historical and theological developments in Christianity since the Reformation. Particular attention is given to the development of "historical consciousness" and its implications for theology, ethics and biblical hermeneutics. Based on topic, this course may cross-list with courses in history, art history, or philosophy. *Prerequisite:* RLGN 211 or RLGN 231 or permission from instructor. Even years only.

RLGN 361. Education in the Local Church. (on demand) (3)

Theory and practice of Christian Education with special attention on planning a program in the local church. *Prerequisite:* RLGN 211 or RLGN 231 or permission from instructor.

RLGN 401. Readings in Religion. (F) (1)

Reading course for Religion majors, taken in the senior year.

RLGN 452. Renaissance and Reformation. (F) (3)

A study of the medieval roots of the Renaissance, the Protestant Reformation, and the Catholic counter-reformation, and their contribution to the beginnings of the early modern period of European history. The principal focus is the complex relationship between Renaissance humanism and Reformation religious thought and the enduring social and cultural influence of the two movements on Western civilization. *Prerequisite:* RLGN 211 or RLGN 231 or permission from instructor. The course may cross-list with HIST 451. Odd years only.

RLGN 454. Topics in American Religion. (S) (3)

A phenomenological and historical study of the varieties of religious practice in the United States. Possible topics include civil religion, new religious movements, and the impact of diasporas from the southern hemisphere. *Prerequisite:* RLGN 211 or RLGN 231 or permission from instructor. Odd years only.

RLGN 461. Islamic Religion and Civilization. (S) (3)

The political and religious history of the Middle East from the beginning of Islam to the beginning

of the modern era. Particular attention is given to interaction with Greek and Christian civilizations. *Prerequisite:* RLGN 211 or RLGN 231 or permission from instructor. Same as HIST 461. Even years only.

RLGN 479. Seminar in Religion. (S) (3)

Intensive study of special topics in religion. *Prerequisites:* advanced standing and permission from instructor.

RLGN 495. Independent Study. (F, S) (3)

Independent study or research on approved topics. *Prerequisite:* permission from instructor. May be repeated for credit.

Service Learning

SLRN 102. Service Learning. (on demand) (1)

This course is designed to provide students with experience and reflection during a midterm break or during a semester project concerning the nature of community and social problems, and to prepare students for civic engagement and social responsibility. The course will include a supervised service-learning component through which students will develop skills and knowledge to meet community needs and better understand societal problems. (See Service Learning in the Academic Program section).

Social Work

Note: Social Work courses regularly scheduled may not be taken on an independent study basis.

SWRK 120. Social Work and Human Services. (F, S) (3)

This course is an introduction to the helping professions, with a particular emphasis on the nature of generalist social work practice. Content includes professional values and ethics, theoretical orientations, social and economic justice, diverse populations, and human services delivery philosophies and settings. A 15-hour service-learning experience in a human service organization is required of all students. Open to all students, counts toward Liberal Education Core: Social & Behavioral Sciences: Paradigms and Individual Disciplines).

SWRK 300. Methods in Qualitative Research and Community Development. (F) (3)

This course will provide an introduction to the methods and tools of qualitative analysis and writing. Course material will include training in qualitative research, emphasizing interviewing, oral history collection, and historiography. Students will also have the opportunity to examine ethical issues related to historical writing, research, and presentation of materials. In addition, the course will cover the basic skills needed to conduct historical research, including locating, using, and evaluating sources, and will explore how such work can shape and inform community development initiatives at the local level. Readings will be assigned regarding qualitative methods as well as community development. Students will also be trained in oral history collection. Each student will be required to collect at least one oral history for this course.

SWRK 301. Social Work and Social Welfare Policy. (F) (S) (3)

This course provides an overview of contemporary social work practice by examining its history, philosophy, knowledge base, values and ethics, skills, and fields of practice with diverse populations; it examines the historical development and contemporary issues of the nation's social welfare system within a global context; and introduces the generalist model of social work practice, which serves as a base for subsequent social work courses. The course also contains an agency service-learning experience of 20 clock hours. Open to students with sophomore or junior standing.

SWRK 318. Human Behavior and the Social Environment I. (F) (3)

This course will provide students with an in-depth examination of the theoretical perspectives of the social work profession focusing on systems theory, the ecological perspective, the empowerment perspective, strengths-based perspective, and the resiliency model. Individual growth and development (physical, psychological, social, cultural, and spiritual) across the lifespan will be examined, along with the impact of diversity, such as age, gender, race, culture, upon individual and family functioning. Family will be explored from a functional, structural, and lifespan perspective, as well as the interactional processes and communication patterns within the family. *Prerequisite:*

junior standing.

SWRK 321. Human Behavior and the Social Environment II. (S) (3)

This course provides knowledge and understanding of macro theories, research, and issues of human interactions in, between, and among groups, institutions, organizations, and communities. Emphasis is placed on understanding how diversity in age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and socio-economic circumstances contribute to and influence human behavior within the macro environment; specific attention will be given to the patterns and consequences of discrimination and oppression.

Prerequisite: SWRK 318 or permission from instructor.

SWRK 325. Generalist Practice I: Social Work with Individuals and Families. (S) (3)

This course is designed to present basic knowledge and skills for social work practice with individuals and families utilizing the problem-solving method, systems and strengths perspectives. Emphasis will be on developing interviewing skills and the knowledge and skills necessary to employ the planned change steps in the helping process (problem identification/assessment, contracting, intervention, evaluation, and termination). *Prerequisite:* SWRK 333 and admission to the major.

SWRK 327. Loss and Grief. (F) (3)

This course is designed to increase social workers' and human service workers' awareness of losses that affect individuals, families, and communities and how to supportively respond to those who are experiencing loss. Also, students will be given an opportunity to examine their own feelings regarding loss and ways to more effectively deal with personal losses. Theoretical perspectives of loss and grief will be explored, emphasizing integration of theory with "real" experiences.

Prerequisite: junior or senior standing, or permission from instructor.

SWRK 333. Foundation Skills for Generalist Social Work Practice. (F) (3)

This course will focus on professionalism through professional written and oral discourse and conduct. Students will learn how to conduct interviews with individuals, families, small groups, organizations and communities, how to gather needed information to aid in problem identification and selection of interventions, how to present information (both oral and written) in professional settings, and how to communicate with various constituents. *Prerequisite:* SWRK 301 or permission from instructor as a corequisite. Corequisite: SWRK 318.

SWRK 336. Methods of Social Work Research. (S) (3)

This course presents the basic elements of research design and methodology. Students learn how to formulate problems and hypotheses, draw samples, use standardized instruments, develop questionnaires and scales for data collection, and understand how statistics aid in data analysis, evaluating one's own practice, particularly through single-subject design. Respect for diversity, multicultural biases, and social and economic justice will be emphasized. Corequisite: BHSC 245 or permission from instructor.

SWRK 338. Social Services in Rural Appalachian Health Care. (F) (3)

This course provides the content and format for students to explore and develop an understanding of the social service needs in rural health care. Special attention to enhance student learning will be given to the needs of culturally diverse groups, ethnic groups, and populations-at-risk in a variety of health care situations in rural Central Appalachia. *Prerequisite:* junior or senior standing, or permission from instructor.

SWRK 340. Gerontological Services in Rural Appalachia. (S) (3)

This course provides the content and format for students to develop an understanding of the needs, concerns, issues, and service programs in a variety of rural areas for aging adults and their families, with rural Central Appalachia as the living laboratory. *Prerequisite:* junior or senior standing, or permission from instructor.

SWRK 343. Child and Family Welfare Services in Rural Appalachia. (S) (3)

This course examines the social welfare system as it affects the needs of children and families in contemporary American society and specifically in Central Appalachia. Various topics will be explored, such as family preservation, family violence, services and programs to address family social needs, and financial and public health programs that address child and family needs in rural

Appalachia. *Prerequisite:* junior or senior standing, or permission from instructor.

SWRK 381. Special Topics in Social Work. (S) (3)

Pre-requisite: junior or senior standing or permission from instructor.

SWRK 422. Social Welfare Policy: Analysis and Practice. (F) (4)

This course examines historical and contemporary social welfare issues relative to social work practice. Students will be presented a range of policy practice skills that can be used to influence policy development in legislative, administrative, community, political, and economic arenas. The course has an experiential component in which students will use policy practice skills, focusing on how to utilize social and economic principles, to benefit populations-at-risk. *Prerequisite:* ECON 203 and PLSC 101. *Corequisite:* SWRK 425.

SWRK 425. Generalist Social Work Practice II: Social Work with Groups, Communities and Organizations. (F) (3)

This course is designed to provide entry-level theory, knowledge, research, values, and skills for generalist social work practice with organizations and communities. Foundation practice knowledge, values, and skills are expanded to include: community assessment; program planning, implementation and evaluation; community organizing; advocacy; agency management; and grant writing. *Prerequisite:* SWRK 325 and admission to the major.

SWRK 489. Field Education. (S) (12)

This course will provide the senior level student with practical, “hands-on” experiences in an approved social service setting to allow for the application of all aspects of social work education and instruction. This course is a four-day per week field education experience for a minimum of 450 clock hours under the supervision of a BSW or MSW practitioner. *Prerequisite:* approved application for Field Education. *Corequisite:* SWRK 491.

SWRK 491. Senior Seminar. (S) (3)

In Senior Seminar, students will discuss placement policy, will learn how to integrate theory and practice and will become familiar with such professional issues as involvement in professional organizations, professional graduate education, personnel, social welfare policies, and professional ethics. *Corequisite:* SWRK 489.

Sociology

SOCI 131. Introduction to Sociology. (3)

The interaction of individuals within a larger social context, in order to help students develop “sociological imagination” about their own lives. We examine how group life is organized and functions at both micro and macro levels. We look at the process of socialization as well as the various axes of inequality, including race, social class, and gender. We also look at a variety of social institutions including the family, education, health care, and religion.

SOCI 231. Juvenile Delinquency. (3)

An introduction to the study of juvenile delinquency and the juvenile justice system. The course investigates the topics of juvenile law, theories of causation and procedural issues, and their interrelationships.

SOCI 241. Sociology of Appalachia. (3)

Uses the basic principles and concepts of sociology to study life in the Appalachian region. The areas of study include socio-economic class, culture, folklore, social institutions, the family, religion, schooling, poverty, and development.

SOCI 251. Social Problems. (3)

Scientific understanding of social problems; problem areas in contemporary American society; and world-wide problems such as racism, sexism, problems in education, social stratification, problems in children’s lives, environmental degradation, and violence.

SOCI 271. Sociology of the Family. (3)

How do we define family today? How is it structured? We examine key issues that have changed over the past thirty to fifty years, including dating and sexuality, single motherhood, teen pregnancy, divorce, stepfamilies, balancing work and family, and motherhood vs. fatherhood. Emphasis upon changing attitudes toward family relationships, some of the problems involved, and suggested

solutions.

SOCI 300. Methods in Qualitative Research and Community Development. (F) (3)

This course will provide an introduction to the methods and tools of qualitative analysis and writing. Course material will include training in qualitative research, emphasizing interviewing, oral history collection, and historiography. Students will also have the opportunity to examine ethical issues related to historical writing, research, and presentation of materials. In addition, the course will cover the basic skills needed to conduct historical research, including locating, using, and evaluating sources, and will explore how such work can shape and inform community development initiatives at the local level. Readings will be assigned regarding qualitative methods as well as community development. Students will also be trained in oral history collection. Each student will be required to collect at least one oral history for this course.

SOCI 343. Sociology of Sex and Gender. (3)

An examination of the interaction between sex and gender in contemporary U.S. society, with the focus on how society influences and constructs these two core concepts in both micro and macro realms. *Prerequisite:* SOCI 131 or upper division standing.

SOCI 353. Minority Groups. (3)

A sociological examination of the origin and organization of minorities and their effect on society today, with particular emphasis on minorities in the United States. *Prerequisite:* SOCI 131 or upper division standing.

SOCI 355. Small Group Dynamics. (3)

An interdisciplinary approach will be used to analyze the social interaction that generates interdependence among the members of a small group. Particular emphasis will be given to theories and activities which focus on the properties and dynamics that are common to all small groups: structure, interaction, self-identity, and common goals. *Prerequisite:* PSYH 200 or SOCI 131 or upper division standing.

SOCI 372. Social Stratification and Inequality. (3)

An analysis of the social stratification system including the concepts of class, status, prestige, income, and wealth; and, the impact of social stratification on American society. *Prerequisite:* SOCI 131 or upper division standing.

SOCI 381. Special Topics in Sociology. (F) (3) Pre-requisite: junior or senior standing or permission from instructor.

SOCI 387. Field Practicum in Sociology. (3)

The field practicum in sociology is designed to give social science majors practical experience in a professional field related to sociology. Field placements will include such diverse experiences as working in the county clerk's office, pre-trial services, social services and other programs. *Prerequisites:* SOCI 131 and upper division standing.

SOCI 401. Feuds, Fights, Murders and Violence: Issues in Appalachia. (3)

Employing the approaches of a number of social scientific perspectives, this course will try to better understand violence, murder and feuding in Appalachia and the Upland South. This course will consider these issues through the examination of a series of case studies including a murder case in the Ozarks, the Hatfield-McCoy feud in Kentucky and West Virginia, and the violation of honor leading to violence in the South.

SOCI 421. Rural and Urban Sociology. (3)

Comparative and interrelated study of urban and rural life considering institutional, social and economic factors of modern life in cities and rural areas. We will examine Appalachia in particular, in order to compare and contrast our own experience with that of rural life generally. *Prerequisite:* SOCI 131 or upper division standing.

SOCI 423. Sociology of Children. (3).

Comparative analysis of children's lives and problems from their own perspective as well as sociological perspectives. Examination of how childhood is constructed differently across time and space, and by gender, social class, and racial/ethnic backgrounds. *Prerequisite:* SOCI 131 or upper division standing.

SOCI 460. Sociological Theory. (3)

The major classical and contemporary sociological theories which have proved useful in investigating the nature of society are examined. Lecture and discussion in a seminar setting. *Prerequisites:* SOCI 131 and upper division standing.

SOCI 464. Deviance and Crime. (3)

This course will examine the relationship between deviance, crime, and society. In this class, we look at how deviance and crime are defined, by whom, and why they are seen as problematic. We will also look at important trends in terms of how crime and deviance have changed over time. *Prerequisite:* SOCI 131 or upper division standing.

SOCI 490. Senior Seminar. (S) (3)

Capstone course for graduating seniors in sociology. Students complete a variety of exercises to prepare themselves for employment and / or graduate school, as well as a portfolio of their work in sociology. Students revise a major paper or project which they could then present at a conference or include in their portfolio. *Prerequisites:* SOCI 131 and graduating senior in sociology.

SOCI 495. Independent Study. (on demand) (1-3)

Independent study and/or research on approved topics. *Prerequisite:* permission from instructor.

Spanish

SPAN 111. Elementary Spanish I. (F) (3)

Basic Spanish grammar; simple reading, practice in the oral and written language. Not open to students with two or more years of Spanish study or experience.

SPAN 112. Elementary Spanish II. (S) (3)

Continuation of Spanish 111. *Prerequisite:* SPAN 111 or equivalent.

SPAN 211. Intermediate Spanish I. (F) (3)

More detailed study of grammatical structure; study of important literary works; individual collateral reading tailored to the student's interests. *Prerequisite:* SPAN 112 or equivalent.

SPAN 212. Intermediate Spanish II. (S) (3)

Continuation of SPAN 211. *Prerequisite:* SPAN 211 or equivalent.

SPAN 213. Spanish for Professional Practice. (S) (1-3)

This course will present students with elementary Spanish grammar review utilizing vocabulary, practice exercises, and model dialogues focusing on specific professional practice applications (medical, social work, education). This course is ideal for students with at least one year of elementary Spanish or its equivalent who wish to focus on Spanish in a professional context. *Prerequisite:* SPAN 112 or permission from instructor.

SPAN 222. Civilization and Culture of Spain. (F) (3)

The course will study the history, civilization and culture of Spain. We will examine how Spain evolved from the early ages of Moorish establishment to the modern world. The influences of the various cultures which have existed in Spain will be examined.

SPAN 231. Hispanic Culture. (S) (3)

This course will examine the Hispanic culture within the United States. We will examine how Hispanics have helped shape the United States and how historically some words have developed in our vocabulary, such as Gringo, Latino, Mulato, and Chicano. This course will be taught primarily in English.

SPAN 301. Readings in Spanish. (1)

Students read and discuss Spanish language texts chosen by the instructor. Students are encouraged to take this course in conjunction with history courses which deal with topics in the history and culture of Latin America and the Iberian Peninsula. *Prerequisite:* SPAN 212.

SPAN 311. Spanish Grammar/Conversation/Composition. (F) (3)

Students will learn the necessary grammar in order to compose essays at a level beyond simple paragraphs. Conversations regarding political, cultural and social issues will be the main focus of class discussions, primarily in the target language. *Prerequisite:* SPAN 212 or equivalent.

SPAN 342. Topics in Spanish Language Studies. (S) (3)

A Spanish language course for students who have completed SPAN 311. Topics and readings may

vary. *Prerequisite*: SPAN 311.

Special Education

SPED 321. Survey of Exceptionalities. (F, S) (3)

An introductory course examining characteristics, identification criteria, and teaching modifications related to the education of exceptional learners. Fifteen hours of field experience is required.

SPED 323. Managing Behavior Problems. (F) (3)

This course examines a variety of motivational and classroom management theories and strategies as they relate to the exceptional learner. *Prerequisites*: admission to Teacher Education and SPED 321.

SPED 327. Individualized Educational Programming. (S) (3)

This course provides students an extensive training in the development and implementation of the curriculum and adaptation of materials used in the academic instruction of students with learning and behavioral disabilities. Students in this course learn to use the current commonly used best practices for teaching students with learning and behavioral problems. *Prerequisites*: admission to Teacher Education and SPED 321.

SPED 401. Early Childhood Education for Exceptional Learners. (S) (3)

This course examines current service delivery models of educating young children (age 3-5) with disabilities in various settings. It is designed to acquaint students with laws, strategies, curriculum materials, assessment and methods used in meeting the particular needs of preschoolers with disabilities. *Prerequisites*: admission to Teacher Education and SPED 321.

SPED 404. Assessing Children with Learning and Behavior Problems. (F) (4)

Students in this course will learn and understand measurement theories, learn to conduct informal and formal assessment, and learn the informed use of assessment data for educational decision making. This course aims at helping students acquire knowledge of basic uses of tests, important attributes of good tests, issues on misuses of testing data, and multicultural issues in assessment. Forty hours of field experience is required. *Prerequisites*: admission to Teacher Education and SPED 321. (Formerly SPED 325.)

SPED 406. Teaching Students with Learning and Behavior Problems I: Elementary Grades. (S) (4)

In this course, teacher candidates become familiar with the theory and research base on effective instructional techniques for children with exceptional learning needs. They learn how to apply specific methods that involve explicit, systematic and intensive instruction to help children with learning difficulties acquire foundational skills in reading, language arts, and mathematics. The course includes a 40-hour field practicum in an elementary school setting. Forty hours of field experience is required. *Prerequisites*: admission to Teacher Education and SPED 321. (Content and experiences formerly included in SPED 328 and SPED 329.)

SPED 408. Teaching Students with Learning and Behavior Problems I: Middle and Secondary Grades. (F) (4)

This course focuses on effective teaching and learning strategies for adolescents with mild to moderate disabilities. The course emphasizes research-based strategies that reflect a cognitive/metacognitive approach to learning, as well as collaboration and co-teaching. Teacher candidates also gain familiarity with the process of planning for the transition from high school to adult life and work for students with disabilities. The course includes a 40-hour field practicum in a middle or secondary school setting. Forty hours of field experience is required. *Prerequisites*: admission to Teacher Education and SPED 321. (Content and experiences formerly included in SPED 328, SPED 329 and SPED 403.)

Theatre

THTR 131. Introduction to Theatre. (F, S) (3)

A broad overview of the history of theatre and dramatic literature as well as an introductory study of acting, designing, and directing. (Students do not participate in the productions.)

THTR 180, 280, 380, 480. Theatre Practicum. (F, S) (1)

Actual practical experience in preparing productions for Union College Theatre. Students must take the practicum levels in numerical sequence; each level is for one credit hour.

THTR 251. Fundamentals of Acting. (F, S) (3)

The course will consist of exercises and the analysis and performance of scenes from contemporary drama and Shakespeare. *Prerequisite:* THTR 131 or permission from instructor.

THTR 465. History of the Theatre to 1642. (F) (3)

A study of theatrical practices, dramatic literature, and theory/criticism from the Greeks to 1642.

THTR 466. History of the Theatre since 1642. (S) (3)

A study of theatrical practices, dramatic literature, and theory/criticism from 1642 to 2000.

Wellness

WELL 131. First Aid and Safety. (F) (S) (3)

Designed to aid the student in developing an understanding of the basic principles of accident prevention as applicable to the home, the highway and the school. First aid measures for various injuries and illnesses are discussed and practiced.

WELL 178. Life Choices. (F, S, Sum) (3)

The study of health related factors enabling intelligent decisions as they relate to the physical, mental, and social health of self, family, and community at present and for the future.

WELL 252. Mental Health. (F) (3)

Basic needs for mental and emotional health. Emphasis on curriculum content and teaching aspects of mental health, and a more thorough understanding by the prospective teacher of mental health issues including stress and lifestyle, gender differences, life/death decisions, suicide and child abuse. Even years only.

WELL 272. Drugs and Society. (S) (3)

The effect of drug use and abuse on the individual and society. Strategies for making intelligent decisions regarding drugs will be discussed. Drugs and the sporting society will also be included. Odd years only.

WELL 275. Foundations of Health Science. (S) (3)

This course involves a study of the history, foundational disciplines, and principles that led to the establishment of health education. The role of health education in the present health care system is also studied.

WELL 311. Health Education - K-12. (F) (3)

The experiences, activities, and instruction of elementary, middle, and secondary students that lead to intelligent self-direction of health behavior.

WELL 340. Anatomy and Physiology. (F) (3)

A study of cellular construction, tissues, organs, and systems of the human body. A study of the functions of these organs and systems as it deals with the health and physical education disciplines.

WELL 350. Administration of Public Health. (S) (3)

This course involves a study of the leadership qualities and the basic guidelines for administering a public health program. It includes basic concepts, administrative guidelines, and roles of public health officials, public health laws, and developing a master plan.

WELL 361. Principles of Nutrition. (F, Sum) (3)

A study of the composition, nutritive value, and utilization of food.

WELL 451. School and Community Health Workshop. (Sum) (3)

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

WELL 461. Nutrition for Special Needs. (S) (3)

A course focusing on the nutrition needs through the life cycle, energy metabolism, and therapeutic applications of nutrition.

WELL 475. Critical Areas in Health. (F) (3)

Specific health problems confronting society today with particular reference to secondary age students, young adults, the aged.

WELL 485. Field Experiences in Health. (F, Sum) (3-6)

A directed field experience in some phase of health, with consideration given to both the needs and interests of the student. Opportunities will be available for practical experiences in the school situation, official health agencies, and voluntary agencies.

WELL 495. Independent Study. (F, S, Sum) (1-3)

Independent study for advanced students only. *Prerequisite:* permission from instructor.

UNION COLLEGE FACULTY

***denotes graduate faculty**

***Fidelis Achenjang**, Professor of Chemistry

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

Paula J. Allen, Professor of Business

B.S., Cumberland College; M.A., Union College; D.B.A., University of Sarasota

Karen Armour, Instructor of Political Science

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

Robert T. Armour, Associate Professor of Criminal Justice; Chair of Department of Social & Behavioral Sciences

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

***David S. Benders**, Assistant Professor of Educational Studies

B.A., Richard Stockton College of New Jersey; M.A., Xavier University; Ph.D., Walden University

***Kathy Blaydes-Walczak**, Assistant Professor of Psychology

B.A., M.A., Western Kentucky University; Ed.D., Argosy University

Douglas W. Branch, Assistant Professor of Athletic Training; Clinical Coordinator

B.S., Wingate University; M.S., Marshall University; Dh.S. Candidate, A. T. Still University

Robert E. Chandler, Jr., Professor of Biology

A.B., Ripon College; Ph.D., Johns Hopkins University

Wanda Carol Clouse, Assistant Professor of Educational Studies

B.S., M.A., Union College

***Shayne Confer**, Assistant Professor of English and Reading

B.A., Indiana University of Pennsylvania; M.A., University of Montana; Ph.D., Duquesne University

Tara L. Cooper, Associate Professor of Library Science; Director of Library Services; Associate Academic Dean; Title III Director

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

Bruce W. Cory, Assistant Professor of Spanish and Humanities

B.A., M.A., University of Dayton; M.A., Cleveland State University

***Daniel J. Covington**, Professor of Biology; Chair of Department of Natural Sciences

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