



A MESSAGE FROM THE PRESIDENT

Welcome to the 2008-2009 college year. Whether this is your first or final semester at Union, our faculty and staff look forward to spending time with you in and out of the classroom.

Within these pages are a number of resources to guide you through your college year. This catalog is a road map and a place to browse for elective classes. Though ultimately you are responsible for how you progress, Union provides services you will find useful as you plan your academic program. Take advantage of all we have to offer: advisors, tutors, supplemental instruction, Student Support Services, the Academic Resource Center, peer mentors, career services, workshops, the writing center, and more.

You will also want to enrich your experience at Union by being involved in the life of the campus and community. There are wide and varied opportunities: campus activities, community service, faith activities, music, athletics, theatre, and domestic and international travel. You will find that the faculty and staff are eager to help you have a full and rich experience.

This catalog expresses what we believe in, what we value, describes our academic program and curriculum course by course, and acquaints you with our College departments. Union College seeks always to bring you the best of what a faith-based, liberal studies environment can offer. For almost all of its history, Union has been a United Methodist institution, and that association informs the College's purpose.

These are new times and good times at Union. Life is vigorous: new academic programs are being shaped at this very moment; the energy conservation initiative / geothermal project is complete and the comfortable enjoyment of our buildings is much enhanced; the new Wellness Center is up and running; and both varsity and leisure athletes, as well as children and families, are on the new synthetic turf field throughout the week. The campus is a place of beauty where you will spend some of the best days of your life.

Whether you study on our main campus, at the London Center, online, or at any other location where classes are taught, we look forward to getting to know you better. We're eager to be present with you in those moments that will become prized memories: your big moments in theatre, music, athletics, service projects, in the classroom, and at Circles Ceremony, Honors Day Convocation, Co-Curricular Awards Night, Commencement, and future alumni gatherings. Thank you for joining us. May you fill this year with the best of collegiate memories and friendships.

Edward D. de Rosset
President

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THE UNION COLLEGE VISION

Union College identifies four components of a learning community necessary to effect personal, intellectual, and social, transformation – knowledge, wisdom, service, and spiritual growth. As a private, academically rigorous, liberal arts college of the United Methodist Church, we believe that spiritual growth is not only essential, it is also integrally related to the other components of the transformation process. Based on the Wesleyan vision that education is a union of “knowledge and vital piety,” the College provides students an academic program and co-curricular activities that nurture a strong and active faith and lead them to see how a historically grounded religion is viable in contemporary cultures both at home and around the world. The College sees a special connection between service and spiritual

The Union College Mission

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

growth; redemption is a social as well as an inner, personal experience. While these Wesleyan emphases define the tradition in which the College stands, the College also recognizes that Christian and other religious traditions see the same or similar connections between intellectual development and spiritual growth. Union College thus seeks to cultivate a learning community in which students, faculty, and staff explore together the intellectual and social dimensions of Christian faith.

The College is selective, student centered, values driven and is successful because of its location. The College is located in Barbourville, Kentucky, near the center of the Southern Highlands of Appalachia and is readily accessible to a variety of the Region’s provinces with their great diversity of landscapes and historical experiences. The Region is visually appealing and has abundant opportunities for wilderness learning. The problems of the mountains, though sometimes grim and tragic historically, are also fascinating and relevant to many questions of modern life and provide the opportunity to investigate and understand universal applications through study and service.

The College challenges the mind, heart, and spirit by embodying and promoting the love of learning, integrity of character, the spiritual quest, and civic responsibility as embraced by the non-sectarian traditions of the United Methodist Church. The traits of character required for individuals to be successful at worthwhile endeavors are encouraged, nurtured, coached, and modeled at Union College. Union College Core Values are created from the traits of judgment, character, moderation, justice, faith, hope, love, and civic responsibility. Operating principles founded on the core values model and guide the College, its students, faculty, and staff in day-to-day activities, learning, and work.

Union College helps students make learning connections. Students are provided opportunities to master key competencies and given opportunities for practical applications through an

academically rigorous liberal arts curriculum. The learning environment of Union College is supported by a well-qualified faculty that collaborate and cooperate across traditionally separate disciplinary lines. Diversity of perspectives and the application of knowledge are valued equally with disciplinary expertise and theoretical knowledge. The Core Curriculum reflects this vision and understanding of learning. Intellectual and ethical development, plus the ability to make meaningful choices and informed decisions are nurtured through a variety of on- and off-campus learning experiences. Integrated learning opportunities, technology, internships, service-learning, and interdisciplinary seminars are means used to shift the emphasis from just providing instruction to significantly improving student learning.

At Union College, technology is mission driven, outcomes oriented, and consistent with the core values of the College. The College library, academic computing, administrative computing, and network are a single operating unit which focuses on different modes of learning and creating a learning community. Union College actively uses technology to improve teaching and learning and provides convenient access to information resources. The College nurtures an informed and self-sufficient user community through training and instruction.

Union College is a clean, safe, aesthetically pleasing and environmentally responsible campus which promotes social and communal interaction and supports the educational process. The purpose, vision, needs assessment, and evaluation of existing facilities and campus spaces are addressed in the College's facilities master plan. Based on an optimal enrollment of 800 full-time undergraduate students and a total of 1,000 full-time equivalent students, the College is a residential student-centered campus that fosters community and intimacy. Student, academic, and administrative spaces are modern, embrace technology, meet accessibility requirements and include as much flexibility, adaptability, and expandability as possible to accommodate the rapid rate of change in higher education. Campus landscaping and special campus areas help create a learning commu-

Core Values

Preamble

Union College challenges the mind, heart, and spirit by promoting the love of learning, integrity of character, the spiritual quest, the need for civility in all transactions, and the importance of civic responsibility.

Life-Long Learning

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

Spiritual Quest

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

Civic Responsibility

We advance civic responsibility. We promote leadership and service as a means of achieving civic responsibility. We strive to become servant-leaders.

People

We advocate civility in all communications.

We promote integrity of character by actively listening to each other, openly sharing information that may prove helpful to the situation, doing what is right, and being honest. We accept personal responsibility for our actions. We hold each other and ourselves accountable.

Celebrate Successes

We celebrate our people and their successes. We show respect for each other and the things that make our individual roles and contributions unique. We value opportunities and willingness to "get outside yourself."

nity. Immediate and future building sites have been identified and the architectural integrity of the campus will be maintained.

An active student life program takes advantage of the area's unique natural resources; promotes social, physical, and intellectual development; encourages personal responsibility; and represents the needs and voices of students on the campus. Students are provided numerous opportunities to participate in campus and off-campus activities which focus on academic and religious issues, wilderness experiences, service learning, governance, as well as literary, music, and professional clubs and organizations. Leadership development is nurtured throughout the College, and students are encouraged to learn and to exercise leadership in their daily lives through such opportunities and forums: the Board of Trustees as student associate trustees, Union College Community Government, residence hall councils, in the classroom, and in the athletic program of the College on and off the fields and floors of competition. The athletic program supports the mission and core values of Union College by creating an atmosphere where participants are viewed and treated as students first and athletes second. Student behavior is guided by the College's core values and operating principles, which promote personal responsibility and accountability.

Union College encourages the development of mutually-respectful and beneficial relationships with local, regional and broader communities through the sharing of cultural and recreational resources, educational opportunities, and economic development opportunities. Community relations efforts produce a strong and positive environment between the College and local and broader communities.

Union College is a financially sound college capable of funding the growth and development of programs, facilities, and scholarships. The College uses a financial planning model which defines the operational premises guiding the financial planning; identifies benchmarks to measure programmatic and financial strategies; and identifies financial ratios and normative data to measure the College's financial health. The College has a comprehensive advancement strategy designed to obtain the needed external financial resources in the form of endowment, gifts, and grants required to meet or exceed the College's needs.

The College's employees are its greatest resource. Individuals are respected and recognized for their contributions, provided fair and consistent treatment, and offered opportunities for personal and professional development. The College attracts gifted and talented persons to the community, provides a climate of support and encouragement, recognizes accomplishments, provides incentives for continued improvement, and holds them accountable for their work and contributions. A formal plan for setting and maintaining salary equity, keyed to benchmark institutions, is in place and is functioning.

Union College has an open, responsive, collegial, and efficient organizational structure that provides the means to achieve the institution's vision and fulfill its purpose. The committee structure and the composition of the Board of Trustees is responsive to the needs and vision of the College. An effective and efficient management organizational structure has clearly defined lines of responsibility and authority. The management organizational structure is responsive and communicates well. The standing committee structure and its composition facilitates the governance needs of the College.

Union College graduates are principled and productive citizens capable of creative thinking and problem solving. They are able to communicate effectively and are life-long learners who see being educated as a quality of mind, not simply an accumulation of facts and professional skills. They have developed habits of thought that value logic, open-mindedness, awareness of historic change and achievements, and sensitivity to cultural diversity. Union College graduates are prepared to assess new situations, to handle career changes, to deal with adversity, and to recognize and seize opportunities. They have been provided the opportunity for an education of high academic quality in a nurturing and challenging environment which both embodies and inculcates a tradition of intellectual, moral, spiritual, and civic virtue which effectively prepares them to be citizens of the world in the 21st century.

LIBERAL EDUCATION OUTCOMES FOR THE UNION COLLEGE STUDENT

Liberal Learning Goal 1: Communication Skills

A primary goal of Union College's academic program is to help students develop and improve their communication skills. This includes expression (the ability to convey information and ideas to others), comprehension (the ability to receive and understand information and ideas conveyed by others) and information literacy (the ability to use and manage a wide range of resources for a variety of research purposes). An acceptable level of expression includes the ability to write and speak in a clear and cogent fashion; comprehension requires the ability to read college level material, listen to lectures and retain and understand the content of the material presented; successful use of technological, multi-media, data-base and archival resources requires the ability to identify specific research needs and types of information. Therefore, a Union student should, by graduation, be able to:

- write a clear and cogent essay based on his or her own ideas, which obeys the basic rules of grammar, spelling and punctuation;
- prepare and deliver a logical and organized oral presentation;
- comprehend language in both oral and written forms at a level which permits the meaningful integration of information acquired with previously developed knowledge; and
- locate, evaluate (for authenticity, validity and reliability) and use effective graphical, aural and textual information available through libraries, community resources, special interest organizations, media, and the internet.

Liberal Learning Goal 2: Moral and Ethical Reasoning

As an institution related to the United Methodist Church and one fostering Christian values, Union College does attempt to develop ethical standards as an important part of every student's education. Students should learn to examine and discuss ethical issues and become aware of the major religious and ethical perspectives of humankind. The College encourages a critical understanding of historical Christianity and other moral and religious traditions. Upon graduation, the Union student should be able to:

- demonstrate familiarity with religious and ethical ideas of various cultures;
- critically analyze and articulate ethical problems and issues; and
- articulate his or her own personal moral philosophy and apply to particular ethical situations.

Liberal Learning Goal 3: Knowledge of Human Culture & the Natural World

It is through a deep understanding of the general knowledge of the curriculum that students secure the means to think and reason through the personal and global issues they will face as graduates of Union College. Within the context of a changing world our students are provided with the conceptual foundations that will enable them effectively to exchange ideas, thoughts and feeling with others. By graduation, the Union College student will:

- articulate an understanding of the traditions of human expression (literature and the arts) that inform their thinking and responsiveness to their own experiences;
- demonstrate knowledge of the natural and social sciences and technology, and a general awareness of their continuing impact and development through the ages; and
- demonstrate general mathematical and quantitative skills.

Liberal Learning Goal 4: Critical Thinking, Problem Solving, and Creativity

The ability to think critically and to analyze and solve problems is an absolutely essential skill. In an increasingly complex world characterized by a constantly expanding flow of information, it becomes more and more necessary for educated persons in every field to be able to arrive at responsible and considered decisions. A college graduate who lacks these abilities is unlikely to succeed in any area of endeavor. Thinking and analysis develop over many years and cannot become fully developed during an undergraduate career. Union desires that its students make progress in this direction, however, by developing or improving upon their ability to:

- understand abstract ideas;
- analyze problems that involve complex sets of facts and relationships;
- think and reason in a critical, logical, and objective fashion; and
- think creatively and innovatively.

Liberal Learning Goal 5: Personal Development and Social Responsibility

Personal development and social responsibility are important goals of all programs at Union College. To these ends, Union is committed to a liberal arts education that will promote a strong respect for the free expression of opinions and ideas, inter-cultural knowledge and competency, development of intelligent self-criticism, and transcendence of prejudice and narrow self-interest. Of special importance is Union's mission to serve the Appalachian community by making the liberal arts the centerpiece of its educational experience. Students graduating from such a program are more likely to have the confidence and skills to achieve genuine happiness in their lives and success in their chosen endeavors. Appalachian as well as all students will also develop an increased appreciation of their own culture, place, and importance in the world. Upon graduation, students will:

- demonstrate personal growth and development;
- demonstrate intercultural knowledge and competency; and
- demonstrate a respect for the free expression of opinions and ideas.

THE ACADEMIC PROGRAM

Thomas McFarland, Vice President for Academic Affairs

Kathleen Crossen, Administrative Assistant

Academic Calendar

Union College operates on an early semester system. The Fall semester begins in late August and ends before Christmas. The Spring semester runs from January to early May. The College has a four-week May interim session as well as two, four-week summer terms.

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/she must report such to the Office of Academic Affairs. Any student who fails to confirm his/her registration within the specified time frame will be withdrawn from classes.

Freshman Seminar

Union College requires all full-time incoming freshmen and transfer students with less than 12 credit hours to take the Freshman Seminar course (GNST 100). Classes for this one-hour course meet twice per week. The goal of this course is to maximize the student's potential to achieve academic success and to adjust responsibly to the individual and interpersonal challenges presented by collegiate life. Each course will cover a variety of topics considered essential to meeting this goal.

Disability Accommodations

The Office of Special Programs provides reasonable accommodations to students with documented disabilities. It is the student's responsibility to notify the Director of Special Programs in the Special Programs Office, Centennial Hall Room 104, and to provide documentation of the disability. Union College recommends and encourages students to provide documentation either prior to or as early as possible in the semester. This will enable the Director of Special Programs to confer with the student as soon as possible to discuss the options available to provide reasonable accommodation of the disability.

Course Load

The normal undergraduate student load is sixteen semester hours per semester. Students who have an average academic standing may register for a maximum of eighteen semester hours credit per semester. Students who attain a "B" average are permitted to earn up to twenty-one semester hours per semester. Any exceptions must be approved by the Vice President for Academic Affairs. The maximum load in the May interim and Summer I and II terms is seven semester hours.

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 happen automatically when a student stops attending a class. Official withdrawals are made only on forms provided by the Registrar's office. It is the student's responsibility to complete this form, obtain the signatures needed, and return it to the Registrar's office. Failure on the part of a student to complete the withdrawal procedure will result in a grade of "F" for the term.

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

Course Numbering System

Courses numbered 100 or 200 are intended primarily for lower division students, while 300- and 400-level courses are generally reserved for upperclassmen. Freshmen or sophomores wanting to enter 300- or 400-level courses should confer with the department chair involved for permission to enroll. 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 in any department although they are not shown in the following pages under the specific listings.

001-099	Non-credit special interest courses and Transitional Courses
181, 281,	"Special Topics" courses — classes developed on a one-time or
381, 481, 581	experimental basis, or a special innovative class
282, 482, 582	Special workshops, credit or non-credit
183, 283, 483, 583	Television courses through Kentucky Education Television Network
184, 284, 384, 484	May interim courses not listed under a regular catalog number
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 transitional courses (099) will be counted towards full-time academic status and for athletic eligibility purposes. However, hours earned will not count toward the required 128 hours for graduation. In addition, grades in these classes will not be used when calculating semester or final grade point averages.

Special Notations

Each course description 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 2000-01. “Odd Years Only” courses are offered on an alternate year basis in academic years *beginning* with odd numbers, such as 1999-2000.

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

The Grading System and Quality Points

Grades are reported in letters as follows:

- A — Represents distinctly superior work, valued at four quality points for each semester hour
- B — Represents above-average work, valued at three quality points for each semester hour
- C — Represents average work, valued at two quality points for each semester hour
- D — Represents 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 — Indicates that in the opinion of the instructor, the student has not been able to complete the required work of the course on time due to unavoidable circumstances. This grade is issued solely at the discretion of the instructor. A grade of “I” submitted to the Registrar must be accompanied by a written statement from the course instructor which includes: 1) why the “I” was given; 2) the requirements that must be met by the student to remove the “I”; 3) the deadline the student has for meeting these requirements, and 4) the consequences to the student for failing to meet these requirements by the deadline. The Registrar will send a copy of this statement to the student. An “I” received at the end of any semester must be removed before the end of the six-month period following the date on which the “I” 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.
- W — Indicates that a student withdrew during the first 12 weeks of the semester

Beginning with the 1995-96 academic year, plus or minus may be added to the final grades and appear on the transcript; however, they 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.

Classification of Students

Freshman	less than 32 semester hours
Sophomore	32 semester hours
Junior	64 semester hours
Senior	96 semester hours

Note: Failure or quality point deficiencies in any course work done in residence cannot be removed by transfer credit, correspondence work or independent study.

Credit/Fail Option

The purpose of the Credit/Fail option is to provide the opportunity for students to explore elective courses outside their area, major, or minor without engaging in competition with students specializing in those subjects and without jeopardizing their grade point average.

This option excludes all courses in the Liberal Education Core and any area, major or minor. It is available only to those students with at least sophomore classification and those maintaining a 2.0 grade point average. This option is also available to transfer students of sophomore classification and who have completed at least twelve hours of satisfactory work at Union College.

This option allows that no more than fifteen semester hours may be applied toward graduation with a 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 Registrar's office for the Credit/Fail option by the last date identified in the current academic calendar to withdraw from a course with a grade of "W." It is a matter between the Office of the Registrar and the student. The information is not available to instructors except when the student communicates the same to the instructor. A grade of "D" or above will be recorded as CR and an "F" will be recorded as such, but will not affect the 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. Mid-semester grades are sent to the students' advisors as soon as possible. Mid-term and final semester grades are posted electronically on Campus Web. Students may access their grades by logging on under their identification number and password. Only final grades become a part of the student's permanent record.

Grade Appeal

Students are entitled to redress any grievances relative to grades. Students have one year in which to question any grade on their transcript. After that time the grade is permanent. Please refer to the student handbook 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.

The Dean's List is comprised of those students who have completed at least 15 hours of graded work with a 3.33 grade point average and no grades of "I" for the semester, and no grades of "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 grades of "I," and no grades of "C" or below in either semester. The list of students designated as Presidential Laureates is published after the fall and spring semester.

See the section below, Degrees with Distinction, 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 (32 hours)	1.90
Juniors (64 hours)	2.00
Seniors (96 hours)	2.00

Probationary students are closely monitored by the Admission and Academic Standing Committee of the College. Students who are admitted, placed, or continued on academic probation may be restricted as to courses taken, credit hour limitations (12-13 hours), 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 may have either one or two semesters in which to meet the minimum academic standards. Failure to attain the required GPA at the end of any said 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 may 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 sit out 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 Admission in order to be readmitted to Union College. Readmitted students may be subject to restrictions as established by the Committee relative to number of hours allowed and the repeating of courses. Any student readmitted after suspension from Union will be 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

Academic amnesty may be granted for one term only. Students having received a GPA of less than 2.0 in a semester may apply in writing to the Registrar after having completed two consecutive full-time semesters or twenty-four hours of part-time work with a GPA of 2.0 or better. Twelve semester hours earned during the summer terms may be counted as one semester. Course titles and grades remain as previously recorded on the transcript and credit will be given for courses with grades of "C" or better. None of the grades in the semester for which academic amnesty is granted will be used in calculating the GPA. Transfer students bringing less than a 2.0 GPA or having received any form of academic amnesty at another institution do not qualify for any amnesty option at Union. Students who receive amnesty will not be eligible for academic honors based on cumulative GPA.

Academic Honesty

Union College expects a high standard of academic integrity. Academic dishonesty, such as plagiarism, unauthorized collaboration, or cheating, undermine the academic integrity of each

student and of the institution by violating the spirit of a true learning community and, therefore, will not be tolerated. Examples of academic dishonesty may 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 on-line 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 have a right of appeal and of due process. Procedures may be found 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.
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 Registrar's Office. Successful completion of the Challenge Credit will be recorded as "CR" on the transcript. An unsuccessful challenge will not be recorded. The Registrar's Office 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 special interests cannot be accommodated within the established majors at the college. This self-designed major must meet the following criteria:

- * A self-designed major cannot duplicate existing majors offered by the college and must be interdisciplinary in its composition.
- * A student must have a minimum GPA of 3.0 to apply for the individualized major and a sophomore standing.
- * Individualized majors must include no less than 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 have an advisor selected from the teaching faculty from 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 chairs will take the plan to the APC (Academic Policy Committee) for final approval by October 1 for programs commencing in the spring semester and 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 to qualified students the opportunity to work independently to earn credit toward graduation. This option is reserved primarily for junior and senior students who have demonstrated the academic maturity to be able 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 special areas of inquiry not normally examined by the curriculum in which they are enrolled. These can be in-depth studies of a particular topic or a broader examination of a topic only touched upon in the major.

Registration for either of these options is during the designated time period for registration of other courses. Deadlines for adding courses should be adhered to for Independent Study and Experiential Education. Students are expected to engage in the independent study project or experiential education experience during the semester for which they are officially enrolled for the project or experience, rather than in the preceding or following semesters. Forms can be obtained from the Registrar's office.

Because of the nature of independent study and experiential education, neither should be used to satisfy Liberal Education Core requirements or to replace required courses in the major. Moreover, failure or quality point deficiencies in any course work done at Union cannot be removed by Independent Study or Experiential Education.

Transfer Credit for Union College Students

A student at Union College who wishes 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 who have earned as many as 61 semester hours at Union College may transfer a maximum of six semester hours during their final 24 hours of baccalaureate work. Students who have earned fewer than 60 hours credit at Union College may transfer a maximum of six semester hours to Union during their final 38 hours.

Transfer credits will be considered based on the following policy:

1. Transfer credits from other institutions will be evaluated on how closely they match the

intent of a particular section of the Union College 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. Also time-sensitive courses, especially in technology areas, may not transfer if they are too outdated to qualify.

2. Students who are denied equivalency credit for a course in the Union College Liberal Education Core, or a course required in a major, area of concentration, or minor will have the right to petition for approval. The petition will be made to the Registrar, who will consult with the appropriate department chair. Department chairs will consult with the appropriate professor before making a recommendation to the Registrar.
3. 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 shall be binding, and may be made on the basis 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 has developed a plan of action related to ongoing assessment of its academic programs as well as other aspects of the college community. This is a continuous program throughout the school year, but much of the data collection will center around an Assessment Day, identified in the school calendar, when students are required to participate. 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. Questions related to Program Assessment should be directed to the Director of Assessment or the Vice President for Academic Affairs.

Convocations

Union College provides a convocation program to gather its community together for reflection, for challenging faith and for promoting dialogue. This is in keeping with Union's mission statement: "Union College is a learning community dedicated to creating personal, intellectual, and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth."

The program includes a limited selection of required events and a flexible menu of activities from which students can choose throughout the year including: 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 128 semester hours, of which at least 25 percent (32 semester hours) must be earned at Union College. Thirty two of the last 38 hours must be earned in residence at Union College. Students who have earned as many as 61 semester hours at Union College may graduate with 18 of the last 24 hours earned in residence. (At least 39 semester hours must be in courses numbered 300 or above.)
2. Quality point standing of 2.00 overall and at Union, and a 2.00 average in the major or minor fields unless a specific department requires a higher grade point average.
3. Completion of the Liberal Education Core.
4. Choice of either the Bachelor of Arts or Bachelor of Science degree as appropriate to the major or area. For the Bachelor of Arts degree, the equivalent of 12 semester hours in a single foreign language not native to the student (or for some majors the equivalent of

six hours in each of two foreign languages not native to the student) is required. Equivalency shall be determined by the successful completion of the second year of the language (or second semester of two). Students with prior training in the language at the high school level may be eligible for advanced placement in the sequence of courses and meet the requirement with fewer credit hours. For the Bachelor of Science degree, see descriptions of individual major or area for any additional requirements.

5. Completion of either:
 - a. A major as determined by the faculty of the individual discipline. Majors are offered in: Accounting, Biology, Business Administration, Chemistry, Christian Ministries, Computer Information Technology, Criminal Justice, Educational Studies (non-teaching) Elementary Education, English, Mass Communication, Health, History, History and Political Science, Human Performance, Management, Marketing, Mathematics, Middle Grades Education, Physical Education (teaching), Psychology, Recreation Management, Religious Studies, Secondary Education, Sociology, Social Work, Special Education, Sports Management and Theatre. Minors are offered in: Accounting/Finance, Biology, Chemistry, Computer Information Technology, Criminal Justice, Economics, English/Communication, General Business, Health, History, Human Performance, Management, Marketing, Mathematics, Music, Political Science, Psychology, Recreation Management, Religious Studies, Sociology, Spanish, and Theatre.
 - b. An area, the structure of which is determined by the faculty of the department in which the area requirements are met. An area is offered in Social Studies.
6. At least 39 semester hours offered for graduation must be earned in courses numbered 300 or above.
7. Full participation in all college assessment activities including (but not limited to) departmental assessments and Assessment Day(s).

Advice in arranging schedules and choosing courses is always given gladly; 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 (96 semester hours with a quality point standing of at least 2.00) and also the Liberal Education Core for graduation, including the foreign language requirement if a B.A. is desired.
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 128 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, date of birth, 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 to have 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 designated respectively: *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.

Students coming from other colleges 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 as may, in the judgment of the faculty, entitle them to become candidates for distinction under the regulations.

The Union College Honors Community

The Honors Community comprises scholars, including students and faculty, who live, work, and play together in an atmosphere of intellectual engagement. Representing the many majors Union College offers, Honors Students complete their individual courses of study while developing and maintaining a community that stretches across the disciplines. Honors Community students complete the Liberal Education Core in courses that are either designed especially for them ("dedicated courses") or that allow them to submit alternative assignments to regularly-scheduled classes ("contract courses"). They study a language, readying themselves for travel abroad and for the challenges of a new America. They serve the campus and local communities during their three years and serve the Honors Community in their fourth year as they assume governance of the Community. And Honors Community members participate in an ongoing series of activities (including housing and special meals, day trips, weekends away, and an annual Honors Conference) through which they examine themselves and their world.

For incoming freshmen, eligibility is based on a combination of factors, which may include ACT or SAT score, high school GPA and class rank, and extracurricular activities. Qualifications for nontraditional students may include these as well as life experiences with a qualifying score of 2750 on the GED (when applicable). Current Union College students and transfer students with fewer than 24 credit hours and a minimum GPA of 3.3 (3.8 in Liberal Education Core courses) may apply for membership as second-semester freshmen or first-semester sophomores. Transfer students with either an Associate's degree and a cumulative GPA of 3.3 and transfers with significant honors coursework at their transferring institutions are also eligible for membership. Continuing membership is based on cumulative GPA, Honors GPA, and participation in the Honors Community.

For more information, contact the Director, Union College Honors Community.

Academic Services

The Office of Special Programs

The Office of Special Programs consists of Student Support Services and Upward Bound which are two federally funded TRIO Programs. The *Office of Student Support Services* is a grant funded program that serves 175, first generation, low-income and disabled college students. It is a retention program aimed 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 the Office of Career Planning and Placement. The *Upward Bound Office* is a grant funded program that services first generation, low-income high school students to help prepare them for higher education. These students receive academic assistance throughout the school year as well as participate in a six-week summer component on the campus of Union College. During the summer component juniors and seniors take college credit courses and sophomores and freshmen take enrichment courses.

Academic Advising

Academic advising is considered to be one of the two most important tasks of the faculty — teaching being first. Each student will meet with an academic advisor on an individual basis to select courses for each semester. The advisor is also available to help each student learn how to use the resources at Union College, and to find solutions to problems that the student might have.

Each student is assigned an academic advisor in the chosen field of study. Students who have not made a vocational or professional choice will also be assigned an academic advisor. Upon declaring a major, an advisor in that field will be assigned.

Students who wish to change advisors/majors must register these changes with the Office of Special Programs.

Career Planning and Placement Services

Upon admission to Union College, students will begin a process whereby the Director of Career Planning and Placement and faculty advisors assist them to articulate their career goals, to select academic 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. It is highly recommended for those who are undecided in their major to visit the career counselor. 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.

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 on file in the Registrar's office. 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 academic support areas. The ARC serves the needs of Union College students with day hours Monday through Friday and evening hours Sunday through Thursday. Contact the Education Specialist with Special Programs for more information.

Individual tutoring is available in a variety of subject areas 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.

Computer Assisted Instruction

Students may also work independently, using one of the many computer programs to prepare for the pre-professional exams, such as GMAT, LSAT, MCAT, GRE, and Praxis.

Supplemental Instruction

Union College provides an academic assistance program known as Supplemental Instruction (SI) that has 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. SI is introduced to the students the first day of class, and the sessions are composed of students with varying academic abilities which provide a support system within the group. The concept of collaborative learning in a relaxed atmosphere helps students develop and integrate effective learning

and study strategies while mastering course content.

The David and Donna Jones

Learning Resource Center

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

Abigail E. Weeks / Milton H. Townsend Memorial Library

The newly renovated 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 160,000 books, periodicals, government documents, and multi-media materials. The library subscribes to numerous on-line reference and full-text databases. The library's Online Public Access Catalog (OPAC), circulation, and reserves, are fully automated and available on the web. The library can accommodate 300 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 20-seat computer lab is the center of campus access to the Internet. The Curriculum Collection supports the Education Program through provision of specialized curriculum and juvenile materials. The library houses several other special collections including the Cumberland Gap Genealogy Collection, the Lincoln-Civil War Collection, and the College Archives. The library staff offers individual and group bibliographic instruction and instruction in the use of equipment, computer resources, and special collections.

Edward H. Black Technology Center

Attached via bridge to the library, the Black Technology Center offers meeting facilities and a studio for the use of the college and local communities. It also houses staff offices, training areas, workspaces, and the server room. The technology staff is responsible for all of the campus voice and data communications, the ERP, networking, website maintenance, software, audio/visual, and computers. They manage the computer labs and provide user and technical support for all college computers.

Service-Learning

Academic credit for Service-Learning is provided through two academic courses. The one-hour credit course (APST/SLRN 102) is centered around service trips 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 must attend the class sessions whether or not the individual opts to enroll in the class for credit or no credit. The three-hour course (APST 202) examines service-learning from historical and contemporary perspectives, and provides students with a guided community-based learning experience. (See full descriptions under Course Descriptions section.)

Community Education

Life-long learning is provided at Union College through courses, workshops, seminars, travel, service learning, and outdoor adventure programming. Programming addresses a wide range of adult-learning and continuing educational, vocational, and leisure interests and needs. Through partnerships with community agencies, schools, business, and industry, Union is able to emphasize the importance of life-long 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. The close student-to-instructor rapport that characterizes Union College adds an exciting dimension to these learning experiences.

Union College London Center

Union College's mission to be a...“learning community dedicated to creating personal, intellectual and social transformation through the pursuit of knowledge, wisdom, service and spiritual growth” provides the basis for Union's outreach at the Bennett Center of London.

Union College London Center offers bachelor's degrees in business administration, business management, psychology and master's in clinical psychology. A variety of local and regional practicum placements are available for students in their area of specialization. Students who excel in the area of psychology are eligible to apply for the psychology scholars program, earning their bachelor and master degrees in psychology at an accelerated pace. Union College London Center curriculum is designed for students who have completed their Associate of Arts, Associate of Science or transfer equivalent. Classes are offered during the evening, weekend and online.

In addition Union College has training programs through the Workforce Investment Act, NAFTA, and Adult Education. These programs are designed to assist dislocated workers reenter the job market. Two programs are currently offered; General Business and Technology with a Computer Specialty.

THE CURRICULUM

A college major is actually a means to an end — the means by which a student prepares for a future career, entrance into graduate school, or some change in lifestyle. Union College offers a wide range of majors and minors as part of the Bachelor's degree program.

Majors and Minors

Degree Area	Major	Minor
Department of Business		
Accounting	x	
Accounting and Finance		x
Business Administration	x	
Computer Information Technology	x	x
Economics		x
General Business		x
Leadership Studies	x	x
Management	x	x
Marketing	x	x
Department of Educational Studies		
Elementary (P-5) Education	x	
Middle Grades Education	x	
Secondary Education	x	
Special Education	x	
Educational Studies (non-teaching)	x	
Department of English, Communication and Languages		
English	x	x
Mass Communication	x	x
Spanish and Latin American Studies		x
Department of History, Religious Studies, Fine & Performing Arts		
Christian Ministries	x	
History	x	x
History & Political Science	x	
Music		x
Philosophy		x
Political Science		x
Religious Studies	x	x
Theatre	x	x
Department of Natural Sciences		
Biology	x	x
Chemistry	x	x
Mathematics	x	x

Department of Psychology

Psychology	x	x
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Department of Social and Behavioral Sciences

Criminal Justice	x	x
Pre-Law		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
Sports Management	x	

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 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 are advised to inform their advisors of interest in professional schools as early as possible.

Pre-Forensic Preparation at Union College

Forensics, or Forensic Science, is an area which may best be thought of as three interrelated spheres. The first of these is the province of the natural sciences, which provide a baseline and body of unproblematic background knowledge serving to sustain inquiries specifically forensic in their character. The second sphere is the province of Law and Government, which provides the context and structure within which the fruits of those inquiries are actually applied. The third sphere may be thought of as the sphere of Forensics per se which links the other two, making use of the learning and methods of the disciplines within the natural sciences to produce information which can be brought to bear within the Law and Government sphere to facilitate the resolution of disputes. Success in the Forensics sphere thus necessitates a close acquaintance with the fundamental tenets of the other two.

Graduate programs in the forensic, natural and life sciences are quite particular with respect to the specific academic credentials candidates must present for admission. Therefore, Forensic studies at Union College provide a springboard to more advanced study. Particularly with respect to the forensic sciences, such programs demand a solid grounding in the basic tenets of both the natural and social sciences which constitute the foundations of the discipline, as well as critical thinking and basic scientific and laboratory problem solving skills. Specific curricular requirements for the area would include substantial undertakings in biology, chemistry, physics, and mathematics.

Students selecting the Pre-Forensics program of study are therefore encouraged to complete their studies with a Criminal Justice major / Chemistry minor. Suggested electives to complement the requirements of the Chemistry minor are BIOL 111, CHEM 212, MATH 131, PHYS 111-112.

Pre-Law Preparation at Union College

Graduate schools of legal education seek applicants from a wide variety of academic backgrounds, and while no particular course or area of study is pre-requisite to law school admission, law schools expect members of their first year classes to exhibit mastery of a particular skill set. The optimal Pre-Law preparation demands development of those very specific skills, and institutions offering graduate study in Law seek to recruit students who possess them. Reading critically, writing clearly, thinking analytically, and speaking persuasively are all essential to success in the study of law. These are precisely the same sorts of abilities Union's Political Science and Pre-Law minors are designed to foster and develop as an integral part of the college's broader liberal arts tradition. The Political Science minor allows students to sample a range of courses from the various sub-fields of the discipline, while the Pre-Law minor permits a more comprehensive examination of the sub-field of public law. The development of the skills emphasized in these programs serves 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 not only in the intense and competitive 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 are of particular interest to students contemplating careers in law, government, criminal justice, or other public service.

As an integral element of Pre-Law, the faculty Pre-Law advisor serves as a principal resource for counseling students preparing for post-graduate study in Law. The primary focus of Pre-Law advising is assisting students in making successful application to post-graduate institutions of legal education. Students are encouraged to meet with the Pre-Law advisor, Dr. Robert Armour, at any time, but preferably no later than the end of their sophomore year.

Baccalaureate Degrees

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

1. Completion of the Liberal Education Core
2. Completion of foreign language (non-native) requirements for a B.A. degree
3. Completion of the academic major requirements
4. Completion of a minimum of 128 semester hours
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 Registrar's office prior to their registration for classes.

Concurrent Admission Program (ConAP)

ConAP is a joint program of the Army and other service members 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 catalog, 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 cooperating member of the Kentucky Institute for International Studies (KIIS). The College joins with 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. For more information, contact the campus KIIS coordinator or the Office of Academic Affairs.

Community Outreach

Founded over one hundred twenty-five years ago, Union College has always had a strong interest in serving the immediate and broader community, as evidenced by the development of a community outreach center and service learning opportunities. The Common Partners Office plans a variety of events throughout the year in which students, staff and faculty can become involved, using their talents and energy to help others and to learn more about themselves and the world.

THE LIBERAL EDUCATION CORE 43-45 HOURS

Union's vision for the academic experience states that "Union College helps students make learning connections, with a well-qualified faculty that collaborate and cooperate across traditionally separate disciplinary lines. Intellectual and ethical development, plus the ability to make meaningful choices and informed decisions, is nurtured through a variety of on- and off-campus learning experiences."

This vision guided the careful crafting of Union's core curriculum – a curriculum that challenges each student to develop a life philosophy, that enables members of the faculty to significantly improve student learning, and that intentionally seeks to produce graduates who see being educated as a quality of mind, not simply an accumulation of facts.

Union's core contributes toward the nurturing of a graduate whose personal integrity, intellectual aptitude and responsible citizenship mark him or her as a Union graduate.

Humanities

21 hours

Western Cultures in a World Context I

ENCO 101 Composition and Ancient Literature 3

HIST 110 Civilization and Religions of the Ancient World 3

Western Cultures in World Contexts II

ENCO 102 Composition and Medieval and Renaissance Literature 3

HUMN 112 Religion and Empire (14 CE-1648CE) 3

Western Cultures in World Contexts III

HUMN 211 Roots of Modernity: Revolutions in Literature, Arts and Society 3

HUMN 213 Roots of Modernity: Revolutions in Politics,
Society and Thought (1648-1890) 3

Western Cultures in World Contexts IV

HUMN 214 The Modern World in Crisis 3

(See course descriptions below)

Cultural Studies

3 hours

ANTH 251 North American Indian Cultures

APST 202 Service Learning

APST 204 Appalachian Cultures

ENCO 232 Appalachian 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 Marriage and the Family

SPAN 211 Intermediate Spanish I

*may be taken more than once if topic is different

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

Wellness**3 hours**

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

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 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 (includes lab)	4

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
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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

Mathematics Competency**3-4 hours**

General College Mathematics: A revised MATH 110 course, which includes some basic statistics and probability; or, MATH 131 (College Algebra) or MATH 241 (Calculus I).

Integrated Courses in Major

In completion of each major at Union College, students will take a course(s) in that major which is/are designed to build upon the learning in the Liberal Education Core curriculum and connect it to that major. Examples of such courses would include designated 300-level or above courses within the major, one-hour Service Learning courses in supplement of appropriate major courses, or one-hour readings courses attached to the major as a requirement.

Capstone Course & Life Philosophy

In the senior year, each Union College student will also participate in a capstone course in the major, a course that brings together all of the learning experiences at the College in context, and that asks each student to form and write a life philosophy document. This document, which builds on the portfolio already begun in core classes and continued throughout his or her major area of study, will be the student's final assessment of what learning (past, present, and future) means. The portfolio will, thus, be used in College and program outcomes assessment. The capstone course for each major must be taken at Union College.

Humanities Sequence

The Humanities Sequence is a series of seven three-hour courses that chronologically and thematically examine the literature, history, philosophy, religion, and fine arts of western culture in their world context. Six of the courses are “conjoined”; that is, students will take two closely related courses during each of three semesters. Upon completing the sequence or designated portions of the sequence, students will:

- (1) understand the basics of such academic discourse as speeches, written argumentation, and documented research papers (first year);
- (2) comprehend the major topics and historical development of philosophy;
- (3) understand the beliefs and historical development of such major religions as Judaism, Christianity, Islam, Hinduism, and Buddhism, and how each relates to the others;
- (4) be familiar with the tools of literary analysis (first year);
- (5) understand the development of canonical literature from its beginnings through the late Renaissance (first year);
- (6) and from the Enlightenment to the present (second year);
- (7) be familiar with major trends in art (including architecture)
- (8) and music;
- (9) and understand the historical contexts of Western culture, from its prehistoric beginnings to the late Renaissance (first year)
- (10) and from the Enlightenment to the present day (second year).

ENCO 101. Composition and Ancient Literature (F,S)(3)

Examines various forms of academic writing and speaking, students will practice and develop their composition skills in response to selections from the literature of ancient civilizations, as well as the art, history, and culture addressed in both ENCO 101 and HIST 110. In addition, students will study the major principles of documentation.

Corequisite: HIST 110.

ENCO 102. Composition and Medieval and Renaissance Literature (F,S)(3)

As part of the Humanities sequence, this course works with HUMN 112 to examine Western culture from the rise of Christianity to the scientific revolution of the 17th century. Student papers and presentations focus on literature, art, and music of the Middle Ages and Renaissance, with attention to such non-western influences as Islam.

Prerequisite: ENCO 101 and HIST 110. Corequisite: HUMN 112.

HIST 110. Civilizations and Religions of the Ancient World (F,S)(3)

Introduces students to the study of history through the study of the great civilizations of the ancient world. The civilizations studied are those of the Fertile Crescent, India, China, and the Mediterranean (Greece and Rome). The course focuses on the origins and foundations of the first great civilizations, with special attention to the function of religion in the maintenance of civilization. Particular attention is given to the factors occasioning the transition from polytheism to monotheism in the mid-1st millennium BCE, a period commonly referred to as the Axial Age. Fall offerings of the course are

for incoming freshmen only. *Corequisite: ENCO 101.* Transfer students wanting to take an introductory level history in the fall are advised to take HIST 211.

HUMN 112. Religion and Empire (14 CE-1648 CE) (F,S)(3)

As part of the Humanities sequence, this course examines the role of religion in the maintenance of Roman, Christian, and Islamic empires, with particular attention to religiously inspired art and architecture. The course begins with an examination of the Roman Empire after Augustus and proceeds to examine the Christian transformation of the Roman Empire from Constantine through the Middle Ages (Byzantine Empire and “Christendom” in Western Europe). Attention is also given to the origin and spread of Islam, the rise of Islamic Empires (Arab, Turk, Persian, and Mughal), and conflicts between Christian and Muslim empires. The course ends with examination of forces that challenge the medieval religious establishment in Western Europe (Renaissance and Reformation), culminating in the Thirty Years War. *Prerequisite: ENCO 101 and HIST 110.* *Corequisite: ENCO 102.*

HUMN 211. Roots of Modernity: Revolutions in Literature, Arts, and Society (F,S)(3)

As part of the Humanities sequence, this course works with HUMN 213 to examine Western Culture from the Enlightenment to the 20th Century. This course will examine the development of literature and the major trends in art, music, and architecture. This course includes student papers and presentations. *Prerequisite: ENCO 102 and HUMN112.* *Corequisite: HUMN 213.*

HUMN 213. Roots of Modernity: Revolutions in Politics, Society, and Thought (1648-1890) (F,S)(3)

As part of the Humanities sequence, this course begins with an examination of the impact of the religious wars in the 17th Century and the Scientific Revolution on society and culture in Western Europe. Attention then shifts to the political, economic, and ideological causes of revolutions in America and France. The course then examines the Industrial Revolution, the rise of mass society, and their impact on society and culture in Europe and the United States. The course ends with an examination of significant developments in politics and science in the last half of the 19th Century; namely, imperialism, nationalism, and Darwinism. Throughout the course, attention is given to developments in philosophy (particularly political philosophy) and religion during these pivotal periods of history. Requirements include papers and presentations. *Prerequisite: ENCO 102 and HUMN 112.* *Corequisite: HUMN 211.*

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. *Prerequisite: HUMN 211 and 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.*

DEPARTMENT OF BUSINESS

Ella K. Hensley, Department Chair

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

Minors: Accounting/Finance, Computer Information Technology, Economics, General Business, Leadership, Management, and Marketing

Majors in Business Disciplines

The Department of Business offers majors in business and business-related disciplines, leading to acceptance in graduate school, beginning a career ladder in business immediately upon graduation, or entrance into other professions, such as law. Union's Department of Business has been accredited in its majors in accounting and business administration by the International Assembly for Collegiate Business Education (IACBE).

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. (Students who choose to complete the foreign language requirement may elect to receive a Bachelor of Arts degree.)

Union offers a London, KY program for students who have completed two years toward a bachelor's degree. This program will allow students to earn a bachelor's degree in Business Administration or in Management.

Required Courses for 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	The Legal Environment of Business	(3)
COMP 241	Intermediate Technical 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 I	(3)
ACTG 472	Not-for-Profit Accounting	(3)
BHSC 245	Basic Statistics or PSYH 301	(3)

BUAD 351	Principles of Finance	(3)
ECON 203	Principles of Macroeconomics	(3)

It is recommended that in addition to the major in Accounting, you also elect to complete a minor in CIT.

Business Administration Major (33 Additional Hours)

ACTG 272	Financial Accounting	(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)		
BHSC 245 or PSYH 301, and PSYH 392 will also count as electives		(15)

Management Major (33 Additional Hours)

BUAD 420	Training and Development	(3)
BUAD 451	Strategic Decisions	(3)
MGMT 352	Principles of 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)		
BHSC 245 or PSYH 301 will also count as an elective		(15)

Marketing Major (33 Additional Hours)

MKTG 272	Personal Selling	(3)
MKTG 321	Principles of Marketing	(3)
MKTG 322 or ECON 322	Consumer Behavior	(3)
MKTG 370	Advertising	(3)
MKTG 372	Public Relations	(3)
MKTG 400	Marketing Management	(3)
MKTG 421	Logistics	(3)
MKTG elective	MKTG 481, 488 or MKTG 485	(3)
MGMT 352	Principles of Management	(3)
BUAD 445	Global Business	(3)
BHSC 245	Basic Statistics or PSYH 301	(3)

CIT Major (30 Hours)

COMMON COMPONENT FOR CIT (18 hours)

COMP 241	Intermediate Technology Applications	(3)
COMP 250	Introductory Programming	(3)
COMP 390	Web Applications Development	(3)
COMP 394	Management Information Systems	(3)
COMP 447	Contemporary Programming	(3)
BHSC 245	Statistics or PSYH 301	(3)

In addition, choose 1 of the two tracks below to complete the major.

MIS TRACK (12 hours)

COMP 440	Database Management Systems
COMP 451	Systems Analysis & Design

IT TRACK (12 Hours)

COMP 312	Computer Architecture
COMP 425	Network & Data Communications

Additional 6 hours 300+ COMP

COMP 435 Operating Systems electives
Additional 3 hours 300+ COMP electives**Leadership Major (48 hours)**

BUAD 151	Business Processes	(3)
BUAD 440	Business Ethics and Social Responsibility	(3)
ENCO 211	Public Speaking	(3)
ENCO 362	Interpersonal Comm.	(3)
MGMT 301	Principles of Leadership	(3)
MGMT 324	Personal & Interpersonal Excellence	(3)
MGMT 352	Principles of Management	(3)
MGMT 372	Human Resource Mgmt.	(3)
MGMT 400	Organizational Behavior	(3)
MGMT 451	Leadership Case Studies	(3)
PSYH 200	Intro. To Psychology	(3)
SOCI 355	Small Group Dynamics	(3)

Select 12 additional 300+ level hours of electives from list below:

BUAD 420	Training & Development	(3)
BUAD 445	Global Business	
ENCO 322	Persuasion	
ENCO 432	Public Discourse	
MLSC (all 300+ classes)		
RECM 350	Rec. Admin. & Leadership	(3)
MKTG 372	Public Relations	(3)
PSYH 330	Social Psychology	(3)

Department of Business Minors:**Accounting and Finance (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 390	Web Applications Development	(3)
COMP 394	Management Information System	(3)
COMP 447	Contemporary Programming	(3)
6 hours of COMP electives (300+ level)		(6)

Economics (21 Hours)

ECON 203	Principles of Macroeconomics	(3)
ECON 204	Principles of Microeconomics	(3)
3 300+ ECON prefix courses.		(9)
Choose 2 courses (6 hours) from the following list:		
ECON 303	Intermediate Macroeconomics	(3)
ECON 304	Intermediate Microeconomics	(3)
ECON 322	Intermediate Consumer Demand	(3)
ECON 354	Managerial Economics	(3)
ECON 363	Money & Banking	(3)
ECON 410	Current Topics in Economics	(3)
ECON 451	Environmental Economics	(3)
ECON 457	International Economics	(3)
ECON 481	Special Topics in Economics	(3)
BUAD 404	Investments	(3)
BUAD 445	Global Business	(3)
MKTG 322 (Consumer Behavior; cannot take BOTH ECON 322 and MKTG 322)		

General Business Minor (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)

Leadership (21 Semester Hours)

MGMT 352	Principles of Management	(3)
MGMT 301	Principles of Leadership	(3)
MGMT 324	Personal & Interpersonal Excellence	(3)
MGMT 451	Leadership Case Studies	(3)
An additional 9 hours of 300+ electives from courses in the Leadership Major.		(9)

Management (21 Semester Hours)

BUAD 376	Small Business Management	(3)
MGMT 372	Human Resource Management	(3)
MGMT 374	Operations Management	(3)
MGMT 400	Organizational Behavior & Teamwork Dynamics	(3)
Select 9 hours of Department of Business Electives		
(300+ level or above) BHSC 245 and PSYH 392 will also count as electives		(9)

Marketing (21 Hours)

MKTG 272	Personal Selling	(3)
MKTG 322	Consumer Behavior	(3)
MKTG 370	Advertising	(3)
MKTG 421	Logistics	(3)
Select 9 hours of Marketing electives (300+ level or above)		
BHSC 245 or PSYH 301 will also count as an elective)		(9)

DEPARTMENT OF EDUCATIONAL STUDIES

(Vacant), *Chair*

Wanda Carol Clouse, *Director of Student Teaching*

Zelma Collins, *Administrative Assistant*

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 catalog.

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. 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 Education Professional Standards Board. Those standards may supersede what is printed in this catalog. 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 transformations 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 transformations; 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 transformations 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 life long 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 Professional Education Standards

The Kentucky 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 beginning teachers. The goals of the Union College Teacher Education Program 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.

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.
- Are resolved to reflection in relations to teaching and learning.
- Demonstrate a positive attitude and love of learning as a life-long 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 ENCO 101, HIST 110, and ENCO 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 in one of the following ways:
 - a) A minimum composite score on the Enhanced American College Test (ACT) of 21
 - b) A minimum score of 970 on the Scholastic Aptitude Test (SAT)
 - c) The state approved minimum scores on the PRAXIS I (PPST)
7. Student has completed a minimum of 30 credit hours with a grade point of 2.5 or better (Note: A transfer student must have (a) a 2.5 cumulative GPA for all work completed at Union College; (b) an overall academic standing of 2.5.)
8. Student has passed the *Teacher Education Interview* that evaluates the individual's dispositions and ability to communicate orally.
9. Student has successfully completed an essay based on the theme of the Educational Studies Unit to validate writing proficiency.
10. Student has submitted a current criminal records check.
11. Student has been approved for admission to the program by the Teacher Education Committee.

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 the Teacher Education Committee. Requirements for student teaching are

1. Admittance to the Teacher Education Program.
2. Completed application for student teaching by mid-term 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 2.5 at Union College (UC coursework only), and a minimum cumulative GPA of 2.5, including all UC coursework and all accepted transfer work, if applicable. In addition, a minimum GPA of 2.5 in each subsection (pre-professional, professional, emphasis area, teaching fields) of the appropriate education curriculum plan, and a minimum GPA of 2.5 in the teaching area or major is also required.
4. All coursework successfully completed in each subsection (pre-professional, professional, emphasis area, teaching fields) of the appropriate education curriculum plan, and 75% of all courses successfully completed in the teaching area or major. 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 twelve months.
7. Submission of a current criminal record check within the preceding twelve months and documentation of tort liability insurance coverage or waiver (it should be noted that some school systems require crime checks for the preceding 6 months).
8. Completion of institution prerequisites for time in residence and pre-student teaching field experiences (minimum of 90 hours of field-based observation and participation).
9. Submission of passing Praxis II 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 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 2.5 required.

- A. Union College Liberal Education Core (General Education transfer equivalency). Carefully read the Core requirements given in this catalog. Students should meet with their advisors to check if all Core requirements are being met.
- B. Psychology 200 – Introduction to Psychology (3)
- C. Physical Education 261 – Physical Education In the Elementary School (3)
- D. Education 271 –Teaching Art in the Elementary School (3)
- E. Mathematics 203 – Math for Elementary School Teachers I (3)
- F. Mathematics 204 – Math for Elementary School Teachers II (3)
- G. English/Communication 351 – Critical Study of Children’s Literature (3)
- H. Music 373 – Elementary School Music (3)
- I. Computer 151 – Technology Processes (2)
- J. Multicultural Studies (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 2.5 is required, and no grade below “C” is acceptable. All courses ending with a “7” or “8” are restricted to students who have been admitted to the Teacher Education Program. 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 Co-requisites 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)

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)

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	Teaching Social St. in the Elem. School	(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)

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 Interactions	(3)

The **Final Block** is offered during fall and spring semesters.

III. Academic Emphasis. The academic emphasis component must include 21 semester hours in one of the following five options. Minimum GPA of 2.5 required.

A. English/Communications:

ENCO 221	Introduction to Mass Communication	(3)
ENCO 222	Introduction to Critical Studies	(3)
ENCO 311	Intermediate Composition	(3)
ENCO 321	Advanced Public Speaking	(3)
ENCO 351	Critical Study of Children's Literature	(3)
ENCO 421	History of the English Language	(3)
ENCO	– one elective at the 300+ level	(3)

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 to equal 3 credit hours (3)
 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 351 Reformation and Its Legacy
- HIST 352 Enlightenment and Its Legacy

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)

D. Sciences:

BIOL 111 General Biology (4)
 Select one course: (4)
 BIOL 232 General Zoology **or**
 BIOL 233 General Botany
 GNSC 471 Science Seminar (1)
 An appropriate Earth Science course (4)
 (Must be approved by Education Department)
 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 121-122 General Chemistry I, II (4,4)

E. Social and Behavioral Sciences

INSS 103 Cultural Geography (3)
 HIST 211 Topics in World History (3)
 HIST 311 U.S. History to 1840, **or** (3)
 HIST 312 U.S. History Since 1840-1919
 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)

Middle Grades Education Curriculum

Appropriate PRAXIS 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). A grade Minimum GPA of 2.5 required.

- A. Union College Liberal Educations Core (or General Education transfer equivalency). Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.
- B. Multicultural Studies (3): further multicultural options are available each semester.
- C. PSYH 200 – Introduction to Psychology
- D. COMP 151-Technology Processes

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 2.5 is required, and no grade below “C” is acceptable. All courses ending with a “7” or “8” are restricted to students who have been admitted to the Teacher Education Program. 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 Co-requisites 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)

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 the Middle School.	(3)
PSYH 470	Theories of Learning	(3)

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)

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 473 -	Student Teaching in the Middle Grades	(12)
EDUC 488	Professional Interactions	(3)

The **Final Block** is offered during fall and spring semesters.

III. Teaching Fields. Each student will complete a minimum of 24 semester hours in two fields of study with a minimum GPA of 2.5 required in each teaching field.

- A. English and Communication:
ENCO 221, ENCO 222, ENCO 261, ENCO 311, ENCO 352, , ENCO 421, and ENCO 432.
Choose one of the following: ENCO 341 or ENCO 342.
- B. Science:
BIOL 111, 232, and 233; PHYS 111 and 113; and ENVS 110. One of the following sequences of courses:
Physics 112 and 114 or CHEM 121.
- C. Social Studies:
HIST 311 and 312, INSS 103, PLSC 101 or PLSC 231, ECON 203 or 204, SOCI 131 or ANTH 221, one non-U.S. History course, and a 300+ level elective from Economics, History, or Sociology.
- D. Mathematics:
MATH 110, 131, 203, 204, 241, 301, BHSC 245 and one mathematics elective (300 or above).
- E. Special Education: Learning and Behavior Disorders P-12
SPED 321, 323, 325, 327, 328, 329, 401, 403.

Secondary Education Curriculum

Union College offers a variety of certification areas for secondary students. The Commonwealth of Kentucky does not define academic “major.” 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 major (e.g., teaching fields, specializations). Further, the student must have a minimum grade point average for certification of a cumulative 2.5 on a 4. 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 catalog for details. Appropriate PRAXIS 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 2.5 required.

- A. Union College Liberal Education Core (General Education transfer equivalency).
- B. PSYH 200 – Introduction to Psychology
- C. COMP 151– Technology Processes

II. Professional Preparation for Secondary Grade Teachers (8-12). The following requirements cannot be satisfied by CLEP, independent study or the Pass/Fail option. A grade point average of 2.5 is required, and no grade below “C” is acceptable. All courses ending with a “7” or “8” are restricted to students who have been admitted to the Teacher Education Program. To be eligible for Student Teaching (EDUC 498), all courses excluding EDUC 488 must be completed.

Courses in Each Semester Are Co-requisites 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)

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)

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)

The **Advanced Block** for secondary majors is offered during the fall and spring semesters of each academic year. All classes are restricted.

FINAL

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

The **Final Block** is offered during fall and spring semesters.

English Certification:

Content Preparation consists of an academic major in English.

Class	Class Name	
1. ENCO 221	Introduction to Mass Communications	(3)
2. ENCO 222	Introduction to Critical Studies	(3)
3. ENCO 311	Intermediate Composition	(3)
4. ENCO 261	Writing & Speaking for the Media	(3)
5. ENCO 322	Persuasion	(3)
6. ENCO 341	Literary Types	(3)
7. ENCO 342	Texts in History	(3)
8. ENCO 352	Literature for Adolescents	(3)
9. Choose one of the following:		
ENCO 351	Children's Literature	(3)
ENCO 451	World Cultures in Literature	(3)
ENCO 452	Am Cultures in Literature	(3)
10. ENCO 371	Texts and Themes	(1)
11. ENCO 372	Texts and Themes	(1)
12. Choose one of the following:		
ENCO 402	Advanced Composition	(3)
ENCO 412	Composition for Teachers	(3)
13. ENCO 421	History of English Language	(3)
14. ENCO 432	Public Discourse in History	(3)
15. ENCO 442	Texts Before 1800	(3)
16. ENCO 471	Shakespeare	(3)
17. ENCO 472	Capstone Seminar	(3)

Total hours: 47

Students preparing to teach high school English must complete the English/Communication major which must include ENCO 352. Experiences in theatre or journalism (for example, THTR 180 Theatre Practicum or participation in *Express Online*) are also valuable to prospective high school English teachers and are strongly recommended. **Note:** To meet the major and certification requirements in four years, some summer courses will be necessary.

Social Studies Certification:

Class	Class Name	
1. HIST 211	Topics in Global History	(3)
2. HIST 212	History Research & Methods	(2)
3. HIST 311	US History to 1840	(3)
4. HIST 312	US History 1840-1990	(3)
5. HIS 475	Special Topics	(3)
6. Choose One:		(1)
HIST 301	Read in U.S. History	
HIST 302	Read in Non US History	
7. Choose One:		(3)
HIST 413	Twentieth Century Am	
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 351	Renaissance and Reformation	
HIST 352	Modern Europe	
9. ECON 203	Principles of Macro	(3)
10. ECON 204	Principles of Micro	(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 231	International Politics	(3)
15. SOCI 131	Introduction to Sociology	(3)
16. SOCI 470	Collective Behavior and Social Movements	(3)
17. ENCO 472	Capstone Seminar	(3)

Total Hours: 47

Biology Certification:

Class	Class Name	
1. BIOL 111	Gen Biology	(4)
2. One Sequence		(4)
PHYS 111/13	College Physics I	
PHYS 112/14	College Physics II	
PHSY 211/13	General Physics I	
PHSY 212/14	General Physics II	
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 361	Genetics	(4)
8. BIOL 441	Ecology	(4)
9. BIOL 431	Cell Biology	(4)
(or)		(3)
CHEM 421	Biochemistry	
10. GNSC 471	Science Seminar	(1)
11. BIOL ____	Elective	(3)
12. BIOL ____	Elective	(3)

Total Hours: 42

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

Chemistry Certification:

Class	Class Name	
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 Cal	(4)
5. PHYS 211	Gen. Phys. I	(4)
6. PHYS 213	Gen. Phys. Lab I	(1)
7. PHYS 212	Gen. Phys. II	(4)
8. PHSY 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. GNSC 471	Chemistry Science Seminar Electives	(6)

Total Hours: 53

Mathematics Certification:

Class	Class Name	
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	
8. Elective	(Minimum 9 hrs)	(9)
9. Elective		
10. Elective		
11. COMP350	Computer Programming	(3)
12. PHYS 211	General Physics I	(4)
13. PHYS 212	General Physics II	(4)
14. PHYS 213	General Physics Lab I	(1)
15. PHYS 214	General Physics Lab II	(1)

Total Hours: 43

*Check catalog for required prerequisites in all courses

Recommended Elective Courses (See Requirements 8 through 10 above)

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

Health Certification:

Content Preparation consists of an academic major in Health Education.

Class	Class Name	
1. WELL 275	Foundations of Health Science	(3)
2. WELL 178	Life Choices	(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)
12 Hours From:		
7. WELL 131	First Aid and Safety Education	(3)
8. WELL 252	Mental Health	(3)
9. WELL 272	Drugs and Society	(3)
10. WELL 451	School and Community Workshop	(3)
11. WELL 461	Nutrition for Special Needs	(3)
12. WELL 475	Critical Areas in Health	(3)
13. WELL 485	Field Experience in Health	(3-6)
14. WELL 495	Independent Study	(3-4)

Total Hours: 39-42

Physical Education Certification:

Content Preparation consists of an academic major in Physical Education.

Class	Class Name	
1. PHED 241	History & Philosophy of PE	(3)
2. HMPF 435	Social Psychology of Sport and Human Performance	(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. ANY	Four (4) PE Service Courses	(4)

Total Hours: 40

Special Education Curriculum

Union College offers a major in Special Education leading to certification in Learning and Behavior Disorders (P-12). Appropriate PRAXIS tests must be successfully completed for certification. Majors are required to take both a biological and physical science course; one must include a lab. Also, see requirements for admission to student teaching.

General Requirements

Union College Liberal Education Core (General Education transfer equivalency). Carefully read the Core requirements given in this catalog. Students should meet with their advisors at least once a semester to check if all Core requirements are being met.

I. Pre-professional Courses for students preparing to teach Special Education (P-12). Minimum GPA of 2.5 required.

MATH 203	Mathematics for Elementary School Teachers I	(3)
MATH 204	Mathematics for Elementary School Teachers II	(3)
PSYH 200	Introduction to Psychology	(3)
COMP 151	Technology Processes	(2)
Choose one of the following:		
EDUC 271	Teaching Art in the Elementary School, or	(3)
MUSC 373	Elementary School Music	

II. Professional Preparation for Special Education Teachers (P-12). A grade point average of 2.5 is required, and no grade below a “C” is acceptable. All courses ending with a “7” or “8” are restricted to students who have been admitted to the Teacher Education Program. To be eligible for Student Teaching (EDUC 458, 478 or 498), all courses excluding EDUC 488 must be completed.

A. EDUC 231	Schooling in American Culture	(3)
B. EDUC 211	Early Involvement Seminar	(2)
C. EDUC 210	Early Involvement Practicum	(1)
D. EDUC 318	Teaching Mathematics in the Elementary Grades	(3)
E. PSYH 210	Child Psychology	(3)
F. EDUC 388	Literacy in the Elementary School	(3)
G. EDUC 338	Teaching Reading in the Content Subjects	(3)
H. PSYH 470	Theories of Learning	(3)
I. EDUC 488	Professional Interaction in the Schools	(3)
Choose one of the following:		
J. EDUC 348	Teaching Science in the Elementary Grades Or	
K. EDUC 328	Teaching Social Studies in the Elementary Schools	
L. EDUC 458/ 478/498	Student Teaching in the Special Education Setting	(12)

III. Special Education Professional Preparation. These requirements may not be satisfied by CLEP, independent study, or the pass/fail option. A minimum 2.5 GPA is required, and no grade below “C” is acceptable. To be eligible for student teaching, six of the following eight courses must be completed.

A. SPED 321	Survey of Exceptionalities	(3)
B. SPED 323	Managing Behavior Problems	(3)
C. SPED 325	Assessing Children with Learning and Behavior Problems	(3)
D. SPED 327	Individualized Educational Programming	(3)
E. SPED 328	Teaching Students with Learning and Behavior Problems	(3)
F. SPED 329	Field Experience in Special Education	(3)
G. SPED 401	Early Childhood Education for Exceptional Learners	(3)
H. SPED 403	Transition Education For Students With Disabilities	(3)

Educational Studies (non-teaching) Curriculum

Union College offers a major in Educational Studies (non-teaching) that does not lead to state certification. The student is required to complete the following:

- (a) Admission to the Teacher Education Program.
- (b) Completion of all education coursework in a specified area above (excluding Student Teaching and EDUC 488) with a 2.5 GPA.
- (c) A total of 128 hours of acceptable credit.

DEPARTMENT OF ENGLISH, COMMUNICATION & LANGUAGES

Christine Marley-Frederick, Department Chair

Major: English

Mass Communication

Minor: English/Communication, and Spanish and Latin American Studies

Goals and Objectives

“Make connections; let rip; and dance where you can” (Annie Dillard).

This statement by Annie Dillard sums up the goals of study in English and Communication. Through study of texts, ranging from poetry to television commercials, and practice of 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 majors and minor provide excellent preparation for graduate study.

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

1. Produce texts, including written, oral, and media, that follow the conventions of standard English usage where appropriate, 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 historical and cultural contexts.
4. Demonstrate knowledge of the nature and functions of language and communication.
5. Demonstrate knowledge of the history of communication and of the English language.
6. Demonstrate knowledge of the major traditions of literature in English and their interdisciplinary connections.
7. Continue to learn through reading, speaking, and writing.

Assessment Procedures

Each senior in this program will be asked to compile a portfolio of work he or she has done in courses in the liberal education core and in the major and to write a short analysis of his or her work. This analysis should include a statement explaining why the chosen pieces were included in the portfolio and what they show about the student's improvement as he or she has progressed through the program. The portfolio is due two weeks before the spring 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 (recommended for further degrees in English). For the Bachelor of Arts, students complete the B.A. language requirement, which may be 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, in addition to the following courses.

ENCO 221	Introduction to Mass Communication	(3)
ENCO 222	Introduction to Critical Studies	(3)
ENCO 261	Writing and Speaking for the Media	(3)
ENCO 311	Intermediate Composition	(3)
ENCO 322	Persuasion	(3)
ENCO 341	Literary Types	(3)
ENCO 342	Texts in History, 1800-present	(3)
Two "cultural group" courses, to be chosen from		(6)
ENCO 351	Critical Study of Children's Literature	
ENCO 352	Literature for Adolescents and Young Adults	
ENCO 451	World Cultures in Literature	
ENCO 452	American Cultures in Literature	
Two "readings" courses:		
ENCO 371-372	Texts and Themes	(2)
One advanced "production" course from		(3)
ENCO 402	Advanced Composition	
or		
ENCO 412	Composition for Teachers	
ENCO 421	History of the English Language	(3)
ENCO 432	Public Discourse	(3)
ENCO 442	Texts in History, before 1800	(3)
ENCO 471	Shakespeare	(3)
ENCO 472	Capstone Seminar	(3)

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

Students may choose either the Bachelor of Science or the Bachelor of Arts (recommended for further degrees in Mass Communication). For the Bachelor of Arts, students complete the B.A. language requirement, which may be 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, in addition to the following courses.

ENCO 221	Introduction to Mass Communication	(3)
ENCO 222	Introduction to Critical Studies	(3)
ENCO 261	Writing and Speaking for the Media	(3)
ENCO 311	Intermediate Composition	(3)
ENCO 322	Persuasion	(3)
ENCO 331	TV Production	(3)
ENCO 362	Interpersonal Communication in a Cultural Context	(3)
Two "readings" courses:		
ENCO 371-372	Texts and Themes	(2)
ENCO 402	Advanced Composition	(3)
ENCO 432	Public Discourse	(3)
ENCO 461	Media Literacy	(3)
ENCO 462	Media Law	(3)
ENCO 472	Capstone Seminar	(3)
Four TV Production or PR Practicum courses:		
ENCO 380	Practicum	(2)
ENCO 480	Practicum	(2)
Choose one of the following from:		(3)
ENCO 351	Critical Study of Children's Literature	

ENCO 352	Literature for Adolescents and Young Adults
ENCO 451	World Cultures in Literature
ENCO 452	American Cultures in Literature
ENCO 485	Internship

Requirements for a Minor in English/Communication

The minor in English/Communication consists of 24 hours, which must include ENCO 221, ENCO 222, and six more three-hour courses with the 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 ENCO 352. In addition, they take Education 338 and complete the requirements for secondary teacher certification outlined in the Education Department section. Experiences in theatre or journalism (for example, THTR 180 Theatre Practicum or the ENCO Practicum) are also valuable to prospective high school English teachers and are strongly recommended.

Note: To meet the major and certification requirements in four years, some summer courses will be necessary.

Ancient Languages

Neither a major nor a minor is offered. See Course Descriptions.

Requirements for a Minor in Spanish and Latin American 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)
SPAN 322	Civilization and Culture of Spain	(3)
SPAN 331	Understanding the Hispanic World & culture within the USA	(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.

DEPARTMENT OF HISTORY, RELIGIOUS STUDIES, FINE & PERFORMING ARTS

Russell B. Sisson, Department Chair

Majors: Christian Ministries, History, History and Political Science, Religious Studies, and Theatre

Minors: History, Philosophy, Political Science, Religious Studies, Music and Theatre
Other Studies: Area in Social Studies (see Department of Education section)

Art

Neither a major nor a minor is offered. See Course Descriptions.

History

Requirements of a History Major (B.A.): Thirty-one semester hours. Students must also fulfill the B.A. language requirement (12 hours).

Required courses: HIST 211, 212, 301 and 302, HIST 475 or 476, HUMN 477.

Elective hours: 9 hours in U.S. History and 9 hours in non-U.S. History.

Requirements for a History Major (B.S.): Thirty-one semester hours.

Required courses: HIST 211, 212, 301, and 302

Elective hours: 12 hours in U.S. History and 12 hours in non-U.S. History. One of the elective courses must be either HIST 475 or 476.

Requirements for a History/Political Science Major: Forty-three semester hours.

Required courses: PLSC 101, HIST 211, HIST 212, HIST 301, and HIST 302

Electives: 3 courses in U.S. History and 3 courses in non-U.S. history, including HIST 475 or 476, and 18 additional hours in Political Science (PLSC 270-Honors only or with permission from instructor; PLSC 305 or 408; PLSC 231 or 470; PLSC 360, 382, or 383; 6 electives).

Requirements for a History Minor: Twenty-one semester hours in history including History 211.

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.

Music

A minor in music consists of the following 21 hours:

MUSC 101-202	Applied Music	(4)
MUSC 121	Introduction to Music	(3)
MUSC 165-166	Theory/Musicianship I, II	(6)
MUSC 322	Music History since 1750	(3)
MUSC	Ensemble (4 semesters/2 yrs)	(4)
MUSC	1 semester hr. of music elective	(1)

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: (21 hours)

PLSC 101 – American Government (3 hours)

Sub Fields: (12 hours)

Include at least one selection from each of the following areas:

American Institutions: (3 hours)

- | | |
|---------------|--------------------------------------|
| PLSC 305 | American parties and Politics |
| PLSC 408 | The American Presidency |
| PLSC/CRJU 209 | American Courts and Judicial process |

Comparative politics & International Relations: (3 hours)

- | | |
|---------------|------------------------|
| PLSC 231 | International Politics |
| PLSC/CRJU 470 | Political Violence |

Political Theory: (3 hours)

- | | |
|---------------|---|
| PLSC 360 | Political Philosophy |
| PLSC/CRJU 382 | Legal Political Thought – Classical |
| PLSC/CRJU 383 | Legal Political Thought – Modern |
| *PLSC 270 | (Honors) Politics and the Social Contract |

Public Law: (3 hours)

- | | |
|----------|--|
| PLSC 486 | Constitutional Law I: Civil Liberties |
| PLSC 483 | Constitutional law II: National Powers |
| CRJU 201 | Constitutional Criminal Procedure |

Electives: (6 hours) Six additional hours of courses bearing a PLSC prefix including special topics (e.g., Religion and Politics, American Political Thought, Literature and Politics). PLSC 401 Public Policy and Criminal Justice may not be utilized for satisfaction of this requirement.

NOTE: This minor requires the completion of fifteen (15) unduplicated credit hours (hours not also applying to another degree). *Honors only or with permission of instructor.

Philosophy

Requirements for a Minor in Philosophy: Twenty-one semester hours. Required courses: PHIL 214 and PHIL 261, and 15 additional hours in philosophy.

Religion

Requirements for a Bachelor of Arts in Religious Studies: Thirty semester hours. Students must also fulfill the B.A. language requirement (12 hours).

Required courses (21 hours): RLGN 211, RLGN 231, PHIL 261, RLGN 301 or PHIL 301, RLGN 302 or PHIL 302, RLGN 401 or PHIL 402, RLGN 331, RLGN 356, HUMN 477.

Elective courses (any 3 of the following totaling 9 hours): RLGN 454, RLGN 452, RLGN

461, RLG 479, RLG 495, PHIL 352, PHIL 360, or a second sequence of RLG/PHIL 301-302-401.

Requirements for a Minor in Religious Studies: Twenty-one semester hours, at least nine of which must be in courses numbered above 300.

Requirements for Bachelor of Science in Christian Ministries: Forty-three semester hours. Required courses for both tracks (11 hours): RLG 211, RLG 361, RLG 301, RLG 302, RLG 479.

Required courses for Counseling and Education track (14 hours): RLG 231, PHIL 261, PSYC 200, PSYC 290, APST 102, and RLG 401.

Elective courses for Counseling and Education track (any 6 of the following courses, 18 hours): RLG 331, RLG 452, RLG 454, RLG 356, RLG 495, PHIL 352, HIST 461, PSYC 402, or any PSYC course at 300-level or higher.

Required courses for Church Music track (26 hours): MUSC 101 and 102, MUSC 201 and 202, MUSC 165 and 166, MUSC 121, MUSC 322, MUSC 331, MUSC 317, MUSC 437, MUSC 152 or 159.

Elective courses for Church Music track (any 2 of the following courses, 6 hours): RLG 331, RLG 352, RLG 354, PHIL 261.

Theatre

A major in Theatre consists of the following thirty-five hours. In addition, a Theatre major must submit a portfolio before registering for THTR 462. This portfolio will reflect the classroom and production activities of the student as a Theatre major.

THTR 131	Introduction to Theatre	(3)
THTR 251	Fundamentals of Acting	(3)
THTR 331	Scene and Light Design	(3)
THTR 365	History of Theatre to 1642	(3)
THTR 366	History of Theatre since 1642	(3)
THTR 375	Readings in Drama I	(1)
THTR 376	Readings in Drama II	(1)
THTR 451	Directing	(3)
THTR 461	Senior Project I	(3)
THTR 462	Senior Project II	(6)

Six hours from the following: Theatre Practicums (all three)

THTR 280	Theatre Practicum	(1)
THTR 380	Theatre Practicum	(1)
THTR 480	Theatre Practicum	(1)
THTR 332	Costume & Make-up	(3)
THTR 421	Non-Western T & D	(3)

A minor in Theatre consists of the following 24 hours:

THTR 131	Introduction to Theatre	(3)
THTR 251	Fundamentals of Acting	(3)
THTR 331	Scene and Light Design	(3)
THTR 365	History of the Theatre to 1642	(3)
THTR 366	History of the Theatre since 1642	(3)
THTR 451	Directing	(3)

Six hours from the following: Theatre Practicums (all three)

THTR 280	Theatre Practicum	(1)
THTR 380	Theatre Practicum	(1)
THTR 480	Theatre Practicum	(1)
THTR 332	Costume & Make-up	(3)
THTR 421	Non-Western T & D	(3)

DEPARTMENT OF NATURAL SCIENCES

Daniel Covington, Department Chair

Majors: Biology, Chemistry, Mathematics
Minors: Biology, Chemistry, Mathematics
Other Curricula: Pre-Dentistry, Pre-Medicine, Pre-Optometry, Pre-Pharmacy,
 Pre-Physical Therapy, Pre-Veterinary Medicine

Biology

Requirements for a Major: Thirty semester hours in biology including:

BIOL 111	General Biology	(4)
BIOL 232	General Zoology	(4)
BIOL 233	General Botany	(4)
BIOL 361	Genetics	(4)
BIOL 431	Cell Biology	(3)
or		
CHEM 421	Biochemistry	(3)
BIOL 441	Ecology	(4)
2 Biology Electives	(300 or 400 level)	(7 or 8)
CHEM 121-122	General Chemistry	(4)(4)
GNSC 471	Science Seminar	(1)

One of the following groups:

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

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

Requirements for a Minor: Twenty-four semester hours in Biology are required. Biology 111, 232 and 233 must be included.

Chemistry

Requirements for a Major: Thirty-two semester hours of Chemistry including:

CHEM 121 & 122	General Chemistry	(4)(4)
CHEM 212	Analytical Chemistry	(4)
CHEM 311 & 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 211-212	General Physics	(4)(4)
PHYS 213-214	General Physics Laboratory	(1)(1)
PHYS 331	Heat and Thermodynamics	(3)
	Chemistry Electives	(6)

Requirements for a Minor: Twenty-one semester hours including Chemistry 121, 122, 311, 312 and either 212 or 411.

General Science

Neither a major nor a minor is offered. See Course Descriptions.

Mathematics

Requirements for a Major: Thirty 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 courses:

MATH 333	Modern Algebra	(3)
MATH 402	Functions of a Complex Variable	(3)
MATH 403	Introduction to Analysis	(3)
COMP 350	A mathematically-relevant programming course such as C++	(3)
PHYS 211 & 212	General Physics	(8)
PHYS 213 & 214	General Physics Laboratory	(2)

Those seeking secondary certification must include Mathematics 301 and 333. Mathematics 321, 331, 332, 372 are recommended.

Requirements for a Minor: COMP 350 (a mathematically-relevant programming course such as C++) plus twenty-one semester hours numbered 241 and above to include Mathematics 241 and 242.

Physics

Neither a major nor a minor is offered. See Course Descriptions.

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 a major in that 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 are advised to inform their advisors of interest in professional schools as early as possible.

DEPARTMENT OF PSYCHOLOGY

Joni Caldwell, Department Chair

The Psychology Major and Minor at Union College offers students broad exposure to diverse knowledge domains within the discipline of psychology. Psychology students are expected to take a range of courses in clinical, counseling, and experimental psychology, and have the opportunity as well to pursue their own area of specialization. The Psychology Major intends to offer rigorous preparation for the variety of career goals that the student may be seeking, whether these involve graduate education, positions in the helping professions, or simply the desire to increase her or his knowledge of human behavior.

In addition to the opportunity to major or minor in psychology, students preparing for graduate study may also undertake concentrated study in one of three primary areas: Clinical, Counseling, and School 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: Forty-one semester hours, including: Psychology 200, 215, 290, 301, 302, 352, 372, 390, 391, 497 and 498.

Requirements for a Minor: Twenty-one semester hours, including: Psychology 301 or Behavioral Sciences 245, Psychology 302 or 246, and Psychology 200.

Exit requirements for the Psychology Major include submission of the LiveText electronic portfolio, 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 Department Chair in the semester that the student plans to graduate (Spring semester for May & August graduation; Fall semester for December graduation). Information is provided to graduating seniors by means of the capstone course. Failure to complete these exit requirements may delay the student's graduation.

Electronic Portfolio Requirements

The Psychology Department has adopted LiveText as the standard electronic portfolio. There is a one-time charge for the portfolio which is included in the course tuition for PSYH 290. The portfolio will then be at the student's disposal for 5 years, and is renewable at that point. Your professor and/or advisor will provide instructions for the completion of the portfolio.

Psychology Scholars Program: 5-Year Combined Bachelor's/Master's Program

The Psychology Scholars Program is an accelerated degree program designed to allow exceptionally qualified students majoring in Psychology to obtain both the Bachelor's and Master's in Psychology in as little as 5 years rather than the traditional 6 years. The M.A. in Psychology at Union provides a general, academic foundation in the field of psychology through a wide variety of required and elective courses at the graduate level. These courses aim to provide students with a variety of skills and resources that are necessary to examine and understand psychological issues. The specialization areas prepare students to seek state

licensure as a Psychological Associate and a Psychological Practitioner in Counseling, Clinical or School Psychology. The five-year Combined Bachelor's/Master's Program is thus ideal for those qualified students with a commitment to professional psychology.

As with the two-year MA program, the Combined Bachelor's/Master's Program is designed to appeal to a variety of highly motivated individuals who want to explore the field of psychology further and those who intend to advance their careers by expanding their knowledge about contemporary psychological theories and perspectives. This program is also for those who may eventually seek to further their study at the doctoral level.

The psychology faculty aim to encourage professionalism and an appreciation of the discipline. All of our MA programs in psychology intend to develop conceptual and analytical skills, acquire further knowledge in a variety of areas in psychology and develop knowledge of interpersonal dynamics.

Students who meet the academic qualifications for the accelerated 5-year 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.

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 45 required and elective credits in the Masters program.

Criteria for Admission

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

It is expected that the student admitted to the Psychology Scholars Program will graduate on schedule with the Bachelor's in Psychology (normally following 8 semesters of course work). Once admitted to the program, the student may take up to 15 hours of graduate course work during the time that he or she is enrolled as a full-time undergraduate. Although it may not be possible for the student to complete the maximum number of graduate hours allowable while enrolled as an undergraduate, the student may not delay the date of graduation in order to do so. The privilege to take graduate hours is provided as an option for those advanced students who wish to use any remaining electives toward their graduate degree.

Dismissal

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

Students dismissed from the Psychology Scholars Program will be allowed to continue his or her undergraduate studies with a psychology major, given that all requirements are met for graduation.

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

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

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

Chemical Dependency Certification Program

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

This certificate program provides academic and experiential training intended to prepare persons for chemical dependency certification. It has been approved by the Kentucky Board of Certification of Drug and Alcohol Counselors (March, 2007).

Requirements for admission to the chemical dependency certificate program include:

- Application letter to program director;
- Provide at least two letters of recommendation;
- Successfully complete a personal interview with Psychology Faculty.

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

Additional requirements for state certification, including supervision, written and oral examinations, will apply according to the most recent regulations of the Kentucky Board of Certification of Drug and Alcohol Counselors. Please check with your advisor for updated information.

Chemical Dependency Certification Curriculum (21 credit hours)

- Foundations of Chemical Dependency Treatment I (4)
- Foundations of Chemical Dependency Treatment II (4)
- AIDS & Ethical Issues in CD Treatment (1)
- Psychology of Addictions (3)
- Biological Systems of Chemical Dependency (3)
- Recovery and Relapse (3)
- Chemical Dependency Elective or Practicum (3)

DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

Robert Armour, Department Chair

Majors: Criminal Justice, Social Work, Sociology

Minors: Criminal Justice, Pre-Law, Sociology

Other Programs: Area in Social Studies (please refer to Department of Educational Studies)

Anthropology

Neither a major nor a minor is offered. See Course Descriptions.

Behavioral Sciences

Neither a major nor a minor is offered. See Course Descriptions.

Criminal Justice

The Criminal Justice major and minor at Union College are dynamic interdisciplinary programs drawing from a wide variety of academic fields including Sociology, Psychology, Political Science and Law. Criminal Justice's broad scope encompasses both the question of why behaviors inconsistent with normative expectations and the requirements of the law occur, and how society anticipates and reacts to those behaviors. Students in the programs gain an appreciation for the full complexity of the relation between the citizen and the state, as well as societal structures and institutions which exist for the resolution of disputes between the two. They also have the opportunity to develop skills that will prepare them to play integral roles in the advancement of the criminal justice system in the future. Among these are the ability to listen and read critically, to think analytically, and to express themselves cogently both verbally and in writing. In the course of acquiring those skills, students will engage in close analysis of key issues such as the death penalty, drug abuse, political violence, insanity, and other crucial questions relating to the nature and scope of the freedoms and obligations citizens have under our system of government generally, and our system of justice specifically.

Students of Criminal Justice gain a broad and solid foundation in preparation 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: Thirty-five (35) semester hours: Required hours = Twenty-six (26) including Criminal Justice 101, 201, 205, 209, 390, 391, and 401; Political Science 101; Psychology 202; Sociology 464. Elective hours = Nine (9) to be selected from BSCH 246, CRJU 382 or CRJU 383, CRJU 387, CRJU 470, CRJU 483 or 486, PSCH 352, SOCI 231.

Requirements for a Minor: Twenty-one (21) semester hours: Required hours = Fifteen (15) including CRJU 101, 201, 205, and 401; and Political Science 101. Elective hours = Six (6) to be selected from CRJU 209, CRJU 387, CRJU 483 or 486; PSYH 202; SOCI 231, 464.

Geography

Neither a major nor a minor is offered. See Course Descriptions.

Pre-Law

The optimal Pre-Law preparation demands development of very specific skills. Reading critically, writing clearly, thinking analytically, and speaking persuasively are all essential to success in the study of law. These are precisely the same sorts of abilities Union's Pre-Law minor is designed to foster and develop as an integral part of the college's broader liberal arts tradition. The Pre-Law minor permits the development and mastery of these skills in the context of a thorough examination of the field of public law. The program serves 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 not only in the intense and competitive law school environment, but in whatever endeavors they may elect to undertake. The Pre-Law minor is thus an excellent complement to any major, and is of particular interest to students contemplating careers in law.

Requirements for a Minor:

MINOR: 21 Hours

PLSC 101	American Government (3 hours)
PLSC 209/CRJU 209	American Courts and Judicial Process (3 hours)
PLSC 382/CRJU 382	Legal Political Thought -Classical (3 hours)(new course)
PLSC 383/CRJU 383	Legal Political Thought -Modern (3 hours)(new course)
PLSC 360	Political Philosophy (3 hours) <u>or</u> PLSC 408 The American Presidency (3 hours)
CRJU 201	Criminal Procedure (3 hours) <u>or</u> CRJU 205 Criminal Law (3 hours)
PLSC 486/CRJU 486	Constitutional Law I: Civil Liberties (3 hours) <u>or</u>
PLSC 483/CRJU 483	Constitutional Law II: National Powers (3 hours)

Note: The minor degree will require completion of a minimum of fifteen (15) unduplicated credit hours (hours not also applying to another degree)

Social Work

The Social Work Profession

Social Work is a human service profession devoted to helping individuals, families, groups, organizations and communities enhance their well-being within their social environment. Social work also addresses broader social issues, such as poverty, discrimination and oppression; thus, social work can mean helping empower people to address issues of human rights and social justice.

Degree Offered

Bachelor of Arts in Social Work (BASW)

Accreditation

The Union College Social Work Program *Candidacy Eligibility Application* was approved December 10, 2007 by the Council on Social Work Education (CSWE). Thus, the program has been given official approval by CSWE to proceed with the professional social work education accreditation process. CSWE is the only accrediting body in the United States authorized to accredit baccalaureate and master's degree programs in social work education.

Mission Statement

The social work program mission statement reflects the College's mission and heritage:

*As a learning community, we prepare students
for generalist social work practice with diverse populations,
reflecting our commitment to social justice and human rights.*

Program Goals

The program goals were designed to elevate the program mission to the next conceptual level, by articulating a fuller vision for programmatic academic endeavors.

- To prepare students for competent, ethical and effective, evidence based generalist practice with individuals, families, groups, organizations, and communities.
- To prepare students for generalist practice within the context of the Union College liberal arts tradition; particularly its emphasis on the pursuit of interpersonal, social, and economic justice for diverse and multicultural populations.
- To prepare students to develop and use knowledge and research based in the social sciences; while thinking critically, evaluating, and addressing the needs of a complex, changing society within a global context.
- To engage students in an informed, integrated use of the social work knowledge base, values, and skills, with client systems of all sizes.

Program Objectives

Program objectives are designed to begin the process of transforming program goals from visionary to measurable student learning outcomes. Specifically, graduates of the Union College social work program will be able to demonstrate:

1. The ability to apply critical thinking skills within the context of professional, entry-level, generalist social work practice.
2. An understanding of the values base of the profession and its ethical standards and principles and practice accordingly.
3. The ability for professional, entry-level generalist practice without discrimination and with respect, knowledge, and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.
4. The ability to understand the forms and mechanisms of oppression and discrimination, as well as demonstrate the ability to select evidence based strategies of advocacy and social change that advances social and economic justice for at-risk populations.
5. The ability to understand and appropriately interpret the history of the social work profession and utilize that knowledge to demonstrate an understanding of the profession's contemporary structures and issues.
6. The ability to apply the knowledge and skills of entry-level generalist social work practice with systems of all sizes.
7. The ability to understand and use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span, and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. The ability to analyze, formulate, and influence social policies.
9. The ability to evaluate research studies, apply research findings to practice, and evaluate one's own practice interventions.
10. The ability to select and use appropriate communication skills with diverse client populations, colleagues and communities.
11. The ability to utilize supervision and consultation appropriate to entry-level generalist social work practice.
12. The ability to ethically and competently function within the structure of organizations and service delivery systems, as well as based on research evidence seek necessary organizational change.

Bachelor of Arts in Social Work (BASW) Degree Requirements**I. Meet all Union College requirements for earning a Bachelor of Arts Degree.****II. The social work major consists of 85 semester hours:**

- Required Social Work (SWRK) Courses: 45 semester hours
- Required Cognate Courses: 28 semester hours
- Language Requirement: 12 semester hours
(Or equivalent)

NOTE: The Liberal Education Core 43-45 Hours must be completed by all Union College students.

- A total of the 13 hours of Cognate courses required for social work majors will count toward satisfying Liberal Education Core requirements.
- Social Work majors will have either 11 or 17 hours of free electives depending on how the language requirement is met.

III. Modern Language Requirement**12 semester hours**

SPAN 111.	Elementary Spanish I	(3)
		(or equivalent)
SPAN 112.	Elementary Spanish II	(3)
SPAN 211.	Intermediate Spanish I	(3)
SPAN 212.	Intermediate Spanish II	(3)

Social Work Course Requirements**48 semester hours**

SWRK 200.	Introduction to Social Work	(3)
SWRK 202.	Experiential Introduction to Social Work	(1)
SWRK 231.	Ethical Issues: Social Work and Social Welfare	(3)
SWRK 310.	Human Diversity and Social Justice	(3)
SWRK 320.	Human Behavior and the Social Environment	(4)
SWRK 333.	Foundation Skills for Generalist Social Work Practice	(3)
SWRK 335.	Generalist Social Work Practice I	(3)
SWRK 347.	Methods of Social Work Research	(3)
SWRK 412.	Generalist Social Work Practice II	(3)
SWRK 422.	Social Welfare Policy: Analysis and Practice	(4)
SWRK 489.	Field Education	(12)
SWRK 491.	Senior Seminar	(3)

IV. Cognate Course Requirements**28 semester hours****A. General Cognate Courses (9 hours)**

BHSC 245.	Basic Statistics: Theory and Application	(3)
PLSC 360.	Political Philosophy	(3)
PSYH 332.	Lifespan Development	(3)

B. Liberal Education Core Cognate Courses (19 hours)**1. Social & Behavioral Sciences (9 hours)**

PSYH 200.	Introduction to Psychology	(3)
SOCI 131.	Introduction to Sociology	(3)
ECON 203.	Principles of Macroeconomics	(3)

Note: Any one (1) of the above listed courses satisfies the Social & Behavioral Sciences requirement.

2. Cultural Studies (3 hours)

Choose one of the Appalachian courses listed below:

APST 204. Appalachian Culture (3)

ENCO 232. Appalachian Literature (3)

Note: Either one (1) of the above listed courses will satisfy the Cultural Studies requirement.

3. General Sciences Sequence (4 hours)

Choose a Biology course & lab as listed below:

BIOL 109. Elements of Biology (3)

BIOL 110. Elements of Biology Lab (1)

Or

BIOL 111. General Biology (includes lab) (4)

Note: Either BIOL. 109 & 110 or BIOL, 111 will satisfy the General Sciences Sequence.

4. Humanities (3 hours)

HUMN 214-P. The Modern World in Crisis (3)

Note: This course meets the Western Cultures in World Contexts IV requirement.

V. Social Work Electives

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 495. Special Topics in Social Work (1-3)

VI. Participation in general college assessment activities as assigned, as well as participation in specific assessment activities for the social work program as assigned is a requirement for successfully completing the social work major.

Experiential Education

The Social Work Program **does not** give academic credit, in whole or in part, for any experiential, service-learning, professional or other life experience. This applies both to experiences prior to admission to the major as well as life experiences after major admission. Only experiential activities approved by the social work program faculty will be credited toward meeting the experiential component(s) of SWRK 202. Only field work approved by the social work faculty undertaken as part of SWRK 489 and 491 will be credited for the major.

Nondiscrimination Policy

The Social Work Program does not discriminate on the basis of race, color, gender, age, creed, ethnic, or national origin, disability, political orientation or sexual orientation. This policy applies to students, employees, volunteers, field placement supervisors, faculty members, Community Advisory Committee members and anyone else who may have contact or business with the social work program on any basis.

Admission and Progress Requirements

Students may declare themselves to be pre-professional social work majors early in their academic careers at Union College to expedite the assignment of a social work professor as their academic advisor. Students then meet with their educational advisors frequently to plan their programs of study and to discuss their goals and progress toward them.

However, there is an official admission-to-the-program-process, which must be successfully completed before the student is formally accepted as a Union College social work major. The application process is usually completed in the spring semester of the sophomore year. Transfer students, after acceptance by Union College, **must consult** with the Social Work Program Director regarding: transfer/acceptance of social work credit(s), develop their program of study, and begin the admission-to-the-program- process.

Students planning to major in social work must successfully complete the admission-to-the-program-process as outlined by the materials in the Social Work Major Application Packet, which requires the following activities and documentations:

- Completion of SWRK 200, 202, and enrollment in or completion of SWRK 231 with a cumulative GPA of 2.50 for all social work courses, with a grade of “C” or better in each social work course;
- Minimum cumulative GPA of 2.50 for all course work;
- Current transcript;
- An autobiographical essay. This essay is intended to help the student assess her/his interest in, and readiness for, a career in social work;
- Two letters of reference from Union College non-social work faculty;
- One letter from a professional not affiliated with Union College;
- Completion of Student Agreement;
- Completion of the Application of Admission to the Social Work Program;
- The applicant is responsible for completing and returning application materials to the Program Director by the date specified in the Social Work Student Handbook;
- Admission Interview with Social Work Admission Committee -
 - Student is responsible for scheduling Admission Interview by the date specified in the Social Work Student Handbook;
- To be accepted as a social work major a student must demonstrate that she/he has met the academic requirements and shown evidence of personal qualifications required for social work education, as well as the potential for entry-level generalist social work practice, to be derived from the application materials and the personal interview with the Admission Committee.
- After review of the student’s application materials and admission interview the program will:
 - 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.

Following admission to the Social Work Program, in order to progress toward the BASW degree:

- Students must maintain at least a cumulative GPA of 2.50 for all SWRK courses, with no grade below a “C” for any SWRK course;
- Students must maintain a minimum cumulative GPA of 2.50 for all course work;
- Adhere to the National Association of Social Workers (NASW) Code of Ethics in all interaction with others.

Additional requirements for admission to Field Instruction are described in the - *Social Work Student Handbook* and *Field Instruction Manual*.

(Students will not be formally accepted as Social Work Majors until the Program has achieved (CSWE) Candidacy Status).

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: Thirty one semester hours, including Behavioral Sciences 245, Behavioral Sciences 246, Sociology 131, Sociology 460, Sociology 475. Psychology 330 is strongly recommended and will be credited toward the thirty-one semester hour requirement.

Requirements for the Minor: Twenty-one semester hours, including Behavioral Sciences 245, Behavioral Sciences 246, Sociology 131. Psychology 330 is strongly recommended and will be credited toward the twenty-one semester hour 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 students of all academic orientations are encouraged to participate.

Members of the Mock Trial Team commit themselves to a two semester sequence of preparation and competition.

The same case problem is utilized nationwide, and alternates between civil and criminal matters (odd year criminal). The same problem is used in all competitions throughout the year. The problem generally becomes available in the last half of August.

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, although for-credit participation is restricted to a total of six (6) hours. Academic credit for Mock Trial is awarded in the form of six (6) upper division hours in Criminal Justice. These credit hours are designated as general elective hours and do not satisfy any portion of degree requirements for any specific academic program or degree plan.

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

DEPARTMENT OF WELLNESS, HUMAN PERFORMANCE & RECREATION MANAGEMENT

Larry Inkster, Department Chair

Majors: Health, Human Performance, Physical Education (teaching), Recreation Management and Sports Management

Minor: Health, Human Performance, Recreation Management
Military Science is overseen by this department

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.

WELL 178	Life Choices	(3)
WELL 275	Foundations of Health Science	(3)
WELL 311	Health Education K-12	(3)
WELL 340	Physiology and Anatomy	(3)
WELL 350	Administration of Public Health	(3)
WELL 361	Principles of Nutrition	(3)

Health Electives: 12 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)

Students not majoring in Human Performance or Physical Education must also take: PHED 351 Test and Measurements

Requirements for a Minor in Health Education: Twenty-one semester hours, which must include WELL 178, 311, 340, 361 or 461, 475 and PHED 351.

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.

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 Physical Education	(3)
PHED 361	Organization & Administration of Physical Education and 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 ____	Four Physical Education Service Courses	(4)
WELL 340	Physiology and Anatomy	(3)

Human Performance – non-teaching (37 hours)

HMPF 435	Social Psychology of Sport and Human Performance	(3)
HMPF 441	Exercise Prescription and Assessment	(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 Physical Education	(3)
PHED 361	Organization & Administration of Physical Education and Athletics	(3)
PHED 410	Exercise Physiology	(3)
PHED 421	Kinesiology	(3)
RECM 350	Recreation Administration and Leadership	(3)
WELL 340	Physiology and Anatomy	(3)
PHED ____	Four Physical Education Activity Classes	(4)

Requirements for a Minor in Human Performance

Twenty-one semester hours which must include: HMPF 441: Exercise Prescription and Assessment; PHED 351: Tests and Measurements in Health and Physical Education; PHED 410: Exercise Physiology; PHED 421: Kinesiology; and WELL 340: Physiology and Anatomy.

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, but others may be taken as electives.

Recreation Management

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

The Recreation Management Degree program requires that students complete a core program and select an area of concentration in Leisure Service Management, Outdoor Experiential Education, or Natural Resources Recreation Management. Students will also be required to complete an internship in their concentration.

Requirements for a Recreation Management Minor

Twenty-one semester hours including: RECM 111: Introduction to Recreation and Leisure; RECM 250: Recreation Programming; RECM 322: Administration of Recreation Services;

RECM 370: Park Planning and Design; and RECM 475: Philosophy of Recreation. In addition, students must take two of the following courses: RECM 350: Recreational Leadership; RECM 333: Recreation Visitor Behavior; RECM 410: Wilderness Management; RECM 411: Interpretive Methods; RECM 425: Recreation Resource Planning; RECM 459: Park Maintenance; and RECM 465: Environmental Education.

Leisure Service Management

RECM 111	Introduction to Recreation and Leisure	(3)
RECM 201	Principals of Outdoor Recreation	(3)
RECM 250	Recreational Programming	(3)
RECM 322	Administration of Recreation Services	(3)
RECM 333	Recreation Visitor Behavior	(3)
RECM 370	Park Planning and Design	(3)
RECM 422	Fiscal Management	(3)
RECM 425	Recreation Resource Planning	(3)
RECM 444	Recreation Research Methods	(3)
RECM 450	Senior Seminar	(3)
RECM 459	Park Maintenance	(3)
RECM 475	Philosophy of Recreation Management	(3)
RECM 480	Environmental Ethics	(3)
RECM 485	Recreation Management Internship	(6-12)

Natural Resources Recreation Management

RECM 111	Introduction to Recreation and Leisure	(3)
RECM 201	Principles of Outdoor Recreation	(3)
RECM 250	Recreational Programming	(3)
RECM 322	Administration of Recreation Services	(3)
RECM 333	Recreation Visitor Behavior	(3)
RECM 370	Park Planning and Design	(3)
RECM 410	Wilderness Management	(3)
RECM 425	Resource Planning	(3)
RECM 444	Recreation Research Methods	(3)
RECM 450	Senior Seminar	(3)
RECM 459	Park Maintenance	(3)
RECM 475	Philosophy of Recreation Management	(3)
RECM 480	Environmental Ethics	(3)
RECM 485	Recreation Management Internship	(6-12)

Required Electives: BIOL 111 (General Biology), BIOL 232 (General Zoology), BIOL 233 (Botany), and BIOL 441 (Ecology).

Outdoor Experiential Education

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)
Electives		
RECM 190	Special Topics	(1)

The total number of hours for the major is 45-51 depending on how many semester hours the student takes beyond the minimum required for the internship.

Sports Management

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

Sports Management – Health/Fitness Option (64hours)

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

ACTG 271	Managerial Accounting	(3)
ACTG 272	Financial Accounting	(3)
BUAD 151	Business Processes	(3)
BUAD 351	Principles of Finance	(3)
BUAD 376	Small Business Management	(3)
HMPF 435	Social Psychology of Sport and Human Performance	(3)
HMPF 441	Exercise Prescription and Assessment	(3)
MGMT 352	Principles of Management	(3)
MKTG 272	Personal Selling	(3)
MKTG 321	Principles of Marketing	(3)
PHED 111/112	Beginning or Intermediate Swimming	(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 in Health and Physical Education	(3)
PHED 361	Organization & Administration of PhEd and 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	Physiology & Anatomy	(3)
PHED —	Two additional Physical Education Activity Classes	(2)

Sports Management - Business Operations Option (64 hours)

This is designed for the individual who desires to become involved in the management/sales area of sport.

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)
HMPF 435	Social Psychology of Sport and Human Performance	(3)
MGMT 352	Principles of Management	(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 471	Sports Management Internship	(6)
WELL 340	Physiology & Anatomy	(3)
PHED ____	Four Physical Education Activity Classes	(4)
MKTG 321	Principles of Marketing	(3)
MKTG ____	Any 300-400 level Marketing Course	(3)
RECM 350	Recreation Administration and Leadership	(3)

Military Science (ROTC)

Union College participates in a partnership program with Eastern Kentucky University offering Army ROTC opportunities to students who may wish to pursue an Army commission as a second lieutenant upon graduation. The first two years (MLSC 100-200 level courses) of the program are offered without military obligation on our campus. The remaining courses (MLSC 300-400 level courses) are completed either by distant learning, or by travel to EKU campus. Further information is available from the Military Science instructor.

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.

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. *Prerequisite:* ACTG 271 & 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. *Prerequisite:* ACTG 271 & 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 & 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 271 & 272, BUAD 351. 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. *Prerequisite:* Sophomore status.

ACTG 430. Accounting Theory. (F) (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 272.

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. *Prerequisite:* Accounting 372, Business Administration 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, multinational 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 and a Department of Business GPA of 3.0, and approval of Department Chair. Students 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 of the 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 in Old Testament.

Anthropology**ANTH 221. Introduction to Cultural Anthropology. (F)(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 (F,S) (1)**

This course is designed to provide students with experience and reflection during a mid-term 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. (S) (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. *Prerequisites:* Permission of the instructor. This course may not be taken concurrently with APST 203.

APST 104. Introduction to Appalachian Studies. (F) (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 202. Service-Learning. (on demand) (3)

The course has as its major objective the encouragement of critical thinking and practical experience with respect to the concepts of citizenship and social responsibility. To achieve this objective the course will examine Service-Learning from historical and contemporary perspectives, and provide students with a guided community-based learning experience.

APST 203. Wilderness in Appalachia. (S) (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. *Prerequisites:* Permission of instructor. This course may not be taken concurrently with APST 103.

APST 204. Appalachian Culture. (S) (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.

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, 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 341, 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, 202, or permission of instructor.

ART 371. 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 of the instructor.

ART 372. 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 of the 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, 202, 341, 342, or permission of instructor.

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

Independent study or research on approved topics. May be repeated for credit.

Behavioral Sciences

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

Biology

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 which is a pre- or co-requisite to this lab. No credit will be given for this course without simultaneous or prior completion of BIOL 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; 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: Protoctista, Fungi, and especially the Plants. Emphasis is given to ecological and economic importances, morphology, and evolutionary relationships. The course also involves a brief review of cell structure and cell energetics. *Prerequisite:* Biology 111.

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

An anatomical study of the tissues, organs, and organ systems of vertebrates with emphasis on human anatomy. Laboratory work primarily involves detailed dissection of a vertebrate such as the cat, study of the human skeleton, and microscopic examination of vertebrate tissues. (Even years only.)

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 122. (Odd years only.)

BIOL 334. Microbiology. (S) (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 122. BIOL 361 is highly recommended. (Even years only.)

BIOL 361. Genetics. (S) (4)

This course stresses the principles of inheritance from both the classical and the modern molecular perspectives, and includes an introduction to population genetics. Laboratory work emphasizes classical and molecular methods of genetic analysis. *Prerequisites:* BIOL 111 and MATH 131.

BIOL 421. Biochemistry. (S) (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. (Odd years only.)

BIOL 431. Cell Biology. (F) (3)

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. *Prerequisite:* BIOL 232 and 233, CHEM 121 and 122. BIOL 361 is highly recommended.

BIOL 436. Evolution. (S) (3)

An introduction to the theory and processes of evolutionary biology. Topics include the historical development of the discipline, the principle 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 233. BIOL 361 is highly recommended.. (Odd years only.)

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 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 (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 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/Co-requisite:* 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 mediums along with the expanded use of computer application packages. *Prerequisite/Co-requisite:* BUAD 151, ACTG 271.

BUAD 376. Entrepreneurship. (S)(3)

This course provides the tools for establishing a successful small business venture. As an 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. (on demand)(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

BUAD 404. Investments. (S)(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 of professor. (Even years only).

BUAD 420. Training and Development (S) (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. *Prerequisite:* BUAD 151, 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. (Odd years only)

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 the Business Administration or Sports Management program and the successful completion of ACTG 272, BUAD 310, 352, ECON 204, MKTG 321, MGMT 352. Students must earn a grade of "C" or higher in this course.

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 and a Department of Business GPA of 3.0, and approval of Department Chair. Students 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.

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 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 122.

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 122.

CHEM 314. Physical Chemistry Laboratory. (on demand) (1)

A laboratory course designed to accompany 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 and PHYS 331 (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 312 and permission or consent of instructor

CHEM 411. Inorganic Chemistry. (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. *Prerequisite:* CHEM 312. (Odd years only).

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. *Prerequisite:* CHEM 311 and 312.

Computer Information Technology

COMP 151. Introduction to Technology Applications (F,S)(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, spread sheet and database technology. Students will learn how to communicate and collaborate with others using the web technology. The course will also provide students with the knowledge and skills required to use the internet to search for information and resources in support of a life-long learning endeavor. *Prerequisite:* None

COMP 152. Technology Applications (On Demand) (1)

A study of the fundamental applications of technology and information allows students to expand their working knowledge of computer applications with hands-on experiences. *Prerequisite:* None.

COMP 241. Intermediate Technology Applications (F, S) (3)

A study of intermediate microcomputer applications, including word processing, spreadsheet, presentation, database and web-page design. An examination of applications for microcomputers and the role these applications play in meeting information needs will be covered. *Prerequisite:* COMP 151 or demonstrated competence in technology applications

COMP 250. Introductory Programming (F, S) (3)

A study of the most prominent programming languages including how to address problem definition, flowcharting, and solving problems that are adaptable to business and/or science applications. *Prerequisite:* COMP 241

COMP 312. Computer Architecture (S) (3)

A study of the fundamental concepts and terminology of computer architecture (including assembly languages) with emphasis on the relationships among hardware, architecture, systems software, and applications software. *Prerequisite:* COMP 250

COMP 390. Web Applications Development. (S) (3)

A study of the knowledge and skills required to develop and maintain interactive web applications in order meet business needs. Focus will be centered on current or leading technology tools and techniques such as HTML, XML, JavaScript and VBScript, and ASP.Net. *Prerequisite:* COMP 250

COMP 394. Management Information Systems (F) (3)

This course covers a wide range of topics necessary for all students in the field Information technology. It introduces the concept of information systems, their types and applications. It also explains the different hardware and communication platforms. It also explores the internet and its applications and finally integrating information technology and the operation of business organizations and its impact on management, ethics, and decision making. *Prerequisite:* COMP 241

COMP 425. Network & Data Communications (F) (3)

An in-depth study of data communications and networking requirements, including technologies, hardware, and software. Emphasis is upon the analysis and design of networking applications in organizations and the management of telecommunications networks *Prerequisites:* COMP 312, COMP 394

COMP 435. Operating Systems (S) (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 425

COMP 440. Database Management Systems (S) (3)

This course is designed to familiarize students with fundamental database concepts and their application. Databases provide powerful systems and methods for transforming data into valuable information. Professionals from any discipline, from arts and sciences to business alike, benefit from learning how to manage information in databases, whether for their independent practice or within a company. Students in this course learn how to transform data into information through a database management system, how to query it interactively, how to visualize it in a meaningful way, how to share it on the Internet, and how to analyze it. *Prerequisites:* COMP 250, COMP 394

COMP 447. Contemporary Programming (F,S) (3)

A study of fundamental principles of contemporary languages such as Object-Oriented programming used to solve large-scale problems in business and industry. Major topics include defining concepts

such as classes and objects, inheritance, and polymorphism. Programming languages may vary depending on current advances in technology and may include, Java, Visual C++, or other contemporary programming languages. *Prerequisites:* COMP 250, COMP 390

COMP 451. Systems Analysis & Design (S) (3)

A capstone course for the CIT Major, it will provide students with information technology skills, and they will also analyze and design information systems. This course will study a range of methodologies used in analysis and design. *Prerequisites:* Senior status, COMP 440, and COMP 447,

COMP 481. Special Topics in Computers (On Demand) (3)

An advanced course of selected topics of interest in the field of Computer Information Systems. The course may explore one of the following subjects: Software Project Management, Decision Support Systems, Business Simulation or E-Commerce. *Prerequisite:* Credit hours in business courses, with other prerequisites determined by specific topics.

COMP 485. Computer 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 and a Department of Business GPA of hours for successful performance. Course will be taken on a credit/fail basis only.

Criminal Justice

Note: CRJU 101 and PLSC 101 are pre-requisites to all CRJU courses numbered 200 or greater.

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. (F) (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. (S) (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 eighty hour field placement in a law enforcement, legal/judicial, or corrections environment. *Pre-requisite:* CRJU 200 or permission of 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 (S) (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) (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 between 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. (Even years)

CRJU 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. Pre-requisites: CRJU 201 and 205 or permission of the instructor. Cross-listed as PLSC 486. (Odd years only).

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

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 macrocomputer 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 and BHSC 245. (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, BHSC 245, and COMP 112, or permission of the instructor. (Even years only) (Remove)

ECON 322: Intermediate Consumer Demand (S) (3)

This course is designed to familiarize the student with a more advanced approach to studying demand, integrating elements of marketing, economics and psychology into the overall topic of consumer demand. *Prerequisites:* ECON 203 or 204; MKTG 321.

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 BHSC 245. (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, 204, BHSC 245 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 of professor (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 203,204, BHSC 245, and junior standing. (Even years only)

ECON 481. Special Topics in Economics. (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 of the professor.

Education

EDUC 099: Transitional Reading (F, S) (3)

A transitional reading course designed to improve students' basic reading, study, and cognitive skills which are essential at the college level. Placement is based on ACT scores and/or college assessments. A non-refundable \$35 fee is charged.

EDUC 210. Early Involvement Practicum. (F, S) (1) (Formerly EDUC 233)

Students are assigned to a school classroom and meet periodically to discuss and generalize their experiences. Thirty hours of field experience are required. Novice Block. To be taken concurrently with EDUC 211.

EDUC 211. Early Involvement Seminar. (F, S) (2) (Formerly EDUC 232)

A practical course in which students are introduced to the culture of teaching. The course focuses specifically on dispositions and the key aspects of the Kentucky Education Reform Act of 1990 and the Kentucky Curriculum Frameworks. Students set-up their web-based Electronic Student Portfolios. Novice Block. To be taken concurrently with EDUC 210 and EDUC 231. A \$45 fee is charged.

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. 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 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 major concurrently with EDUC 375 and SPED 321; or secondary majors concurrently with EDUC 376 and SPED 321. Intermediate Block. *Prerequisites:* Completion of Novice Block.

EDUC 318. Methods of Teaching Mathematics in Elementary School. (Fall only) (3) (Formerly EDUC 341)

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 meet the needs of the diverse learners in today's classrooms. Advanced Block. *Prerequisites: Admission to Teacher Education, Completion of Intermediate Block, and MATH 203-204.*

EDUC 325. Early Childhood Education. (3) (Formerly EDUC 440)

Survey of the physical, emotional, mental, and psychological development of the child under six and the role of the kindergarten teachers in working with such a child. *Prerequisite: Admission to Teacher Education.*

EDUC 328. Elementary School Social Studies. (Fall only) (3) (Formerly EDUC 441)

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.*

EDUC 338. Teaching Reading in the Content Subjects. (Fall only) (3) (Formerly EDUC 362)

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. Advanced Block. *Prerequisites: Admission to Teacher Education, Completion of Intermediate Semester Classes*

EDUC 348. Teaching Science in the Elementary Grades. (Fall only) (3) (Formerly EDUC 342)

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.*

EDUC 374. Instructional Design and Delivery in the Elementary School. (F, S) (3) (Formerly EDUC 432)

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.*

EDUC 375. Instructional Design and Delivery in the Middle School (F, S) (3) (Formerly EDUC 370)

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 376. Instructional Design and Delivery in the Secondary School (F, S) (3)

Required for all secondary majors who plan to student teach after spring, 2006. 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 (Fall only) (3) (Formerly EDUC 361)

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. Advanced Block. *Prerequisites: Admission to Teacher Education, and completion of Intermediate Block.*

EDUC 410. Advanced Involvement Practicum (F, S) (1) (Formerly the fourth hour in EDUC 432, 436, 452)

To be taken concurrently with courses in the Advanced Block. Specific assignments to be completed in the field will come from co-requisite courses. Thirty hours of field experience are required.

Prerequisites: Admission to Teacher Education, and completion of Intermediate Block.

EDUC 437. Methods and Materials for the Middle Grades. (S) (3) (Formerly EDUC 436)

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: Completion of Intermediate Block and Admission to Teacher Education.*

EDUC 447. Methods and Materials in the Secondary School. (S) (3) (Formerly EDUC 452)

Current teaching methods, materials, and innovations in the secondary school with directed observations, micro-teaching, and curriculum design. Internet, Power Point, and Web-paged design will also be covered. *Prerequisite: Completion of Intermediate Block and Admission to Teacher Education.*

EDUC 458. Supervised Student Teaching in the Elementary School. (F, S) (12) (Formerly EDUC 433)

Supervised student teaching in the elementary school for a period of 12 weeks. 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. Application must be made by second week of the semester preceding student teaching. Co-requisite EDUC 488. *Prerequisites: Passing Score on PRAXIS II (0014) See Requirements for Admission to Student Teaching. A fee of \$125 is charged.*

EDUC 478. Supervised Student Teaching in the Middle Grades. (F, S) (12) (Formerly EDUC 443)

Supervised student teaching in the middle school for a period of 12 weeks. 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. Application must be made by second week of the semester preceding student teaching. Co-requisite: EDUC 488. *Prerequisites: Passing Score on specific PRAXIS II Content Area Test(s) See requirements for Admission to Student Teaching. A fee of \$125 is charged.*

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. Co-requisite EDUC 458, 478, or 498. *Prerequisite: Admission to Teacher Education.*

EDUC 495. Independent Study. (F, S) (3)

Open only to advanced students in the field of Education who wish to do intensive reading in a specific interest area. *Prerequisites: Admission to Teacher Education, Twelve semester hours of Education and permission of the Department Chair.*

EDUC 498. Supervised Student Teaching in the Secondary School. (F,S)(12) (Formerly EDUC 453)

Supervised student teaching in the secondary school for a period of 12 weeks. 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. Application must be made by the second week of the semester preceding student teaching. Co-requisite EDUC 488. *Prerequisites: Passing Score on specific PRAXIS II Content Area Test(s) See Requirements for Admission to Student Teaching. A fee of \$125 is charged.*

English/Communication

ENCO 099. Transitional English. (F) (3)

Students selected for ENCO 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 ENCO 099 before taking other ENCO courses and are strongly recommended to complete it before taking other writing-intensive classes at Union College.

ENCO 101. Composition and Ancient Literature (F, S) (3)

Examines various forms of academic writing and speaking; students will practice and develop their composition skills in response to selections from the literature of ancient civilizations, as well as the art, history, and culture addressed in both ENCO 101 and HIST 110. In addition, students will study the major principles of documentation. *Corequisite: HIST 110.*

ENCO 102. Composition and Medieval and Renaissance Literature (F, S) (3)

As part of the Humanities sequence, this course works with HUMN 112 to examine Western culture from the rise of Christianity to the scientific revolution of the 17th century. Student papers and presentations focus on literature, art, and music of the Middle Ages and Renaissance, with attention to such non-western influences as Islam. *Prerequisite: ENCO 101 and HIST 110. Corequisite: HUMN 112.*

ENCO 112. Freshman Composition and Literature. (S) (3)

For students transferring in one freshman writing course and pursuing the Liberal Education Core for Transfer students, this course focuses on writing skills (including appropriate use of secondary sources and documentation) and their application to major texts in Western literature from the ancient world through the Renaissance. *Prerequisite: Freshman Composition I or Writing I.*

ENCO 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 ENCO major or minor.

ENCO 221. Introduction to Mass Communication. (F) (3)

Examines the history and significant theories of mass communication. This course enhances media literacy and oral and written communication skills through exercises and oral and written activities applied to the mass media.

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. *Prerequisite: ENCO 101 and 102 or transfer equivalents. Recommended corequisite: HUMN 214.*

ENCO 232. 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 ENCO major. *Prerequisite: ENCO 101 and 102 or transfer equivalents. (Odd years only)*

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: ENCO 101 and 102 or permission of instructor.*

ENCO 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.*

ENCO 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. *Prerequisite: ENCO 221 and 222 or instructor's permission.*

ENCO 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. *Prerequisites: ENCO 221 and 261.*

ENCO 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 for focus on a different genre. *Prerequisite: ENCO 222 or instructor's permission. (Even years only.)*

ENCO 342. Texts in History, 1800-present. (S) (3)

Focus on a specific time period since 1800 promotes the understanding of texts in their historical, social, and cultural contexts. *Prerequisite: ENCO 222 or instructor's permission.*

ENCO 351. 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 instructor's permission.*

ENCO 352. 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 instructor's permission. (Odd years*

only.)

ENCO 362. Interpersonal Communication in a Cultural Context. (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:* ENCO 101 and 102, transfer equivalents, or permission of instructor. (Even years only.)

ENCO 371-372. Texts and Themes. (F, S) (1-1)

Students will help choose texts for discussion, related to an announced topic or figure studied in the core courses. *Prerequisite:* ENCO 222 or instructor's permission.

ENCO 380. TV Production or PR Practicum. (F, S) (1)

Supervised on campus field work in English/Communication, either in Television Production or Public Relations. TV Production practicum 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 status. May be repeated for credit.

ENCO 390. Yearbook Practicum. (F, S) (0-1)

Operation of campus yearbook. Provides experience in desktop publishing, writing and photojournalism. May be repeated for credit.

ENCO 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:* ENCO 311 or instructor's permission. (Odd years only)

ENCO 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:* ENCO 311 or instructor's permission. (Even years only)

ENCO 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 instructor's permission. (Odd years only.)

ENCO 432. Public Discourse. (S) (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 (the 1960s to present). *Prerequisite:* ENCO 321 or instructor's permission.

ENCO 442. Texts in History, pre-1800. (S) (3)

Focus on a specific time period before 1800 promotes the understanding of texts in their historical, social, and cultural contexts. *Prerequisite:* ENCO 222 or instructor's permission.

ENCO 451. 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 oral tradition. Cultures may include Asia; Africa; the Middle East; Latin America; the Classical World; and national literature underrepresented in the Core. *Prerequisite:* ENCO 222 or instructor's permission. (Even years only)

ENCO 452. American Cultures in Literature. (S) (3)

Exploring an American culture through the stories it tells about itself and its relationships with other cultures, including fiction, drama, poetry, film, popular music, and the oral tradition. Cultures may include African America; Native America; Hispanic America; urban America; Southern America; and Appalachia. *Prerequisite:* ENCO 222 or instructor's permission. (Even years only)

ENCO 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. *Prerequisites:* ENCO 221, 222, 322.

ENCO 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

ENCO 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 instructor's permission. (Odd years only.)

ENCO 472. Capstone Seminar. (S) (3)

Intensive study of a topic arising out of the four years of study in the core and the major. In this course, each student will complete the portfolio and the "life philosophy document" that sums up his or her ideas of learning. Students read a variety of literature in English and make interdisciplinary connections.

ENCO 480. TV Production or PR Practicum. (F, S) (1)

Supervised on campus field work in English/Communication, either in Television Production or Public Relations. TV Production practicum 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:* ENCO 380 and Junior status. May be repeated for credit.

ENCO 485. Internship. (on demand) (up to 4)

Professional experience with focus on gaining experience in writing, editing, design, advertising, or photography. *Prerequisites:* Fourteen credit hours in ENCO courses, junior or senior status, and permission of English department chair.

ENCO 490. Yearbook Practicum. (F, S) (0-1)

Operation of campus yearbook. Provides experience in desktop publishing, writing and photojournalism. To be taken in sequence. *Prerequisite:* ENCO 390. May be repeated for credit.

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

Intensive individual work under supervision, 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 courses and permission of English department chair. 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) (4)

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). Laboratory activities are an integral part of the course.

General Science

GNSC 105. Physical Science. (F, S) (3)

An introduction to the physical sciences: physics, chemistry, and earth sciences. The emphasis will be on inquiry-based, hands-on activities which are integrated into both lab and lecture components of the course. Science processing such as question formulation, experimental design, and data acquisition, manipulation, and presentation are integrated into the course.

GNSC 106. Physical Science Laboratory. (F, S) (1)

Optional laboratory to accompany GNSC 105 which is a pre- or co-requisite to this lab. No credit will be given for this course without simultaneous or prior completion of GNSC 105.

GNSC 124. Introduction to Physical Therapy. (on demand) (2)

A general orientation to the historical background, philosophy and professional ethics of physical therapy, interprofessional relationships between members of the health care team; concepts of health and disease; overview of the total medical spectrum, medical technology, modalities used in physical therapy, and orientation to clinical service departments and their administration.

GNSC 471. Science Seminar. (S) (1)

A lecture/discussion of selected topics of interest, lead 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 of the instructor.

General Studies

GNST 100. Freshman Seminar. (F) (1)

The goal of this course is to maximize the student's potential to achieve academic success and to adjust responsibly to the individual and interpersonal challenges presented by collegiate life. Each course will cover a variety of topics considered essential to meeting this goal.

History

HIST 110. Civilizations and Religions of the Ancient World. (F, S) (3)

A study of the great civilizations of the ancient world designed to introduce students to the study of history and the historical study of religion. The civilizations studied are those of the Fertile Crescent, India, China, and the Mediterranean (Greece and Rome). The course focuses on the origins and foundations of the first great civilizations, with special attention to the function of religion in the maintenance of civilization. Particular attention is given to the factors occasioning the transition from polytheism to monotheism in the mid-1st millennium BCE, a period commonly referred to as the Axial Age. Fall offerings of the course are for incoming freshmen only. *Corequisite: ENCO 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)

As part of the Humanities sequence, this course examines the role of religion in the maintenance of Roman, Christian, and Islamic empires, with particular attention to religiously inspired art and architecture. The course begins with an examination of the Roman Empire after Augustus and proceeds to examine the Christian transformation of the Roman Empire from Constantine through the Middle Ages (Byzantine Empire and "Christendom" in Western Europe). Attention is also given to the origin and spread of Islam, the rise of Islamic Empires (Arab, Turk, Persian, and Mughal), and conflicts between Christian and Muslim empires. The course ends with examination of forces that challenge the medieval religious establishment in Western Europe (Renaissance and Reformation), culminating in the Thirty Years War. *Prerequisite: ENCO 101 and HIST 110. Corequisite: ENCO 102.*

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)

As part of the Humanities sequence, this course begins with an examination of the impact of the religious wars in the 17th Century and the Scientific Revolution on society and culture in Western Europe. Attention then shifts to the political, economic, and ideological causes of revolutions in America and France. The course then examines the Industrial Revolution, the rise of mass society, and their impact on society and culture in Europe and the United States. The course ends with an examination of significant developments in politics and science in the last half of the 19th Century; namely, imperialism, nationalism, and Darwinism. Throughout the course, attention is given to developments in philosophy (particularly political philosophy) and religion during these pivotal periods of history. Requirements include papers and presentations. *Prerequisite: ENCO 102 and INLA 112. Corequisite: INLA 211.*

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 in preparation for the senior capstone seminar in which they write a "life philosophy" paper. *Prerequisites: 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 in preparation for the senior capstone seminar in which they write a "life philosophy" paper. *Prerequisites: 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. *Prerequisites:* A previous 200-level course in history or permission of the instructor. (Odd years only.)

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. *Prerequisites:* A previous 200-level course in history or permission of the instructor. (Even years only.)

HIST 341. History of Britain to 1688. (F) (3)

British history from the Roman occupation to the Glorious Revolution with emphasis on the development of the English people and state. *Prerequisite:* A previous 200-level course in history or permission of the instructor. (Odd years only.)

HIST 342. History of Britain since 1688. (S) (3)

A study of British history from the Glorious Revolution to the present with emphasis on political and institutional development and the role of Britain in the world, including the rise and decline of the British empire. *Prerequisites:* A previous 200-level course in history or permission of the instructor. (Odd 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. *Prerequisites:* A previous 200-level course in history or permission of the instructor. (Even years only.)

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 the permission of the instructor. (Odd years only)

HIST 433. History of Appalachia. (F) (3)

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

HIST 441. Civil War and Reconstruction, 1848-1877 (S) (3)

A study of the events, causes, and consequences of the American Civil War. Attention is paid to primary sources, and especially the analysis of conflicting scholarly interpretations. *Prerequisites:* History 312 or permission of the instructor. (Even years only)

HIST 443. Twentieth Century Britain (on demand) (3)

A study of modern British history from the death of Queen Victoria to the era of New Labor. 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. *Prerequisites:* A previous 200-level course in history or permission of the instructor.

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. *Prerequisites:* A previous 200-level course in history or permission of the instructor.

HIST 451. Renaissance and Reformation. (S) (3)

A study of the medieval roots of the Renaissance and the Protestant Reformation and their development in the early modern period of European history. Particular attention is given to the complex relationship between Renaissance humanism and Reformation religious thought and the enduring social and cultural influence of the two movements on western civilization. *Prerequisites:* A previous 200-level course in history or permission of the instructor.

Same as RLGN 452. (Even years only)

HIST 452. Topics in Modern European History. (F) (3)

A study of the political, cultural, and social history of Europe from the Congress of Vienna to the contemporary era of European integration. Special focus will be given to the process of modernization, the world wars, and the course of European history since 1945. *Prerequisites:* A previous 200-level course in history or permission of the instructor. (Even years only.)

HIST 461. Islamic Religion and Civilization. (F) (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 contact with Greek and Christian civilizations.

Prerequisites: A previous 200-level course in history or permission of the instructor.

Same as RLGN 462. (Odd years.)

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 of the 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 of the instructor. (Even years only)

HIST 495. Independent Study. (F, S, Sum) (1-3)

Humanities

HUMN 112. Religion and Empire (14 CE-1648 CE) (F, S) (3)

As part of the Humanities sequence, this course examines the role of religion in the maintenance of Roman, Christian, and Islamic empires, with particular attention to religiously inspired art and architecture. The course begins with an examination of the Roman Empire after Augustus and proceeds to examine the Christian transformation of the Roman Empire from Constantine through the Middle Ages (Byzantine Empire and "Christendom" in Western Europe). Attention is also given to the origin and spread of Islam, the rise of Islamic Empires (Arab, Turk, Persian, and Mughal), and conflicts between Christian and Muslim empires. The course ends with examination of forces that challenge the medieval religious establishment in Western Europe (Renaissance and Reformation), culminating in the Thirty Years War. *Prerequisite:* ENCO 101 and HIST 110. *Corequisite:* ENCO 102.

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 helped shape the ancient world. *Co-requisites:* ENCO 101; HIST 110; GNST 101; or permission of faculty.

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. *Pre-requisites:* ENCO 101; HIST 110; GNST 101; or equivalent transfer credit. *Co-requisites:* ENCO 102; HUMN 112; or permission of faculty.

HUMN 211. Roots of Modernity: Revolutions in Literature, Arts, and Society (F, S) (3)

As part of the Humanities sequence, this course works with HUMN 213 to examine Western Culture from the Enlightenment to the 20th Century. This course will examine the development of literature and the major trends in art, music, and architecture. This course includes student papers and presentations. *Prerequisite:* ENCO 102 and HUMN 112. *Corequisite:* HUMN 213.

HUMN 213. Roots of Modernity: Revolutions in Politics, Society, and Thought (1648-1890) (F, S) (3)

As part of the Humanities sequence, this course begins with an examination of the impact of the religious wars in the 17th Century and the Scientific Revolution on society and culture in Western Europe. Attention then shifts to the political, economic, and ideological causes of revolutions in America and France. The course then examines the Industrial Revolution, the rise of mass society, and their impact on society and culture in Europe and the United States. The course ends with an examination of significant developments in politics and science in the last half of the 19th Century; namely, imperialism, nationalism, and Darwinism. Throughout the course, attention is given to developments in philosophy (particularly political philosophy) and religion during these pivotal periods of history. Requirements include papers and presentations. *Prerequisite:* ENCO 102 and HUMN 112. *Corequisite:* HUMN 211.

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. *Prerequisite:* HUMN 211 and 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 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. *Pre-requisites:* ENCO 102; HUMN 112; or equivalent transfer credit. *Co-requisites:* HUMN 211; HUMN 213; or permission of faculty.

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. *Pre-requisites:* HUMN 211; HUMN 213; or equivalent transfer credit. *Co-requisites:* HUMN 214 (designated section); or permission of faculty.

HUMN 351 Readings 5 (F) (1)

A seminar in recent fiction and non-fiction of significant merit. Texts nominated by interested Union College faculty from any department. The course results in students' selecting the following year's First Year Reader and preparing ancillary materials to accompany it. *Pre-requisites:* HUMN 214 or equivalent transfer credit. *Co-requisites:* junior standing; or permission of faculty.

HUMN 477. Philosophy of Life (S)(3)

The senior "capstone" seminar for History and Religious Studies majors (but any students 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 affects 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 Prescription and Assessment (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.

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 (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 of professor.

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. *Prerequisites:* 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 272. Personal Selling. (F) (3)

The interpretation of sales techniques and methods, prospecting customers, interviews, sales presentations, demonstrations, and closing the sale are presented.

MKTG 321. Principles of Marketing (F) (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, ACTG 271

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 of professor.

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 of professor.

MKTG 400. Marketing Management. (S) (3)

This course 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. *Prerequisite:* MKTG 321, 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. *Prerequisites:* BUAD 151, MKTG 321.

MKTG 481. Special Topics in Marketing. (on demand) (3)

An advanced course of selected topics of interest in the field of Marketing. *Prerequisite:* Business major/minor with junior or senior standing and 21 credit hours in business.

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 status with 15 hours of Union College Department of Business courses completed and a Department of Business GPA of 3.0, and approval of Department Chair. Students may earn up to a maximum of 6 credit hours for successful performance. Course will be taken on a credit/fail basis only.

Math

MATH 099. Introduction to College Algebra. (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 a prerequisite for those who do not qualify for enrollment in Math 110, Math 131, or Math 133. Students entering Union College (any freshman or those transfer students without a transferable mathematics course) with a Math ACT score of 18 or less will be placed in this course. 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. This course does not satisfy General Education Requirements in mathematics. This course may not be used to satisfy distributional requirements for any other major program, or area. 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)

Material from Math 101 is assumed. This course contains topics selected from: 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. This course no longer fulfills the Liberal Education Math requirement in the Liberal Education Core. *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. *Prerequisite:* MATH 131, 133 or study of trigonometry in high school.

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, 133 or 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 of the 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. *Prerequisites:* Math 131 or permission of the 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 of the 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; Bayes's theorem; statistical applications of probability; theory of sampling and variance. *Prerequisites:* MATH 242, which may be taken concurrently, and permission of the instructor. (Even years only.)

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. (Even years only.)

MATH 403. Introduction to Analysis. *Prerequisite* MATH 243 (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 24 (Odd years only.)

MATH 471. Differential Equations. (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. (Even years only.)

Military Science (Basic Courses)**MLSC 101. Introduction to Military Skills. (F) (2)**

Development of leadership and problem solving abilities; examination of leadership style, counseling, and team building; comparison of civilian and military leadership; analysis of the constitutional and historical basis for the U.S. Army.

MLSC 102. Dynamics of Military Leadership. (S) (2)

Study theories, principles, techniques, and fundamentals of map reading and their application. Classes

are systematically arranged to promote student participation in group leadership development and problem solving techniques.

MLSC 201. Intermediate Leadership I. (F) (2)

Introduction to intermediate leadership and management, emphasizing individual leader techniques and basic soldier skills such as first aid, map reading, and drill and ceremony. *Prerequisites:* MLSC 101 and MLSC 102.

MLSC 202. Intermediate Leadership II. (S) (3)

Develops intermediate leadership abilities by introduction to small unit and squad operations and tactics. Individual military skill areas include training in advanced map reading, communication equipment and tasks, enhanced drill and ceremonies, and individual weapon fundamentals. This course is designed to prepare the motivated and dedicated student for the challenges of the ROTC Advanced Course. *Prerequisite:* MLSC 201.

MLSC 210. Military Science Practicum (Basic) (Sum. Only) (3)

Introduces Military Science in a comprehensive summer field course designed to be taken in lieu of MLSC 101, 102, 201, 203. This course emphasizes practical field application and leadership development. The camp is held at Fort Knox. No military obligation.

Military Science (Advanced Courses)

MLSC 301. Advanced Leadership and Management I (F) (3)

Introduction of advanced leadership and management, emphasizing the branches of the Army, communications systems, and equipment. Defines principles of leadership and develops leadership through practical application as a leader in field training and physical conditioning. *Prerequisite:* completion of all basic courses 100-200 level.

MLSC 302. Advanced Leadership and Management II (S) (3)

Develops leadership and management ability and military skills in military communications, weapons, and tactics. Develops leadership and command presence through student presentations and practical application as a leader in field training and physical conditioning. *Prerequisite:* completion of all basic courses 100-200 level.

MLSC 304. American Military history (S) (3)

Examines U.S. military history from pre-Revolutionary times to post-Vietnam; defines the principles of war; discusses political-military interactions; develops leadership through group contribution in case studies which apply the principles of war to historical periods. *Prerequisite:* completion of all basic courses 100-200 level.

MLSC 401. Fundamentals and Dynamics of the Military Team I (F) (3)

Study of the military justice system, battalion staff organization, administrative/logistical management, army training management, and financial readiness. Hands-on application of army writing style, military briefing techniques, time management, and the problem solving process. *Prerequisite:* completion of all basic courses 100-200 level.

MLSC 402. Fundamentals and Dynamics of the Military Team II (S) (3)

Study of officer customs/traditions, law of war, suicide prevention, environmental laws, defense against terrorism, operations security, soldier counseling, and army family team building. Examines creating an ethical climate, resolving ethical dilemmas, and motivating subordinates. *Prerequisite:* completion of all basic courses 100-200 level.

MLSC 410. Military Science practicum (Advanced) (Sum. Only) (3)

Develops leadership through an intensive summer field course of rotating leader/command experience in problem analysis, decision-making and group leading while providing in-depth coverage of technical and tactical subjects. *Prerequisite:* completion of all basic courses 100-200 level.

MLSC 411. Military Science Internship in Leadership (Sum. Only) (3)

Students are assigned leadership positions with active army units for 3-4 weeks, receive written evaluation of their leadership performance and potential, and must complete an after action report upon returning. May only be taken once for credit *Prerequisites:* Advanced course status, completion of MLSC 301 and 302, and completion of MLSC 410 prior to accepting position.

Music

MUSC 101-102. Applied Music. (F, S) (1-2)

Freshman minor level applied music study.

MUSC 201-202. Applied Music. (F, S) (1-2)

Sophomore minor level applied music study.

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 151. Pep Band. (F, S) (0-1)

Open by audition. A performance group which provides support and entertainment at home football games and selected home men's and women's basketball games. One rehearsal per week may be repeated for credit.

MUSC 152. Union College Singers. (F, S)(0-1)

A concert choir performing a varied repertory. May be repeated for credit.

MUSC 155. Brass Chamber Ensemble. (on demand) (0-1)

Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. May be repeated for credit.

MUSC 157. Woodwind Chamber Ensembles. (on demand) (0-1)

Open by audition only. Size and make-up will vary with the needs and interests of the students enrolled. One rehearsal per week. 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 165. Theory/Musicianship I. (F) (3)

A combined course including the areas of theory and basic musicianship skills.

MUSC 166. Theory/Musicianship II. (S) (3)

A continuation of Music 165.

MUSC 317. Junior Recital. (on demand) (1)**MUSC 321. Music History to 1750. (on demand) (3)**

A study of representative music both written and recorded and readings coordinating and integrating music skills. Antiquity through 1750.

MUSC 322. 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 331. Choral Literature/Conducting. (F) (3)

Sacred choral literature will be studied for use in worship and will include score analysis and conducting/rehearsal techniques. *Prerequisite:* MUSC 165, MUSC 166, and MUSC 322 or permission of the instructor.

MUSC 373. Elementary School Music. (F) (3)

Teaching vocal music in the elementary school: procedures, techniques, evaluation, materials, and equipment. Includes directed observation of and participation in public school classroom activities.

Prerequisite: MUSC 121 or permission of instructor.

MUSC 437. Church Music Practicum. (on demand) (2)

One semester or one summer of supervised field work in an approved church. *Prerequisite:* Consent of the Music faculty.

MUSC 495. Independent Study. (on demand) (2-3)

Independent study and/or research on approved topics. *Prerequisite:* Permission of the student's major professor. May be repeated for credit.

Philosophy

PHIL 261. Topics in the Philosophy of Religion. (F) (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. (Odd 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. (S) (3)

An introduction to the aims, methods and history of philosophy with special attention to 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 critical thinking. *Prerequisite:* One course in philosophy and one course in religion or permission of the instructor. This course may substitute for PLSC 360, Political Philosophy. (Odd 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)

Selected topics in epistemology and metaphysics. 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, etc. May be repeated for credit when listed under a different subtitle. *Prerequisite:*

One course in philosophy and one course in religion or permission of the instructor. (Even 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 of the instructor.

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

Independent study or research on approved topics. May be repeated for credit. *Prerequisite:* Permission of the instructor.

Physical Education (Activity Classes)

PHED 111. Beginning Swimming (Non-swimmers only). (F, S, Sum) (1)

PHED 112. Intermediate Swimming. (F, S, Sum) (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 of the instructor.

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, Sum) (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. (F, 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. (F, Sum) (3) (Even years only.)

PHED 204. Coaching Baseball and Softball. (S, Sum) (3)

PHED 241. History and Philosophy of Physical Education. (S) (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 261. Physical Education in the Elementary School. (F, M, Sum) (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) (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. (F) (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. (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.

PHED 361. Organization and Administration of Physical Education and Athletics. (S) (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)

The effects of exercise and physical activity on various systems of the human body. Laboratory activities included. *Prerequisite:* WELL 340 or permission of the instructor.

PHED 420. Physical Education for the Exceptional Child. (F) (3)

Health conditions, which require the physical education program to be adapted to meet the needs of individuals with disabling conditions, will be studied. Additional emphasis on national, state and local agencies designed to help meet the needs of these individuals. Five hours of observation of exceptional children in a school setting is required.

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 permission of the instructor.

PHED 461. Physical Education in the Secondary School. (F) (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 of the instructor.

PHED 471. Sports Management Internship. (F, S, Sum) (6)

Supervised sports management experience in a related setting. *Prerequisite:* Permission of the Internship Director.

PHED 495. Independent Study. (F, S, Sum) (3)

Independent work for advanced students only.

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 of the 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. *Pre- 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 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. *Prerequisites:* PHYS 212 and MATH 243.

Political Science

PLSC 101. American National Government. (F) (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 catalog 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. (F) (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. (Odd years only.)

PLSC 360. Political Philosophy. (S) (3)

The chronological and thematic examination of perennial issues in political science including liberty, justice, equality, political obligation, and political authority as developed over time by the political philosophy of Greek and Latin philosophers, Medieval thinkers, and modern theorists representing various world-wide perspectives. (Odd years only.)

PLSC 382. Legal Political Thought - Classical (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 (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. Pre-requisite: Upper division standing.

PLSC 408. The American Presidency. (S) (3)

Analysis of the institution of the presidency, its functions, formal and informal relationships, and its limitations within the American political system. Same as HIST 408. (Odd years only.)

PLSC 470. Political Violence. (S) (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, i.e., Northern Ireland. (Odd years only.) 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 between 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)

PLSC 486. Constitutional Law I: Civil Liberties. (F) (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. *Pre-requisites:* CRJU 201 and 205 or permission of instructor. Cross-listed as CRJU 486. (Even 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 environment.

PSYH 201. Psychology of Personal Adjustment. (on demand) (3)

Factors determining the development of personality, principles of mental health, and problems involved in the dynamics of human adjustment.

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. (Odd years only).

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 215. 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.

PSYH 225. Adolescent Psychology. (S) (3)

This course focuses on the physical, intellectual, personal, social and moral development of middle grades student. Influences of families, peers, school and mass media on the adolescent is highlighted.

PSYH 250. Practicum in Counseling Psychology. (F, S) (3)

Supervised practical field experience at approved practicum sites. Sites will involve working in the area of counseling and psychotherapy, or related psychological service opportunities. The practicum is intended to integrate classroom theory and learning with formal work experience. Practicum sites are selected by the student on an individualized basis and in consultation with the instructor. Only those sites with adequate supervision and educational experience for the student will be approved for the practicum experience. The course is repeatable, and may be taken for up to 3 credits. *Prerequisite:* PSYH 200 or permission of instructor.

PSYH 275. Cross-Cultural Psychology. (on demand) (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) (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. Experimental Research Design I. (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.

PSYH 302. Experimental Research Design II. (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 & PSYH 301, or written permission of the instructor.

PSYH 330. Social Psychology. (F) (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. (on demand) (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 336. Diversity Issues in Psychology. (on demand) (3)

This course exposes students to the psychological literature relevant to cultural awareness and sensitivity to diverse populations. By developing an understanding of the complexity of the various issues of diversity – race/ethnicity, gender, sexual orientation, disability, and age – the course creates the opportunity for students to discuss and expand their understanding of value systems and human behavior.

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.

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.

PSYH 361. Psychology of Learning. (on demand) (3)

This course examines the fundamental principles of learning theories and the factors that influence behavior such as motivation, memory, and attention. The relationship of animal to human behavior will be emphasized. Topics include learning through modeling and associations; classical and operant conditioning; choice and self-control; and voluntary action and free will. Language acquisition will also be analyzed. *Prerequisite:* PSYH 200, and permission from instructor.

PSYH 390. Classics in Psychology I. (F) (1)

Students will read and discuss classics in the history of psychology; includes Ancient, Medieval, and Renaissance authors. *Prerequisite:* PSYH 200 or permission from instructor.

PSYH 391. Classics in Psychology II. (S) (1)

Students will read and discuss classics in the history of psychology; field of experimental and scientific psychology; includes contemporary authors in the field of experimental and scientific psychology. *Prerequisite:* PSYH 200 or permission from instructor.

PSYH 392. Industrial/Organizational Psychology. (on demand) (3)

The study of the application of psychological principles, theory, and research to the work setting. *Prerequisite:* PSYH 200 or permission from instructor.

PSYH 402. Counseling Theories and Techniques. (on demand) (3)

Basic theories, types, and techniques of counseling. Practice in individual and group techniques of interviewing. *Prerequisite:* PSYH 290 or permission from instructor.

PSYH 405. Foundations of Chemical Dependency I (F) (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 (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 (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. (on demand) (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 (on demand) (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 (on demand) (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 450. Practicum in Counseling Psychology. (F, S) (3)

Supervised practical field experience in approved practicum sites, with an academic component designed to strengthen the student's theoretical background with regard to the work of the practicum. Sites will involve working in the area of counseling and psychotherapy, or related psychological service opportunities. The practicum is intended to integrate classroom theory and learning with formal work experience. Practicum sites are selected by the student on an individualized basis and in consultation with the instructor. Only those sites which provide adequate supervision and educational value for the student will be approved for the practicum experience.

PSYH 460. Theories of Personality. (on demand) (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)

Origins of psychological thought within science and philosophy, tracing the development of systems and theories beginning with classical Greek thinkers. *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. *Prerequisites:* PSYH 200 or permission from instructor.

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 215.

PSYH 480. 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:* PSYH 200 or permission from instructor.

PSYH 490. Contemporary Issues in Psychology. (on demand) (3)

Building on the classical and historical background provided in the liberal education core, this course provides students the opportunity for intensive study in the contemporary issues and future directions within the discipline of psychology. *Prerequisite:* PSYH 200.

PSYH 492. Research Practicum in Psychology. (on demand) (3)

Students will apply the principles and concepts learned in PSYH 301 by developing and implementing a research project of their interest approved by the instructor. Research activities could range from refining existing experimental procedures to identifying interesting new research questions and developing new experimental manipulation to examine them. Students are required to submit a written report and orally present their research project. Such experiences, particularly if they are extended over several semesters, will further advance the student's ability to obtain graduate training for a career in any area of psychology, whether counseling and therapy, government, industry, science, or academia. May be repeated up to 2 times. *Prerequisite:* PSYH 301 and 302 or permission of instructor.

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

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 & PSYH 302; OR written permission of the instructor.

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, 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; OR written permission of the instructor.

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; 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 Wilderness Survival or permission of 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 of instructor.

RECM 190. Special Topics. (F, S) (1)

This course is designed to offer different activity courses in Recreation. Examples: mountain biking, canoe, rock climbing, etc.

RECM 201. Principles of Outdoor Recreation. (F) (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. (Odd years only.)

RECM 235. Wilderness Adventure and Education. (F, S, Sum) (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. *Prerequisite:* RECM 130 or permission of instructor.

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. *Prerequisite:* RECM 130 or permission of instructor. (Odd years only.)

RECM 250. Recreational Programming. (S) (3)

The program is what recreation is about. This course will cover the program planning and delivery process as a logical problem solving system covering needs analysis, population identification, design, implementation and program evaluation. (Even years only.)

RECM 322. Administration of Recreation Services. (F) (3)

This course provides the basis for the understanding of the administrative process required for the delivery of physical education, athletic and recreation services. The course explores the legal foundations of administration; reviews appropriate management systems and principles; dissects organizational and political system behavior and examines the methodologies for, and the importance of, the evaluation process. *Prerequisites:* RECM 111 and RECM 250 or permission of instructor. (Odd years only.)

RECM 333. Recreation Visitor Behavior. (S) (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 of instructor. (Odd years only.)

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. (Even years only.)

RECM 370. Park Planning and Design. (F) (3)

This course covers a number of basic park planning and landscape design principles. Attention will be given to the interaction between the visitor and the park; program delivery, design practicality including maintenance implications and the client/user group-dependent design process. *Prerequisites:* RECM 111 and RECM 201 or permission of instructor. (Even years only.)

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 of 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 of instructor. (Even years only.)

RECM 422. Fiscal Management: Applications and Issues for Public Recreation Resources. (S) (3)

This course provides the basis for the comprehension of the core principles and concepts necessary to manage the financial affairs of public and nonprofit recreation management organizations. Prior completion of ACTG 272, Financial Accounting, as an elective is strongly recommended. *Prerequisite:* RECM 322 and upper division status; or permission of instructor. (Even years only.)

RECM 425. Recreation Resource Planning. (S) (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 of instructor. (Odd years only.)

RECM 444. Recreation Research Methods. (F) (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 of instructor. (Odd years only.)

RECM 450. Senior Seminar. (F) (3)

A discussion-based course, in which a thorough review of past and present issues relevant to the field of recreation management is covered. May be repeated for credit as long as the topics are different. *Prerequisite:* upper division status and permission of instructor. (Even years only.)

RECM 459. Park Maintenance. (S) (3)

The course explores the procedures and problems of recreation area and park operation with an empha-

sis on planning and management using NRPA best maintenance practices and standards to achieve operational efficiency. Students will: know how to develop an efficient and comprehensive maintenance management program in a park system; know how to organize and implement weekly, monthly and annual maintenance schedules; and become familiar with specialized maintenance equipment and maintenance tracking and scheduling software.

Prerequisite: RECM 201 and upper division status; or permission of instructor. (Even years only.)

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 of instructor (Odd years only.)

RECM 475. Philosophy of Recreation Management. (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:* 12 credit hours of RECM classes and C average in the courses or permission of the instructor. *Prerequisite:* upper division status and a minimum GPA of 2.5 in at least 21 hours of RECM classes; or permission of instructor (Odd years only.)

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 of 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 mid-term of the preceding semester. *Prerequisite:* Minimum 2.5 grade point average in RECM coursework.

Religion

RLGN 211. History and Faith of Ancient Israel. (S) (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. Students are introduced to various scholarly methods of biblical interpretation. (Even years only)

RLGN 231. Topics in World Religions. (S) (3)

An introduction to religious studies 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. Topics of focus may be religious law and ethics or philosophy of religion.

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. The Christian Tradition I. (S) (3)

A study of the Christian religious tradition from the New Testament period until the Late Middle Ages, with particular attention to the interpretation of Jesus' life and teachings in cultural context. *Prerequisite:* RLGN 211 or 231, or permission of instructor. (Odd years only)

RLGN 354. Religion in the United States. (F) (3)

A phenomenological and historical study of the varieties of religious practice in the United States. *Prerequisite:* RLGN 211 or 231, or permission of instructor. (Odd years only)

RLGN 356. The Christian Tradition II. (F) (3)

A study of the Christian religious tradition from the Late Middle Ages to the present day, with particular attention to issues in theology, ethics and hermeneutics. *Prerequisite:* RLGN 211 or 231, or permission of 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 231, or permission of 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 and the Protestant Reformation and their development in the early modern period of European history. The principle 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 231, or permission of instructor. Same as HIST 451 (Even years only)

RLGN 461. History of Islam. (F) (3)

A history of Islam from its beginning to the present day, with particular attention to the impact of Islam on politics and culture in the Middle East. Topics include Islamic institutions and culture, the modernization of Middle Eastern governments, the struggle by various people for political independence, the course of the Arab-Israeli conflict, and contemporary developments in the region. *Prerequisite:* RLGN 211 or 231, or permission of instructor. Same as HIST 461 (Odd years only)

RLGN 479. Seminar in Religion. (S) (3)

Intensive study of special topics in religion. *Prerequisites:* Advanced standing and permission of the instructor.

RLGN 495. Independent Study. (F, S) (3)

Independent study or research on approved topics. 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 mid-term 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

SRWK 200. Introduction to Social Work (F,S) (3)

This course provides students with an introduction to the historical development of professional social work. Emphasis is placed on the knowledge, values and skills necessary for generalist social work practice, with at-risk and diverse populations; along with an overview of various practice methodologies and settings in which social workers are employed. *Prerequisite:* SOCI 131 or PSYH 200, *Co-requisite:* SWRK 202, or permission of instructor.

SWRK 202. Experiential Introduction to Social Work (F,S) (1)

This course provides students an experiential introduction to the roles and responsibilities of social workers in a variety of social service settings. Students will observe and participate in a minimum of thirty-six hours of social service activities, supervised by a social service practitioner in an agency approved by the social work faculty. *Prerequisite:* SOCI 131 or PSYH 200, *Co-requisite:* SWRK 200 or permission of instructor.

SWRK 231. Ethical Issues: Social Work and Social Welfare (S) (3)

This course provides students with the opportunity to develop an understanding of the role personal and professional values play in ethical dilemmas that arise in social work practice; then using historical and contemporary social welfare policies and programs as the basis for exploratory discussions, students will be guided through a process of developing conceptual frameworks, models and skills for identifying, analyzing and resolving ethical dilemmas. *Prerequisites:* SWRK 200, SWRK 202, or permission of instructor.

SWRK 310. Human Diversity and Social Justice (S) (3)

This course utilizes Appalachia as the "window" for analyzing issues of diversity, oppression and social justice; emphasizes the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations. Students are encouraged to examine their personal values, beliefs, and behaviors that may limit their ability to practice effective social work with people of diverse backgrounds, especially disadvantaged and oppressed persons. *Prerequisite:* SWRK 231, or permission of instructor.

SWRK 320. Human Behavior and the Social Environment (F) (4)

An integrative, evidence based study of the biological, sociological, and psychological understandings of the reciprocal relationships between human behavior and social environments with a view to evidence based professional intervention in human situations, especially among diverse populations and at all levels of the social environments in which people live and interact. *Prerequisites:* SWRK 310, PSYH 332, BIOL 109 & 110 or BIOL 111, or permission of instructor.

SWRK 333. Foundation Skills for Generalist Social Work Practice (F) (3)

This course will focus on professionalism through written and oral discourse. Students will learn how to conduct interviews across client systems (individuals, families, small groups, organizations, and communities), in order 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 231, or permission of instructor.

SWRK 335. Generalist Social Work Practice I (S) (3)

This course is designed to present basic knowledge and skills for social work practice with individuals, families and small groups utilizing the problem solving method, and systems and strengths perspectives. Emphasis will be on problem identification/assessment, contracting, intervention, evaluation and termination. *Prerequisite:* SWRK 333, or permission of instructor.

SWRK 347. Methods of Social Work Research (F) (3)

This course presents the basic elements of research design and methodology. Students learn how to formulate problems and hypothesis, 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. *Prerequisite and/or co-requisite:* BHSC 245, or permission of instructor.

SWRK 412. Generalist Social Work Practice II (F) (3)

Using the content of Generalist Social Work Practice I as its foundation, this course focuses on refining, transferring, and furthering the development of the knowledge and skills essential for evidence based generalist social work practice with task groups, organizations, and communities. *Prerequisite:* SWRK 335, or permission of instructor.

SWRK 422. Social Welfare Policy: Analysis and Practice (S) (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 at-risk populations. *Prerequisite:* SWRK 412, or permission of instructor.

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, *Co-Requisite:* 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. *Co-Requisite:* SWRK 489.

Social Work Electives**SWRK 327. Loss and Grief (F) (3)**

This course is designed to increase social workers' and human service workers' awareness of losses that affects 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 of instructor.

SWRK 338. Social Services in Rural Appalachian Health Care (F) (3)

This course is designed to provide content for understanding the social service needs of at-risk popu-

lations in health care settings in rural Appalachia. *Prerequisite:* junior or senior standing or permission of instructor.

SWRK 340. Gerontological Services in Rural Appalachia (S) (3)

This course provides students with knowledge about the aging process and the aging population in Appalachia, focusing on the needs, concerns, issues and services/programs for older Appalachian adults and their families. Various topics will explore aging from a holistic viewpoint, as well as examining the family caregivers' needs and concerns. *Prerequisite:* junior or senior standing or permission of 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 of instructor.

SWRK 495. Special Topics in Social Work (1-3) (Optional)

Content varies to suit needs of individual students or small groups. **Note:** Social Work courses regularly scheduled may not be taken on an independent study basis.

Sociology

SOCI 131. Introduction to Sociology. (3)

The social interaction of persons and groups; our cultural heritage and social nature; analysis and principles of group life; forms of collective behavior; the process of socialization; social structure, interaction and reorganization, including race relations and social class; a variety of social institutions; the family, education, religion; the economy and politics; social change.

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 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, social stratification, pollution, violence and slavery.

SOCI 271. Sociology of the Family. (3)

Background experiences in the lives of young people leading up to courtship and marriage; the establishment and functioning of the home, with related biological and social factors. Emphasis upon changing attitudes toward family relationships, some of the problems involved and suggested solutions.

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. Prerequisites: SOCI 131 or upper division standing.

SOCI 353. Minority Groups. (3)

A social scientific study of the origin and organization of minorities and their effect on society, with particular emphasis on minorities in the United States. *Prerequisites:* 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. *Prerequisites:* 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. *Prerequisites:* SOCI 131 or upper division standing.

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 421. Rural and Urban Sociology. (3)

Comparative and interrelated study of urban and rural life considering physical, institutional, social and economic factors of modern life in cities and in the countryside. *Prerequisites:* 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 across time and space, and by gender, social class, and racial/ethnic backgrounds. *Prerequisites:* SOCI 131 or upper division standing.

SOCI 460. Sociological Theory. (3)

The major sociological theories which have proved useful in investigating the nature of society are examined as cultural products, ideologies, and scientific models. 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 examination the important issue of what constitutes deviance and crime will be considered, followed by a detailed analysis of the nature and elements of socio-economic organizations as they spawn deviance and criminal activity. *Prerequisites:* SOCI 131 or upper division standing

SOCI 475 Professional Development. (1)

Capstone course for graduating seniors in sociology. Students develop professional portfolios to showcase undergraduate work in preparation for employment, and/or graduate school. *Prerequisites:* SOCI 131 and graduating senior in sociology.

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

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 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 322 Civilization and Culture of Spain (S) (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. This course will be taught primarily in English. *Prerequisite:* SPAN 212 or equivalent or permission of instructor.

SPAN 331 Hispanic Culture (F) (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, Chicano. This course will be taught primarily in English. *Prerequisite:* SPAN 212 or equivalent or permission of instructor.

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

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, SPED 321.

SPED 325. Assessing Children With Learning And Behavior Problems (S) (3)

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 the knowledge on basic uses of tests, important attributes of good tests, issues on misuses of testing data, and multi-cultural issues in assessment.

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

SPED 328. Teaching Students With Learning and Behavior Problems (F) (3)

In this course students learn how to modify/adapt general curriculum, study and learn to apply effective teaching methods to specifically meet the needs of students with learning and behavior disorders.

SPED 329. Field Experience in Special Education (F, S) (3)

This course is designed to provide students with special education classroom experiences, such as working with children with learning and behavioral problems, working with experienced special education teachers, learning about the duties and activities of a special education program, routines of the school and so forth. In this training program, students will, under the supervision of a special education teacher, apply the learned teaching methods and knowledge of adaptive curriculum in an effort to help children with disabilities to learn effectively and efficiently. *Prerequisite:* 12 hours special education).

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.

SPED 403. Transition Education For Students With Disabilities (F) (3)

This course is designed to provide special education teacher candidates an extensive study of the

components of effective transitional education curriculum. Candidates also learn to develop individualized transitional curriculum relevant to vocational training, life skills and functional skills domain. The course emphasizes techniques for fostering motivation to acquire basic academic and social/personal skills as well as meeting the long term goals of career education in the special education program.

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. (on demand) (3)

Stanislavski approach to acting. The course will consist of exercises and the analysis and performance of scenes from contemporary drama and Shakespeare. *Prerequisite:* THTR 131 or permission of the instructor.

THTR 331. Scene and Light Design. (on demand) (3)

Fundamentals of set and light design for the stage. Practical study of set construction and lighting equipment as well as designing the set and lights for a play selected by the student. *Prerequisite:* THTR 131 or permission of the instructor.

THTR 332. Costume and Make-up Design. (on demand) (3)

Fundamentals of costume and make-up design. Practical study of sewing techniques as well as designing costumes for a period play selected by the student. *Prerequisite:* THTR 131 or permission of the instructor.

THTR 365. History of the Theatre to 1642. (F) (3)

A study of theatrical practices, dramatic literature (approximately ten plays), and theory/criticism from the Greeks to 1642.

THTR 366. History of the Theatre since 1642. (S) (3)

A study of theatrical practices, dramatic literature (approximately ten plays), and theory/criticism from 1642 to 1950.

THTR 375. Readings in Drama I. (on demand) (1)

During this course the student will read and write a summary of half of the plays included on the Reading List required of a Theatre Major: approximately twenty-five plays. This course is open only to Theatre Majors.

THTR 376. Readings in Drama II. (on demand) (1)

During this course the student will read and write a summary of half of the plays included on the Reading List required of a Theatre Major: approximately twenty-five plays. This course is open only to Theatre Majors.

THTR 421. Non-Western Theatre and Drama. (on demand) (3)

A study of the traditional forms of theatre and drama in India, Southeast Asia, China, and Japan within a cultural context. Approximately ten plays will be covered.

THTR 451. Directing. (on demand)(3)

Study of directing techniques and script analysis culminating in the staging of a one-act play. *Prerequisite:* permission of the instructor.

THTR 461. Senior Project in Theatre I. (on demand) (3)

Advanced work in the theatre arts that consists of selecting, analyzing, and designing a full-length play for production (or a project of comparable magnitude to be chosen in consultation with the instructor). Open to Theatre Majors only.

THTR 462. Senior Project in Theatre II. (on demand) (6)

Continuation of Thtr 461: will consist of mounting the production of the full-length play (selected, analyzed, and designed in THTR 461) as part of the Union College Theatre season (or completion of alternative project). *Prerequisites:* Successful completion of THTR 375/376, THTR 461, and approval of Portfolio.

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

Independent study or research on approved topics.

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. (F) (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. 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. (S) (3)

The experiences, activities, and instruction of elementary, middle, and secondary students that lead to intelligent self-direction of health behavior.

WELL 340. Physiology and Anatomy. (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 health and physical education discipline.

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.

THE CAMPUS COMMUNITY

The 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.

Below is a short listing of services and opportunities available on the Union College campus. A comprehensive student handbook serves as companion to this catalog. The handbook is available on the College's web site in an electronic form.

Student Organizations

The College has more than 30 student organizations that provide interesting 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 etc.

Intercollegiate Athletics

Union College is a member of the Appalachian Athletic and Mid-South Conferences and the National Association of Intercollegiate Athletics (NAIA). The college promotes athletics for physical development and as a vibrant part of the program of extra-curricular activities. Union teams are noted for "clean" sport and competitive spirit. Sport for fun and character building is fundamental. In intercollegiate competition for women, varsity teams in basketball, cross country, golf, mountain biking, soccer, softball, tennis and volleyball represent the College.

Men's varsity teams compete in basketball, baseball, cross country, football, golf, mountain biking, tennis and soccer.

Additionally, Union sponsors a varsity cheerleading squad, which is open to both men and women, and junior varsity teams for men's and women's basketball and men's soccer.

Intramural Activities

The College strives to maintain a "sports for all" intramural program. Activities include flag football, basketball, outdoor floor hockey, mud-ball, softball, 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 – it's great fun and really keeps one in shape! *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 commu-

nity strive toward maintaining that tradition by modeling and empowering others to be honest and respectful, and to commit 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 Director of Student Conduct and Campus Safety 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

Double-occupancy traditional housing and private room apartment-style housing is available for full-time undergraduate students. Additionally, a small number of apartments are available for married students.

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.*

E-Mail Policy

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

ADMISSION INFORMATION

Jerry G. Jackson, Dean for Enrollment Management

Union College evaluates applicants for admission on an individual basis. Decisions are made based on the total potential of the student to profit from and contribute to the Union College academic community. Acceptance decisions are based on the quality of academic achievement, which includes an evaluation of the student's high school grade point average and pre-college curriculum courses, class rank, and ACT and/or SAT I scores.

The Union College Web application for admission may be found at www.unionky.edu. Alternatively, you may request an application by writing or calling:

Office of Admission
Union College
310 College Street
CPO D-5
Barbourville, KY 40906
1-800-489-8646
Fax: 606-546-1667
E-mail: enrollme@unionky.edu
Web site: www.unionky.edu

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

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 to be First-Year Students. The following items must be submitted directly to the Office of Admission:

- The completed application for admission;
- A non-refundable \$10 application fee;
- An official, sealed high school transcript or official GED score report form;
- An official ACT or SAT I score. (Standardized test scores are not required for students 25 or older.)

Applicants must authorize the release of their high school transcripts by signing the application form. It is the *student's* responsibility to contact his/her high school to request that an official final transcript be sent to the Union College Office of Admission.

We recommend that all first-year students' transcripts include a completed pre-college curriculum, which may consist of the following courses:

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

Applying as a Home-School Applicant

Union College welcomes applications for admission from students who have completed

their secondary school education in a home-schooled environment. The following credentials need to be submitted for evaluation by these applicants:

- The application for undergraduate admission;
- The \$10 non-refundable application fee;
- Official ACT or SAT score report forms, submitted directly from the testing agency;
- Complete 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;

The student may (but is not required to) submit a writing sample, a summary of travel-related experiences or work-related experiences.

Applying as a Transfer Student (includes students applying for our London Center)

Students applying for admission to Union College who have received college credit from other colleges or universities are considered Transfer Students. The following items must be submitted directly to the Office of Admission:

- The completed application for admission;
- A non-refundable \$10 application fee;
- Official, sealed transcripts from all colleges/universities attended;
- An official, sealed high school transcript if the student has completed less than 31 semester hours from a regionally accredited institution;
- An official ACT or SAT I score if the student has completed less than 31 semester hours from a regionally accredited institution.

Transfer students applying to Union College must be in good standing with their previous college, and must be eligible to return to that school.

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 32 hours at Union College before they are 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 credit while a student at Union College before they are eligible for graduation.

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. The following items must be submitted directly to the Office of Admission:

- The completed international application for admission;
- A non-refundable \$20 application fee;
- Official copies of ACT and/or SAT I scores;
- If you completed your education outside of the U.S., you must have your credentials evaluated by World Education Services who will provide Union College an official record of academic equivalents. For more information, go 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. Official Michigan Test score;
3. Completion of approved ELS English language program.

English language proficiency is subject to review by the Admission and Academic Standing Committee

- Letters of recommendation, *with the necessary English translations*, are strongly encouraged.

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 I 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.

Enrollment Deposit

After official notification of acceptance to the College is received, 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 applied. A separate housing deposit of \$100 is required for those who wish to live on campus. Students who do not submit an enrollment deposit will not be allowed 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.

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. Visiting students are required to complete an application for admission and 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. The student must have a “B” average and must have scored at least a 15 on both the English and Reading sections, and at least a 9 on the Elementary Algebra/Pre-Algebra sections of the ACT. Students may enroll for a maximum of six hours in any one term.

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 three 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

College Expenses

The academic year is divided into two regular semesters, Fall and Spring. In addition, a May Interim and two summer sessions are offered, convening in the months of May, June and July respectively. Applicable tuition and fees are as follows.

Undergraduate Expenses

(per regular semester)

Tuition (12 to 18 semester hours)	\$8,200.00
Community Government Fee (per semester – required for all full-time undergraduates)	\$70.00
Telecommunications Fee (per semester — required for all full-time undergraduates)	\$125.00
Laundry Fee (per Year – Required for all residential students)	\$75.00
Wellness Fee (per semester – Required for all full-time students)	\$25.00
Room and Board Traditional Housing* (19-meal week)	\$2,625.00
Private Room Residence Hall (Additional)	\$250.00
Total for Traditional Student Housing	
Double Room	\$11,120.00
Private Room	\$11,370.00
Room and Board Apartment-style Housing* (12-meal week)	\$2,600.00
Total for Apartment-style Student Housing	\$11,095.00
Room and Board College Court Apartment * (12-meal week)	\$2,775.00
Total for College Court Student Housing	\$11,270.00

Student Health Insurance (per academic year – required for all full-time undergraduates unless proof of other health insurance coverage is provided. See Student Insurance section.) Subject to change. \$240.00

Part-time tuition for registering less than 12 or more than 18 semester hours, per semester hour (effective Fall 2008) \$280.00

Graduate Expenses

Part-time tuition (per semester hour)	\$300.00
Part-time tuition (online courses-per semester hour)	\$325.00

May Interim Term Expenses (2008)

Tuition, Undergraduate (per semester hour)	\$280.00
Tuition, Graduate (per semester hour)	\$300.00
Tuition, Graduate (online courses-per semester hour)	\$325.00

Summer Sessions Expenses (2008)

Tuition, Undergraduate (per semester hour)	\$280.00
Tuition, Graduate (per semester hour)	\$300.00
Tuition, Graduate (online courses-per semester hour)	\$325.00

(All tuition rates 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)	\$35.00
Late registration/confirmation fee***	\$100.00
CLEP (per test)	\$35.00
CLEP Credit Recording fee (per course equivalent for Subject Tests only)	\$30.00
Portfolio Fee (per semester hour)	\$50.00
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	\$125.00
Special Lab or Studio Course	\$25.00
College Court Rental, per month (all utilities furnished)****	\$300.00
Electronic Portfolio Fee	
First year	\$60.00
Second year	\$30.00
Livertext Fee	\$70.00
Part-time Telecommunication Fee (per semester)	\$20.00
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 (Subject to Change)	\$45.00

*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 3rd (Fall) or January 20th (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 September 2nd (fall) or January 15th (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

An affordable payment alternative is the Interest-Free Monthly Payment Plan, administered by Educational Computer Systems Incorporated (ECSI). The ECSI plan allows you to pay tuition, room, and board on a monthly basis throughout the year with no interest charges. By enrolling in the ECSI plan, you can keep borrowing to a minimum and spread education costs over a period of 10 months. With the ECSI plan, you pay as you earn — one month at a time right out of your current income or savings. The ECSI Interest-Free Monthly Payment Plan is not a loan program. There is no credit check, with the exception of a small fee to set up the plan.

A five-payment deferred Interest-free Monthly Payment Plan administered by ECSI is also available.

The ECSI Interest-Free Monthly Payment Plan is available to all students and families. For more information and an application, call ECSI at (888) 549-3274. You can also visit ECSI on the Web at <http://www.ecsi.net>.

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 FFEL (Stafford) Loans, Subsidized FFEL (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:

Withdrawal Week 1	80% less Adm. Fee
Withdrawal Week 2	60% less Adm. Fee
Withdrawal Week 3	40% less Adm. Fee
Withdrawal Week 4	20% less Adm. Fee

No refund will be made after week 4.

Institutional Refunds for May Interim, Summer Sessions, Winter Session, August Interim, 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 Associate Dean of Students 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 Associate Dean of Students. 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 4, 2008 for students entering for the Fall 2008 semester; by December 8, 2008 for students entering for the Spring 2009 semester; and by May 4, 2009 for students entering for the Fall 2009 semester.

Grants

(The following grants are dependent upon availability of funds)

Federal Pell Grant — A program providing direct grants from the federal government. The student receives an eligibility report (as a result of his or her FAFSA application), which can be submitted to Union College for payment.

Federal Supplemental Educational Opportunity Grant (FSEOG) — A program designed by the federal government to assist undergraduate students with exceptional financial need (with priority given to Pell Grant recipients).

Kentucky Tuition Grants, combined with the CAP Grant — Provide grants to students who are residents of the Commonwealth of Kentucky and who demonstrate a need through the analysis of the Financial Aid Form application.

Employment

Federal Work-Study Program — If a student still requires financial support to meet college costs after the federal and state grants are awarded, the student may be given the opportunity to earn an amount on an hourly basis in a campus department. This employment program is campus-based support from the federal government. Undergraduate students can qualify if the Financial Aid Form results indicate a need.

Loans

Federal Perkins Loan — Federal loan funds are made available to students who have financial need and who maintain satisfactory progress towards graduation. Repayment at a 5% interest rate begins nine months after graduation or withdrawal from school.

Federal Stafford Loan — This loan program exists in Kentucky and other states as a way to borrow from private commercial lenders to finance college education on the undergraduate and graduate levels. Repayment at a variable interest rate not to exceed 8.25% interest begins six months after graduation or withdrawal from school. Eligibility depends upon at least half-time enrollment status, making satisfactory academic progress, and a reporting of family income by filing the FAFSA.

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 a 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.

Other Loan Funds — Student loans are available from a number of funds not specifically designated for Union College students, but for which Union College students are eligible. Specific information may be obtained from the Office of Student Financial Aid.

Institutional Grants and Awards

Awards

Alpha Psi Omega Award - given by the Zeta Chi chapter of the National Dramatics Honorary Fraternity.

Bjornstad Freshman Composition Award - Established by the late Dr. William Bjornstad, a former faculty member of Union College, and Mrs. Bjornstad, to the student achieving the highest excellence in freshman composition courses as determined by the English Department.

Governor James D. Black Senior Award - Established by the late Mr. Pitzer D. Black of Barbourville to the senior with the highest scholastic average for the year.

Blackwell Political Science Memorial Award - Established by the late Dr. Robert Lee Blackwell to the senior student majoring in history and/or minoring in political science showing the highest academic excellence. In the event there is not an eligible senior student with a minor in political science or major in history, the award could go to an eligible senior student majoring in criminal justice.

Dr. Erwin S. Bradley History Award - given to an upper class student with a major in history who has the highest scholastic average in overall grades in history earned at Union College.

Melva and Kathy Brick Award - given by Mr. Theodore F. Brick, family and friends to the student showing the highest proficiency in competitive swimming.

Calculus Award - given to the student with the highest cumulative average in all three calculus courses offered at Union.

Campus Activities Board Award - given by the Campus Activities Board to the junior or senior member who has contributed the most.

Chemical Rubber Co. Freshman Chemistry Award - given by the Chemical Rubber Company Press of Boca Raton, Florida, to an outstanding freshman student in recognition of scholastic achievement in chemistry.

Connie Danner Book Fund - The Department of English, Communication, and Modern Languages established a fund, the interest from which will pay for course textbooks for one deserving student for one year.

Dr. Theodore R. Davies Senior Biology Award - given in memory of the late Dr. Theodore R. Davies to the senior student showing the highest academic excellence in the field of biology.

Daniel Drinkard Memorial Award - Established by students of Union College and friends, through the Alumni Association of Union College, to the runner-up for the Athlete of the Year, the athlete who exemplifies the characteristics of desire, kindness, honesty, and personal integrity, as embodied in his personality and attitude.

Eastern Kentucky Essay Award - given by the late Dr. Kenneth H. Tuggle, a former trustee of Union College, to the student writing the best essay on eastern Kentucky history.

Engineering Award - given by a friend of the College to the student with the highest cumulative average in pre-engineering courses taught at Union College.

Evans, Miller, Warriner & Co. Scholarship Award - given by Evans, Miller, Warriner &

Co. C.P.A.'s of Barbourville.

Gamma Beta Phi Award - given by Gamma Beta Phi to the full-time student with the highest cumulative average in hours earned at Union College.

Dr. L.A. Geiss Computer Award - given by the late Dr. & Mrs. L.A. Geiss, (Dr. Geiss was a former Union College trustee), to the graduating senior majoring in business with the highest cumulative standing in that field.

Dr. L.A. Geiss Junior Award - given by the late Dr. & Mrs. L.A. Geiss, to the junior majoring in accounting with the highest cumulative standing in that field.

Dr. L.A. Geiss Senior Award - given by the late Dr. & Mrs. L.A. Geiss, to the graduating senior majoring in business with the highest cumulative standing in that field.

Dr. Albert D. Graham, Jr. Social Studies Award - given by Dr. Albert D. Graham, Jr., to the senior education major who shows the greatest teaching potential in Social Studies.

Joe C. Hacker Computer Award - given by a friend of Union College in honor of Mr. Joe C. Hacker who was a member of the Union College faculty for over thirty years.

Charles Hansel Award - Paul and Anna Isaacs endowed this award given in honor of Reverend Charles Hansel who served as the Director of Religious Life at Union from 1964 to 1969.

Iota Sigma Nu Freshman Award - given by the Iota Sigma Nu Honor Society to the freshman with the highest scholastic average for the year.

Iota Sigma Nu Sophomore Award - given by the Iota Sigma Nu Honor Society to the sophomore with the highest scholastic average for the year.

H.B. Jones Enterprise Award - given in memory of Mr. H.B. Jones, an attorney in Pineville and Louisville, Kentucky, whose business interests included coal mining, railroading, and construction. This award is given to a student who has shown initiative and enterprise in the field of business.

Steve Jones Memorial Award - given in memory of Steve Jones, a former Union College student, to the senior varsity letterperson with the highest cumulative average.

Journalism Award - given by the English, Journalism, and Foreign Languages Department of Union College.

Dr. Jean Letch Education Award - given in memory of Dr. Jean Letch, Professor Emeritus of Education and Adjunct Professor of Graduate Education.

Literature Award - given by the Barbourville Tuesday Club to a student majoring in English who shows the greatest excellence in the field of literature.

Marigold Microcomputer Award - given by the Union College Business Department in honor of Mrs. Connie Marigold.

Mathematics Award - given by a friend of the College to the graduating math major who has the highest cumulative average in math courses at Union College.

Dr. Mahlon A. Miller President Emeritus Award - given by Dr. & Mrs. Mahlon A. Miller, (Dr. Miller was a former president of Union College), to the senior with the highest cumulative average earned at Union College.

Rena Milliken Award - given in honor of Miss Rena Milliken, Professor Emeritus of Business at Union College, by the Union College Business Department.

Dr. Paul S. Moore Health & P.E. Faculty Award - given by the Union College Health & Physical Education Department to the senior Health or Physical Education major with the highest cumulative academic standing.

Dr. Paul Muncy Memorial Award - given in memory of Dr. Paul Muncy to the senior pre-medical student with the highest cumulative academic standing.

Music Faculty Award - given by the Union College Department of Music and Fine Arts to a music major for his or her interest, initiative, cooperation, musical ability, academics and service to the Music Department.

Outstanding Psychology Award - given by the Social Science Division faculty

Outstanding Sociology Award - given by the Social Science Division faculty to the graduat-

ing sociology major with the highest cumulative grade point average.

Outstanding Student in Criminal Justice Award - given by the Social Science Division faculty.

H.H. Owens History Award - given by the late Mrs. H.H. Owens to the student showing the greatest excellence in the field of history.

Laws and Esten Parks Award - given by Dr. S. Laws Parks, former Vice President for Business Affairs at Union College, and Mrs. Parks, to the senior religion major with the highest cumulative academic standing.

Physics Award - given by a friend of the College to the student showing the greatest excellence in the general physics course taught at Union College.

Dr. Ron Rosenstiel Native American Award - given in memory of Dr. Ron Rosenstiel, a former faculty member of Union College. This award was established by friends in honor of his memory.

William Faulkner Rushton Award for Appalachian Literature - given in memory of William Faulkner Rushton. This award has been established by parents and friends in honor of Mrs. Lura Faulkner Rose, the late Mr. Rushton's grandmother.

Sampson Political Science Award - given by the late Governor Flem D. Sampson to the junior showing the highest academic excellence in the field of political science.

Stephen C Skidmore Memorial Award, Excellence in Economics - given by Jane Skidmore, the widow of Stephen C. Skidmore, and her family to establish a memorial award in memory of Stephen C. Skidmore.

William Hugh Smith Memorial Award - given in memory of Reverend William Hugh Smith.

Hattie Stanberry Ecology Award - given in memory of Hattie Stanberry, an alumna and former faculty member.

William Hugh Smith Memorial Award - given in memory of the Reverend William Hugh Smith to a pre-ministerial or Christian-service student.

Arthur E. Spurlock Business Award & Scholarship - given by Mr. & Mrs. Mike Spurlock of Appleton, Wisconsin, in memory his father, Arthur E. Spurlock, who served as Union College's Business Manager for several years.

Thomas Storrar Memorial Award - given in memory of Thomas Storrar, former director of Union College's food services, by the Circle K Fraternity.

Student Life Division Service Award - given in recognition of exceptional service by students for students through innovative, imaginative, consistent, and effective programs and services. This award is given to juniors or seniors who have served on the Student Life Staff for two years.

Katherine V. Sutphen Memorial Award - given in memory of Katherine V. Sutphen, a former faculty member of Union College.

Judge W.W. Tinsley Family Memorial Award - given by the late Mrs. Mayo Tinsley Rathfon to the junior or senior preparing for a legal career showing the greatest promise for future success.

UCCG Distinguished Professor Award - given by Union College Community Government to a member of the Union College faculty.

UCCG President's Award - given to the newly elected Student Leadership Team President.

Beverly P. & Mossie B. Wilson Memorial Award - given by Dr. & Mrs. O.J. Wilson in memory of Dr. Wilson's parents.

Dr. Cecil H. Wilson Junior Award - given by Dr. Cecil H. Wilson, an alumnus and trustee emeritus of Union College, to the junior with the highest scholastic average for the year.

John Henry Wilson Sophomore Award - given by Mrs. Guy D. Atkisson, Jr. of St. Petersburg, Florida, the granddaughter of the late John Henry Wilson of Barbourville.

Wimmer Chemistry Award - given by Mrs. Connie Wimmer in memory of her husband, Dr. C.R. Wimmer, head of the Chemistry Department at Union College from 1932 to 1946.

Scholarships

Alumni Association Scholarship Fund - The Alumni Association of Union College awards scholarships annually up to the amount of \$4,000. The amount and number of awards is based on funds available and student needs. Those receiving the scholarship must maintain a 2.8 average and comply with all Union College regulations.

Freshman Scholarships – For new, full-time freshmen are based on academic achievement and the results of the ACT or SAT. Scholarships are awarded at the time the student is granted admission to the College.

Senior Assistantship Scholarship - Senior Assistantships are available annually. Students must be enrolled full time, have completed 96 hours with a 3.0 minimum grade point average overall and in their major. The duties of the Senior Assistants include occasional classroom lectures, research, remedial work with beginning students, assisting in laboratories, etc. The assistantships are not intended to cover clerical duties. The assistants are expected to spend up to 8 hours per week on the work assigned with the awards ranging up to \$1,000 per year. The awards are made by the Admissions and Academic Standing Committee. Candidates are to be recommended by the department chairperson by April 1.

Transfer Scholarships – Are available for new, full-time students who are transferring from a regionally accredited college or university. Individuals must have completed at least 12 semester hours at the transferring institution to be considered for a transfer scholarship, which is based on the student's grade point average.

All institutional grants and scholarships are based on the availability of funds with priority being given to those individuals who apply before May 1 of each year.

Annual Scholarships

The following scholarships are funded by yearly contributions. In years where no gift is made, the scholarship is not awarded.

Asbury-Warren Scholarships - Funded by the Asbury-Warren Foundation SunTrust Directed Funds for worthy Union students based on financial need.

Ashland Inc. Foundation Scholarship – Provided as part of the Association of Independent Kentucky Colleges and Universities named scholars group.

The Bank of Harlan Scholarships – Funded by the Bank of Harlan for qualified students from Harlan County, Kentucky. The grants are determined according to financial need and academic excellence.

Barbourville United Methodist Church Music Scholarships – Funded by the First United Methodist Church of Barbourville, Kentucky.

The Bonner Scholars Program – Established by the Corella and Bertram F. Bonner Foundation to provide high quality services to its community through developing well trained, committed volunteer leaders.

Scott Butler Annual Scholarship Award – Established by Kentucky Physical Therapy (KPT) in memory of Scott Butler to be awarded to a Knox County student who is in good academic standing and demonstrates financial need.

Chatlos Foundation Scholarship – Provided by the Chatlos Foundation of Longwood, FL for worthy Union students based on financial need.

CLICO Retired Employees Association Scholarship – Established by the Commonwealth Life Insurance Company Retired Persons Association.

DeRoy Testamentary Foundation – Established by the DeRoy Testamentary Foundation of Southfield, Michigan.

The Doan-Woody Scholarship – Otis Doan, Jr. of Harlan, Kentucky, has established a scholarship that provides annual support to students from Harlan County and Southeastern Kentucky who have a 3.00 grade point average. The grants are a memorial to Otis Doan, Sr., father of Otis Doan, Jr.; and to Dr. Lester G. Woody, Professor Emeritus of English at Union

College. The grants may be renewed if the recipient maintains an overall GPA of 2.50 or better.

E.ON US Foundation Scholarship – E.ON US Foundation provides this scholarship as part of its annual support of the Association of Independent Kentucky Colleges and Universities.

Evans, Miller, Warriner & Co. Scholarship – Evans, Miller, Warriner & Co., certified public accountants, Barbourville, Kentucky, has established an annual \$500 scholarship to be awarded to the most promising sophomore accounting major.

Gheens Foundation – Provided by the Gheens Foundation as part of the Association of Independent Colleges and Universities named scholars program.

Margaret V. Haggin Trust Scholarship – Established by the Margaret V. Haggin Trust of New York, NY.

Jephson Educational Trust Scholarship – The Board of Directors of this trust annually fund scholarships for worthy Union students based on financial need.

James M. Johnston Trust Scholarship – Provided by the James M. Johnston Trust of Chevy Chase, MD, for worthy Union students based on financial need.

Junior Study Club Scholarship – The Junior Study Club of Barbourville, Kentucky, provides a scholarship to aid a worthy student from Knox County, Kentucky. The scholarship is awarded to a young woman who graduated from a high school in Knox County.

Keeneland Association Scholarship – As a representative of Kentucky's signature industry, the Association funds an annual scholarship for students from Central Kentucky through support of the Association of Independent Colleges and Universities.

Kentucky Utilities Scholarship – Provided by Kentucky Utilities as part of the Association of Independent Kentucky Colleges and Universities named scholars program.

Lowes Community Scholarship – Established as a partnership between Lowes Home Improvement of Corbin and the College to provide funds for scholarships and employment opportunities for qualifying students.

Mellam Family Scholarship – Funded through the generosity of the Mellam Family Foundation of New York City. Recipients must be Kentucky residents.

Harry C. Moores Foundation Scholarship – Funded by the Harry C. Moores Foundation of Columbus, OH for worthy Union students based on financial need.

National City Bank Scholarship – Funded by the National City Bank for worthy Union students based on financial need.

National United Methodist Scholarships – The Board of Education of the United Methodist Church awards are made on the basis of character, need, and scholastic ability. Only students having at least a "B" average are eligible.

Pepsi-Cola Scholarship – Established by Pepsi-Cola of Corbin, Kentucky for a worthy incoming freshman that has a g.p.a. of 3.0 or higher, demonstrates financial need and is from southeastern Kentucky with first preference being from the counties of Knox, Laurel, or Whitley.

Ann E. Rea Memorial Scholarship – Established by the Rea Family to help a Union College undergraduate student with tuition who has a distinguishing record of public service to the Union College community and/or Knox County community. The student must also demonstrate financial need.

E.O. Robinson Mountain Fund Scholarship – The E.O. Robinson Mountain Fund has established an annual scholarship program to assist needy students who reside in the Appalachian Region of eastern Kentucky. Students receiving these scholarships should give promise of being able to complete their academic work successfully.

Dr. Scholl Foundation Scholarships – Funded by the Dr. Scholl Foundation of Northbrook, IL for worthy Union students based on financial need.

Southeastern Kentucky Rehabilitation Industries, Inc. Scholarships (SEKRI) – Established by Southeastern Kentucky Rehabilitation Industries, Inc. of Corbin, Kentucky.

Katherine V. Sutphen Annual Scholarship – Established by David L. Jones '53 from

Louisville, Kentucky in memory of Katherine V. Sutphen, a former faculty member of Union College.

Toyota Motor Manufacturing, Inc. Scholarship – Provided as part of the Association of Independent Kentucky Colleges and Universities named scholars group.

TruSeal Technologies Scholarships – Scholarships are awarded annually to deserving students from Knox, Clay, Bell, Laurel, or Whitley counties, who are in good academic standing and demonstrate financial need.

Union National Bank Scholarship – The Union National Bank of Barbourville, Kentucky, has established a scholarship to aid worthy students from Knox County, Kentucky. It is awarded to a student graduating from a high school in Knox County, for the freshman year at Union College.

UPS Scholarship – United Parcel Service provides this scholarship as part of its annual support of the Association of Independent Kentucky Colleges and Universities.

Endowed Scholarships

American Legion, Deaton Smith Post 69 Scholarship - Established by the officers of the organization for scholarships for students from Knox County with first preference being given to dependents of veterans.

Dr. Edward & Annie Velma Amis Endowed Scholarship - Dr. & Mrs. Edward S. Amis of Fayetteville, Arkansas, endowed this scholarship fund.

The Ashland First United Methodist Church Scholarship - The members of the First United Methodist Church of Ashland, Kentucky endowed this scholarship.

Juanita Bain Memorial Scholarship - An annual scholarship program to assist a needy student residing in the Appalachian Region of Eastern Kentucky. The student selected should have a particular interest in a career of service to people in the region.

Anna Bruce Baechle Memorial Scholarship Fund - Katrinka Baechle Stone endowed this scholarship in memory of her mother, Anna Bruce Baechle.

The George L. Bagby Scholarship/Loan Fund – The late Mr. George L. Bagby of Woodford County, Kentucky, established this student financial aid endowment.

Zelpha Baker Memorial Scholarship Endowment – This scholarship endowment was established from the estate of Zelpha Baker.

William H. and Louella M. Ball Endowed Scholarship - This scholarship was established by their sons, William H. Ball and Robert C. Ball, and other family members and friends.

Barbourville Woman's Study Club Scholarship Endowment – Established by the Barbourville Woman's Study Club.

Belk Simpson Foundation Endowed Scholarship – Established by the Belk Simpson Foundation for students who demonstrate financial need with preference given to a resident of Harlan, Middlesboro, Somerset, or Corbin, Kentucky.

Byron B. Berry Appalachian Scholarship Endowment - Byron B. Berry, a 1935 alumnus, established this scholarship endowment.

Henry C. Black Memorial Scholarship - This scholarship is given as a memorial to Dr. Henry C. Black, a graduate of Union College.

John A. and Hannah B. Black Memorial Scholarships - The late Dr. & Mrs. Henry C. Black, of Johnson City, Tennessee, endowed this scholarship.

Stanley Shaffer Black Memorial Scholarship - This endowed scholarship was established through a bequest by the late Annabel Scott Black of Johnson City, Tennessee.

James F., Flora B. Blair & William E. Nau Scholarship - Originally established by Dr. & Mrs. James Blair of Barbourville and augmented by the family and friends of Mr. William E. Nau in memory of all of their many contributions to the College.

Thelma Morehead Blair & Robert A. Blair Endowed Scholarship – Their daughter and son-in-law, Jeanette Blair Ladenburger (a Union College trustee) and John L. Ladenburger

established a scholarship endowment in memory of Mr. & Mrs. Robert A. Blair. The earnings are to provide scholarships for Southeastern Kentucky students. Both Mr. & Mrs. Blair were graduates of Union College.

Dr. John Boyd Memorial Endowment - This scholarship was established in memory of Dr. John Boyd. The criteria for the selection of a recipient are financial need, eastern Kentucky resident, and an education major.

Mr. & Mrs. Milton R. Bradley Scholarship Endowment - Mr. & Mrs. Milton R. Bradley of Ashland, Kentucky established this scholarship endowment.

James Graham Brown Scholarship Endowment - Established by the James Graham Brown Foundation of Louisville, Kentucky, to support scholarships based on economic need for qualified students.

R.L. Brown Family Endowment Scholarship - Mr. R.L. Brown, Jr., a former Union College trustee from Corbin, Kentucky, established this endowed scholarship.

Emma E. Buckley Trust Endowment - Established from the estate of Emma E. Buckley the income from the residue of the estate is to be used for scholarships for students from Fayette and Woodford Counties.

Annette & Berry Burnaw Scholarship Endowment - Given by James Burnaw, an alumnus and Union College trustee, in honor of his parents.

Dr. Herman Bush Endowment - Established by friends and family in memory of Dr. Herman Bush, a former faculty member of Union College.

Dr. & Mrs. Carlo B. Cawood Memorial Scholarship - The late Dr. & Mrs. Carlo B. Cawood of Harlan, Kentucky, endowed this scholarship to be awarded to a Harlan County student.

Mamie D. Chambers Endowment Fund - The late Mrs. Mamie D. Chambers of Maysville, Kentucky, established an endowment fund, the income from which is used to help support grants to needy and deserving students.

Buford T. and Eleanor O. Clark Endowed Scholarship - Established by their son, Thomas C. Clark (a Union College trustee), and family members in memory of the Clark's dedication to the College and the Knox County community.

William Glenn Clark Endowed Scholarship - Established in 1993 through a gift from the estate of Dr. W. Glenn Clark, a 1936 Union graduate.

Class Of 1948 Scholarship Endowment - The alumni of the class of 1948 have established a scholarship for a worthy and deserving student who wants to pursue his/her educational goals.

Class of 1964 Scholarship Endowment - The alumni of the class of 1964 have established a student financial aid endowment.

Mary Clement Memorial Scholarship Fund - Earl Clement, son of Mrs. Clement, has established a student financial aid endowment in her memory.

Dr. Emerson G. & Edith Cobb Chemistry Endowment Fund - Dr. & Mrs. Emerson G. Cobb of Burson, California, have established an endowment for the support of the College's Chemistry Department. This fund may evolve into a chemistry chair or into a scholarship fund as per the wishes of the donor.

The Robert H. Cole Memorial Scholarship - Mrs. Monica M. Cole established this in memory of her late husband Robert H. Cole, a native of Barbourville and former student at Union College.

Roger & Gwendolyn Collins Endowment - This endowment was established by Roger & Gwendolyn Collins, former trustees of Union College. The yield from this endowment will be used for students with need who hold at least a 2.0 grade point average.

Reverend Howard & Kathryn Coop Scholarship Fund - Established in honor of the Coops by friends in churches where they have served.

Corbin Camp Meeting Endowed Scholarship - Established by officers of the organization for worthy individuals from the tri-county area who are committed to service and ministry.

Owen Cottrell Scholarship Fund - A memorial fund designated for scholarships to be awarded to Knox County students.

Cumberland Valley Regional Housing Authority Scholarship Endowment - The yield from this fund will be used to help underwrite the cost of education of persons living in Section 8 housing.

Ellen Davies and Dr. T. R. Davies Memorial Scholarship - The family and friends of Miss Ellen Davies and her father, the late Dr. T.R. Davies endowed this scholarship.

John A. Dotson Memorial Fund - Established by friends in memory of Dr. John A. Dotson for a graduate scholarship.

Dr. Robert E. Drew Endowment Fund - The Commission of Missions of the Hyde Park Community United Methodist Church, of Cincinnati, Ohio, has established an endowment fund in honor of the Rev. Dr. Robert E. Drew.

Dr. Franklin Duncombe Memorial Fund - Mrs. Helen Duncombe of Haverford, Pennsylvania, has established an endowment fund in memory of her late husband, an honorary alumnus of Union College.

Alfred I. Dupont Scholarship Fund - The late Mrs. Alfred I. DuPont of Wilmington, Delaware, established scholarships for needy students having high academic potential.

Donald Durham Scholarship Fund - Established in August 2003, by Trinity-Cokesbury Bible Class of Centenary United Methodist Church, Lexington, Ky., in honor of Rev. Dr. Donald Durham, a 1943 alumnus, and a trustee of Union College.

Sam Coone Early Endowment Scholarship - The family of Sam Coone Early has endowed a scholarship to be awarded annually to a needy student. Mr. Early was a student at Union College in the late 1920's.

E. Nettie Edinger Memorial Scholarship - The late Mr. Joseph Edinger endowed this scholarship in memory of his sister. The scholarship is awarded annually to a deserving and worthy student enrolled at Union College.

Dr. & Mrs. J. Edward Faulkner Memorial Scholarship - This \$500 scholarship is awarded to a student who plans a life of service in the healing arts, with preference being given to a pre-dental student or to a worthy Knox Co. Kentucky student.

J. Stanley Faulkner Memorial Endowment - In accordance with the Faulkner family's wishes, the scholarship is to be awarded to a student with an established need and showing academic promise to attend Union College.

John D. Feather Scholarships - The late John D. Feather of Corbin, Kentucky, and a graduate of Union College in the class of 1940, has endowed scholarships to Union College for students from Corbin High School.

R. B. Fenley Scholarship - Mr. R. B. Fenley of Louisville, Kentucky, has endowed a scholarship for needy Kentucky youth that show promise of future usefulness. Mr. Fenley is a former trustee of Union College.

President E. T. Franklin Endowed Scholarship - Mrs. Grace I. Franklin, widow of former Union College President, E. T. Franklin, and the immediate family established this endowed scholarship.

The Harry L. Frey Scholarship Fund - Harry L. Frey, formerly of Lexington, Kentucky, and a member of the First United Methodist Church of that city, established this endowment for scholarships.

The GAR Foundation Endowed Scholarships - The GAR Foundation has endowed scholarships for Appalachian students with priority being given to those from the Fifth Congressional District.

Reverend Floyd E. George, Jr. Scholarship Fund - Established in memory of the late Reverend Floyd E. George, Jr. through the generous contributions of family and friends.

Leo and Elsie Geiss Award Endowment - Established by the late Dr. & Mrs. Leo Geiss for needy students, preferably in Appalachia. Dr. Geiss was a former trustee of Union College.

W. Glover Giles Memorial Fund - The late Mr. W. Glover Giles of Louisville, Kentucky, a

former trustee of Union College, established an endowment fund by gifts during his lifetime and by a bequest.

Dr. Harry Gillham Memorial Scholarship Endowment - Established from the estate of Mrs. Virginia C. Russack, in memory of her father, Dr. Harry Gillham.

The Charles M. and Mary D. Grant Loan Fund - The Charles M. and Mary D. Grant Foundation has provided an endowed loan fund for Appalachian students who demonstrate a real need and who are in good standing at the College.

John O. and Harriet B. Gross Memorial Scholarship - Family and friends have endowed this scholarship. Dr. Gross was president of Union College during the years 1929-1938.

David F. Gunter and Mary I. Gunter Scholarship Award - Established from the estate of Garnet Anne Gunter Starkey, to assist students preparing for a career in teaching or social work or related community work in Appalachia.

Charles S. Guthrie Scholarship Fund - Established from the estate of Mr. Charles S. Guthrie, a long-time friend of the College.

Hugh & Joyce Haggard Memorial Scholarship - A scholarship fund memorializing Dr. Hugh E. & Joyce A. Haggard, and their children, Walter M. and Stephanie L., has been established by the parents and brother of Dr. Hugh E. Haggard.

Gerald B. Halter Scholarship Endowment - Established by Sheila Halter, Jerry's wife, in honor of Jerry's many happy years at Union College and teaching at Barbourville City School.

Charles L. and Stacy B. Hammons Scholarship Fund - This scholarship was established by Charles & Stacy Hammons (Mrs. Hammons was a 1935 alumna of Union College).

Hauser and Sanslow Scholarship - This scholarship was established by Elizabeth Hauser Sanslow in memory of her parents, Gus A. & Mary H. Hauser, and her late husband, James H. Sanslow. Gus Hauser was a former Superintendent of Buildings & Grounds at Union College.

William Randolph Hearst Endowed Scholarship Fund - Established by a grant from the William Randolph Hearst Foundation of New York, N. Y., this scholarship is for deserving students from Central Appalachia.

Dewey and Rachel B. Hendrix Memorial Endowment - Dwight M. Hendrix, an alumnus of Union College and his sister, Mrs. Mary Katherine Hendrix Brashear of Hyden, Leslie County, Kentucky, have established an endowment to memorialize their parents.

Hensley Scholarship Endowment - The qualifications for recipients of this scholarship are 1) Business major, 2) Junior or Senior status, 3) Minimum GPA of 3.0.

Walter S. and Ida Cole Hudson Scholarship Fund - The late Ida Cole Hudson of Barbourville, an alumna of Union College, endowed through a bequest a fund to provide scholarships in memory of her son, John Randall Hudson, a first lieutenant in the Air Force and a casualty of World War II.

Humfleet/Aguilera Scholarship Endowment - Mrs. Bernice Aguilera endowed an annuity to Union College in memory of her father, Mr. Daniel Humfleet. The income from the corpus was designated for a scholarship for a Knox County student.

President David C. & Lynne C. Joyce Legacy Endowed Scholarship - Established in October 2003 in honor of former Union College President & Mrs. David Joyce's service and contributions to Union College and in honor of their place in the history of the college.

Ivory P. Jenkins Scholarship - This endowment was established by Edna Jenkins Mann in memory of her mother, Ivory P. Jenkins, who was a former employee of Union College.

Dr. W. A. E. Johnson Memorial Scholarship - Mrs. W. A. E. Johnson of Lawrenceburg, Kentucky, and friends have endowed a scholarship in memory of her late husband, a Union graduate and long-time friend of the College.

Ollie Cole Jones Scholarship Endowment - Mrs. Ollie Cole Jones, a native of Barbourville and a 1913 Union College alumna, has established a scholarship endowment in memory of Mrs. Ida Cole Hudson's son, John Randall Hudson, a first lieutenant in the Air Force and a casualty of World War II.

Professor and Mrs. Millard L. Jordan Scholarship - Professor & Mrs. Millard L. Jordan of Lakewood, Ohio, have established a scholarship fund at Union College to aid worthy Appalachian students.

Roger and Sudie Karrick Endowed Scholarship Fund - Established by Mrs. Sudie Karrick in memory of her husband, Roger. Worthy individuals from Bath County, Kentucky will be given first preference to this scholarship and students from the region surrounding Bath would be given next preference.

KenTenVa Boat Club Scholarship - Established through a gift from the KenTenVa Boat Club to support needy and deserving students from the state of Kentucky. Organized in 1959 the club had members from Kentucky, Tennessee, and Virginia, hence the name.

Kentucky River Coal Corporation Scholarship - A scholarship endowment has been established by the Kentucky River Coal Corporation, Lexington, Kentucky, for needy students from Knott, Leslie, Letcher, and Perry counties, Kentucky.

Kilgore Endowed Scholarship - The endowment has been funded by Dr. Shirley Kilgore Weber, a native of Corbin, Kentucky, and professor at Rutgers University for many years. The yield from this endowed scholarship is designated for the scholarship.

Kiwanis Scholarship - The Kiwanis Club of Knox County, Kentucky, has supplemented an educational fund originated by Mr. C. F. Heidrick and established a scholarship fund at Union College for promising students from Knox County, Kentucky.

Jeffrey W. Kronk Memorial Scholarship - Mr. & Mrs. Walter F. Kronk of Huntsburg, Ohio, have endowed a scholarship in memory of their son, Jeffrey, who was enrolled at Union College from 1963 through 1967.

Verna Noe Landrum Memorial Scholarship - Mr. John W. Landrum of Harrodsburg, Kentucky, has established an annual scholarship at Union College in memory of his mother, Mrs. Verna Noe Landrum.

W. B. Landrum Memorial Scholarship - Mr. John W. Landrum of Harrodsburg, Kentucky, provides annually a scholarship in memory of his father for a promising United Methodist ministerial student.

Jesse D. and Nancy C. Lay Scholarship Endowment - Established by the family and friends of Jesse D. & Nancy C. Lay as a tribute to the couple's lifelong commitment to education. This scholarship is for a Knox County student.

Dr. Jean Letch Education Scholarship Endowment Fund - Established by an anonymous donor in honor of Dr. Jean Letch, Professor Emeritus of Education at Union.

Arthur Logue Memorial Scholarship - The yield from this scholarship will go toward a student or students who are intending to go into full-time Christian service. He or she must be a student in good academic as well as moral standing at Union College of Kentucky.

Dorothy Lucas Memorial Fund - An endowment fund has been established in memory of Miss Dorothy Lucas, registrar of Union College for many years and beloved friend of students.

Allie M. Mays Endowed Scholarship Fund - Established by Harold G. Mays in memory of his mother for students from Knox County and the surrounding area.

John and Minnie B. McGaffee Trust Fund - Dr. & Mrs. O.J. Wilson of Louisville, Kentucky, have established the John & Minnie B. McGaffee Trust Fund to provide financial assistance to worthy and needy preministerial students.

Drs. Robert and Gertrude McGuire Endowed Scholarship - Drs. Robert and Gertrude McGuire, graduates of Union College, have established this endowed scholarship. Dr. Gertrude McGuire is a Union College trustee.

Robert and Tilitha Meade Memorial Scholarship Fund - This fund has been endowed by Mrs. Nancy Meade Ford of Naples, Florida. Mrs. Ford attended Union College and is a native of Letcher County, Kentucky.

L. Ruel Merckens & Grace E. Merckens Scholarship - Established from the estate of Grace E. Merckens to provide scholarships for academically worthy students who could not

otherwise afford a college education.

Gayle Miles Scholarship - An endowed scholarship has been established by friends and former students of the late Gayle Miles for students from Barbourville High School.

Milliken/Presley Scholarship Endowment - Established by Mr. & Mrs. Carlton Presley, in memory of Rena Milliken, a former faculty member at Union College.

Lois G. Montgomery Memorial Scholarship - Established from the estate of Lois G. Montgomery to provide scholarships for a deserving student from Kentucky.

Moore Family Scholarship - Established by Dr. & Mrs. Paul (Pete) S. Moore. Dr. Moore is a former faculty member at Union College.

Vertie Ruth Norsworthy Endowed Scholarship - This scholarship fund was established through a bequest by the late Vertie Ruth Norsworthy.

Mr. and Mrs. Hiram H. Owens Memorial Scholarship - Mrs. Sampson B. Knuckles (Jean) and the late Mrs. Buford T. Clark (Eleanor) have endowed this scholarship in memory of their parents, Mr. & Mrs. Hiram H. Owens. Mr. Owens was a well-known lawyer and Mrs. Owens (Georgia Black) was the daughter of James D. Black, a governor of Kentucky and a president of Union College. Mrs. Knuckles is a former Union College trustee.

Dr. Frances L. Patridge Scholarship - Friends have endowed a scholarship in honor of the late Dr. Frances Patridge, a friend and employee of the College longer than any other faculty member, with over 40 years of service.

Emory Evan Peter Memorial Endowment - The late Mrs. Laura P. Dickey of Louisville, Kentucky, established an endowment fund in memory of her brother, Emory Evan Peter.

Ivan Pettys Scholarship Fund - Friends and family of the late Dr. Robert V. Pettys, Professor Emeritus of Business, have established this scholarship fund in honor of Dr. Pettys' father.

Jack and Juanita Phillips Scholarship Endowment - Established by President Emeritus & Mrs. Jack Phillips. The criteria for receiving this award are need, and if the student is not an entering freshman, he or she must have a minimum g.p.a. of 2.5.

Wilma P. Poynter Trust - Established through a bequest from the estate of the late Wilma Pigg Poynter, a life-long Laurel County, Kentucky resident and teacher who devoted her life to educational and musical pursuits.

Roy L. Pulliam Family Scholarship Fund - This scholarship endowment was established by the Pulliam Family. Roy L. Pulliam, Jr. is on the Board of Trustees at Union College.

Donald Rankin Memorial Scholarship - Friends of Donald Rankin, a Union College student killed in Vietnam, established this scholarship endowment.

Milton M. Ratner Foundation Scholarship and/or Student Loan Endowment - The Milton M. Ratner Foundation has established a scholarship and/or student loan endowment with the yield designated for needy, deserving Appalachian students.

Marvin and Sadie Robbins Endowed Memorial Scholarship - An endowed scholarship has been established in memory of Mr. Marvin Robbins and in honor of Sadie Robbins, both graduates of Union College

Dr. H. Warren Robbins Scholarship - Mrs. Ruth Ann Payne Hicks, a 1972 Union graduate and vice-president of the Dual Machine & Tool Corporation of Indianapolis, Indiana, has established this scholarship. Dr. Robbins served Union College for 35 years and was Dean of Graduate Academic Affairs for fifteen years.

John Robsion Scholarships - This scholarship was established by John Robsion. The usual demonstration of financial need and the meeting of minimum academic standards for receiving scholarships at Union College will be required. There are no restrictions as to academic discipline or origin of the recipients.

Sue P. Rosenbalm Scholarship - Mrs. Sue P. Rosenbalm of Ewing, Virginia, has established a scholarship to be awarded to a qualifying student from Lee County, Virginia. Mrs. Rosenbalm is a 1949 graduate of Union College.

Colonel Harland Sanders Honor Scholarship - The late Colonel Harland Sanders of Shelbyville, Kentucky, provided a number of honor scholarships annually. The Sanders

Honor Scholarships are limited to students who do not use tobacco and alcoholic beverages.

Dr. and Mrs. Phillip A. Sharp Endowed Scholarship - Dr. & Mrs. Phillip A. Sharp, both Union College graduates who now reside in Newton, Massachusetts, have established an endowed scholarship with the yield designated for financially needy students. Dr. Sharp, who is head of the Department of Biology at Massachusetts Institute of Technology in Cambridge, Massachusetts, was the co-recipient of the Nobel Prize in Medicine in 1993.

Sims Scholarship Fund - Reverend & Mrs. Harry C. Sims of West View, Kentucky, have established a scholarship fund at Union College to aid worthy students preparing for the United Methodist ministry.

Catherine Faulkner Singer Memorial Scholarship - This scholarship has been established by friends, alumni, and her daughter and son - Marcia and Donald - for the son or daughter of an alumnus of Union College. The honoree was Director of Alumni Affairs from 1961 to 1978.

Cawood Smith Harlan County Scholarship - Dr. Cawood Smith, a Harlan County attorney, has established an endowment for scholarships to be awarded to the son or daughter of miners from Harlan County, Kentucky.

Dr. and Mrs. Charles B. Stacy Memorial Scholarship Fund - A scholarship fund has been endowed in memory of Dr. & Mrs. Charles B. Stacy of Pineville, Kentucky, for students from southeastern Kentucky

Margaret Carter Stacy Scholarship Fund - The late Margaret Carter (Mrs. Cortis K.) Stacy of West Liberty, Kentucky, endowed a scholarship fund for the support of students from Morgan County, Kentucky, or for Appalachian students.

Charles R. Steele Memorial Scholarship Fund - Martha Brittain Steele has established this scholarship as a memorial to her late husband, Charles R. Steele, a 1933 graduate of Union College.

Steele-Reese Foundation Endowed Scholarships - The Steele-Reese Foundation of New York City has established a \$100,000 endowment with the yield being designed for scholarships for qualified Appalachian students.

Stevens Family Scholarship Fund - Dr. Erland P. Stevens, Chairman Emeritus of the Union College Board of Trustees of Ashland, Kentucky, and Mrs. Stevens established this scholarship fund.

Fred R. Stevens Scholarship and Loan Fund - Funds from the family of Fred R. Stevens, a former Union College trustee, were used to establish this scholarship to support deserving students.

William S. Stewart and Lou Lyttle Stewart Endowed Scholarship Fund - Established in 1993 by William S. and Lou Lyttle Stewart of Pineville, Kentucky.

Lewis Ogden Stiles Endowment Fund - The late Mrs. Lewis Ogden Stiles of Waco, Texas, established this fund to memorialize her late husband, Lewis Ogden Stiles, and his first wife Pearl Long Stiles, both faithful United Methodists of Irvington, Kentucky.

Walter B. and Geraldine G. Sutton Memorial Scholarship - The endowment is provided by Carla Sutton Combs and Lynn Sutton Prichard, in memory of their parents Walter B. and Geraldine G. Sutton.

Lytle and Dorothy Swope Scholarship - Dr. Samuel G. Swope of Louisville, Kentucky, a trustee of Union College, and F. William Swope of Elizabethtown, Kentucky, have established a scholarship endowment as a memorial to their parents.

Hulbert Taft, Jr. Memorial Scholarships - Mrs. Thomas C. Haydock, Sr., of Cincinnati, Ohio, has provided a scholarship endowment as a memorial to her late husband, Hulbert Taft, Jr.

Dot Tatman Endowed Scholarships - Established by the Reverend Dr. Harold W. Tatman, Jr., (a Union College trustee), in honor of his wife, Dot.

Teagle Foundation Appalachian Scholarships - The Teagle Foundation of New York City has established a number of scholarships for qualified Appalachian students. The foundation

was established by Walter Clark Teagle, Rowena Lee Teagle, and Walter C. Teagle, Jr.

Edward Townsend Memorial Scholarship - The late Dr. Milton H. Townsend, former Vice President of Union College and Assistant to the President for External Affairs, endowed this scholarship in memory of Dr. Townsend's late father.

Milton H. Townsend Memorial Scholarship - This scholarship was established by Mrs. Betty Townsend and family and friends of Dr. Milton H. Townsend. At the time of his death, Dr. Townsend had served Union College for 42 years in various capacities.

Ernie Trosper Endowed Scholarship Fund - Established by Ernie and Jan Trosper, this scholarship will be given to a male basketball player who is enrolled as a full-time student at Union College. Eligible recipients will include an incoming freshman. To qualify for the scholarship, an applicant must have displayed the academic ability to successfully attend Union College.

Trustee Scholarship Endowment - Presented to first-time freshmen and based on academic achievement and performance on the ACT or SAT.

Allan Tuggle Scholarships - Allan Tuggle, M.D., of Charlotte, North Carolina, an alumnus of Union College, has established a number of scholarships in mathematics and physics.

Roy Twombly Endowed Scholarship - This scholarship was established in memory of Mr. Roy Twombly to support students in music and/or ministry.

Harry C. and Hazel B. Viall Memorial Scholarship - Mrs. Harry C. Viall of Barbourville, Kentucky, has endowed a scholarship in memory of her late husband, Harry, who was a prominent local businessman.

Mr. and Mrs. O. H. Viall Memorial Scholarships - The family of Mr. & Mrs. O.H. Viall of Barbourville, Kentucky, has established a memorial scholarship fund at Union College to aid worthy students.

Robert E. and Ann Viall Endowed Scholarships - Mr. & Mrs. Robert E. Viall of Barbourville, Kentucky, have established endowed scholarships that provide aid for worthy students from either Knox or Bell County. Mr. Viall was a Trustee Emeritus of Union College.

Rue & Genevieve Wesley Scholarship Endowment - Friends, family, and former associates of Rue & Genevieve Wesley have established a scholarship in memory of Rue Wesley and in honor of Genevieve Wesley, both graduates of Union College, to aid worthy students.

Nevil and Ethel White Memorial Endowed Music Scholarship - This scholarship, given by family and friends in memory of Nevil and Ethel White. Mrs. White was a former member of the music faculty at Union College and Dr. White, was a graduate of Union College and served as secretary of the Union College Board of Trustees for many years.

William M. Wilson Memorial Scholarship - The late Mrs. Eva Oldfield Wilson of Barbourville, Kentucky, established a scholarship fund in memory of her late husband, William M. Wilson.

Dr. C.R. Wimmer Endowed Chemistry Scholarship Fund - This scholarship was established by Mrs. C.R. Wimmer and friends in memory of Dr. C.R. Wimmer. Dr. Wimmer was a Professor of Chemistry, Head of the Chemistry Department, and Director of the Department of Physical Sciences from 1932 to 1946. He was also Academic Dean at the College from 1934 to 1946.

Andrew G. Yankey Scholarship Fund - This fund was established by the Reverend Glenn Tex Evans, former administrator of the Henderson Settlement School, in honor of Mr. Andrew G. Yankey, a native Kentuckian, and is meant to be a symbol of Mr. Yankey's affection for and interest in the youth of Kentucky.

Dr. Henry M. Zimmerman Scholarship - The late Dr. Henry M. Zimmerman of Pompano Beach, Florida, established a scholarship endowment for needy students of exemplary character who show promise of being able to contribute to the well-being of their country and their fellow man.

Other Endowments

Jack Ballard Fund – One share of stock in the Industrial Development Corporation was given by Mr. Jack Ballard on April 24, 1963, which began maturing in 1969. Following maturity, the entire amount will then be a part of the unrestricted endowment of the College.

The Russell M. Bennett Memorial Professor of Sociology Chair – Mrs. Helen Hunt Bennett gave \$75,000 to Union in 1946 for the endowment of this professorship. An additional \$2,000 was given for equipment for the Business Department.

S. Eva Bennett Endowment - A library endowment established from the S. Eva Bennett Estate to benefit the library and be restricted for that purpose.

Norma O. Blake Memorial Endowment (The Cumberland Gap Genealogical Collection) - This collection has been endowed by Dr. Robert M. Blake of Maysville, Kentucky, in memory of his late wife, Mr. Norma Osborne Blake, who was a Barbourville native and a proponent of preserving the heritage of the mountain families of the tri-state area of Eastern Kentucky, Eastern Tennessee, and Southwestern Virginia.

Jerry and Melva Carey Endowment - Established by Jerry and Melva Carey of Barbourville, Kentucky. Mr. Carey is on the board of trustees at Union College.

A. T. Corey Fund – Established by Mr. A.T. Corey of Barbourville, KY.

R.N. Cornett Fund - Established by a pledge from R. N. Cornett in 1939, there were no donor designations for the income of the fund. In 1992, the current president of the college authorized the earnings of the fund to be applied as income of the unrestricted current fund.

Andrew and Emma Elizabeth Edinger Memorial Fund - This fund was established by the late Mr. Joseph Edinger in memory of his mother and father. The fund has been increased by other members of the family and the income designated for use in the maintenance of campus buildings.

English Computer Laboratory Endowment - The interest from this endowment is designated for the support of the English Computer Laboratory.

James P. Faulkner Memorial Endowment - James P. Faulkner of Barbourville, Union College president from 1897 to 1905, gave property to the College, the sale of which produced \$57,500. The income from this investment is used for salary support for a faculty member in philosophy.

Booth Ferris Faculty Endowment - The Booth Ferris Foundation of New York City has established an endowment to support Union College's faculty enrichment program. The yield from the endowment will support professional growth opportunities for faculty members and increased faculty salaries.

The Raymond W. Gibson, Sr., Chapel Endowment – Mr. Raymond W. "Deacon" Gibson, Senior, of Danville, Kentucky, established a \$50,000 endowment at Union College in 1979 for the upkeep and maintenance of the Conway Boatman Chapel.

Dr. Frank A. & Mrs. Eleanor Gilbert Biology Faculty Endowment - The late Dr. and Mrs. Frank A. Gilbert established a Biology Department Endowment to augment the salaries of the biology faculty. Dr. Gilbert was professor emeritus of biology at Union College.

I. H. & Anis Goelman Faculty Development Endowment - Mrs. I. H. (Anis E.) Goelman of Barbourville, has established a faculty endowment in memory of her late husband, Colonel Irving Henry Goelman. The late Mr. Goelman was a prominent businessman in the Barbourville area.

The Charles M. and Mary D. Grant Faculty Endowment - The Charles M. and Mary D. Grant Foundation of New York City has provided an endowment for faculty development at Union College. The yield from this fund will support increased faculty salaries and professional advancement for the faculty members. The endowment was established in 1989.

Margaret V. Haggin Faculty Development Endowment – Established by the Margaret Voorhies Haggin Trust of New York City in 1989. The yield from this fund will support increased faculty salaries and professional advancement for the faculty members. The trust

contribution is in memory of the late James B. Haggin of Lexington, Kentucky.

Anna E. and John William Harris Memorial Fund - The late Dr. J. William Harris established a lectureship fund containing the sum of \$30,000 in memory of his sister, Anna E. Harris, and his father, John William Harris.

The William Randolph Hearst Foundation Faculty Development Endowment - The William Randolph Hearst Foundation of New York City established an endowment for faculty development at Union College in 1987. The yield from this fund will be used to support increased faculty salaries and professional advancement for the faculty members.

Ray C. Hensley Business Simulation Center Endowment - This endowment was established by Cavalier Construction, Inc., of Springfield, Ohio, as a memorial to Ray C. Hensley, the father of Pamela K. Hensley Shay, an alumna and faculty member at Union College. This endowment was established in 1990.

The Kenneth G. Herrick Faculty Endowment - Kenneth G. Herrick of Tecumseh, Michigan, has established a Faculty Development Endowment at Union College. The yield from this fund will support increased faculty salaries and professional advancement for the faculty. This endowment was established in 1986.

Mattie Hyams Loan Endowment - Established from the estate of Mattie Hyams, to be used to provide interest-free loans to students who are studying for the ministry.

Charles and Leona Jennings Memorial Funds - Dr. Charles M. Jennings of Marietta, Georgia, has established an endowment fund in memory his parents, Charles and Leona Jennings, the income from which is to be used to provide an annual bonus to the head of the Department of Biology at Union College.

Christian A. Johnson Endeavor Foundation Faculty Endowment - The Christian A. Johnson Endeavor Foundation of New York City has established an endowment to support Union College's faculty enrichment program. The yield from the endowment will support professional growth opportunities for faculty members and increased faculty salaries. The endowment was established in 1992.

William Jones Endowment Fund - The late Mr. William Jones of Barbourville, Kentucky, established a fund, the income from which is designated for use by the music department to purchase recordings and musical scores.

Jeffrey Kronk Memorial Fund - This endowment was established by the Senior Class of 1967, in memory of Jeffrey Kronk, a member of that class, will assist in purchasing books for Union College's Lincoln-Civil War Collection.

Francis Landrum Memorial Professor of Religion and Philosophy - The late Mrs. Obed J. Wilson established the Francis Landrum memorial professorship through a bequest of \$50,000 in 1927.

Donnie Lawson Memorial Endowment - Established by family and friends in memory of Donnie Lawson, son of Don and Myrlyn Lawson (both are alumni of Union College).

Virginia Ruth Bowman Logenecker Endowment - Established by the estate of Dr. Charles R. Logenecker in memory of his wife, Virginia Ruth Bowman Logenecker, BA, Class of 1925 and her uncle and aunt, Abner and Ottie Hopper.

Melanie Jean Martin Trust Fund - Dr. & Mrs. O.J. Wilson, of Bowling Green, Kentucky, have established a memorial fund in memory of their granddaughter. The income from this fund is used to purchase library books to support the work of the English department.

Pearl Sinnett Meyer Memorial Fund - The Rev. Dr. Jesse I. Meyer has established an endowment fund in memory of his wife, Mrs. Pearl Sinnett Meyer. The income of this fund is designed for the purchase of books for the Union College library.

Mahlon A. and Laura J. Miller Lectures - President Emeritus and Mrs. Mahlon A. Miller have established a lectureship endowment to bring to the campus from time to time distinguished persons to lecture on the general theme, science and/or technology, Christian doctrine and/or values.

Edna Moss General Endowment - Established from the estate of Edna Moss this endow-

ment is for the unrestricted endowment fund.

Cleo Mullins Memorial Scholarship – The Cleo Mullins Memorial Scholarship was established by Jean Jones Shelton and her husband, Houston. These scholarship funds are to be given annually to a student(s) with an established financial need and demonstrated academic promise

Parents' Association Endowment – This endowment was established by the Parent's Association. Established for dorms (reinvest until yield is sufficient).

H. Warren & Lucille Robbins Faculty/Staff Salary Endowment - This endowment is designated for faculty/staff salary enhancement.

Jacob G. Schmidlapp Faculty Development Endowment - Established by the Jacob G. Schmidlapp Trust for faculty development.

Birg Sergent Endowment Fund – This fund was established through an insurance policy given to Union College by Mr. Birg Sergent. The proceeds of the policy at maturity will be used to fund an endowed chair in history. Mr. Sergent is from Pennington Gap, Virginia, a 1957 graduate of Union, and is a member of the College's Board of Trustees.

Staley Lectures - The Thomas F. Staley Foundation established The Christian Scholar Lecture Program, to bring to college and university campuses of America distinguished scholars who truly believe and who can clearly communicate to students.

The Teagle Foundation Faculty Development Endowment - The Teagle Foundation of New York City has established an endowment to support Union College's faculty enrichment program. The yield from this fund will be used to support faculty salary increases and professional development opportunities for faculty members. The foundation was established by Walter Clarke Teagle, Rowena Lee Teagle and Walter C. Teagle, Jr.

Tennis Facilities Endowment - Established for tennis facilities (reinvest until yield is sufficient).

Union College Faculty Endowment - This endowment is for unrestricted faculty development.

Wilson-Gross Lectures – The late Dr. & Mrs. James Wilson of Floydada, Texas, established a lectureship endowment in memory of Dr. & Mrs. John Owen Gross.

Colutha J. Taylor Wright Memorial Fund – The late Mr. J.S. Wright of Whitley City, Kentucky, established an endowment fund in memory of his wife, Mrs. Colutha J. Taylor Wright.

Emil & Gladys Young Endowment Fund - Established by the late Gladys Young, the proceeds of this fund is to be used at the discretion of Dr. J. Ellsworth Kalas, a former faculty member, to give books of his authorship to persons he considers worthy. Upon Dr. Kalas' death, the fund is to become an unrestricted scholarship fund.

THE FACULTY

Fidelis Achenjang, Associate Professor of Chemistry (2003)

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

Kenneth N. Alford, Associate Professor of Mathematics (1984)

B.S., Texas A & M University; M.S., New Mexico Highlands University

Paula J. Allen, Professor of Business (1975)

B.S., Cumberland College; M.A., Union College; D.B.A., University of Sarasota

Karen Armour, Instructor of Political Science (2005)

B.A.; M.A.; University of Memphis

Robert T. Armour, Assistant Professor of Criminal Justice; Chair, Department of Social & Behavioral Sciences (2003)

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

Martin R. Botkin, Professor of Recreation Management (2003)

B.S., M.S., Ph.D., North Carolina State University

Joni L. Caldwell, Professor of Psychology; Chair, Department of Psychology (1990)

B.A., Constantin College of Liberal Arts; M.A., Ph.D., University of Dallas

Robert E. Chandler, Jr., Professor of Biology (1989)

A.B., Ripon College; Ph.D., Johns Hopkins University

Jon Cooley, Assistant Professor of Religion and Humanities (2005)

B.A., Centre College; M.A., Yale University; Ph.D. Candidate, Cambridge University

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

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

Daniel J. Covington, Professor of Biology; Chair, Department of Natural Sciences (1989)

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

L. James Cox, Professor of Social Work (1974)

B.A., Cumberland College; M.S.S.W., Raymond A. Kent School of Social Work, University of Louisville

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

B.A., Morehead State University; M.S., Georgetown College; M.S., Eastern Kentucky University; Ed.D., Spalding University

Martha Ellison, Associate Professor of Social Work/Director of Field Education (2007)

B.A., University of Evansville; M.S.W., Indiana University; Ph.D., University of South Carolina

Kathleen Flynn, Assistant Professor of Health (2006)

B.S., Douglass College/Rutgers University; B.A.H., University of Kentucky; M.S., Ed.S., Western Kentucky University

Hugo A. Freund, Professor of Social and Behavioral Sciences (2001)

B.A., Skidmore College; Ph.D., University of Pennsylvania

V. Gay Gandy, Associate Professor of Music (2002)

B.M., M.M., Mississippi College, D.M.A., University of South Carolina

James R. Garrett, Jr., Professor of English (1989)

B.S., University of Alabama; B.S., M.A., University of Montevallo; Ph.D., Auburn University

Melissa M. Garrett, Associate Professor of Library Science (2001)

B.S., University of Montevallo; M.L.S., University of Alabama; M.A., Union College

Aman Ghebremicael, Assistant Professor of Mathematics (2007)

B.S., University of Asmara; M.S., Southern Illinois University

John A. Gould, Associate Professor of Business (1999)

B.S., Louisiana State University; M.A., California State University; D.A., George Mason University

Jonathan Hammersley, Assistant Professor of Psychology (2008)

B.S., University of Southern Indiana; M.A., Ph.D., Southern Illinois University

Ella Kay Hensley, Professor of Economics; Chair, Department of Business (1984)
B.A., M.A., M.A.M.R.D., Ph.D., University of Florida

Lou Ann Hopper, Assistant Professor of Education (2003)
B.A., Lincoln Memorial University; M.A., Eastern Kentucky University; Ed.D., East Tennessee State University

Audrey A. Hrinda, Assistant Professor of Management (2007)
B.S., James Madison University; M.S., Troy State University; Ph.D., Regent University

John L. Inkster, Professor of Health & Physical Education; Chair Dept. of Wellness, Human Perf. & Rec. Mgmt.; Faculty Athletic Representative (1973)
B.S., M.A., Union College; M.S., Eastern Kentucky University; Ed.D., University of Kentucky

Susan L.F. Isaacs, Professor of English (2001)
B.A., Wilmington College; M.A., University of Iowa; Ph.D., University of Pennsylvania

Charles M. Jones, Associate Professor of Psychology (1998)
B.S., M.S., University of Akron; Ph.D., Kent State University

Frieda Kalb, Professor of Education (2006)
B.A., M.A., George Peabody College for Teachers; Ph.D., University of Tennessee

Lu Kang, Assistant Professor of Chemistry (2004)
B.S., Xiamen University; M.S., Chinese Academy of Sciences; Ph.D., Wesleyan University

Kristy Keefe, Assistant Professor of Psychology (2008)
B.S., University of Wisconsin; M.A., Psy.D., University of Indianapolis

Jesse Kidd, Assistant Professor Mathematics/Transitional Math (2006)
B.S., Cumberland College; M.A., Miami University; M.S., Wright State University; M.S., Eastern Kentucky University

Mary Alice Lay, Associate Professor of Education (1961)
B.S., M.A., University of Kentucky

Christine A. Marley-Frederick, Professor of Communication; Chair, Dept. of English, Communication and Languages (1994)
B.S., M.A., Ball State University; Ph.D., University of Oklahoma

James Andrew Messer, Assistant Professor of Recreation Management; Director of Outdoor Programs (1998)
B.S., Union College; M.A., University of Louisville; M.S., Eastern Kentucky University

David Miller, College Minister, Instructor of Integrated Humanities
M.Div., Lexington Theological Seminary

Bruce W. Miracle, Assistant Professor of Library Science (2002)
B.A., M.A., Eastern Kentucky University; M.S.L.S., University of Kentucky

Yvonne Moore, Assistant Professor of Special Education (2007)
B.S., Wayne State University; M.Ed., Ed.D., University of South Carolina

Yousif A. Mustafa, Associate Professor of Computer Information Technology (2007)
B.S., University of Baghdad; M.S., Ph.D., Wayne State University

Donald R. Musselman, Associate Professor of Graduate Education (2000)
A.A., Monterey Peninsula College; B.S., East Tennessee State University; M.Ed., Ed.D., Virginia Tech.

Carolyn S. Payne, Assistant Professor of Accounting (2000)
B.S., Union College; M.B.A., Morehead State University; C.P.A.; N.H.A.; D.B.A. Candidate, Nova Southeastern University

Rebecca Ansary Pettys, Professor of Theatre (1984)
B.A., Berea College; M.A., Northwestern University; Ph.D., Indiana University

Michael G. L. Ramsey, Associate Professor of History (2004)
B.A., University of Tennessee, M.A., Ph.D., University of Virginia

Melinda Rice, Associate Professor of Special Education (2007)
B.A., Warren Wilson College; Ph.D., Northwestern University

Cheryl A. Robbins, Assistant Professor of Accounting (2000)
B.S., Union College; M.B.A., University of Kentucky; C.M.A.

Linda D. Silber, Associate Professor of Sociology (2007)
B.A., The Evergreen State College; M.A., Ph.D., University of Minnesota

Russell B. Sisson, Professor of Religion; Chair, Department of History, Religious Studies, Fine & Performing Arts (1997)
B.A., Rhodes College; M.Div., Yale University; Ph.D., Emory University

Bernadine Skowronski, Assistant Professor of Education/Transitional Reading (2006)
B.A., Alma College; M.A., Middlebury College

Jimmy D. Smith, Professor of English (2000)
B.A., University of South Carolina at Spartanburg; M.A., Hollins College; Ph.D., University of South Carolina

Mary Beth Spurlock, Instructor of English (2008)

B.S., M.A., Union College

Pataradech (Tony) Srisupandit, Assistant Professor of Marketing (2008)

B.A., M.B.A., Chulalongkorn University; M.S., University of Wisconsin-Milwaukee; ABD, Mississippi State University

John C. Taylor, Professor of History (1980)

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

Karl Wallhauser, Instructor of English (2008)

B.A., Berea College; M.A., University of Kentucky

Andelys Wood, Professor of English (1977)

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

Bryan Zwack, Instructor of Spanish/Humanities (2006)

B.A., Wheeling Jesuit University; M.A., West Virginia University

THE FACULTY EMERITI

Erwin S. Bradley, Professor Emeritus of History and Political Science

B.S., Juniata College; M.A., University of Michigan; Ph.D., Pennsylvania State University

Clevis D. Carter, Associate Professor Emeritus of Physical Science

B.A., Union College; M.A., George Peabody College; University of Tennessee; University of Kentucky; Ohio State University

Constance S. Danner, Professor Emeritus of English

B.A., M.A., Ph.D., University of Nebraska

Dianne R. Ferris, Professor Emeritus of English

B.A., University of Minnesota; M.A., Ph.D., University of Washington

Allan E. Green, Associate Professor Emeritus of Music

A.A.M., Grand Rapids Junior College; B.M.E., W. Michigan University; M.M., Indiana University; D.H.L., Union College

Arthur H. Hafner, Professor Emeritus of Education

A.A., Green Mountain College; Ph.B., Muhlenberg College; M.A., Lehigh Univ.; Ed.D., Teachers College, Columbia University

Paul S. Moore, Professor Emeritus of Health and Physical Education

B.A., Union College; M.S., University of Tennessee; Ed.D., University of Alabama

Betty Stroud, Professor Emeritus of Music
B.S., Northeast Louisiana State University; M.M., Louisiana State University; Ed.D., University of Illinois

ADMINISTRATION AND STAFF

Edward D. de Rosset, President of the College (1985)

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

Debbie D'Anna, Dean of Student Development (1992)

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

Steve Hoskins, Chief Financial Officer (1990)

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

Jerry. G. Jackson, Dean for Enrollment Management (2004)

B.A., Union College; M.A., Eastern Kentucky University; Rank 1 Certificate, Union College

Bradley D. Jones, Director, Information Technology Services (2004)

B.S., Union College

Thomas J. McFarland, Vice President for Academic Affairs (1985)

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

Denise Wainscott, Vice President for Advancement (1999)

B.S., M.A., Union College

Darin S. Wilson, Athletic Director (1998)

B.S., M.A., Union College

Office of the President

Edward D. de Rosset, President (1985)

Margaret A. Senters, Executive Assistant (1981)

Monica Shannon, Operations and Activities Assistant (2007)

A.A., Ivy Tech State College

College Communications

Brenna Wallhauser, Director of College Communications (2007)

B.A., Berea College

Melissa Frederick, Publications and Graphic Services Coordinator (2006)

B.S. Union College

Office of Academic Affairs

Thomas J. McFarland, Vice President for Academic Affairs and Dean of the Faculty (1985)

Kathleen Crossen, Administrative Assistant (1999)

B.A., Alverno College; M.A., Union College

Educational Studies

Vacant, Chair

Zelma Collins, Administrative Assistant (2001)

Graduate Studies

Lou Ann Hopper, Assistant Professor of Education and Associate Vice President for Graduate Operations and New Program Development (2003)

Tracy L. Athey-Gregory, Director of Graduate Operations (2007)

B.S., University of Houston

Alison Denny, Graduate Enrollment Counselor (2007)

B.A., Union College

Preshus Howard, Graduate Enrollment Counselor (2007)

B.S.; M.A., Union College

Paula Parker, Graduate Studies Specialist, (2005)

Jason Reeves, Associate Dean of Graduate Enrollment (2007)

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

Information Technology Services

Bradley D. Jones, Director for Information Technology Services

Jason Frazier, System Administrator (2007)

A.A.S., Southeast Kentucky Community & Technical College, MCSA, MCP

Bill Hopper, Technology Help Desk Clerk (2004)

Frank Hoskins, Technical Support Specialist (2008)

Steven Jackson, Network Administrator (2004)

B.S., Union College, MCSA, MCTS, MCP, Network+, A+

Brandon Lambdin, Coordinator of Networking and Communications (2000)

B.A., M.A., Union College

Dennis Liford, Electronic Media Specialist (1999)

B.A., Eastern Kentucky University

Vacant, Technical Support Specialist

Library Services

Tara Cooper, Director of Library Services

Quetha Boles, Coordinator of Library Technical Services (1988)

Billie Daniels, Coordinator of Library Circulation (1999)

Melissa Garrett, Reference and Instruction Librarian

Bobbie Hamilton, Library Assistant (1989)

Kevin Sean Jump, Library Circulation Assistant (2004)

B.S., Union College

Bruce Miracle, Serials and Electronic Resources Librarian

Jocelyn White, Library Circulation Assistant (2006)

Registrar

Kathy Webb, Registrar (1998)

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

Amy Jenkins, Administrative Assistant (2005)

Daphne Keith, Assistant Registrar (1981)

B.S., M.A., Union College

Special Programs

Heather Hines, Director of Special Programs (2004)

B.S., Indiana University Southeast; M.A., Murray State University

Student Support Services

Lee Angel, Coordinator of Career Planning & Placement (2007)

B.S., Union College; M.B.A., Morehead State University

Heather Dufour, Education and Technology Specialist (2007)

B.S., Union College; M.B.A., Morehead State University

Regina Shackelford, Administrative Assistant (2007)

Upward Bound

Sara Moberly, Project Tutor, Advisor (2007)

B.S. Union College

Kirstie Warren, Project Tutor, Advisor (2005)

B.S. Union College

Terry Wilson, Coordinator Upward Bound (2006)

B.S. Cumberland College, MA Union College

Union College London Center

Mona Powell, Coordinator of Programs (1998)

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

Susan Mitchell-Westbrook, Assistant Coordinator (2005)
Whitney Powell, Administrative Assistant (2003)

Institutional Effectiveness

Tanlee Taulbee Wasson, Director (2007)
B.A., Berea College; M.S. Eastern Kentucky University
Anisa James, Institutional Effectiveness Assistant (2007)
B.S., Union College

Enrollment Management

Jerry G. Jackson, Dean for Enrollment Management (2004)

Admissions

Jamirae Hammons, Associate Dean for Undergraduate Enrollment (2004)
B.S., M.A., Union College
Jessica Cook, Assistant Dean for Undergraduate Enrollment (2005)
B.S., Eastern Kentucky University
Tim Sizemore, Lead Counselor (2005)
B.A., Alice Lloyd College. M.A., Union College
Debbie Ross, Admission Office Manager (2000)
B.S., Union College
Dustin Adams, Admission Counselor (2008)
B.S., Eastern Kentucky University
Amy Foulkes, Admission Counselor (2007)
B.A., Cumberland College
Meghann Gaunt, Admission Counselor (2007)
B.S., Union College
Eric Wyrick, Admission Counselor (2006)
B.S., Union College

Financial Aid

Sue Buttery, Associate Dean for Undergraduate Enrollment (1989)
B.S., Union College
Betty Gray, Financial Aid Counselor (1994)
Londa Sowders, Financial Aid Counselor (1996)
Shelia Mills, Administrative Assistant (2007)

Athletics

Darin S. Wilson, Athletic Director
Lana Faulkner, Administrative Assistant and Athletic Insurance Coordinator (1999)
Tyler Brock, Head Men's Soccer Coach (2000)
B.S., M.A., Union College

Clay Butler, Head Athletic Trainer (2007)
B.S., M.A., Union College
Chuck Coffey, Head Cycling Coach (2002)
Kelly Combs, Head Men's Basketball Coach (2002)
B.A., M.S., Eastern Kentucky University
Tim Curry, Head Women's Basketball Coach (2001)
B.S., Lindsey Wilson College
Whitney Erb, Head Women's Volleyball Coach (2008)
B.A., University of Montevallo
Rafael Forti, Head Men's & Women's Swimming Coach (2005)
B.S., M.A., Union College
John Gray, Assistant Football Coach (2004)
B.S., University of Tennessee Martin
Adam Hines, Assistant Baseball Coach (2004)
B.S., Murray State University; M.A., Union College
Larry Inkster, Associate Athletic Director, FAR
Jamie Jimison, Head Cross Country Coach (2005)
B.A., Berea College
Marco Knorr, Assistant Football Coach (2006)
B.S., West Virginia University; M.S., Illinois State University
Jason Lanham, Head Women's Soccer Coach (2008)
B.S., Union College
Andre Linn, Assistant Football Coach (2001)
B.S., Juniata College; M.A., Union College
Renzo Lopez, Head Men's & Women's Tennis Coach (2004)
B.A., Pikeville College; M.A., Union College
Matthew Mahony, Head Bowling Coach (2008)
B.A., Union College
Jerry Nichols, Assistant Men's Basketball Coach (2007)
B.S., Arkansas State University
Bart Osborne, Head Baseball Coach (2003)
B.S., Middle Tennessee State University; M.A., Delta State University
Jessica Rayford, Assistant Athletic Trainer (2008)
B.S., University of West Florida
Tommy Reid, Head Football Coach (1998)
B.S., Glenville State College; M.A., Union College
Gene Renfro, Assistant Sports Information (2007)
B.S., Milligan College; M.A. ETSU
Larry Reynolds, Assistant Athletic Trainer (2008)
B.S., Indiana State University

Jay Stancil, Director of Sports Information (1999)

B.A., Carson Newman College

Jon "Bubba" Szary, Head Softball Coach (2005)

B.S., Union College

Zachary Vogelsberg, Assistant Women's Basketball Coach (2007)

B.B.A., University of Iowa

Heather Wilson, Head Cheerleading Coach (2007)

B.S., University of the Cumberlands

Eric Wyrick, Men's and Women's Golf Coach (2007)

B.S., Union College

Office for Advancement

Denise Wainscott, Vice President for Advancement

Billie Hayes, Administrative Assistant III/Data Base Clerk (2008)

Associate Degree, Somerset Community College

Diana Mills, Prospect Research/Grant Writer (2008)

B.S., M.A., Rank 1, Union College

Melissa Newman, Director of Annual Giving & Alumni Relations (2008)

B.S., Union College

Glenda Schilt, Advancement Services Coordinator (1999)

Major Gifts Officer, Position Open

Office of Business Services

Steve Hoskins, Chief Financial Officer (1990)

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

Brisja Brewer, Receptionist Speed Hall (2005)

Ashley Doolin, College Store Assistant (2006)

Bobbie Doolin, Campus Events Coordinator (1991)

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Christina Hendrickson, Application Specialist (2008)

B.S., Union College

Barry Hickey, Database Administrator (2008)

B.S., Cumberland College

Myrlyn Lawson, PT Controller (1976)

B.S., Union College

Shairon Miller, Institutional Loans and Collections Coordinator (2006)

Tonya Mills, Business Office Assistant (2005)

Lynn Smith, Payroll and Employee Benefits Coordinator (2000)

Pam Smith, Postal Services and College Store Assistant (2008)

B.S., Union College

Jessica Sowders, Assistant Controller (2005)

B.B.A., Morehead State University

Nona Welch, Postal Services Assistant (2005)

Office of Student Development

Debbie D'Anna, Dean of Student

Development/Director of Bonner Scholars Program

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

Michael Gray, Coordinator of Student Conduct and Campus Safety (2006)

B.A., Union College

Taryn Jacobus, Assistant Coordinator of Residence Life

B.S. Union College

Kristin Smith, Director of Community Service, Coordinator of Bonner Program (2008)

B.A., Carson Newman; M.A., Union University

Barbara Teague, Assistant Dean of Student Development (1985)

B.S., Union College

Tommy Ruth, Coordinator of Student Life (2004)

B.S., Union College; M.A. Union College

JoAnn Wilder, Coordinator of Residence Life

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

Campus Safety

Charles Jones, Safety Team Member

Marty Jordan, Safety Team Member (2006)

Walter Lounder, Safety Team Member (2001)

Jeff Mills, Safety Team Member (1998)

Center for Experiential Learning

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B.S., Carson Newman College; M.A. Union University

Spiritual Life

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