



Union College

2018–2019 GR Catalogue

Union College | Barbourville, KY | www.unionky.edu

While this catalogue was prepared on the basis of the best information available at the time of publication, all information—including statement of fees, course offerings, admission, and graduation requirements—is subject to change without notice or obligation. Full-time students continuously enrolled at Union College ordinarily may expect to graduate under the requirements stipulated in the catalogue under which they entered. Students failing to enroll for a period longer than two years will fall under the catalogue in effect when they return to full-time status. Students may appeal to the Vice President for Academic Affairs for exceptions to this policy. Failure to read this bulletin does not excuse the student from the requirements and regulations described herein.

It is the policy of Union College to admit students on the basis of merit, qualification, and character. Such policy does not discriminate on the basis of sex, race, color, disability, age, national or ethnic origin, religion, sexual orientation, or veteran status in the admission of students, in its administration of educational or national programs, scholarships, loan programs or other school-administered programs, or in athletic participation. Inquiries should be directed to the Business Office.

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Union College

Founded

1879

President

Dr. Marcia Hawkins

Overview

Union College is passionate about serving its students and the region it calls home. We strongly support a diverse academic environment built upon a liberal arts foundation and integration of higher order thinking into all of our learning. We encourage civic engagement and service learning throughout the communities we serve. Union strives to celebrate our Appalachian heritage and welcomes an environment where the people of this area and their traditions are made an integral part of the institutional mission. Each person that steps onto the Union campus becomes part of our family and we commit to foster those relationships for generations to come. That is our passion, our inspiration, and our pledge to you.

Location

The main campus is located in Barbourville, KY.

Accreditation

Union College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate, Bachelor, Master, and Education Specialist level degrees. Inquiries regarding any perceived non-compliance of Union College with Commission on Colleges requirements may be made directly to the Southern Association of Colleges and Schools Commission on Colleges by mail, telephone, or email as follows: 1866 Southern Lane, Decatur, GA 30033-4097; (404) 679-4500; www.sacscoc.org. All other inquiries should be made directly to Union College: 310 College Street, Barbourville, KY 40906 (606) 546-4151, www.unionky.edu. (Toll free line to Union College Admissions Office: (800) 489-8646.)

Union College is accredited by the Kentucky Education Professional Standards Board and approved by the University Senate of the United Methodist Church.

Union College is also accredited by the following:

The Bachelor degree program in Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle N.W., Suite 530, Washington, DC 20036, (202) 887-6791.

Initial and advanced education licensure programs are accredited by the Division of Educator Preparation of the Kentucky Education Professional Standards Board, 100 Airport Road, 3rd floor, Frankfort, KY 40601, (502) 564-4606.

Initial and advanced education licensure programs are approved as pre-candidates for certification by the National Council for Accreditation of Teacher Education, 1140 19th Street, Suite 400, Washington, DC 20036, (202) 223-0077.

Union College is authorized for operation as a postsecondary education institution by the Tennessee Higher Education Commission. To view a list of the Authorized Postsecondary Institutions, please visit the website of the Tennessee Higher Education Commission.

Degrees

Master of Arts, Master of Science, Education Specialist

Mission and Vision Statement

Mission Statement

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

Vision Statement

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

Core Values: C.I.R.C.L.E.S

Celebration

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

Integrity

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

Responsibility

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

Civility

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

Lifelong Learning

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

Engagement

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

Spirituality

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

History of Union College

Since its origin in 1879, Union College has ignited students from throughout Appalachia, and all over the country, with a collegiate experience to ensure lifelong success. Union is grounded by four pillars that define our focus as an academic institution: service to each other and our communities; our Appalachian culture and heritage; our core affiliation with Methodism and the liberal arts academic experience. The four pillars highlight Union's strengths, values, mission and identity.

Union serves each of its students with a sincere commitment to strengthen those pillars, to spark passion and inspire lifelong learning in all they do. More than 70 percent of our students call Kentucky home, many of which are first generation college students. That special connection to the families we serve, and whose lives we help change, are valued by every staff and faculty member on campus.

The connection is further evident in our trustees' commitment to generations of Union students with assurance that 100 percent of our students receive grants and scholarships to alleviate concerns of financing a liberal arts education.

We encourage all of our students to find the warmth that comes in sharing our Appalachian culture and traditions – to find the peace that comes with a breath of mountain air while enjoying our natural surroundings; to kindle the bonds of friendship created here to last a lifetime and to light up the classroom with an enthusiasm for learning and a bright vision of their future.

Union College students want to change their worlds, to improve not only their lives and futures, but also their families' circumstances and their communities. Doing that takes drive, strength, and faith.

Academic Code of Honor

Union College expects a high standard of academic integrity from all members of the campus community. Academic dishonesty, such as plagiarism, unauthorized collaboration, or cheating undermines trust and the academic integrity of each student and of the institution. This violates the spirit of a learning community and will not be tolerated. Learn more about Academic Integrity on page 16.

Student Code of Conduct

The opportunity to become a member of the Union College community is not afforded to just anyone. The expectations are high, and it is important that each member of the community strive toward maintaining that tradition by modeling and empowering others to be honest and respectful, and to commit to personal responsibility in all relationships. The complete texts for the College's social and academic conduct codes are printed in the student handbook. The Vice President for Academic Affairs is the chief academic discipline officer for the College while the Dean of Students serves as chief judicial officer for social and community discipline.

Inclement Weather Policy

Union College has adopted a new inclement weather policy. The new policy will take effect immediately.

For information about weather delays or closures, please use one of the resources listed below. Each will be updated or notified by 6:30 am for day classes or 3:00 pm for evening classes, per our inclement weather policy.

Monday/Wednesday/Friday

| Normal Class Time: | Delayed Schedule: |
|---------------------|---------------------|
| 8:00-8:50 | 10:00-10:40 |
| 9:00-9:50 | 10:50-11:30 |
| 10:00-10:50 | 11:40-12:20 |
| 11:00-11:50 | 12:30-1:10 |
| 12:00-12:50 | 1:20-2:00 |
| 1:00-1:50 | 2:10-2:50 |
| 1:00-3:00 Labs | 2:10-3:30 |
| 2:00-2:50 | 3:00-3:40 |
| 2:00 Labs as needed | 3:00 Labs as needed |
| 3:00-3:50 | 3:50-4:30 |

Tuesday/Thursday

| Normal Class Time: | Delayed Schedule |
|---------------------|---------------------|
| 8:00-9:20 | 10:00-11:00 |
| 8:00-10:20 Labs | 10:00-12:00 Labs |
| 9:30-10:20 | 11:10-12:00 |
| 10:30-11:50 | 12:20-1:20 |
| 12:00-1:20 | 1:30-2:30 |
| 1:30-2:50 | 2:40-3:40 |
| 2:00 Labs as needed | 3:00 Labs as needed |
| 3:00-4:20 | 3:50-4:50 |

Visit either the official Union College Facebook or Twitter page to read about any inclement weather notifications and updates; check your Union email for inclement weather notifications; or call the Union College Hotline - (606) 546-1600 - to hear a recording about any inclement weather notifications.

*It is Union College policy to send emergency notifications, including inclement weather notifications, as text messages to cellular devices for all students on campus. More information about this service can be found at www.unionky.edu/node/10210/emergency-alert-notification.

You can text UnionAlert to #79516 to automatically enroll in this program.

Admission to Graduate Study

To apply for graduate study, a student must submit the following to the Graduate Education or Graduate Psychology Office:

- Official transcripts for all undergraduate and graduate coursework, with a minimum GPA of 3.0 on all undergraduate work required for general admission to graduate studies (specific departmental requirements may vary).
- An Application for Graduate Study must be completed either online or on campus.
- Pay a \$25.00 application fee.

Applicants for admission to the Graduate Studies Program may enter at the beginning of each academic semester, term, or summer session. Admission to graduate study does not imply admission to candidacy for the Master's degree. Admission to graduate study is granted to students who meet the academic requirements and who hold a baccalaureate degree from Union College or from a regionally accredited institute of higher learning, and to certain qualified Union College seniors.

Upon admittance to graduate studies, a student may take 12 hours of course work, which may be used toward a program of study. A minimum GPA of 2.5 on all undergraduate work is required. Specific programs may require a higher GPA. Minimum scores on the GRE or MAT are established by program. Students who do not have the minimum test scores but who demonstrate exceptional scholarly activity and/or research, or the potential for quality work as evidenced by a high GPA, may appeal to the Academic Policies Committee for entry into graduate studies and to the designated department representative for a specific program. Graduate students will be limited to 12 graduate credit hours unless they are unconditionally admitted to a graduate program. Once unconditionally admitted, the student will be responsible for completing program requirements.

Students may be admitted to graduate study in any one of several categories:

1. **Unconditionally** – A student who meets the requirements for both general admission to graduate study and for admission to a particular program.
2. **Conditionally** – A student who meets the general requirements for admission to graduate study, but fails to satisfy one or more of the specific requirements for admission to a particular program. This is a temporary classification, and must be changed as soon as the specified conditions are satisfied. Most graduate students will be limited to 12 graduate credit hours unless they are unconditionally admitted to a graduate program. Reasons for conditional admittance could be, but are not limited to, the following:
 - a. Seniors taking graduate courses (see section on Seniors Taking Graduate Courses in this catalogue).
 - b. Grade point averages below the minimum specified for these programs may be approved as “conditional admission.” In such cases, the students must prove their ability to earn at least a 3.0 GPA upon completion of the first 12 semester hours of graduate credit. Failure to achieve the 3.0 GPA level within the allowable 12 hours shall result in the recommendation that the students withdraw from the program.
3. **Unclassified** – A student who meets the requirements for admission to graduate study, but does not wish to work toward a graduate program. Students admitted as unclassified will be permitted to take 12 semester hours in a program which may later be applied toward a program, upon admission to the degree program.
4. **Attempt to Qualify** – A student whose undergraduate GPA is slightly below 2.5 may, after completing a maximum of 12 semester hours of graduate work, with at least a GPA of 3.0, be considered for admission to a degree program.
5. **Non-Degree Program** – A student who wishes to complete a planned graduate program that leads to renewal or additional certification, but not to a degree.
6. **Visiting Student** – Students who are pursuing a degree at another institution may wish to take courses at Union College. These students must submit a letter from the Graduate Dean of the home institution indicating that the student is in good standing and has approval to take the specified courses for transfer. Visiting students must submit an application for admission but no other transcripts or credentials are required. Application as a visiting student is not to be considered application for admission to a graduate program.

7. **Uncertified Admission** – A limited number of students who do not possess teaching certificates may be admitted to the Graduate Education program for the primary purpose of improving their academic background. Ultimately, these applicants may obtain certification, provided they complete all requirements specified for the desired teaching certificate.

Also see the section on University-Based Alternative Route to Certification in this catalogue.

Seniors Taking Graduate Courses

Conditional admission to enroll in graduate courses (500-level courses) is open to seniors lacking no more than six (6) credit hours for graduation and satisfying the following:

1. The student's undergraduate GPA must be at least 2.5 and the graduate GPA must be at least 3.0 on all attempted work.
2. The student is required to file a petition listing the courses necessary to complete undergraduate requirements as well as courses taken for graduate credit. Approvals from the Vice President for Academic Affairs, the student's advisor, and the Office of the Registrar must be obtained.
3. The total of the student's academic course load may not exceed 12 credit hours for the semester.
4. All requirements for the undergraduate degree must be completed during the semester or term in which the student is allowed to register for part-time graduate work.
5. Graduate credit will be allowed only for those courses completed beyond the requirements for the undergraduate degree.
6. The student must complete an application for admission to the Graduate Studies Program.

Undergraduate students accepted into the Advanced Admission to Graduate Psychology Program are subject to the regulations of that program. See Psychology section of this catalogue.

General Information

Books

Textbooks are available online through Akademos. For more information, visit the Union College website at www.unionky.edu/departments/businessservices/bookstore.

Campus Activities

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

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 service in the following areas: academic advising, behavioral health counseling, career planning and placement, and spirituality. Additionally, members of the Student Development staff are prepared to assist students with special problems that may arise and to connect them with the best available source of assistance in the College and local communities.

The College employs a Director of Counseling Services who is a member of the Psychology department. The behavioral health counseling services are available for all undergraduate and graduate students.

Typically, students seek counseling for a variety of reasons: a recent stressor, a long-standing problem that is interfering with their life, to prevent a problem, or as an opportunity for self-growth and exploration. To learn more, visit the web page: www.unionky.edu/departments/counseling-services.

Electronic Mail Policy

All official electronic communications with Union College students will be sent through the unionky.edu 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 email address, will constitute official notice. The College accepts no responsibility for any forwarding of email that students may choose to undertake from their official Union College email accounts. Union College is responsible only for ensuring that official email is sent out to those student email accounts that are maintained by the College. All students are responsible for monitoring their Union College email accounts frequently (preferably daily).

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 Associate Dean of Student Success 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.

Housing and Food Service

Full-time graduate students may elect to live on campus. Residence hall rooms may be obtained through contact with the Dean of Students. A limited number of one-bedroom apartments are available for students with no more than one child. Pets are not allowed. All students living in the residence halls are required to obtain a boarding ticket and eat in the dining hall. The Myrtle Cole Minton Cafeteria is located on the lower level of the Frances Partridge Campus Center. Commuting students are welcome in the dining room and may purchase individual meal tickets at the door.

Union College Identification (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 I.D. card on request. Identification cards are issued during fall and spring.

Vehicles – Parking

The College maintains paved parking lots for use of commuting and resident students. Cars parked on campus must be registered in the Safety Office and display an official Union College parking permit. Permits may be obtained free of charge from the Safety Office. Cars must be parked in designated areas only and violation of campus parking regulations may result in fines charged against the student's account or in towing at the owner's expense.

Financial Information

Andra Butler, Director: Financial Aid

Financial Information

The academic year is divided into sessions. There are three fall and three spring sessions. In addition, there are multiple summer sessions and a winter session. Please consult the Academic Calendar or academic course schedules for times offered. Tuition, fees, and other expenses are subject to change. See Tuition Costs, below. Contact the Business Office or Office of Financial Aid for all current financial information.

Tuition and Fees (Subject to Change and Will Be in Each Session's Schedule)

Currently, students can take up to 12 credit hours over the entire term for fall and spring. During the summer terms, students can take no more than 16 credit hours. Students can take no more than 3 hours during August or the winter term.

| Expense | Description | Amount |
|----------------------|--|----------|
| Tuition | Part-time on campus or on-site tuition (per semester hour) | \$400.00 |
| Tuition | Part-time online tuition (per online hour) | \$400.00 |
| Tuition | M.B.A., M.S.A., M.S.A.A. Programs | \$340.00 |
| Room and Board | (purchase as required/contact Business Office)* | |
| Low-Residency Course | Low-Residency and Applied Learning Practicum course | \$500.00 |

Part-Time Graduate Tuition Rates

| Expense | Per Hour | Effective Date |
|---|----------|----------------|
| Tuition-Graduate Education | \$400.00 | July 2018 |
| Tuition-Graduate Education Online Courses | \$400.00 | July 2018 |
| Tuition-Graduate Psychology | \$400.00 | July 2018 |
| Tuition-Graduate Psychology Online | \$400.00 | July 2018 |
| Tuition-Graduate M.B.A. Online | \$340.00 | July 2018 |
| Tuition-Graduate M.S.A. Online | \$340.00 | July 2018 |
| Tuition-Graduate M.S.A.A. Online | \$340.00 | July 2018 |

Other Expenses

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

| Expense | Description | Amount |
|--------------|---|-------------------|
| CLEP | Per test | \$85.00 |
| CLEP | Credit recording fee (per course equivalent for Subject Tests only) | \$50.00 |
| Chalk & Wire | Education Students – e-Portfolio (varies according to term length) | \$105.00 (2 yrs.) |
| Chalk & Wire | GRST 500 (Introduction to Education Graduate Studies) course fee | \$105.00 |

| | | |
|-----------|-----------|----------|
| Portfolio | Class fee | \$500.00 |
|-----------|-----------|----------|

Other Fees

| Expense | Description | Amount |
|---|---|----------|
| Transcript | After first copy | \$5.00 |
| Student Teaching | Fee | \$150.00 |
| Portfolio Manual | Fee, for pamphlet includes all the information, templates, materials, etc. students need to build their portfolio | \$20.00 |
| Rental | College Court Rental, per month (all utilities furnished)**** | \$330.00 |
| Graduation Fee | Degree or Certificate | \$50.00 |
| Renewal | Fee | \$5.00 |
| Technology Fee | For Graduate Education & Psychology (per semester) | \$25.00 |
| Telecommunication | Fee for M.B.A., M.S.A., M.S.A.A. (per semester) | \$25.00 |
| Withdrawal | Administration Fee | \$50.00 |
| *Vacation periods are not included in the above quotes. Food service and traditional college housing are closed during some vacations and other periods as noted in the academic calendar. Student apartment-style housing is closed during summer vacation only. The College reserves the right to entertain delegates to conventions and other related groups in all college housing during summer vacation periods. All board charges are subject to change without notice, pending contract agreement with the food service provider. | | |
| ****Plus one month's rent, rental deposit (payable through 3 equal payments) | | |

Financial Assistance

Union College participates in the Federal Direct Loan Program. Eligibility for student loans is determined by filing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. First-time borrowers in the Direct Loan Program will also need to complete entrance counseling and a master promissory note at www.studentloans.gov before loans can be processed. Students must notify the Financial Aid Office of their intent to borrow, prior to each term, for any loan to be processed. Repayment begins six months after the student graduates or drops below the eligibility requirement of six hours enrollment. Students who are eligible for Veterans Benefits should contact the Office of the Registrar for information concerning procedures required to receive those benefits.

Payment Plan

The Union College Interest-Free Monthly Payment plan, as serviced by Union College, helps students and parents make education affordable. Payment plan is available to domestic students and unavailable to students studying on an F1 Visa.

Paying monthly through current income and savings helps students limit borrowing and reduces overall cost of education. The monthly payment plan is available to all families, regardless of financial need. The only cost is the semester enrollment fee of \$50.00.

Currently, there are two available monthly payment plans:

1. Fall 6-month plan (June to November)
2. Spring 6-month plan (December to May)
3. 12 Months (May to May)

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

Financial Clearance

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

Refund Policy

Whether a class is in a traditional classroom setting or in an online format, Union College considers a student enrolled until he or she completes drop/withdrawal procedures. Students who remain registered for a class they are not attending will be responsible for all charges and will receive an automatic grade of “F.” A \$50.00 administrative fee will be assessed for adjustments to a student’s transcript and other records when necessitated by not following proper withdrawal procedures. Withdrawal procedures must be completed in person, by email, fax, or by U.S. mail. The student must contact the College to verify that his/her fax and/or U.S. mail communications have been received by the College. Tuition and room refunds are based on the period of time a student is enrolled in a course expressed as a percentage of the total length of the course schedule. Board charges will be refunded on a pro-rata basis.

Effective July 1, 2017

Academic Program

Academic Calendar

Union College operates on a semester system. The fall semester begins in late August and ends in early December. The spring semester runs from January to early May. Each semester also has two sub terms. The College has the following additional terms: a number of summer sessions, and a winter term.

Academic Integrity

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

Examples of academic dishonesty include:

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

Incidents of academic dishonesty will be dealt with by the individual instructor 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 Academic Affairs Office. The instructor may impose any number and degree of penalties, including administering another assignment or assigning a grade of “F” for the course. The Vice President for Academic Affairs may suspend any student from the College for academic dishonesty. Students found guilty of academic dishonesty will not be eligible for academic honors.

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

Also see Academic Code of Honor in this catalogue.

Academic Records

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over eighteen (18) years of age (eligible students) certain rights with respect to the student’s education records. These principles are:

1. The right to inspect and review the student’s education records within forty five (45) days of the day the Office of the Registrar receives a request for access. Parents or eligible students should submit a written request to the Office of the Registrar that identifies the record(s) they wish to inspect. The Office of 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 believe is inaccurate or misleading. Parents or eligible students may ask the College to amend a record they believe is inaccurate or misleading; they should write the Office of the Registrar and 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/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/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 Office of the Registrar within three (3) weeks of the beginning of the term that such information is to be withheld from the public. Directory information is defined as student name, address, and dates of attendance, degree(s) earned, and previous attended educational institutions.
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 is:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Ave., S.W.
 Washington, DC 20202-5920
7. Although the Family Rights and Privacy Act affords parents of students, under the Internal Revenue Code, access to the student's education record, it is the policy of the College to require all students sign a waiver for the release of such information.

Transcripts

The College regards the student's transcript as a personal and private document; it is released only on the written authorization of the student and payment of the required fee of \$5.00 for each requested transcript. Requests for transcripts should be made directly to the Office of the Registrar and should include: full name (including maiden name); Social Security Number, and dates of attendance. More information can be found at the Union website: www.unionky.edu/departments/registrar/request-transcript.

When official transcripts are sent directly to the student, the transcript is stamped "Issued to Student." Financial obligations to the College must be cleared before a transcript is issued. Official transcripts can only be issued by the Office of the Registrar.

Transfer Credits

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

| Graduate Program | Maximum Transfer Credits |
|--|--------------------------|
| M.S.A. Master of Administration | 6 transfer credits |
| M.S.A.A. Master of Athletic Administration | 6 transfer credits |
| M.B.A. Master of Business Administration | 6 transfer credits |
| M.A. Clinical Psychology | 15 transfer credits |
| M.A. Education | 9 transfer credits |
| M.A. General Psychology | 12 transfer credits |
| Rank I | 15 transfer credits |
| M.S. Substance Abuse Counseling | 15 transfer credits |

- A maximum of nine (9) semester hours from a recognized and regionally accredited graduate school may be transferred toward the Master of Arts degree in Education.
- A maximum of 15 semester hours from a recognized and regionally accredited graduate school may be transferred toward the Rank I program if the student has not transferred in coursework toward the requirements of a Master's program of study.
- A maximum of 12 semester hours from a recognized and regionally accredited graduate school may be transferred toward the Master of Arts General Psychology degree.
- A maximum of 15 semester hours from a recognized and regionally accredited graduate school may be transferred toward the Master of Arts Clinical Psychology degree.

Request for transfer credit must be appropriate to the student's planned program, the grade not lower than a "B," and have been approved by the Dean or Department Chair when the curriculum contract is signed, or prior to taking the course.

Transferability of Credit Disclosure Statement – Tennessee Education Students

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

Tennessee Code Ann. § 49-7-144 (2).

Academic Services

The David and Donna Jones Learning Resource Center

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

Abigail E. Weeks / Milton H. Townsend Memorial Library

The Weeks-Townsend Memorial Library provides a variety of resources and services to support and enrich the College's academic programs. The Library, located in the center of campus, houses a collection of more than 138,000 books, periodicals, government documents, media materials, and other print items. The Library also provides access to more than 256,000 e-Books and more than 80 scholarly databases covering a multitude of academic subjects. The Library's Online Public Access Catalog (OPAC), circulation, and reserves are fully automated and available on the web. The Library can accommodate 250 persons in a variety of seating arrangements, including study carrels, tables, private study rooms, computer stations, and lounge areas. The Library provides wireless access to the campus network and laptop computers for student use. Library participation in various state, regional, and national consortia and networks provides the College community with a wide array of traditional and electronic resources

The Library includes a 20-seat computer lab. The Curriculum Collection supports the teacher education program with specialized curriculum and juvenile materials. The Library houses several other special collections including the Cumberland Gap Genealogy Collection, the Lincoln-Civil War Collection, the Kentucky Appalachian Heritage Collection, and the College Archives. Library staff offer individual and group bibliographic instruction and instruction in the use of equipment, computer resources, and special collections.

Class Attendance

Class attendance is required. Students are responsible for all work from the first day of class and are expected to attend all meetings of all classes for which they are registered.

All faculty members are expected to keep accurate records of class attendance.

Class absences due to circumstances beyond the control of the students will be excused by the instructor if the request is made within one week of return to campus. Class work or tests in these classes must be made up. Students should avoid registering for courses that meet at times that conflict with anticipated teaching, administrative, coaching, or other duties at their respective schools or places of employment.

Class work and tests missed by the student while participating in a College sponsored activity may be made up only when the faculty sponsor of the activity notifies the Office of Academic Affairs, by submitting the official absence list, via email to: absence@unionky.edu.

Military Service Policy: Union College will make every accommodation possible for 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 (established November 30, 2003).

Continuous Assessment Process

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

Course Information

Course Audit

With the consent of the instructor, students may audit a course, provided they meet the graduate admission requirements. Students enrolled as auditor attend a class regularly but do not meet the assignment or evaluation requirements of enrolled for credit students. Courses with limited enrollment, laboratory courses, and seminars are not open to student auditors. Audited courses will appear on the transcript and may not later be applied for credit. A fee of \$50.00 per semester hour is charged for each course.

Course Descriptions Special Notations

Most course descriptions indicate 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 the summer sessions (not guaranteed).

Course Loads: Maximum

Students can take no more than 11 hours (Education), or 12 hours (MBA, MSA, MSAA, Psychology) throughout the entire term for fall and spring. During the summer terms, students can take no more than a combined 16 hours. Students can take no more than 3 hours (according to term length) during August or winter terms.

Credit may not be earned concurrently at another institution without the permission of the Office of the Registrar.

Course Numbering System

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

Reserved Course Numbers

Some special numbers are reserved for specific types of courses, and may not be included in Course Descriptions section of this catalogue.

| Number | Description |
|---------------|---|
| 581, 594, 681 | “Special Topic” – courses developed on a one-time basis, or a special innovative course |
| 595 | Independent Study – courses offered for individual study outside regular course offerings |
| 599 | Thesis – Education |
| 696, 697 | Integrative Project I, Integrative Project II – Psychology |

Independent Studies

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

The faculty representative and the Vice President for Academic Affairs must approve proposals for independent study. It is the student’s responsibility to work with an instructor in planning the course of study and to present the proposal for approval. Forms for independent study must be obtained from the Office of the Registrar.

A student must have successfully completed nine (9) semester hours of graduate credit at Union College in order to qualify for independent study. Visiting students are not permitted to take a course on an independent study basis. Credit for independent studies done at other accredited institutions will be accepted provided such credit meets the Union College transfer credit requirements.

Disability Accommodations

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for courses should contact the Education & Retention Specialist, at (606) 546-1258. This office is located in Sharp Academic Center, first floor room 3110.

Students with disabilities should request accommodations prior to or early in the semester. Each request for accommodations will be examined on a case-by-case basis to determine eligibility. Please do not request accommodations directly from instructors as they are not authorized to make reasonable accommodations.

Electronic Portfolio (ePortfolio) (Education Only)

All Union College graduate education students seeking a degree, certificate, or endorsement are required to develop and maintain an electronic portfolio (ePortfolio). Portfolio tasks are samples of work from the courses comprising the professional component of the student’s program and are in support of the appropriate standards. Guidelines for the portfolio are provided to students upon entry into the program. Trainings are provided to students during the GRST 500 course, Introduction to Education Graduate Studies. For more information, please contact the Educational Studies Office. The creation of the portfolio represents a form of professional development.

The portfolio will be reviewed twice by the student’s advisor prior to completion of the student’s program of studies:

- at a mid-program conference with the advisor prior to admission into candidacy (MAP V)
- prior to program completion (MAP VI); if the advisor perceives a portfolio to be inadequately developed or poorly presented, the student is asked to address those concerns and resubmit the portfolio

Grade Information

Examinations and Reports of Grades

Examinations are given at the close of each semester. A final exam schedule is published by the Office of Academic Affairs. Midterm and semester grades are reported by instructors to the Office of the Registrar. Midterm and final semester grades are posted electronically on MyUnion. Only final grades become a part of the student’s permanent record.

Grade Appeal

Students are entitled to rectify grievances related to grades. Students have one (1) year in which to contest any grades on their transcripts. After that time, the grade is permanent. Please consult the student handbook or contact the Office of Academic Affairs for additional information.

The Grading System and Quality Points

If a course is repeated at Union College, only the last taking of the course grade is used in computing the student's GPA, even if the grade is lower. Grades for graduate courses are defined as follows:

| Grade | Description |
|-------|---|
| A | Superior work, valued at four (4) quality points for each semester hour |
| B | Above-average work, valued at three (3) quality points for each semester hour |
| C | Average work, valued at two (2) quality points for each semester hour |
| D | Inferior but passing work, valued at one (1) quality point for each semester hour; no academic credit toward M.A. degree; can be credited towards a Rank I |
| F | Failure with zero (0) credits and zero (0) quality points for each semester hour or failure to officially withdraw from a course |
| CR | A course has been satisfactorily passed |
| P | A course has been satisfactorily passed |
| I | Incomplete, in the opinion of the instructor. The student has been unable to complete the required work of the course. This grade is issued at the discretion of the instructor. A grade of "I" submitted to the Office of the Registrar must be accompanied by a written statement from the instructor that includes: (1) why the "I" was given, (2) the requirements that must be met to remove the "I," and (3) the deadline for meeting these requirements. The Office of the Registrar will send a copy of this statement to the student. An Incomplete grade must be completed no later than six-months following the date it was issued. After this date, the "I" will be changed to the grade of "F." |
| W | A student withdrew on or before the stated date on the Academic Calendar |

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

Quality Point Standing

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

Graduate Academic Standards

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

Academic Probation

When placed on probation, graduate students are allowed to enroll in a minimum of 3 hours and a maximum of 6 hours in the subsequent semester, in order to raise their GPA to 3.0. Students failing to raise their GPA in that subsequent semester will be disqualified.

Graduate students are cleared from probation if the grade point average is corrected to a 3.0 or higher the semester following first notification of probationary status. Graduate students shall be notified by the Office of Academic Affairs that their probation has been cleared.

Academic Disqualification

After being placed on probation, if at any point graduate students fail to meet the requirements or do not raise their GPA to 3.0, they will be disqualified from candidacy in their Master's program. They will not be allowed to reapply for candidacy unless they are reinstated.

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

Reinstatement

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

After completing the program of study, students must then petition the Academic Policies Council for reinstatement at least 30 days prior to the first day of the semester in which they want to return. Petitions to the Academic Policies Council should be provided in the form of a letter, by the student, to the Vice President for Academic Affairs.

After Reinstatement

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

Graduate Student Grievance Process

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

A student who has a grievance should first follow the informal process detailed below. (It should be noted that all steps of the process are documented for the purpose of collecting data about student grievances. All documentation should be given to the Department Chair to be placed in a file that will be reviewed at the end of each spring semester. All grievances are confidential.)

Informal Process

- The aggrieved student should schedule an appointment with the instructor and openly discuss the problem.
- If a satisfactory resolution is not achieved, the student may confer with the Department Chair or Dean, who will review the student grievance.
- If the grievance has not been successfully cleared at this time, the student may request the Department Chair or Dean to refer the matter to the Vice President for Academic Affairs.
- If a satisfactory resolution is not achieved, the Vice President for Academic Affairs will refer the matter to the Academic Policies Council for the specific purpose of hearing a student academic grievance.

Formal Process

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

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

- All meetings of the Academic Policies Council shall be closed to ensure confidentiality and to protect the rights of privacy for both the student and the instructor. Each party in the grievance is entitled to be accompanied by any person of his/her choosing, but that person will have no right to speak or cross-examine. This person's role shall be advisory only.
- Concerned parties may utilize witnesses for the presentation of their case. The Academic Policies Council may decide that the aggrieved student, instructor, and any or all witnesses be excused from certain presentations if, in the opinion of the Academic Policies Council, an invasion of privacy and/or the violation of rights of specific individuals would result.
- Procedures for the presentation of relevant information on the part of the student, instructor, and/or witnesses will be determined by the Academic Policies Council, and only the Committee members may ask questions of the parties.
- Following final discussion of the grievance, the Academic Policies Council will decide on any action needed to resolve the issue. Written recommendations of action (along with all supporting data) will be sent to the Department Chair. Copies of the final decision will be sent to the student and instructor. The recommendation will be submitted not more than one week following the final Academic Policies Council hearing.

Online Graduate Study

To learn more about online graduate study options, students should visit the online graduate programs website: www.unionky.edu/academics/academic-programs/online-programs/online-graduate-programs.

It is the student's responsibility to keep track of the number of online courses taken. For any questions about this policy, please contact the Graduate Studies Office at 606-546-1210 (Education) or 606-546-1692 (Athletic Administration, Business, Psychology, Substance Abuse Counseling).

Registration

Students seeking course credit must be admitted to the graduate program or have a Visiting Student Permit. For details, please refer to the Admission to Graduate Study section in this catalogue. Former Union College graduate students who have not been in attendance during the past two years must apply for readmission and update their records in Graduate Education or Division of Online & Graduate Studies.

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

Time Limits

Graduate students are expected to complete requirements for any degree or program within five (5) years after beginning course work. The Academic Policies Council may grant an extension for an additional three (3) years for sufficient reason, upon written petition from the student. If the course work is deemed reasonable within the framework of current knowledge and findings, or if for some physical reason the student has not been able to complete his/her work on schedule, consideration will be given for the extension of time.

Withdrawal from Courses/the College

Withdrawal does not occur automatically when a student stops attending a class but must be granted officially by the Office of the Registrar. It is the responsibility of students to complete the College Withdrawal Administrative Release form, obtain the needed signatures, and return the completed form to the Office of the Registrar. Students who fail to complete the withdrawal procedure will receive a grade of "F" for the term.

The last day to withdraw from the College or from all courses for a semester is also the last day to withdraw from a course with a grade of "W." The date for such withdrawals is noted in the Academic Calendar available on the Academics page on the Union College website.

2018-2019 Curriculum

| Degree Area | Major | Minor |
|---|-------------|-------|
| Graduate Programs | | |
| M.A. Clinical Psychology | X | N/A |
| M.A. Education | X | N/A |
| M.A. Education Curriculum and Instruction (P-12) | X | N/A |
| M.A. Education Supervisor of Instruction (P-12) | X | N/A |
| M.A. General Psychology | X | N/A |
| M.S.A. Master of Administration | X | N/A |
| M.S.A.A. Master of Athletic Administration | X | N/A |
| M.B.A. Master of Business Administration | X | N/A |
| M.S. Substance Abuse Counseling | X | N/A |
| Ed.S. Educational Specialist | X | N/A |
| Rank 1 | X | N/A |
| Rank 1: Education Curriculum and Instruction (P-12) | X | N/A |
| Rank 1: Education Supervisor of Instruction (P-12) | X | N/A |
| Chemical Dependency Counselor Certificate | Certificate | N/A |

Academic Programs

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| Graduate Education..... | 26 |
| M.A. Education | 33 |
| M.A. Education Curriculum and Instruction (P-12) | 34 |
| M.A. Education Supervisor of Instruction (P-12) | 35 |
| Rank 1 | 36 |
| Rank 1: Education Curriculum and Instruction (P-12) | 37 |
| Rank 1: Education Supervisor of Instruction (P-12) | 37 |
| Ed.S. Education Specialist | 38 |
| | |
| Graduate Psychology | 40 |
| M.A. General Psychology | 44 |
| M.A. Clinical Psychology | 45 |
| M.S. Substance Abuse Counseling | 47 |
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| Online and Graduate Programs | 51 |
| Master of Business Administration (M.B.A.)..... | 52 |
| Master of Science in Administration (M.S.A.)..... | 52 |
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Graduate Education

Programs: Master of Arts (M.A.) in Education; Master of Arts (M.A.) in Education Curriculum and Instruction (P-12); Master of Arts (M.A.) in Education Supervisor of Instruction (P-12); Rank I; Rank 1: Education Curriculum and Instruction (P-12); Rank 1: Education Supervisor of Instruction (P-12); Educational Studies Specialist (Ed.S.) (Tennessee)

Mission Statement

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

The mission/theme also implies that the teacher education programs prepare students to perform effectively in authentic school-based situations. It implies thoughtful design and implementation of the various programs in order to provide comprehensive and coordinated experiences for all students. The department has developed a vision that serves as criteria for the quality and conditions for its undergraduate and graduate programs. It is in compliance with the teacher standards adopted by the Kentucky EPSB (Education Professional Standards Board). Union’s programs meet the following criteria:

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

Graduate Education: Application, Admission, and Candidacy Process

An applicant must have completed the requirements for a Bachelor’s degree at an accredited institution. A minimum GPA of 3.0 is required. Please note, courses counted toward transfer or program completion must have been completed within seven (7) years of date of program application. In addition to completing the general application and paying the non-refundable \$25.00 application fee, the applicant must arrange for the Graduate office to receive the following:

- Copy of official undergraduate transcripts with minimum 3.0 undergraduate GPA
- Copy of valid teaching certificate
- Curriculum Vitae
- GRE or MAT scores
- Three professional letters of reference (one letter must be current principal or supervisor)
- Professional Growth Plan
- Professional Disposition Form
- Signed copy of the Kentucky Code of Ethics for Teachers
- Documentation of recent professional development activities (for the last three (3) years)

Note: Schedules are available to students online. Schedules and instructors are subject to change. The academic departments reserve the right to change instructor(s) without notification to the student. Students may access all information about course(s) they are enrolled in through MyUnion by logging in with their email address and student identification number issued by the College. It is the student's responsibility to make sure he/she is enrolled in the correct course(s) and begins attending on the first day of classes. Failure to check schedule and withdraw will result in a charge and a grade of "F."

Exit Requirements

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

Application for Graduation, Change in Rank, and Added Certification

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

Students who complete all requirements in the spring or summer term will participate in the May Commencement. Those completing all degree requirements during the fall semester may participate in the following May Commencement. Those failing to participate are required to pay an absentia fee (see section Financial Information).

M.A. Education Degree

Requirements for the Master's degree include the following:

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

Admission into Candidacy for the M.A. Education Degree

Admission to a program leading to the Master's degree does not imply admission to candidacy for a degree. Students must file an application for admission to candidacy for the M.A. degree and complete the candidacy requirements during the term in which 12 hours of graduate work

(including transfer work) are completed, before registering for courses beyond 12 semester hours. The candidate's advisor shall recommend an applicant's admission to candidacy following positive appraisal of the student's academic proficiency and other factors deemed important for the completion of the particular curriculum in which the student is working.

Admission to candidacy for the Master's degree includes an application, completion of the requirements below (including GRST 500), and approval from the APC (Academic Policies Committee).

1. Show an aptitude for graduate study by the completion of 13 semester hours of graduate work with a grade point average of at least 3.0.
2. Successfully complete the written exercise and include it for review in e-portfolio.
3. Students are responsible for scheduling a candidacy review at a time mutually convenient for the student and his/her advisor. The application for admission to candidacy must be on file in the Graduate Education Department prior to the candidacy review.
4. Successful completion of EDUC 500 (Methods of Action Research for Teacher Leaders) and GRST 500.

Admission into Candidacy for the M.A. Education Curriculum and Instruction (P-12) Degree

Rank 1 program; Master's Degree required prior to enrollment.

Initial Requirements-MAP IV

- Application for Graduate Studies with \$25 fee
- Minimum 3.0 cumulative GPA
- Copy of valid teaching certificate
- Copy of passing GRE or MAT scores
- Copy of official undergraduate transcripts
- Three professional references
- Signed Kentucky Code of Ethics for Teachers
- Completed dispositions form
- Copy of Professional Growth Plan
- Documentation of recent professional activities (for the last three years)
- Submission of curriculum vitae (CV)

Admission to Candidacy-Map V

- Application for Educational Studies
- Assignment of PreK-12 mentor
- Required 3.0 GPA
- Application to candidacy
- Completion of four tiered entrance process
- Completion of GRST 500, Introduction to Education Graduate Studies
- PreK-12 Administrator Disposition of Candidate

Exit Requirements-Map VI

- Rank 1 certificate awarded upon successful program completion
- Application for graduation/rank change
- Minimum 3.0 cumulative GPA
- Complete 31 hours (22 hours earned in residence at Union College)

Admission into Candidacy for the M.A. Education Supervisor of Instruction (P-12) Degree

Rank 1 program; Master's Degree required prior to enrollment.

Initial Requirements-MAP IV

- Application for Graduate Studies with \$25 fee
- Minimum 3.0 cumulative GPA
- Copy of valid teaching certificate
- Copy of passing GRE or MAT scores
- Copy of official undergraduate transcripts
- Three professional references
- Signed Kentucky Code of Ethics for Teachers
- Completed dispositions form
- Copy of Professional Growth Plan
- Documentation of recent professional activities (for the last three years)
- Submission of curriculum vitae (CV)
- Rank II certification required prior to enrollment into program

Admission to Candidacy-Map V

- Application for Educational Studies
- Assignment of PreK-12 mentor
- Required 3.0 GPA
- Application to candidacy
- Completion of four tiered entrance process
- Completion of GRST 500, Introduction to Education Graduate Studies
- PreK-12 Administrator Disposition of Candidate

Exit Requirements-Map VI

- Application for graduation/rank change
- Minimum 3.0 cumulative GPA
- Complete 34 hours (22 hours earned in residence at Union College)
- Rank 1 certificate awarded upon successful program completion

Rank I Certificate, the Sixth Year Program

Union College also has a preparation program for Kentucky's Rank I classification. Rank I classification requires the completion of a planned program of 31 semester hours beyond Rank II classification (or 61 including the Master's degree), completion of an e-portfolio, and completion of GRST 500. The student must design a Professional Development Plan. The plan is used by the student and an advisor to plan a sequence of courses that will meet the following goals:

- To improve the professional competency for the position covered by the initial teaching certificate.
- To obtain preparation certification required in additional areas.

Rank I certification requires a GPA of at least 3.0. Up to 15 hours credit may be transferred from other graduate institutions, if appropriate, to the student's planned program and if the final grade achieved is at least a "B." Course credit specified for Rank I cannot be more than 10 years old at the completion of the program. No comprehensive examination is required; however, each student will complete an electronic portfolio. A Professional Development Plan is included in the

student's program portfolio and provides direction for the student's selection of entries for the portfolio. Although each program is individualized, the guidelines below will prevail in the planning of the program. Some courses may have been taken at the Master's level, and appropriate courses may be substituted with prior permission.

Admission to Rank I Programs

Union College offers Rank I programs for teachers and school administrators. Rank I program students are responsible for scheduling a candidacy review at a time mutually convenient for the student and his/her advisor. The application for admission to candidacy must be on file in the Graduate Education Department prior to the candidacy review.

Admission to Rank I: Education Curriculum and Instruction (P-12) Program

Initial Requirements-MAP IV

- Application for Graduate Studies with \$25 fee
- Minimum 3.0 cumulative GPA
- Copy of valid teaching certificate
- Copy of passing GRE or MAT scores
- Copy of official undergraduate transcripts
- Three professional references
- Signed Kentucky Code of Ethics for Teachers
- Completed dispositions form
- Copy of Professional Growth Plan
- Documentation of recent professional activities (for the last three years)
- Submission of curriculum vitae (CV)

Admission to Candidacy-Map V

- Application for Educational Studies
- Assignment of PreK-12 mentor
- Required 3.0 GPA
- Application to candidacy
- Completion of four tiered entrance process
- Completion of GRST 500, Introduction to Education Graduate Studies
- PreK-12 Administrator Disposition of Candidate

Exit Requirements-Map VI

- Rank 1 certificate awarded upon successful program completion
- Application for graduation/rank change
- Minimum 3.0 cumulative GPA
- Complete 31 hours (22 hours earned in residence at Union College)

Admission to Rank I: Education Supervisor of Instruction (P-12) Program

Initial Requirements-MAP IV

- Application for Graduate Studies with \$25 fee
- Minimum 3.0 cumulative GPA
- Copy of valid teaching certificate

- Copy of passing GRE or MAT scores
- Copy of official undergraduate transcripts
- Three professional references
- Signed Kentucky Code of Ethics for Teachers
- Completed dispositions form
- Copy of Professional Growth Plan
- Documentation of recent professional activities (for the last three years)
- Submission of curriculum vitae (CV)
- Rank II certification required prior to enrollment into program

Admission to Candidacy-Map V

- Application for Educational Studies
- Assignment of PreK-12 mentor
- Required 3.0 GPA
- Application to candidacy
- Completion of four tiered entrance process
- Completion of GRST 500, Introduction to Education Graduate Studies
- PreK-12 Administrator Disposition of Candidate

Exit Requirements-Map VI

- Application for graduation/rank change
- Minimum 3.0 cumulative GPA
- Complete 34 hours (22 hours earned in residence at Union College)
- Rank 1 certificate awarded upon successful program completion

Educational Studies Specialist Program (Ed.S.) Non-Certification

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

Tennessee Graduate Education Students

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

Please be advised that Union's Ed.S. Program is not accredited by the Kentucky EPSB and the Ed.S. Program is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for Kentucky P-12 educators.

Ed.S. Program Admission Requirements

- Application for Graduate Studies
- Completion of a Master's program
- Minimum of 3.0 cumulative GPA
- Copy of official college transcripts
- Copy of GRE or MAT scores
- Three professional references
- Completed Dispositions Form
- Submission of resume/curriculum vitae

Ed.S. Program Candidacy Requirements

- Completion of Core component
- Application to program candidacy
- Minimum of 3.0 cumulative GPA
- Assignment of faculty advisor

Ed.S. Program Exit Requirements

- Successful completion of Capstone Experience
- Application for graduation
- Minimum of 3.0 cumulative GPA
- Complete 37 hours (31 hours earned in residence at Union College)
- Successful completion of E-Portfolio

Graduate Programs of Study – Graduate Education Program

Master of Arts in Education, Rank II

- Teacher as Leader: General
 - Cultural Competency (Online Program)
 - Educational Policy (Online Program)
 - Gifted Education P-12 (Online Program)
 - English as a Second Language P-12 (Online Program)
- Educational Leadership (Non-Certification) P-12 Education:
 - Health & Physical Education
 - Learning & Behavior Disorders

Rank I Programs

- Teacher as Leader: General
 - Cultural Competency (Online Program)
 - Educational Policy (Online Program)
 - Gifted Education P-12 (Online Program)
 - English as a Second Language P-12 (Online Program)
- P-12 Education:
 - Curriculum and Instruction
 - Supervisor of Instruction
 - Health & Physical Education
 - Learning & Behavior Disorders

Note: Students seeking initial certification through the graduate program must contact the ESU (Educational Studies Unit) to develop a curriculum contract for their certification area. While coursework may count for both certification and a Master's degree or Rank I, certification students must keep two separate curriculum contracts for these two distinct areas. Graduate level initial certification candidates must meet individual requirements for admission to student teaching and completion of their respective programs.

M.A. Degree, Teacher as Leader – Program Description

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

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

1. Core Component | 19 Semester Hours

| Class Name | Credit Hours |
|--|----------------|
| GRST 500 Introduction to Education Graduate Studies | 1 credit hour |
| EDUC 670 Directed Field Project | 3 credit hours |
| EDUC 502 Curriculum Design and Practices for Teacher Leaders | 3 credit hours |
| EDUC 511 Assessment Accountability Practices for Teacher Leaders | 3 credit hours |
| EDUC 513 Advanced Instructional Practices for Teacher Leaders | 3 credit hours |
| EDUC 551 Culturally Responsive Practices for Teacher Leaders | 1 credit hour |
| EDUC 573 Advanced Technology Practices for Teacher Leaders | 3 credit hours |
| EDUC 589 Teacher Leaders as Transformers of Education | 3 credit hours |

2. General Specialization Component | 12 Semester Hours

Candidates will complete EDUC 670 (Directed Field Project) and six (6) hours of content courses within the Art/Science areas. The remaining three (3) hours will be determined from review of candidate's Professional Growth Plan.

| Class Name | Credit Hours |
|--|----------------|
| EDAD 680 Research Seminar in Supervision | 3 credit hours |
| XXXX XXX | 3 credit hours |
| XXXX XXX | 3 credit hours |
| XXXX XXX | 3 credit hours |

3. Cultural Competency Specialization Component | 15 Semester Hours

| Class Name | Credit Hours |
|--|----------------|
| EDAD 531 Foundations of Multicultural Education | 3 credit hours |
| EDAD 532 Introduction to International Education | 3 credit hours |
| EDAD 533 Diversity in Learning and Evaluation | 3 credit hours |
| EDAD 534 Instructional Strategies for Multicultural Populations | 3 credit hours |
| EDAD 535 Effective Classroom Management Practices for Diverse Classrooms | 3 credit hours |

4. Educational Policy Specialization Component | 15 Semester Hours

| Class Name | Credit Hours |
|--|----------------|
| EDAD 546 Introduction to Educational Policy | 3 credit hours |
| EDAD 547 Political Influencers on Educational Policy | 3 credit hours |
| EDAD 548 Comparative Profiles in Educational Policy | 3 credit hours |
| EDAD 549 P-12 Assessments and Educational Policy | 3 credit hours |
| EDAD 550 Special Topics in Educational Policy | 3 credit hours |

5. English as a Second Language (ESL) P-12 Certification | 12 Semester Hours

| Class Name | Credit Hours |
|--|----------------|
| EDUC 521 Curriculum & Pedagogy for the ESL Classroom | 3 credit hours |
| EDUC 522 Linguistic Applications for ESL Classroom | 3 credit hours |
| EDUC 523 Multicultural Awareness ESL Classroom | 3 credit hours |
| EDUC 524 Practicum in Teaching for ESL Classroom | 3 credit hours |

6. Gifted Education P-12 Certification | 15 Semester Hours

| Class Name | Credit Hours |
|--|----------------|
| EDUC 506 Introduction to Nature & Needs Gifted Learner | 3 credit hours |
| EDUC 507 Assessment & Identification Gifted Learners | 3 credit hours |
| EDUC 508 Multicultural Education & Gifted Learner | 3 credit hours |
| EDUC 509 Methods & Materials Gifted Educator | 3 credit hours |
| EDUC 512 Seminar & Practicum for Gifted Educator | 3 credit hours |

M.A. Degree, Education Curriculum and Instruction (P-12) – Program Description

Rank 1 program; Master's Degree required prior to enrollment.

1. Professional Component | 22 Hours

| Class Name | Credit Hours |
|--|----------------|
| GRST 500 Introduction to Education Graduate Studies | 1 credit hour |
| EDUC 502 Curriculum Design and Practices for Teacher Leaders | 3 credit hours |
| EDUC 511 Assessment Accountability Practices for Teacher Leaders | 3 credit hours |
| EDAD 530 School Law | 3 credit hours |
| EDUC 513 Advanced Instructional Practices for Teacher Leaders | 3 credit hours |
| EDUC 525 Content Area Literacy Development | 3 credit hours |
| EDUC 573 Advanced Technology Practices for Teacher Leaders | 3 credit hours |
| EDUC 670 Directed Field Project | 3 credit hours |
| EDUC 551 Culturally Responsive Practices for Teacher Leaders | 1 credit hour |

2. Specialization Component | 12 Hours

| Class Name | Credit Hours |
|------------|----------------|
| XXXX XXX | 3 credit hours |
| XXXX XXX | 3 credit hours |
| XXXX XXX | 3 credit hours |
| XXXX XXX | 3 credit hours |

M.A. Degree, Education Supervisor of Instruction P-12 – Program Description

Rank 1 program; Master's Degree required prior to enrollment.

1. Level 1 Coursework | 34 Hours

| Class Name | Credit Hours |
|--|----------------|
| GRST 500 Introduction to Education Graduate Studies | 1 credit hour |
| EDAD 530 School Law | 3 credit hours |
| EDUC 511 Assessment Accountability Practices for Teacher Leaders | 3 credit hours |
| EDUC 513 Advanced Instructional Practices for Teacher Leaders | 3 credit hours |
| EDUC 551 Culturally Responsive Practices for Teacher Leaders | 1 credit hour |
| EDUC 503 Elementary School Curriculum & Design | 3 credit hours |
| EDUC 504 Middle School Curriculum & Design | 3 credit hours |
| EDUC 505 Secondary School Curriculum Design | 3 credit hours |
| EDUC 502 Curriculum Design and practices for Teacher Leaders | 3 credit hours |
| EDAD 565 Special Education Law & Procedures | 3 credit hours |
| EDAD 545 Introduction: Educational Administration | 3 credit hours |
| EDAD 680 Research and Seminar in Supervision | 3 credit hours |
| EDAD 670 Directed Field Project | 3 credit hours |

2. Level II Coursework | 6 Hours

Candidates can complete for renewal of Level I certification after one year of employment as a Supervisor of Instruction.

| Class Name | Credit Hours |
|--|----------------|
| EDUC 573 Advanced Technology Practices for Teacher Leaders | 3 credit hours |
| EDUC 589 Teacher Leaders as Transformers of Education | 3 credit hours |

P-12 Curricula, Master of Arts Degree and Rank II

Health & Physical Education Curriculum

1. Professional Education Component | 19 Semester Hours

| Class Name | Credit Hours |
|---|----------------|
| GRST 500 Introduction to Education Graduate Studies | 1 credit hour |
| EDUC 500 Methods of Action Research for Teacher Leaders | 3 credit hours |
| EDUC 513 Advanced Instructional Practices for Teacher Leaders | 3 credit hours |
| EDUC 551 Culturally Responsive Practices for Teacher Leaders | 1 credit hour |
| PHED 501 Health, Nutrition, & Physical Education | 3 credit hours |
| EDAD 530 School Law | 3 credit hours |
| EDUC 511 Assessment Accountability Practices Teacher Leaders | 3 credit hours |
| Choose 1 of the following courses: | |
| EDUC 502 Curriculum Design and Practices for Teacher Leaders | 3 credit hours |
| PHED 503 Curriculum Design In Physical Education | 3 credit hours |

2. Specialization Component | 12 Semester Hours

Select 6 hours from:

| Class Name | Credit Hours |
|----------------------|--------------|
| Select 6 hours from: | |

| | | |
|----------------------|--|----------------|
| WELL 551 | School & Community Workshop | 3 credit hours |
| WELL 552 | Readings in Health | 3 credit hours |
| WELL 575 | Critical Areas in Health | 3 credit hours |
| WELL 582 | Safety Education Workshop | 3 credit hours |
| Select 6 hours from: | | |
| PHED 525 | Motor Learning: Physical Education | 3 credit hours |
| PHED 535 | Psychological Foundations of Sport and Human Performance | 3 credit hours |
| PHED 550 | Seminar in Physical Education | 3 credit hours |

Learning and Behavior Disorders

1. Professional Education Component | 16 Semester Hours

| Class Name | | Credit Hours |
|------------|---|----------------|
| GRST 500 | Introduction to Education Graduate Studies | 1 credit hour |
| EDUC 500 | Methods of Action Research for Teacher Leaders | 3 credit hours |
| EDUC 502 | Curriculum Design and Practices for Teacher Leaders | 3 credit hours |
| EDUC 525 | Content Area Literary Development | 3 credit hours |
| EDUC 551 | Culturally Responsive Practices for Teacher Leaders | 1 credit hour |
| EDAD 565 | Special Education Law & Procedures | 3 credit hours |
| EDUC 573 | Advanced Technology Practices for Teacher Leaders | 3 credit hours |

2. Specialization Component | 21 Semester Hours

| Class Name | | Credit Hours |
|------------|--|----------------|
| SPED 501 | Survey of Exceptional Learners | 3 credit hours |
| SPED 502 | Early Childhood Education for Exceptional Learners | 3 credit hours |
| SPED 503 | Behavior Management for Exceptional Learners | 3 credit hours |
| SPED 504 | Career Education for Exceptional Learners | 3 credit hours |
| SPED 511 | Assessment Procedures for Exceptional Learners | 3 credit hours |
| SPED 513 | Diagnostic and Prescriptive Teaching | 3 credit hours |
| SPED 515 | Instructional Procedures for LBD Learners | 3 credit hours |

Rank I Certificates

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

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

Rank I classification requires the completion of a planned program of a minimum 31 semester hours beyond the Master's degree. Directed Field Project, EDUC 670 / EDAD 670, is required of all students seeking a Rank I Certificate. Supervisor of Instruction, and Reading Certifications require a Master's degree and preferably three (3) years teaching experience.

Each program is specifically planned for the student. Appropriate courses may be substituted for those taken at the Master's degree level with permission from the advisor.

A GPA of at least 3.0 is required for the Rank I Certificate. No comprehensive examination is required. Up to 15 hours credit may be transferred from other graduate institutions, if appropriate, to the student's planned program

and the final grade is at least a “B.” A total of 15 hours of transfer credit can be applied toward the Rank I program if no transfer credit has been transferred toward a Master’s program. Students may not transfer correspondence courses into the program. Students must complete GRST 500, Introduction to Education Graduate Studies, and an Electronic Portfolio.

Rank I

Through the General Rank I program, Union graduate students can enhance their skills as a classroom teacher. Some courses listed as required may have been taken at the Master’s level. Appropriate courses may be substituted by consulting with the advisor.

Rank 1: Education Curriculum and Instruction (P-12)

1. Professional Component | 22 Hours

| Class Name | Credit Hours |
|--|----------------|
| GRST 500 Introduction to Education Graduate Studies | 1 credit hour |
| EDUC 502 Curriculum Design and Practices for Teacher Leaders | 3 credit hours |
| EDUC 511 Assessment Accountability Practices for Teacher Leaders | 3 credit hours |
| EDAD 530 School Law | 3 credit hours |
| EDUC 513 Advanced Instructional Practices for Teacher Leaders | 3 credit hours |
| EDUC 525 Content Area Literacy Development | 3 credit hours |
| EDUC 573 Advanced Technology Practices for Teacher Leaders | 3 credit hours |
| EDUC 670 Directed Field Project | 3 credit hours |
| EDUC 551 Culturally Responsive Practices for Teacher Leaders | 1 credit hour |

2. Specialization Component | 12 Hours

| Class Name | Credit Hours |
|------------|----------------|
| XXXX XXX | 3 credit hours |
| XXXX XXX | 3 credit hours |
| XXXX XXX | 3 credit hours |
| XXXX XXX | 3 credit hours |

Rank 1: Education Supervisor of Instruction P-12

1. Level 1 Coursework | 34 Hours

| Class Name | Credit Hours |
|--|----------------|
| GRST 500 Introduction to Education Graduate Studies | 1 credit hour |
| EDAD 530 School Law | 3 credit hours |
| EDUC 511 Assessment Accountability Practices for Teacher Leaders | 3 credit hours |
| EDUC 513 Advanced Instructional Practices for Teacher Leaders | 3 credit hours |
| EDUC 551 Culturally Responsive Practices for Teacher Leaders | 1 credit hour |
| EDUC 503 Elementary School Curriculum & Design | 3 credit hours |
| EDUC 504 Middle School Curriculum & Design | 3 credit hours |
| EDUC 505 Secondary School Curriculum Design | 3 credit hours |
| EDUC 502 Curriculum Design and practices for Teacher Leaders | 3 credit hours |
| EDAD 565 Special Education Law & Procedures | 3 credit hours |
| EDAD 545 Introduction: Educational Administration | 3 credit hours |
| EDAD 680 Research and Seminar in Supervision | 3 credit hours |

| | | |
|----------|------------------------|----------------|
| EDAD 670 | Directed Field Project | 3 credit hours |
|----------|------------------------|----------------|

2. Level II Coursework | 6 Hours

| Class Name | | Credit Hours |
|------------|---|----------------|
| EDUC 573 | Advanced Technology Practices for Teacher Leaders | 3 credit hours |
| EDUC 589 | Teacher Leaders as Transformers of Education | 3 credit hours |

Rank I: Learning and Behavior Disorders P-12

1. Professional Education Component | 19 Semester Hours

| Class Name | | Credit Hours |
|------------|---|----------------|
| GRST 500 | Introduction to Education Graduate Studies | 1 credit hour |
| EDAD 530 | School Law | 3 credit hours |
| EDAD 565 | Special Education Law & Procedures | 3 credit hours |
| EDUC 513 | Advanced Instructional Practices Teacher Leaders | 3 credit hours |
| EDUC 525 | Content Area Literacy Development | 3 credit hours |
| EDUC 551 | Culturally Responsive Practices for Teacher Leaders | 3 credit hours |
| EDUC 670 | Directed Field Project | 3 credit hours |

2. Specialization Component | 21 Semester Hours

| Class Name | | Credit Hours |
|------------|--|----------------|
| SPED 501 | Survey of Exceptional Learners | 3 credit hours |
| SPED 502 | Early Childhood Education for Exceptional Learners | 3 credit hours |
| SPED 503 | Behavior Management for Exceptional Learners | 3 credit hours |
| SPED 504 | Career Education for Exceptional Learners | 3 credit hours |
| SPED 511 | Assessment Procedures for Exceptional Learners | 3 credit hours |
| SPED 513 | Diagnostic and Prescriptive Teaching | 3 credit hours |
| SPED 515 | Instructional Procedures for LBD Learners | 3 credit hours |

Educational Specialist (Ed.S.) Non-Certification, Program Curriculum

Program Curriculum, Core Component | 10 Semester Hours

| Class Name | | Credit Hours |
|------------|--|----------------|
| GRST 500 | Introduction to Education Graduate Studies | 1 credit hour |
| EDAD 600 | Ethics of Educational Leadership | 3 credit hours |
| EDAD 610 | Educational Leadership Theory | 3 credit hours |
| EDAD 620 | Educational Psychology | 3 credit hours |

Leadership Component | 15 Semester Hours

| Class Name | | Credit Hours |
|------------|---|----------------|
| EDAD 631 | Legal Issues in Educational Organizations | 3 credit hours |
| EDAD 635 | Program Evaluation & Improvement | 3 credit hours |
| EDAD 641 | Problems in Education | 3 credit hours |
| EDAD 642 | Grant Writing for Educational Organizations | 3 credit hours |
| EDAD 659 | Special Topics in Educational Leadership | 3 credit hours |

Field Component | 6 Semester Hours

| Class Name | Credit Hours |
|---|----------------|
| EDAD 661 Seminar in Educational Decision Making | 3 credit hours |
| EDAD 662 Practicum in Educational Decision Making | 3 credit hours |

Capstone Experience | 6 Semester Hours

| Class Name | Credit Hours |
|--|----------------|
| EDAD 689 Quantitative Research & Statistical Methods | 3 credit hours |
| EDAD 690 Ed.S. Writing Project | 3 credit hours |

Grievance Statement for Tennessee Students

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

Tuition Cost for Programs Offered in Tennessee

- Educational Administration: Total Program Cost: \$12,395.00
- Educational Specialist (Ed.S.): Total Program Cost: \$14,370.00

Transferability of Credit Disclosure Statement for Tennessee Students

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

Administrative Refund Policy for Tennessee Students

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

Graduate Psychology

Programs Offered: M.A. (Master of Arts) General Psychology (100% online)

M.A. (Master of Arts) Clinical Psychology (hybrid program including up to 49% online)

M.S. (Master of Science) Substance Abuse Counseling (100% online)

Chemical Dependency Counselor Concentration (100% online)

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

Mission Statement

These degree programs are designed to provide students with an understanding of the scientific principles and theories of psychology, as well as to develop the skills for the application of Clinical Psychology, Substance Abuse Counseling, and General Psychology within mental health and other applied areas, as well as in academic fields. The M.A. General Psychology, the M.S. Substance Abuse Counseling, as well as the graduate Chemical Dependency Counselor Concentration program are entirely online. All Master's programs in psychology provide a solid academic base in the discipline.

The M.A. General Psychology is a 36 credit hour online program and prepares students for teaching at the community college level, further graduate study, or for personal enrichment.

The M.A. Clinical Psychology degree program is a 48 credit hour hybrid (face-to-face and up to 49% online) designed to develop competent and effective Master's level practitioners and involves training in the delivery of psychological services for a variety of clinical settings. It is the student's responsibility to keep track of the number of online courses taken. All course work will fulfill the requirements for licensure in Kentucky. An additional 12 credit hour Clinical Endorsement may be obtained for those wishing to meet licensure standards in Kentucky at the "Psychological Practitioner" level for which the state requires at least 60 credit hours. (Students outside Kentucky should check with their state licensing board for specific licensing requirements in their state.)

The M.S. Substance Abuse Counseling is a 60 credit hour online program that prepares professionals to be specialized in the treatment and recovery of people suffering from drug dependency. It is designed to meet the criteria for licensure as a Substance Abuse Counselor in the state of Kentucky.

The graduate Chemical Dependency Counselor Concentration program is a 21 credit hour online program that provides the basic knowledge and skills needed to apply for certification by the ADC (Kentucky Board of Alcohol and Drug Counselors) as a Certified Chemical Dependency Counselor.

Requirements for Admission to the Psychology Programs

These programs are for promising students from all backgrounds who will enhance the program and the field of psychology. Entrance requirements (for admission to course work at the pre-candidacy level) are as follows:

1. GPA:

- For the M.A. General Psychology, as well as for the M.A. Clinical Psychology programs, cumulative undergraduate GPA of at least 3.0, with a 3.0 or higher in all courses related to the psychology major or minor, is necessary for unconditional admission.
- For the M.S. Substance Abuse Counseling and for the Chemical Dependency Counselor Concentration, the minimum cumulative undergraduate GPA is 2.5.

2. GRE (Graduate Record Examination) scores on file by the end of the student's first term. It must be sent directly to Union College.

- For the M.A. General Psychology and M.A. Clinical Psychology, the required sum of GRE

Verbal plus GRE Quantitative should be 300 or greater, the GRE requirement is waived for candidates with GPA greater than 3.2.

- No GRE is required for the M.S. in Substance Abuse Counseling and for the Chemical Dependency Counselor Concentration program.
3. Official transcripts of all undergraduate and graduate completed work must be sent directly to Union College by the granting institution. Official transcripts must be from a regionally accredited college or university, and should prove either a major or minor degree earned in the field of psychology or a related field. If an exceptionally qualified student does not have a major or minor in psychology, he or she may be required to take a minimum of 12 credit hours in undergraduate courses in Abnormal Psychology, Research Methods, Statistics, and Physiological Psychology. These courses provide important foundations for the core courses in all graduate psychology programs at Union.
 4. Completion of the Application for Admission (available at: www.unionky.edu/sites/default/files/public/downloads/pages/ADM_Application.pdf)
 5. Signed Graduate Studies form
 6. Approved Program Plan
 7. Two letters of recommendation (for the candidates to the Chemical Dependency Counselor Concentration program only). Consideration will be given to previous work experience, academic background, scholarship, interpersonal skills, and commitment to the field of chemical dependency. If the applicant already has the Chemical Dependency Counselor Certification (CDCC) from Union College at a graduate level, those classes will count toward the M.S. Substance Abuse Counseling, leaving approximately 39 hours to complete. If the applicant has a bachelor's degree in a behavior science, and has completed the CDCC from Union College at a bachelor's level, the classes taken will count toward the M.S. Substance Abuse Counseling once the student has completed a "testing out process" for those classes. The student can be admitted and complete the testing out process within the first year of the program. The testing process will include the International Certification & Reciprocity Consortium (IC & RC) examination at the advanced level, which is the exam used for state licensing and certification (see <http://www.internationalcredentialing.org/exams>), and the exam that the Union CDCC program is designed around. We will have study material, practice tests, and on-line study groups to help ensure the student's success, as the exam is required to practice in Kentucky and many other states.
 8. Transfer Hours – The standard number of transfer hours accepted by the psychology program is nine (9). Upon admission to candidacy, students may petition for up to six (6) additional hours to be completed, if those hours are directly comparable to their planned program. A minimum of two-thirds total course work must be completed at Union College. Only those hours obtained from regionally accredited institutions will be considered for transfer credit.

If there are any questions, prior to admission, regarding required courses, or if the student desires advising for any other reason, he or she may contact:

| Program Name | Contact Name | Email Address |
|---|---------------------------|--|
| M.A. General Psychology | Dr. Ilie Vasilescu | ivasilescu@unionky.edu |
| M.A. Clinical Psychology | | |
| M.S. Substance Abuse Counselor | Dr. Kathy Blaydes-Walczak | kwalczak@unionky.edu |
| Chemical Dependency Counselor Concentration | Dr. Kathy Blaydes-Walczak | kwalczak@unionky.edu |

Exit Requirements for Psychology Programs

The exit requirements are:

- Successful completion of required program courses.
- Minimum cumulative GPA of 3.0.
- Application for program graduation.

- Pay a \$25.00 application fee.
- For M.A. General Psychology and M.A. Clinical Psychology, it is also required the successful completion of the Graduate Comprehensive Examination, which is administered each academic year during the months of April and November.

Procedures for the Comprehensive Examination

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

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

The 100 multiple-choice questions for students in General Psychology will pertain to domains 1, 3, 4, and 7 (as listed below and defined by the Examination for Professional Practice of Psychology, or EPPP).

General Psychology – During the Comprehensive Exam, the percentage of the multiple-choice questions for students in General Psychology, is as follows:

- Domain 1 – Biological Bases of Behavior (25%), knowledge of:
 - a) biological and neural bases of behavior
 - b) psychopharmacology
 - c) methodologies supporting this body of knowledge
- Domain 3 – Social and Cultural Bases of Behavior (25%), knowledge of:
 - a) interpersonal, intrapersonal, intergroup, and intragroup processes and dynamics
 - b) theories of personality
 - c) diversity issues
- Domain 4 – Growth and Lifespan Development (25%), knowledge of:
 - a) development across the full life span
 - b) atypical patterns of development
 - c) the protective and risk factors that influence development trajectories of individuals
- Domain 7 – Research methods and Statistics (25%), knowledge of:
 - a) research design, methodology, and program evaluation
 - b) instrument selection and validation
 - c) statistical models, assumptions, and procedures
 - d) dissemination methods

Clinical Psychology – During the Comprehensive Exam, the 100 multiple-choice questions will come from all of the eight domains of interest for EPPP, as follows:

- Domain 1 – Biological Bases of Behavior (12%), knowledge of:
 - a) biological and neural bases of behavior
 - b) psychopharmacology
 - c) methodologies supporting this body of knowledge
- Domain 2 – Cognitive/Affective Bases of Behavior (13%), knowledge of:

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

This examination will be proctored in the library computer lab. Responses must be typed prior to submission. Students are expected to successfully complete the comprehensive examination as one of the exit requirements for the Master degree in Psychology. For that, both essay questions must receive a passing score, and a 70% or higher must be achieved on the multiple choice test. The essay questions will be evaluated anonymously by a minimum of two full-time faculty members in the Psychology Department. The scores will be determined on a four-point scale, where “1” is unacceptable, “2” is meets expectations, “3” is exceeds expectations, and “4” is superior. Scores will be determined as an average of the scores provided by the evaluators. For each question

considered separately, any score below “2” is considered a failing score. The purpose of the exam is to assess students’ competency in the domains/topic areas deemed important by licensing/accreditations boards.

Students will receive written notification of results of the examination within 10 business days from the Psychology Department Chair. Students who do not pass will receive information regarding the next testing date. Those students who do not pass are urged to consult with their faculty advisor in order to develop a plan of preparation for the next examination. In the case of a failing grade on the first attempt at the comprehensive exam, the student will be allowed up to two additional attempts. Only those particular sections (multiple-choice questions, ethics question, and specialization question) that received a failing grade will need to be retaken. At the discretion of the examining faculty and the student’s advisor, the second attempt may require an additional written submission, an additional oral examination, or both written submission and oral examination. Failure on the third attempt may lead to a recommendation for withdrawal from the Master’s in Psychology program. Additional attempts of the comprehensive examination will be scheduled at the discretion of the faculty members in the Psychology Department.

Graduate Psychology Degree Programs

Master of Arts in General Psychology | 36 Hours

The 36-hour M.A. General Psychology is designed for students who may wish to pursue further doctoral studies in psychology, or who are seeking career advancement. The degree is also an excellent choice for those who are seeking personal enrichment and advancement in related fields or wish to pursue higher learning in psychology as a means to expand their general learning ability. The General Psychology degree involves advanced coursework in the field of psychology, as well as a Capstone, an integrative research-based thesis, to prepare students for understanding research, becoming consumers of research literature, and thinking critically and scientifically. This degree may be completed entirely online or a student may choose to combine online courses with on-campus courses.

M.A. General Psychology Program Requirements

Foundational Courses | 21 Hours

| Class Name | Credit Hours |
|---|----------------|
| PSYH 511 Advanced Developmental Psychology | 3 credit hours |
| PSYH 512 Statistics for Mental Health Professionals | 3 credit hours |
| PSYH 515 Quantitative/Qualitative Methods | 3 credit hours |
| PSYH 575 Advanced Behavioral Neuroscience | 3 credit hours |
| PSYH 592 Social & Community Psychology | 3 credit hours |
| PSYH 651 Emotion, Motivation, & Cognition | 3 credit hours |
| PSYH 520 Advanced Psychopathology | 3 credit hours |
| Or | |
| PSYH 560 Personality Theories | 3 credit hours |

Elective Courses | select 9 Hours

| Class Name | Credit Hours |
|--|----------------|
| PSYH 554 Human Sexuality | 3 credit hours |
| PSYH 605 Health Psychology | 3 credit hours |
| COUN 625 Theories of Career Counseling & Development | 3 credit hours |
| PSYH 640 Group Dynamics | 3 credit hours |
| PSYH 655 Multicultural & Diversity Issues | 3 credit hours |

| | | |
|----------|--------------------------------|----------------|
| PSYH 660 | Ethics & Professional Practice | 3 credit hours |
|----------|--------------------------------|----------------|

Chemical Dependency Counselor Concentration Electives

| Class Name | | Credit Hours |
|------------|---|----------------|
| PSYH 505 | Foundations of Chemical Dependency I | 4 credit hours |
| PSYH 506 | Foundations of Chemical Dependency II | 4 credit hours |
| PSYH 510 | Psychology of Addictions | 3 credit hours |
| PSYH 513 | Recovery & Relapse | 3 credit hours |
| PSYH 524 | Biological Systems of Chemical Dependency | 3 credit hours |

Thesis Courses | 6 Hours

| Class Name | | Credit Hours |
|------------|------------------------|----------------|
| PSYH 696 | Integrative Project I | 3 credit hours |
| PSYH 697 | Integrative Project II | 3 credit hours |

Master of Arts in Clinical Psychology | 48 Hours

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

Additional benefits offered to clinical psychology students include:

1. intensive training in clinical assessment, including intelligence tests, personality evaluations, and assessments regarding developmental disabilities
2. the possibility for a variety of guided practicum opportunities, such as community mental health, school based programs, private practice, hospitals, and government agencies
3. class schedules to fit the working professional's needs (with the exception of practicum opportunities, all other are evening or online courses)
4. faculty supervision for each practicum limited to a one-to-five ratio, offering intensive training and feedback on therapeutic skill development and documentation procedures

The Master's degree plan fulfills the educational requirements and prepares students for the successful passing of the EPPP in order to qualify for the LPA (Licensed Psychological Associate) licensure from the Kentucky State Board of Examiners of Psychologists. The educational requirements for licensure as a Psychological Practitioner include an additional 12 hours of course work beyond the Psychological Associate (indicated as "Endorsement for Clinical Psychology [LPP] Courses" in the curriculum below) and five (5) years "on the job" supervision and training. Additionally, students must be aware that psychology licensing can vary from state to state. Students are encouraged to make sure they know the different qualifications should they decide to practice outside the state of Kentucky. Complete information may be found at the official website of the Kentucky State Board of Examiners of Psychology, available at the following URL: <http://psy.ky.gov/pages/default.aspx>

M.A. Clinical Psychology Requirements

Clinical Psychology Foundational Courses | 27 Hours

| Class Name | Credit Hours |
|---|----------------|
| PSYH 502 Theories of Counseling & Psychotherapy | 3 credit hours |
| PSYH 503 Techniques of Counseling/Psychotherapy | 3 credit hours |
| PSYH 511 Advanced Developmental Psychology | 3 credit hours |
| PSYH 512 Statistics for Mental Health Professionals | 3 credit hours |
| PSYH 515 Quantitative/Qualitative Methods | 3 credit hours |
| PSYH 520 Advanced Psychopathology | 3 credit hours |
| PSYH 575 Advanced Behavioral Neuroscience | 3 credit hours |
| PSYH 592 Social & Community Psychology | 3 credit hours |
| PSYH 660 Ethics & Professional Practice | 3 credit hours |
| PSYH 660 Ethics & Professional Practice | 3 credit hours |

Clinical Psychology Program Courses | 21 Hours

Note: Clinical Psychology Program Courses are restricted; only Clinical Psychology students may take these courses, after they have passed all the Foundational Courses with a 3.0 GPA or higher.

| Class Name | Credit Hours |
|--|----------------|
| Select 1 Clinical Psychology Elective Course | 3 credit hours |
| PSYH 665 Diagnosing & Treatment Planning | 3 credit hours |
| PSYH 674 Psychometrics | 3 credit hours |
| PSYH 670 Clinical Assessment of Intellectual Functioning | 3 credit hours |
| PSYH 675 Clinical Assessment Emotional/Psychological Functioning | 3 credit hours |
| PSYH 688 Practicum in Counseling & Psychotherapy | 3 credit hours |
| PSYH 689 Practicum in Assessment | 3 credit hours |

Clinical Psychology Elective Courses | select 3 credit hours

| Class Name | Credit Hours |
|--|----------------|
| PSYH 560 Personality Theories (recommended for EPPP) | 3 credit hours |
| PSYH 581 Special Topics in Psychology | 3 credit hours |
| PSYH 605 Health Psychology | 3 credit hours |
| PSYH 653 Advanced Psychotherapy Strategies & Interventions (recommended for EPPP) | 3 credit hours |
| PSYH 640 Group Dynamics (recommended for EPPP) | 3 credit hours |
| PSYH 645 Group Counseling & Psychotherapy | 3 credit hours |
| PSYH 673 Psychopharmacology (recommended for EPPP) | 3 credit hours |
| The following 2 Clinical Psychology Elective Courses are restricted to Endorsement Psychology Students only: | |
| PSYH 690 Internship I | 3 credit hours |
| PSYH 691 Internship II | 3 credit hours |

Endorsement for Clinical Psychology (LLP) Courses | 12 Hours

Note: Only students enrolled in M.A. Clinical Psychology or those who already have M.A. Clinical Psychology degree can take this endorsement.

Clinical Psychology Endorsement Required Courses | 12 Hours

| Class Name | Credit Hours |
|--|----------------|
| PSYH 651 Emotion, Motivation & Cognition | 3 credit hours |
| PSYH 615 Industrial-Organizational Psychology | 3 credit hours |
| PSYH 653 Advanced Psychotherapy Strategies & Interventions | 3 credit hours |
| Select 1 Clinical Psychology Elective Course | 3 credit hours |

Master of Science in Substance Abuse Counseling | 60 Hours

Substance Abuse Counseling is a fully online program designed to meet the criteria for licensure as a substance abuse counselor in the state of Kentucky. Complete information about licensure requirements in Kentucky may be found at the website of the Kentucky State Board of Examiners of Substance Abuse, available at <http://adc.ky.gov/Pages/default.aspx>.

Students are responsible for checking on state-specific requirements for states other than Kentucky. Students who have completed the Chemical Dependency Counselor Certificate or have completed the state certification examination may be able to count some of their earlier work toward the master's degree.

M.S. Substance Abuse Counseling Requirements

Foundational Courses | 24 Hours

| Class Name | Credit Hours |
|---|----------------|
| PSYH 575 Advanced Behavioral Neuroscience | 3 credit hours |
| PSYH 502 Theories of Counseling & Psychotherapy | 3 credit hours |
| PSYH 592 Social & Community Psychology | 3 credit hours |
| PSYH 503 Techniques of Counseling/Psychotherapy | 3 credit hours |
| PSYH 515 Quantitative/Qualitative Methods | 3 credit hours |
| PSYH 511 Advanced Developmental Psychology | 3 credit hours |
| PSYH 665 Diagnosing & Treatment Planning | 3 credit hours |
| PSYH 520 Advanced Psychopathology | 3 credit hours |
| PSYH 520 Advanced Psychopathology | 3 credit hours |

Substance Abuse Core | 26 Hours

| Class Name | Credit Hours |
|--|----------------|
| PSYH 505 Foundations of Chemical Dependency I | 4 credit hours |
| PSYH 506 Foundations of Chemical Dependency II | 4 credit hours |
| PSYH 510 Psychology of Addictions | 3 credit hours |
| PSYH 513 Recovery & Relapse | 3 credit hours |
| PSYH 524 Biological Systems of Chemical Dependency | 3 credit hours |
| PSYH 655 Multicultural & Diversity Issues | 3 credit hours |
| PSYH 688 Practicum in Counseling & Psychotherapy | 3 credit hours |

| | | |
|----------|--------------|----------------|
| And / Or | | |
| PSYH 690 | Internship I | 3 credit hours |

Elective Courses | select 9 hours

| Class Name | | Credit Hours |
|------------|---|----------------|
| PSYH 660 | Ethics & Professional Practice | 3 credit hours |
| PSYH 590 | Advanced Forensic Psychology | 3 credit hours |
| PSYH 605 | Health Psychology | 3 credit hours |
| COUN 625 | Theories of Career Counseling & Development | 3 credit hours |
| PSYH 630 | Family Systems Theory | 3 credit hours |
| PSYH 581 | Special Topics in Psychology | 3 credit hours |
| PSYH 512 | Statistics for Mental Health Professionals | 3 credit hours |
| PSYH 560 | Personality Theories | 3 credit hours |

Exit Requirements for M.S. Substance Abuse Counseling

1. Successful completion of required program courses
2. Minimum cumulative GPA of 3.0
3. Application for program graduation
4. Pay \$25.00 application fee

Chemical Dependency Counselor Concentration | 21 Hours, Online

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

Chemical Dependency Counselor Concentration Requirements | 21 Hours

| Class Name | | Credit Hours |
|---|---|---------------------|
| PSYH 505 | Foundations of Chemical Dependency I | 4 credit hours |
| PSYH 506 | Foundations of Chemical Dependency II | 4 credit hours |
| PSYH 507 | Ethical Issues in Chemical Dependency Treatment | 1 credit hour |
| Or | | |
| PSYH 660 | Ethics & Professional Practice | 3 credit hours |
| PSYH 510 | Psychology of Addictions | 3 credit hours |
| PSYH 524 | Biological Systems of Chemical Dependency | 3 credit hours |
| PSYH 513 | Recovery & Relapse | 3 credit hours |
| PSYH 655 | Multicultural & Diversity Issues | 3 credit hours |
| Or 1 of the Chemical Dependency Counselor Concentration Electives | | 3 or 4 credit hours |

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

Completion/Exit Requirements for Chemical Dependency Counselor Certification

1. Successful completion of required program courses
2. Minimum cumulative GPA of 3.0
3. Minimum of 14 of the 21 credit hours of program earned through Union College
4. Application for program graduation
5. Pay \$25.00 application fee

Advanced Admission to Graduate Psychology Program

The Advanced Admission to Graduate Psychology Program is designed to allow qualified students majoring in Psychology to take graduate classes at the lower price of the undergraduate courses and without having to submit a GRE score. The Combined Bachelor's/Master's Program is designed to appeal to a variety of highly motivated students who want to explore the field of psychology further, and who intend to advance their careers.

Students who meet the academic qualifications for the accelerated Advanced Admission to Graduate Psychology Program, during the time they are enrolled as full-time undergraduate students, are eligible to take up to 15 hours of graduate course. Regardless of the number of credit hours taken in the Advanced Admission Program, to obtain a bachelor's degree, the student must acquire at least 120 credit hours from the undergraduate courses; also, to receive a graduate degree, at least 30 credit hours must be taken while fully enrolled at the Graduate level.

Undergraduate students taking graduate classes may only select courses listed as 500-level foundational courses for their chosen graduate program.

Once admitted to the Advanced Admission Graduate Psychology Program, during the junior and senior years, students can take up to five (5) of the required graduate courses at the undergraduate rate. Students may enroll in up to six (6) graduate credit hours per semester while completing their undergraduate degree. Students must be enrolled in undergraduate courses each semester that they are enrolled in the Advanced Program.

In compliance with the College's academic policies and regulations, students in this program are required to complete all of the necessary undergraduate core and Psychology major requirements, in addition to the hours taken as part of the Master's level.

Requirements for Advanced Admission to Graduate Psychology Program

1. Currently enrolled in Union College with a major in Psychology
2. Minimum of 60 undergraduate credits earned, with a minimum of nine (9) hours earned in psychology
3. A minimum cumulative GPA of 3.2 in all psychology courses, and a minimum cumulative GPA of 3.2 in all other courses
4. Formal letter of application to the director of the graduate program of interest (General Psychology, Clinical Psychology, Substance Abuse Counselor, or Chemical Dependency Counselor Certification) with statement of interest and career goals
5. Commitment to professional work in psychology
6. Interview with Psychology faculty

Academic Regulations Advanced Admission to Graduate Psychology Program

Students must maintain at least a cumulative 3.2 GPA in order to retain their standing in the combined program. Students whose GPA falls below a 3.2 are referred to the Psychology Department Chair, who may recommend a one (1) semester probation period to assist students in restoring their academic standing to a 3.2 GPA.

Note: The privilege to take graduate courses is provided as an option for advanced undergraduate students. It is expected that students admitted to the Advanced Admission to Graduate Psychology Program will graduate on schedule with the Bachelor's degree in Psychology (normally following eight (8) semesters of course work). Students can take no more than six (6) graduate hours during one semester while still pursuing the Bachelor's degree. Although it may not be possible for some students to complete the maximum number of graduate hours allowable while enrolled as undergraduate, students may not delay their date of graduation in an attempt to complete the maximum number of graduate credit hours at a lower rate.

Dismissal from Advanced Admission to Graduate Psychology Program

Academic standards for the Advanced Admission to Graduate Psychology Program require that students maintain a cumulative 3.2 GPA or students will be referred to the Psychology Department Chair for dismissal considerations. Failure to restore the academic standing to a 3.2 GPA following a possible semester of probation will automatically result in dismissal from the Advanced Program. A grade of "F" in any course, a low semester GPA, or participation in unethical or unprofessional practices may also be grounds for dismissal.

Online Graduate Programs

Graduate Degrees: MBA (Master of Business Administration); MSA (Master of Administration); MSAA (Master of Athletic Administration)

About Online and Graduate

Online and Graduate is committed to Union College's mission to serve the academic needs of a diverse community of graduate and continuing education students, in a dynamic and personal environment that promotes intellectual, spiritual, and physical enrichment of students, faculty, and staff, and the economic growth and health of our Appalachian region. There are several graduate degree programs and six (6) terms a year are offered, with courses that are eight (8) weeks in length, to allow learners to accelerate through a degree plan, in order to accomplish their career and educational goals.

Online and Graduate provides the adult learner community with access to graduate degrees and non-credit online professional development programs that encourage an interactive approach to learning. This is accomplished through practitioner-focused course content and faculty who are subject matter experts in their fields.

Dual Master Degrees

Master degree programs within Online and Graduate are offered in a single or dual degree format. Students can complete any of the offered degree as an individual program, or students can combine programs and earn two complementary master degrees (ex. MBA and MSAA). Up to four (12-credit hour) core classes from each program will count towards completion of both degrees. Core classes include (BUAD 500, 505, 515, 600, 665). When comparing programs, the curriculum is designed with 3-4 complementary core courses.

Students who have earned a master degree from Union College may qualify for a second master degree from Union under the following conditions:

- A formal application must be submitted to the appropriate graduate program.
- The student must fulfill all admissions, prerequisite, and course requirements in the second degree program.
- The student must achieve a cumulative GPA of 3.0 or higher with a 3.0 or higher GPA for the second degree program.

Full-Time Enrollment

Registration for six (6) or more graduate credit hours during any semester entitles a graduate candidate to full-time status.

Master of Business Administration (MBA)

Union College offers a fully online MBA for business managers and executives seeking to advance their professional education and career. Union MBA students will gain the knowledge to apply business concepts across disciplines, communication skills to persuade audiences, the essential skills for good leaders, and will develop analytical skills required for effective managers. Prospective MBA students should possess an undergraduate degree in business from an accredited college or university. Students who possess an undergraduate degree in a discipline other than business can still enter the MBA program, but may be required to take additional courses to complete the program.

Applicants who have an undergraduate degree in any business discipline, from an accredited institution, may complete the MBA degree with a minimum of 30 semester hours. Others who have earned an undergraduate degree in other majors/minors can finish the MBA with 30 graduate hours in addition to the necessary Pre-MBA requirements.

Requirements for MBA (Total Minimum Credit Hours Required | 30 Hours)

| Class Name | Credit Hours |
|---|----------------|
| BUAD 500 Managerial & Leadership Analysis | 3 credit hours |
| BUAD 505 Management Information Systems | 3 credit hours |
| BUAD 510 Organizational Finance | 3 credit hours |
| BUAD 515 Marketing for Results | 3 credit hours |
| BUAD 520 Managerial Accounting | 3 credit hours |
| BUAD 605 Contemporary Economic Issues | 3 credit hours |
| BUAD 665 Strategic Decisions | 3 credit hours |
| Business Administration Electives | 9 credit hours |

Pre-MBA Requirements

Applicants who do not possess an undergraduate degree in business may be required to complete the minimal foundation coursework in addition to the 30 hours necessary to satisfy the degree requirements. Which needed foundation course will be determined through a review of the applicant's undergraduate and graduate transcripts. Foundation coursework must be completed prior to full admission with at least a 3.0 GPA and no less than C grade in any course. The foundation courses follow:

| Class Name | Credit Hours |
|---|----------------|
| ACTG 270 or 271 Accounting for Managers | 3 credit hours |

Competency in these areas can be demonstrated by completing specific non-credit continuing education courses offered by Union College:

- Business Finance for Non-Finance Personnel or
- Accounting Fundamentals

Note: None of the foundation courses satisfy the requirements of the 30 hour MBA program. They are prerequisite courses only.

Full Admission Requirements

1. Official transcripts from degree granting institution
2. Application for Admission
3. Two letters of recommendation
4. Statement of goals and objectives
5. Signed Curriculum Contract on file with Department of Online & Graduate Studies
6. Undergraduate GPA of 2.5
7. Non-Business Majors: Pre-MBA Coursework or Competency/Remediation

Master of Science in Administration (MSA)

Union College offers a fully online MSA for administrative professionals seeking to expand their education and career. The degree is specifically targeted to professionals in public administration, human services, non-profit administration, and organizational leadership careers that are seeking a unique degree program to match their career goals. MSA program is for students looking for expanded management and leadership education without the accounting principles associated with a standard MBA degree.

Applicants who have an undergraduate degree in any discipline, from an accredited institution, may complete the MSA degree with a minimum of 30 semester hours. Students are expected to have strong computing skills.

Requirements for MSA (Total Minimum Credit Hours Required | 30 Hours)

| Class Name | | Credit Hours |
|-------------------|---|----------------|
| BUAD 500 | Managerial & Leadership Analysis | 3 credit hours |
| BUAD 505 | Management Information Systems | 3 credit hours |
| BUAD 515 | Marketing for Results | 3 credit hours |
| BUAD 600 | Organizational Behavior & Teamwork Dynamics | 3 credit hours |
| BUAD 610 | Leadership and Human Behavior | 3 credit hours |
| BUAD 650 | Business Ethics and Social Responsibility | 3 credit hours |
| BUAD 665 | Strategic Decisions | 3 credit hours |
| General Electives | | 9 credit hours |

Full Admission Requirements

1. Official transcripts from degree granting institution
2. Application for Admission
3. Two letters of recommendation
4. Statement of goals and objectives
5. Signed Curriculum Contract on file with Department of Online & Graduate Studies
6. Undergraduate GPA of 2.5

Exit Requirements for all Graduate Programs

- Successful completion of required courses
- Minimum 3.0 GPA required

Master of Science in Athletic Administration (MSAA)

The Master of Science in Athletic Administration (MSAA) program includes courses such as Managerial & Leadership Analysis, Marketing for Results, Fiscal Practices in Athletic Administration, as well as special topics in the field such as sports communications, athletic promotions, and facility design and event management. The program also includes a supervised Athletic Administration Internship.

Sports-related jobs are expected to increase 23 percent for the decade ending in 2018, a much larger increase than the average for other employment sectors, according to the Bureau of Labor Statistics. Only a tiny fraction of people will ever join the professional ranks as players, coaches, or top executives, but jobs connected to sports marketing and administration will continue to grow, a result of the increasing demand for sophisticated organizations that specialize in athletics on varying levels.

Union College offers a fully online MSAA program for professionals who want to either begin or enhance a career in sports. The MSAA program focuses on the business of athletics and is taught by qualified faculty with access to team executives, corporate sports consultants, sports agents, and a broad range of other professionals in collegiate, professional, and amateur athletics administration.

Requirements for MSAA (Total Minimum Credit Hours Required | 30 Hours) and 3.0 GPA

| Class Name | | Credit Hours |
|------------|--|----------------|
| BUAD 500 | Managerial & Leadership Analysis | 3 credit hours |
| BUAD 505 | Management Information Systems | 3 credit hours |
| BUAD 515 | Marketing for Results | 3 credit hours |
| BUAD 600 | Organizational Behavior & Team Work Dynamics | 3 credit hours |
| BUAD 610 | Leadership and Human Behavior | 3 credit hours |

| | | |
|----------|--|----------------|
| SPMT 500 | Research Methods | 3 credit hours |
| SPMT 571 | Fiscal Practices in Athletic Administration | |
| SPMT 594 | Special Topics Sports & Athletic Administration, may be repeated | 3 credit hours |
| SPMT 614 | Ethics and Social Responsibility | 3 credit hours |
| Or | | |
| BUAD 650 | Business Ethics & Social Responsibility | 3 credit hours |
| SPMT 696 | Athletic Administration Internship | 3 credit hours |

Full Admission Requirements

1. Official transcripts from degree granting institution
2. Application for Admission
3. Two letters of recommendation
4. Statement of goals and objectives
5. Signed Curriculum Contract on file with Department of Online & Graduate Studies
6. Undergraduate GPA of 2.5

Exit Requirements for all Graduate Programs

- Successful completion of required courses
- Minimum 3.0 GPA required

Union College Low-Residency Graduate Programs

Union College Online and Graduate programs are offered fully online and in a Low-Residency Program format. The Union College Low-Residency format is designed for working graduate students seeking hybrid coursework (courses including an on-campus residency each semester). Union College Low-Residency Programs accept international graduate students studying on an F1 visa.

The programs require attendance at weekend residency classes at the main Barbourville campus or other Union College Instructional site. Graduate students enrolled in a Low-Residency Program will be employed in a position related to their course of study while attending Union College.

Additional Admission Requirements for Students Applying for Graduate Programs, Residency, and an F1 Visa.

1. Documentation of language fluency for non-native speakers of English, such as a score report from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The minimum acceptable TOEFL or IELTS scores for admission are:
 - Paper-based TOEFL (PBT) of 550
 - Internet-based TOEFL (IBT) of 79
 - IELTS of 6
2. Coursework from institutions outside the U.S. require an official transcript evaluation and must include GPA for admission: Approved transcript evaluation firms include:
 - World Education Services (WES)
 - Educational Credential Evaluators (ECS)
 - International Education Research Foundation (IERF)
 - Educational Perspectives (EP)
 - International Credential Evaluations (InCred)

3. Students applying for residency and an F1 Visa must provide a copy of their current passport.

Residency Attendance

Residency weekend sessions are mandatory. A student must attend all three-days (3) to receive credit and fulfill immigration in-seat class component to retain F-1 Status. Should a student not attend any part of a full session, the student will be counted absent for the entire residence weekend. As such, requests to arrive late or leave early will not be approved. Absolutely no exceptions allowed. Missing a residency results in student being dismissed from the academic program and for F1 students, SEVIS record (I-20) terminated.

For international students gathering “Request for Evidence” (RFE) documentation regarding Physical Attendance Records, please use the policy statements above, transcripts demonstrating successful course completion, course syllabi, and personal travel receipts to verify physical course attendance.

Curricular Practical Training

Union College Low-Residency Programs include Curricular Practical Training (CPT). CPT is central to these programs and a required part of the Low-Residency Program curriculum. Students who have received one year or more of fulltime curricular practical training are ineligible for post-completion academic training. Exceptions to the one academic year requirement are provided for students enrolled in graduate studies that require immediate participation in curricular practical training. A request for authorization for curricular practical training must be made to the DSO. A student may begin curricular practical training only after receiving his or her Form I-20 with the DSO endorsement for programs offered in the Low-Residency Program format. This program requires the student take part in an internship that is offered by the sponsoring employer through a cooperative agreement with the school.

Curricular Practical Training is offered through the repeatable course BUAD 696 – Applied Learning Practicum (1 credit hour). This course provides students enrolled in a Low-Residency Program to participate in a curricular practical training program that is an integral part of an established curriculum. This allows for the opportunity to apply essential professional applications to their respective academic coursework. The Applied Learning Practicum can be either an alternative work/study, internship, cooperative education, or any other type of required internship or practicum in an area directly related to the student’s course of study, or project conducted in collaboration with program faculty applying coursework to a professional setting. Failure to complete this course will result in violation of USCIS CPT Regulation.

“An F-1 student may be authorized by the DSO to participate in a curricular practical training program that is an integral part of an established curriculum. Curricular practical training is defined to be alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school.” Source: 2002 Final SEVIS Rule: 67 Fed. Reg. 76256 (December 11, 2002), amending 8 CFR 214.2(f) (10)(i).

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Administration and Business

BUAD 500: Managerial & Leadership Analysis, (3). This course gives attention to the knowledge and skills needed to grow and sustain performance in an organization, whether a full company, department, division, or other strategic business unit within an existing organization by getting the right things done through teams of people. It addresses the common management functions of planning, organizing, leading, and controlling.

BUAD 505: Management Information Systems, (3). This course will investigate issues relevant to effectively managing Information Technology (IT). The functions of and information systems organization will provide the basis for exploring challenges facing Management Information Systems (MIS) managers and e-Business. Management of the fast and ever-changing Information Systems (IS) environment will be a recurring theme.

BUAD 510: Organizational Finance, (3). This course provides students with an elementary understanding of the principles of organizational finance and gives them a basic understanding of the vocabulary concepts, techniques, and institutions underpinning organizational finance. The course applies financial concepts to making business decisions, evaluations, and to the creation of financial operations in organizations, including cash flows, valuations, capital, and long-term financing models. Prerequisite: undergraduate course or competency in Business Financial Analysis.

BUAD 515: Marketing for Results, (3). The use of organizational mission to develop a marketing approach to reach potential constituencies with image, product, and service that will cause those constituencies to utilize the organization to meet their perceived needs in a manner that is profitable to the organization.

BUAD 520: Managerial Accounting, (3). This course examines the accounting practices and techniques that managers use to plan, analyze, and control operations of both manufacturing and service organizations.

BUAD 581: Special Topics in Business, (3). Course Topics include a range of current administration and business topics.

BUAD 600: Organizational Behavior & Teamwork Dynamics, (3). This course responds to the increasing need for cooperative skills in concurrent design and engineering projects, interdepartmental committees, quality circles, self-managed work teams, and relationship selling. Self-awareness is the foundation of group dynamics. Areas to be covered include: individual differences; personality; emotional intelligence; learning; ethics; decision making; and motivation. Group dynamics is understood to be a pillar of organizational success. Areas covered include: communication; group dynamics; leadership; trust; power; and change. Both experiential and theoretical approaches are used to deepen understanding.

BUAD 605: Contemporary Economic Issues, (3). This course is focused on the application of economic concepts and research for business and financial decisions today. Prerequisite: undergraduate course or competency in business statistical analysis.

BUAD 610: Leadership and Human Behavior, (3). Apply leadership principles to the managerial role; examines the behavioral issues related to the interaction of leaders, followers, and situations; reviews challenges, standards, organizational cultures, structures, motivation, and workplace conflict.

BUAD 635: International Business, (3). This course will focus on functional areas of business and their various applications in a global setting. A study of the global business practices commonly used throughout the world.

BUAD 640: Legal Environment of Business, (3). This course provides a study of substantive issues and regulations facing businesses today including the current court structure of the United States, oversight regulations, legal ramifications and procedures for sales and acquisitions, legal requirements and environment pertaining to employees, and the various forms business can adopt.

BUAD 650: Business Ethics & Social Responsibility, (3). A study of selected contributions in political theory and how they contribute to an analysis of public policy on the role of ethical implications of administrative activity, and provides a theoretical framework within which responsible decisions can be made. It relates the ethical considerations and legal principles to the organization's responsibility to society.

BUAD 655: Human Resources Management, (3). This course examines the role of the human resources professional as a strategic partner in managing 21st century organizations. Key functions such as recruitment, selection, training and development, performance management, retention, compensation, and employee relations are examined. Implications of legal environments are discussed and current issues such as diversity, safety and security, employee Internet usage, and rising benefit costs are analyzed. Best practices of human resource practitioners are considered.

BUAD 665: Strategic Decisions, (3). Effective organizations strategically design their mission, vision, structure, and operations to anticipate and respond to external threats, opportunities, and conditions. This course explains how organizations formulate, implement, and evaluate strategies that help ensure their sustainability and profitability. Students are required to present an oral and written case study relating to a present Fortune 500 company, describing the past, present, and future organizational challenges and to recommend effective, productive actions along with an action plan for implementation.

BUAD 696: Applied Learning Practicum Internship (1). This repeatable course provides students enrolled in a Low-Residency Program to participate in a curricular practical training program that is an integral part of an established curriculum. This allows for the opportunity to apply essential professional applications to their respective academic coursework. The Applied Learning Practicum can be either an alternative work/study, internship, cooperative education, or any other type of required internship or practicum in an area directly related to the student's course of study, or project conducted in collaboration with program faculty applying coursework to a professional setting.

Athletic Administration

SPMT 500: Research Methods, (3). This course in research methods prepares the student to understand issues associated with, but not limited to, the logic of the scientific method, research design, and qualitative and statistical analysis of data. Students will be afforded the opportunity to conduct research in the course on topics.

SPMT 571: Fiscal Practices in Athletic Administration, (3). An analysis of financial and economic aspects of professional and collegiate sports. This course will cover such issues as forms of ownership, formulation and development of operating budgets, financial forecasting, taxation, revenue production, risk, economic impact studies, financial planning for sports organizations and professional athletes, and the economic impact of unions in professional sports.

SPMT 594: Special Topics Sport & Athletic Administration, (3). Course topics to include: sports media and communications; sports and athletic promotions; facility design and event management; and sports and society.

SPMT 614: Ethics and Social Responsibility, (3). This course will focus on the exploration of contemporary values, issues, and controversies associated with sport and sport management. It is designed to provide students with a fundamental, theoretical, and practical knowledge of various ethical issues that may arise in sports. Students will become familiar with ethical decision-making methods and potential solutions to ethical issues they may encounter as sports professionals. Ethical concepts and issues will be examined through lectures, class discussions, presentations, and group assignments.

SPMT 696: Athletic Administration, Internship (3). This course allows for the opportunity to apply essential professional applications to their respective academic coursework. The Athletic Administration Internship is overseen by program faculty.

Chemistry

CHEM 531: Organic Spectroscopy, (3). An in-depth understanding of the instrumentation and techniques of modern spectroscopic methods and their application to structural elucidation. Interpretation from techniques such as MS, UV-VIS, IR, NMR and NOESY will be stressed.

CHEM 561: Selected Topics in Chemistry, (3). Topics from current and/or specialized areas of chemistry such as industrial or environmental chemistry. Will vary according to students' needs. May be repeated for a maximum of six (6) credit hours if topics differ. For secondary teachers of chemistry, physics, and biology.

Counseling

COUN 502: Theories of Counseling & Psychotherapy, (3). A comprehensive review of fundamental concepts in personality theories and their applications to counseling and psychopathology, with special focus on explicating the relationship between theory and practice. Key elements and concepts are identifying the strengths and limitations of each of the major theories, as well as commonalities and divergences among them. The course will help students formulate an initial personal theory of counseling from which to build as they evolve through the program. Exploration of Psychoanalytic, Behavioral, Person Centered, Gestalt, Cognitive, and Perceptual-phenomenological theories are among the course focus. Cross-listed with PSYH 502.

COUN 503: Techniques of Counseling & Psychotherapy, (3). Intensive focus on the development of individual counseling skills through readings, discussion, experiential exercises, and feedback on skill development. Reviews of videotaped interviews enhance self-observation skills and understanding of therapeutic process. Prerequisites: COUN 502 and COUN 520. Cross-listed with PSYH 503.

COUN 510: Psychology of Addictions, (3). Major emphasis on factors determining the development of addictions, including physiological, emotional, cognitive, and behavioral dimensions of the addictive process. Also emphasizes intervention and treatment strategies for various types of chemical dependency and substance abuse. Cross-listed with PSYH 510.

COUN 511: Advanced Developmental Psychology, (3). An intensive exploration of the current state of research and theory as applied to human development across the lifespan. Although this course outlines the latest findings on developmental changes that occur from birth to 18, strongest emphasis will be placed upon adult development and changes that are a product of the aging processes. Developmental issues relevant to counseling and the helping professions will be emphasized, along with in-depth discussions of developmental research from primary source material. Cross-listed with PSYH 511.

COUN 520: Advanced Psychopathology, (3). This course involves an examination of current issues related to the classification and diagnosis of abnormal behavior and psychological states. Dimensional, descriptive, and categorical approaches to classification are reviewed, with emphasis on the current forms of adult psychopathology found in the DSM (Diagnostic and Statistical Manual of Mental Disorders). Topics include the symptomatology, etiology, developmental patterns, and treatment approaches to various diagnostic categories. Empirical findings, methodological concerns, and conceptual issues are discussed. Cross-listed with PSYH 520.

COUN 625: Theories of Career Counseling & Development, (S) (3). This course is designed to provide students with an understanding of career development as it impacts on individuals throughout the life span. Emphasis is placed on career and vocational choice theories, current approaches to career development planning and placement, and social and psychological factors in career decision making. Formal and informal occupational classification systems are covered. A great deal of emphasis is placed on practical applications of career theory to school counseling, individual counseling, group guidance, job search and placement, and career adjustment. Cross-listed with PSYH 625.

COUN 630: Family Systems Theory (3). This course examines theoretical approaches including major systems theories, strategies, and techniques of family and relationship therapy. A survey of the development of family and relationship counseling and proponents of the field are studied. Issues of conflict and ethical considerations are examined. The impact of cultural and social forces upon the family system is explored. Cross-listed with PSYH 630.

COUN 645: Group Counseling, (3). This course is a conceptual and experiential introduction to group dynamics, group counseling approaches and models, issues of group leadership, and group facilitation skills. Consideration is given to the goals of group counseling, composition, phases, and research. Includes group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness. Cross-listed with PSYH 645.

COUN 655: Multicultural & Diversity Issues, (3). This course provides the opportunity for counselors and clinicians to strengthen their multicultural awareness, knowledge, and skills in the competencies necessary to effectively evaluate and treat culturally and ethnically diverse clients. Students will be able to develop an awareness of the prevalent beliefs and attitudes of different cultures, and to develop skills useful for appropriate interactions with diverse individuals. In the course of these studies, it is hoped that students will also become more aware of their own cultural values and biases as they study prevalent beliefs and attitudes of different cultures and diverse groups. Cross-listed with PSYH 655.

COUN 688: Practicum in Counseling & Psychotherapy, (3). This course is designed to provide students with a supervised clinical practice experience and meet the requirements for licensure in the state of Kentucky. Students should contact their advisors early in their program to arrange for placement and determine their required hours and supervision needs. This course must be taken near the end of the student's graduate coursework. Prerequisites: Candidacy in the M.A. Psychology program, PSYH 660, or an approved course in professional ethics. Cross-listed with PSYH 688.

COUN 689: Practicum in Assessment, (3). This course is designed to provide students with a supervised clinical practice experience and meet the requirements for licensure in the state of Kentucky. Prerequisites: Candidacy in the M.A. Psychology program, PSYH 660, or an approved course in professional ethics, and clinical assessment courses as required for the student's program. Cross-listed with PSYH 689.

COUN 690: Internship I, (3). This course requires completion of a supervised internship for students in the Counseling Psychology program. These courses are taken over two consecutive semesters, with two registrations (COUN 690 and COUN 691). These courses are intended to provide students with the comprehensive work experience of a professional counselor. Prerequisite: Candidacy in the M.A. Psychology program. Cross-listed with PSYH 690.

COUN 691: Internship II, (3). This course completes the internship requirements for students in the Counseling Psychology program. Prerequisites: COUN 690 and candidacy in the M.A. Psychology program. Cross-listed with PSYH 691.

Economics

ECON 510: Current Topics in Economics, (3). A survey of economic theory, including examples of how it can be taught to K-12 students through examination of current events from the news.

ECON 551: Environmental Economics for Teachers, (3). Methods and materials for integrating economics into the curriculum, focusing on societal choices in the use of scarce resources related to ecosystem survival, environmental quality, and human welfare.

ECON 601: Economics for Teachers, (3). Opportunities to include economic education in any subject area, at any grade level. Teachers in this course discover that they already know and teach economics without realizing it, and learn ways to expand this instruction, or to develop their own plans for teaching economics to their students. This course is designed for teachers and assumes no background in economics.

ECON 605: Consumer Economics for Teachers, (3). An introduction to areas of consumer economics that can be applied at any level, K-12. The course will also provide education in consumer economics issues, which will be of personal interest and use to teachers as consumers.

Education

EDUC 500: Methods of Action Research for Teacher Leaders, (3). This course engages candidates in assessment, research, and methodologies needed in order to create better educational research consumers among practitioners. Candidates will complete a reflective research analysis of local, state, and national student achievement data as relevant to their current or future content emphasis area. Further, candidates will develop an action research project based on student achievement data to be implemented in a P-12 classroom from which findings are analyzed, and change in the candidates' abilities to lead their classrooms as a result is discussed. Candidates will also present the outcomes of their action research project to the Teacher as Leader Capstone Experience Committee as part of Teacher as Leader program exit requirements.

EDUC 501: History & Philosophy of Education, (3). Explores the historical antecedents of American education and the influence of various educational philosophies. Particular attention is given to the main philosophical approaches to teaching, with emphasis on students developing a rationale and strategy for incorporating these ideas in the classroom setting.

EDUC 502: Curriculum Design and Practices for Teacher Leaders, (3). The need to implement current research-based curriculum and related supportive practices is an important element to the teacher as leader principle. In this course, candidates will develop a Curriculum Improvement Plan for their school or school district reflective of current research-based practices, emerging technology advances, and the KYACC (KY Academic Core Content) standards. Further, candidates will create an action plan for the development of a PLC (Professional Learning Community) focused on improving their school or school district's curriculum practices, for presentation at an administrative body within their school or school district (example: Site Based Decision Making Council, Technology Advisory Board, or Assessment Board). Finally, candidates will complete a technology-based group presentation describing deconstruction of KYACC standards toward development of teacher and student learning targets.

EDUC 503: Elementary Curriculum & Design, (3). Examines the fundamentals of curriculum theory and design and the research that informs and shapes reform efforts. Current trends will be discussed in relation to historical precedents and future needs.

EDUC 504: Middle School Curriculum & Design, (3). Introduces and explains the organization and components specific to middle school education and presents current information gathered from studies and research to provide contemporary and realistic examples. The activities will prepare teachers to evaluate the effectiveness of a middle school curriculum and its congruence with Transformations: Kentucky's Curriculum Framework and the Plan of Studies, as well as its effectiveness in promoting student learning.

EDUC 505: Secondary School Curriculum Design, (3). Introduces and explains the various foundations and components of secondary education and presents current information gathered from studies and research to provide contemporary and realistic examples. The activities will prepare teachers to identify important components and features of the secondary school curriculum, evaluate the congruence of a curriculum with Transformations: Kentucky's Curriculum Framework, and evaluate its effectiveness at promoting student learning.

EDUC 506: Introduction Nature & Needs Gifted Learner, (3). In this course, candidates will explore the emergence of gifted education in America by explaining the historical, legislative, and leadership milestones that have shaped current thinking about the role of gifted education, its educators, and students. Further, the course engages candidates in the acquisition of a knowledge base for the role of major historical and legislative milestones that lead to current practices in the gifted education field. Finally, candidates, through course assignments, readings, and discussions, undergo a social transformation into teacher leaders who recognize the needs, challenges, and opportunities related to teaching gifted children in a P-12 setting.

EDUC 507: Assessment & Identification Gifted Learners, (3). This course provides opportunities for candidates to explore the role and responsibilities of gifted educators in identifying and assessing abilities of gifted learners in a P-12 school setting. Candidates will acquire a knowledge base of the role of identification and assessment of gifted learners as a means for schools to meet state and national measures for student success. Through course readings, discussions, and assignments, candidates will become equipped with the knowledge to make personal, social, and intellectual transformations, regarding the use of identification and assessment processes, for gifted learners, to shape the intent of student achievement data across state, national, and international boundaries.

EDUC 508: Multicultural Education & Gifted Learner, (3). The course explores the unique needs and opportunities in providing services to multicultural gifted learners. By comparing these needs and opportunities, candidates will be better prepared to serve diverse groups of learners through social and intellectual transformation. Further, candidates will develop the attitudes, knowledge base, and skill sets needed to provide fair, equitable, and effective services to multicultural learners. Candidates will also be given opportunities to reflect on the social, intellectual, and personal attributes of a teacher leader who effectively addresses the learning needs of multicultural gifted learners.

EDUC 509: Methods & Materials Gifted Educator, (3). The course encourages the development of personal, social, and intellectual acumen needed by candidates to understand how gifted education curriculum development impacts their effectiveness in serving the P-12 teaching profession. The course engages candidates in assessment, research, and methodologies designed to provide effective instruction to diverse populations of gifted learners. Frequent collaboration with master gifted educators who are employed in the P-12 field is a prominent component to the course.

EDUC 511: Assessment Accountability Practices Teacher Leaders, (3). In this course, assessment and subsequent teacher accountability, as the driving force towards increased student achievement in the classroom, are explored. Topics covered in the course include formative and summative assessment practices, assessment of learning vs. assessment for learning, student self-assessment, and group assessment processes. Further, candidates will review local, state, and national student achievement data as a means to develop classroom assessment procedures that reflect the need to close the national achievement gap. In particular, the use of technology in the assessment process including bell-ringers, exit slips, and assessment using smartphone technology will be emphasized throughout all course objectives and assignments.

EDUC 512: Seminar & Practicum Gifted Educator, (3). In this course, candidates explore the role and responsibilities of gifted educators through a structured clinical placement with a gifted educator. Through daily application of services to gifted learners, candidates will develop the leadership skills needed to be successful gifted educators. Candidate experiences in this course develop the social, intellectual, and personal transformations needed to become an effective gifted educator for diverse populations of gifted learners. Frequent collaboration with master gifted educators who are employed in the P-12 field is a prominent component to the course.

EDUC 513: Advanced Instructional Practices Teacher Leaders, (3). The need to implement current research-based instructional practices is an important element to the teacher as leader principle. Particular emphasis will be placed on the role of formative/summative assessment in the development and implementation of instructional practices for the classroom. In this course, candidates will develop a Collaborative Unit of Study reflective of current research-based practices that integrates major themes of the course including RTI (Response to Intervention), PLC, and practices reflective of the Stiggins model of assessment for learning. Further, students will develop a professional development activity based on the Collaborative Unit of Study for presentation at an administrative body within their school or school district (example: Site Based Decision Making Council, Technology Advisory Board, or Assessment Board).

EDUC 520: Techniques & Materials for Classroom, (3). A survey course which briefly examines competing theories of reading/language arts instruction and that proposes an approach which emphasizes consistency and structure in implementing whole language principles. For teachers of early childhood through older elementary grades.

EDUC 521: Curriculum & Pedagogy for the ESL Classroom, (3). As a foundational course for the ESL program, this course provides candidates with the knowledge bases, clinical experiences, and instructional resources to design, implement, and assess curricula specific to the needs of an ESL (English as Second Language) learner. Given the construction of curriculum and candidate assignments, all Kentucky Teacher Standards are addressed in this course. Standards 1 and 2 relate to the academic knowledge that curriculum development plays in teaching and designing lessons. Standards 3 and 4 relate to the abilities of teachers who are well versed in designing pedagogy for diverse classrooms to create lessons for ESL students. Standard 5 relates to the enhanced ability to accurately assess students when greater understandings of cultural traits are developed. Standard 6 relates to the possibilities of using a wide range of materials to support curricular designs and pedagogical strategies. Standards 7, 8, 9, and 10 are addressed by the support of leadership skills as knowledge about designing lessons for diverse classrooms is enhanced.

EDUC 522: Linguistic Applications for ESL Classroom, (3). Course emphasis is placed on assisting the candidate in the development of a rationale and strategy plan for incorporating ethical uses of literary forms as English skills are taught. Thus, particular attention is given to understanding the rationale and application of alternative teaching methodologies that encompass a full range of literacy needs. Course activities include candidate design of three lesson plans for an inclusive ESL P-12 classroom utilizing Core Content for Assessment Standards/Kentucky Core Academic Standards for math, social studies, or science. Candidates will identify instructional strategies/activities and corresponding student assessments to support linguistic development of second language learners. The three lesson plans, one for an elementary, middle, and secondary ESL learner, will include technology, summative and formative assessment, and parental involvement components that reinforce linguistic application by second language learners.

EDUC 523: Multicultural Awareness ESL Classroom, (3). Candidates will acquire the cultural competency to make a positive influence in a multi-cultural educational setting, as it relates to ESL learners and their families. The asset of enhanced divergent awareness will help strengthen the candidate's professional dispositional skill set to work effectively with students, teachers, and administrators. The knowledge to make informed evaluative decisions concerning students with ESL backgrounds also relates to the larger aims of the ESU to instill leadership qualities throughout its program offerings.

EDUC 524: Practicum Teaching for ESL Classroom, (3). Candidates will acquire an enhanced capability to design and implement coursework, to a diverse student body through a guided clinical placement, within a P-12 school setting, supporting the departments' mission to encourage the ethical and professional traits necessary to support the cultural trends in education. A particular emphasis of the course focus on assisting the candidate in the development of a rationale and strategy plan for incorporating ethical uses of cooperative learning strategies to assist in second language acquisition.

EDUC 525: Content Area Literacy Development, (3). Introduces candidates to the unique literacy demands of different disciplines, the instructional or study strategies that enhance content coursework, and the unique needs of the non-reader in the content classroom. Further, candidates will identify and explain the literacy expectations of his/her classroom as set forth in the Common Core Standards ELA, Career and College Readiness Standards, and appropriate content standards.

EDUC 530: Diagnosis/Correction Reading Difficulties, (3). Students will apply knowledge of the stages of literacy achievement and of language and reading development when assessing students and assigning level of needed support, and cite evidence from theory and research to justify decisions. Further, students will apply knowledge of the physical, cognitive, motivational, and affective factors that keep students from achieving appropriate levels of literacy when engaging in diagnosis and when making referrals.

EDUC 551: Culturally Responsive Practices for Teacher Leaders, (1). This course explores the role of the teacher leader towards ensuring student achievement for all students in a global classroom environment. Candidates will develop a "toolbox" of skills and resources to address the individual learning needs of multiple student constituencies in the classroom including ESL students, students with documented exceptionalities (IEPs [Individualized Education Program]) across the full spectrum of need, students identified as GT (Gifted and Talented), students from variant socioeconomic backgrounds and cultures, and students of different genders and sexual orientations. Candidates will complete a clinical placement in a setting that offers exposure to an ethnic, cultural, or socioeconomic perspective different than their own and provide a reflection of their experience.

EDUC 573: Advanced Technology Practices for Teacher Leaders, (3). Remaining at the forefront of advancement in technology allows candidates to truly become assets to their schools and develop themselves as teacher leaders. This course engages candidates in current and emerging technologies in educational practices. Topics covered include the use of technology as a tool for communication, assessment, research, and classroom management. Particular emphasis will be placed on the use of software including Skype, Smartphone, use of social media including Facebook and YouTube in the classroom, and formative/summative assessment processes through texting.

EDUC 589: Teacher Leaders as Transformers of Education, (3). This course explores the idea of "out of the box" thinking by candidates to cover KYACC standards. Further, course objectives and assignments will focus on preparing students across all grade levels in the areas of career development, college readiness, and life skills. In particular, candidates will develop proficiencies needed to advance student achievement including: problem-solving and critical thinking skills, presentation skills, ability to work in groups or teams, work ethic behaviors, and writing skills. Particular emphasis will be placed on the use of vocational instruction as a means to cover KYACC standards and in preparing students for career development and/or college readiness needs.

EDUC 601: Advanced Middle Grade Child, (3). This course examines in depth the transition of students from childhood to adolescence, including a study of the physical, social, emotional, and intellectual needs unique to the middle grade student; social, economic, and political forces impacting middle schools; and implications for courses of study, learning environments, and teacher characteristics. This course promotes the application of what is known about this age group to models of effective teaching, learning, and schooling. An emphasis is also placed on roles of middle grades teachers in promoting the healthy development of young adolescents.

EDUC 670: Directed Field Project, (3). Required in all Rank I programs. Following prescribed guidelines, the student works on a problem of practical significance in the school or school district, and prepares a formal project report. A written project proposal is prepared during the first month of the course. Students must complete course requirements by the end of the term in which they are registered. Regular consultation with the instructor is expected. Cross-listed with EDAD 670.

Educational Administration

EDAD 530: School Law, (3). History of legal provisions for public education in the United States, interpretation and application of present school law, federal, and state.

EDAD 531: Foundations Multicultural Education, (3). In this course, candidates develop the personal, social, and intellectual aptitudes needed to apply theoretical concepts toward increased student achievement in a global, P-12 classroom. The course also addresses significant cultural competency challenges that have been identified, through research-based assessments, as being variables that impact the student achievement gap.

EDAD 532: Introduction to International Education, (3). This course engages candidates in assessment, research, and methodologies of multicultural education in order to create culturally competent practitioners. Elements of the course are designed to address issues of diversity, assessment, and curriculum design to enhance learning of a diverse P-12 student population. Further, candidates will examine international educational systems and their relationship to human and national development.

EDAD 533: Diversity in Learning and Evaluation, (3). Upon completion of this course, candidates will develop a deeper understanding for and successfully utilize student assessments toward the objective of increasing student achievement rates in a global, P-12 classroom. Further, candidates will explore the legal and ethical issues of assessing diverse student populations and examine the use of Traditional Norm-Reference testing with diverse student populations. Finally, candidates will develop an understanding of and skill base for implementing universal design, assessments, and classroom accommodations as a means of advancing student achievement within diverse student populations.

EDAD 534: Instructional Strategies for Multicultural Populations, (3). Candidates will examine the educational context for diversity from a culturally diverse learner viewpoint and examine current research as it applies to instructional strategies for culturally diverse learners. Further, candidates will explore and implement strategies for direct learning, cooperative learning, and mnemonics for culturally diverse learners.

EDAD 535: Effective Classroom Management Practices for Diverse Classrooms, (3). In this course, candidates will examine the role of a P-12 student's culture as a means of developing effective classroom management strategies. This exploration also includes review of parental involvement and student achievement assessments of diverse student populations, when determining the use of individualism and collectivism frameworks, for classroom management strategies. Through clinical placements, candidates will also implement and evaluate classroom management strategies that build upon the strengths of culturally diverse learners across the P-12 spectrum.

EDAD 540: School Finance/Business Management, (3). Federal, state, and local financing of schools, equalization of educational opportunities, sources of school revenue, school budgets, and business methods of accounting.

EDAD 545: Introduction: Educational Administration, (3). Organization of the modern public school, staff-teacher relationships, programs of studies, teacher records and reports, personal and public relations, utilization of teacher time and physical facilities, and the impact of judicial policy making.

EDAD 546: Introduction to Educational Policy, (3). This course examines the changing role of educational policy and its impact on teacher leaders and the classrooms they lead. Candidates will make connections to educational policy implementing Common Core Standards and the process of establishing subsequent KCAS (Kentucky Core Academic Standards). A particular emphasis of the course focuses on the use for educational policy as an avenue for designing effective professional development activities for teacher leaders.

EDAD 547: Political Influencers on Educational Policy, (3). In this course, candidates will develop dispositional characteristics of an informed teacher leader who understands the impact of political groups, including teacher leaders, in shaping educational policy. Additionally, candidates will develop the skills needed to understand the degree of political influence in establishing educational policy and its implementation in school districts. Finally, candidates will explore the connection of instruction of underrepresented minority student populations and the spheres of political influence on educational policy.

EDAD 548: Comparative Profiles in Educational Policy, (3). Through comparison of Western and Non-Western educational policy and assessment of their results toward increasing student achievement rates, candidates will gain a global perspective of education across multiple ethnic and cultural groups. Candidates will also use comparison of educational policy in different countries to examine the impact of these policies on the macro and micro levels.

EDAD 549: P-12 Assessments and Educational Policy, (3). Upon completion of this course, candidates will develop a deeper understanding for and successfully utilize student assessments toward reaching the objectives of the educational policy that requires them. As such, the dispositional characteristics of a teacher leader who reflects on individual student learning are further advanced. A major component of the course is looking at the effectiveness of student assessments and measures designed under the idea of “one size fits all” in providing an accurate depiction of student learning.

EDAD 550: Special Topics in Educational Policy, (3). In this course, candidates will explore selected issues and topics relevant to educational policy in a P-12 school setting. Through course assignments, readings, and clinical placement, candidates will develop the skills needed to understand leading issues and topics related to current educational policy. As such, candidates will acquire a knowledge base to better understand educational policy and its application to service as a teacher leader.

EDAD 554: Human Resource Development, (3). A study of the purposes, principles, and techniques of educational supervision. Emphasis on the instructional aspects of school administration.

EDAD 560: School & Community Relations, (3). Examination of school-community relationships. Special emphasis on leadership roles, operational modes, and communication concerning public school relations.

EDAD 565: Special Education Law & Procedures, (3). This course is designed to give students a practical understanding of current policies, procedures, and regulations concerning special education in Kentucky. A review of court cases regarding special education will play a major part of the course.

EDAD 670: Directed Field Project, (3). Required in all Rank I programs. Following prescribed guidelines, the student works on a problem of practical significance in the school or school district, and prepares a formal project report. A written project proposal is prepared during the first month of the course. Students must complete course requirements by the end of the term in which they are registered. Regular consultation with the instructor is expected. Cross-listed with EDUC 670.

EDAD 680: Research and Seminar in Supervision, (3). Designed to acquaint the student with recent research and to identify trends, innovations, and problems in supervision. The student works in a practicum setting for 100 clock hours under a qualified administrator, reports on recognized research studies, keeps a log of practicum experiences, and participates in scheduled seminars.

Educational Studies Specialist (Ed.S.)

EDAD 600: Ethics of Educational Leadership, (3). Introduces candidates to the idea of ethical decision-making in the field of educational leadership. The course will examine dominant theorists and principles that have shaped modern perspectives on ethical decision making and their relevance in an ever-changing global society. A particular emphasis of the course is placed on current issues related to educational leadership and the idea of “ethical dilemmas.” Through course assignments, discussions, and assigned readings, students will be able to explore and define their current ethical perspective on educational decision-making.

EDAD 610: Educational Leadership Theory, (3). Examines the divergent theories of educational leadership for operation of educational institutions, programs, and services. Special emphasis is given to the idea of leadership theories (examples: Psychological Size, Peter Principle) in the various duties performed by educational leaders and administrators on a daily basis. Additional topics covered, as related to educational leadership theory, include institutional vision and mission statements, program and personnel evaluation, resource management, interpersonal communications, and partnership development and expansion.

EDAD 620: Educational Psychology, (3). The course covers the study of human growth and development across the life span. Emphasis will be on normal growth and milestones as well as barriers to development achieved in the physical, cognitive, social, and emotional systems. The course also examines the context of culture as it relates to growth and development. Before teachers can assume their important positions in an educational system, they must first thoroughly understand how children grow and develop normally, understand some of the theories and research examining that growth and development, and know how to apply that knowledge to the varying individuals who will represent the learners whose lives they affect. Many times, educators find themselves challenged by differing levels of ability, social skills, and experience, as well as learners from other cultures. To serve as effective educators, students must know how to adapt methods in order to incorporate all students into a group of successful learners.

EDAD 631: Legal Issues in Educational Organizations, (3). The course continues the exploration of legal issues that dominate the field of education. The intent of this course is to closely examine certain aspects of court decisions and laws affecting educators and students. Particular emphasis will be placed on issues including special education, the rights of students, educators, and other stakeholders, and controlling court decisions. Students will be expected to critically examine state and federal court decisions as well as statutes affecting the broader education field. The intent is for each student to understand the often complex legal principles of court decisions.

EDAD 635: Program Evaluation & Improvement, (3). The course focuses on the role of program evaluation and improvement for educational programs, services, and activities. With the increased demand for variant assessments towards goals of accountability and improvement, effective program evaluation methods remain an invaluable tool for today's educators. Through study of program evaluation methods, action research projects, and service as “observers” in a current program evaluation activity, students will gain more knowledge of best practices for program evaluation.

EDAD 641: Problems in Education, (3). An examination of principles, practices, goals, and processes in education. Course discussions will include analyses of topical challenges faced by the varying stakeholders in the education system. Some emphasis will be placed on the specific challenges in the broader education field in the 21st century. Topics of discussion include but are not limited to national standards and expectations of learners, implications of budget cuts to local, state, and national education resources, changing definitions for student achievement, and school redistricting.

EDAD 642: Grant Writing for Educational Organizations, (3). The course focuses on the role of writing grant submissions in educational leadership. The course will examine researching sources of funding for educational programs including for-profit and nonprofit agencies, foundations, scholarships, and state and federal grants. Students will develop the knowledge necessary to compose submission materials for funding across multiple program and agency requirements. A particular emphasis on the application, revision, and evaluation of federal grant submissions is examined.

EDAD 661: Seminar in Educational Decision Making, (3). Through assigned readings, course assignments, and clinical placements, students will explore foundational elements of transformational and transactional leadership as they relate to educational programs, services, and activities. Students will be challenged to examine their own leadership styles based on the ideas presented in class to determine how their views on leadership compare or contrast to the ideas of transformational and transactional leadership. A particular emphasis of the course is placed on the 50-hour clinical placement within an educational program, service, or activity, and related assignments.

EDAD 662: Practicum in Educational Decision Making, (3). The course focuses on the idea of leadership practice and theory as it relates to building an organization's culture. As such, the role of an educational leader is examined through the lens of establishing, supporting, and advancing an organizational climate towards success. A particular emphasis is placed on examining the use of human and material resources as it applies to leadership theory and practice.

EDAD 689: Quantitative Research and Statistics in Leadership Studies, (3). Examines the role of the educational leader as researcher. Through assessment processes and review of local, state, and national data, students will become better prepared to engage in effective, proven, data-driven decision making. A particular emphasis on accountability in the pursuit of data-driven decision making is present throughout the course.

EDAD 690: Ed.S. Writing Project, (3). In this course, students will execute an action research project on a specific project or problem in education. The project will be reflective of the student's program of study, current role in education, or future career aspirations in the field of education. As part of their research, students will complete a 35-hour clinical placement reflective of their research assignment as a means to explore the connection between course knowledge and "real world" application. Students will produce an end result using APA format and other guidelines established by the instructor.

English

ENGL 502: Advanced Composition, (S) (3). Writing competency is reinforced by developing what has been learned in previous writing courses. The instructor will assign factual narratives, autobiographies, or other significant writing projects. Odd years only.

ENGL 512: Composition for Teachers, (S) (3). Discusses current trends in Composition theory, pedagogy, and research; literacy theory and research; narrative ideology; and other issues of concern to writing teachers, such as technology in the classroom, workshop techniques, assignment design and sequence, and assessment. Even years only.

ENGL 523: History of the English Language, (F) (3). A study of the origins and development of the English language from Anglo-Saxon times to the present. Supplementary readings in early and medieval English history with emphasis on the effects of historical events on language change. Odd years only.

ENGL 561: World Cultures in Literature, (F) (3). Exploring a world culture through the stories it tells about itself and its relationships with other cultures, including fiction, drama, poetry, film, popular music, and the oral tradition. Cultures may include Asia, Africa, the Middle East, Latin America, the Classical World, and national literatures underrepresented in the Undergraduate Core. This course may be taken more than once providing that the course content is different. The class schedule will designate the specific content covered. Even years only.

ENGL 562: American Cultures in Literature, (S) (3). Exploring an American culture through the stories it tells about itself and its relationships with other cultures, including fiction, drama, poetry, film, popular music, and the oral tradition. Cultures may include African America, Native America, Hispanic America, urban America, Southern America, and Appalachia. This course may be taken more than once providing that the course content is different. The class schedule will designate the specific content covered. Even years only.

ENGL 573: Shakespeare, (F) (3). A critical approach to selected histories, comedies, and tragedies, focusing on historical context, the plays as cultural phenomena, and timeless human, literary and dramatic qualities. Odd years only.

ENGL 581: Special Topics in Literature, (3). Intensive study of a literary topic, author or theme. This course may be taken more than once providing that the course content is different. The class schedule will designate the specific content covered.

General Science

GNSC 561: Topics in Physical Science, (3). Enrichment and updating elementary and middle grade teachers on selected topics in astronomy, physical science, and modern physics. Selected science journal articles will be reviewed. The course will include several lecture demonstrations and hands-on experience with laboratory equipment.

GNSC 570: Earth Science for Teachers, (3). A course for middle school and elementary teachers presenting Earth Science concepts outlined in Kentucky's Program of Studies.

GNSC 571: Literary Approach to Life Science, (3). This course, for elementary school teachers, presents an integrated approach to scientific instruction using fictional children's literature and laboratory activities as its foundation. Students will study the life cycle of organisms, using terraria and aquaria to model habitats and ecosystems.

GNSC 575: Topics in Physical Science: Energy and Motion, (3). A course for primary /intermediate teachers of science presenting physical science concepts outlined in Kentucky's Program of Studies and Core Content for Assessment.

GNSC 584: Plate Tectonics, (3). A theory which professional geologists once scoffed at has revolutionized Earth Science in the last decades. In this combination lecture/laboratory course, students will construct models and analyze actual data to reconstruct the historical development of this important theory.

Graduate Studies

GRST 500: Introduction to Education Graduate Studies, (1). A course designed to introduce students to graduate study at Union College. Students will complete an entrance writing exercise and receive training in MyUnion, Webmail, and Chalk & Wire electronic portfolio.

GRST 501: Introduction to Psychology Graduate Studies, (F) (S) (1). A course designed to introduce students to Psychology graduate study at Union College. Students will complete an entrance writing exercise and receive training in MyUnion and Webmail.

History

HIST 513: Twentieth Century America, (S) (3). Selected topics on the nation's history since 1919, including the 1920s, the Great Depression, the New Deal, World War II, the Cold War, the Civil Rights Revolution, and political and social developments since 1945. Even years only.

HIST 521: History of Appalachia, (F) (3). A survey of the region from settlement to the present, with emphasis on the period since the Civil War. The course examines the diversity of historical development within the region, and the paradox of relative isolation along with integrating aspects of industrialization and modernization. Odd years only.

HIST 531: The American Revolutionary Era, (S) (3). A study of the causes, events, and consequences of the American Revolution from the end of the Seven Years War through the ratification of the Constitution. Historiographical controversies will be emphasized. Odd years only.

HIST 541: Civil War and Reconstruction, (S) (3). A study of the events, causes, and consequences of the American Civil War. Attention is paid to primary sources, and especially the analysis of conflicting scholarly interpretations. Even years only.

HIST 551: Renaissance and Reformation, (S) (3). A study of the medieval roots of the Renaissance and the Protestant Reformation and their development in the early modern period of European history. Particular attention is given to the complex relationship between Renaissance humanism and Reformation religious thought and the enduring social and cultural influence of the two movements on Western civilization. Cross-listed with RLGN 552. Even years only.

HIST 561: Islamic Empires and Civilization, (F) (3). The political and religious history of the Middle East from the beginnings of Islam to the beginning of the modern period. Particular attention is given to Islamic contact with Greek and Christian civilization. Odd years only.

HIST 575: Special Topics in American History, (F) (3). Topics that might be covered include, but are not limited to, such titles as Colonial America, the Early National Period, Industrial America in the Gilded Age, the Progressive Era and World War I, the Period between the World Wars, World War II, the United States since 1945, the Vietnam War, American Economic History, American Constitutional History, African-American History, and the American South. Even years only.

HIST 576: Special Topics in World History, (3). An intense, analytic study of a major problem or topic in world history. May be repeated for credit as long as the topic is different.

HIST 581: Special Topics in History, (3). Designed for teachers with special areas of interest.

Mathematics

MATH 531: Topics in Modern Math for Elementary Teachers, (3). A study from a historical and theoretical viewpoint of topics in mathematics taught in elementary grades. Number systems, number theory, real numbers, logic, geometry, probability, and statistics. Credit not granted to students who have completed both MATH 203 and MATH 204.

MATH 532: Modern Math Laboratory, (3). An active involvement in laboratory/hands-on experiences with multi-base blocks, Cuisenaire rods, fraction squares and bars, geoboards, Power Solids, etc. All topics are taught using concrete material to develop concepts. Topics: probability, space and dimensionality, measurement, structure, procedures, change, number, and technology.

MATH 581: Special Topics in Mathematics, (3). Designed for teachers with a special interest in Mathematics.

Physical Education

PHED 501: Health, Nutrition, and Physical Education, (3). A comprehensive look at the health, nutrition, and physical education needs of elementary school children. The development of unit plans, daily lesson plans, and teaching activities as indicated by the AAHE and AAHPERD/NASPE. An assessment of children's nutritional and physical education participation habits.

PHED 503: Curriculum Design in Physical Education, (3). A comprehensive course intended to equip the student with the necessary information to design a curriculum plan in physical education, at any level, emphasizing basic movement skills at the elementary level, team sports at the middle school level, and lifetime games, sports and activities at the high school secondary level. Past, present, and future trends will be analyzed along with various influences that impact the field. Creative methods of instruction as well as interdisciplinary considerations will be discussed.

PHED 525: Motor Learning in Physical Education, (3). An in-depth study of motor learning theories, principles, and application in physical education programs.

PHED 535: Psychological Foundations of Sport and Human Performance, (3). An in-depth look at the psychological as well as some social concerns of sport and human performance. Topics include motivation, psyching-up, team cohesion, exercise adherence, mental imagery, visualization, and exercise and its ability to postpone the effects of aging. The objective of the course is to enable students to comprehend and apply available information to enhance their effectiveness as teachers and coaches.

PHED 550: Seminar in Physical Education, (3). An advanced course of selected topics of interest in the field of physical education. Previous topics have included legal issues of sport, non-traditional lifetime sports, and sociological issues of sport.

Psychology

PSYH 502: Theories of Counseling & Psychotherapy, (3). A comprehensive review of fundamental concepts in personality theories and their applications to counseling and psychopathology, with special focus on explicating the relationship between theory and practice. Key elements and concepts are identifying the strengths and limitations of each of the major theories, as well as commonalities and divergences among them. The course will help students formulate an initial personal theory of counseling from which to build as they evolve through the program. Exploration of Psychoanalytic, Behavioral, Person Centered, Gestalt, Cognitive, and Perceptual-phenomenological theories are among the course focus. Cross-listed with COUN 502.

PSYH 503: Techniques of Counseling/Psychotherapy, (3). Intensive focus on the development of individual counseling skills through readings, discussion, experiential exercises, and feedback on skill development. Reviews of videotaped interviews enhance self-observation skills and understanding of therapeutic process. Prerequisites: PSYH 502 and PSYH 520. Cross-listed with COUN 503.

PSYH 505: Foundations of Chemical Dependency I, (F) (S) (4). Introduction to the foundations of the alcohol and drug abuse rehabilitation field. Emphasis on the roles and responsibilities of the addictions counselor. Focus is on the first six of the 12 core functions: screening, intake, orientation, assessment, treatment planning, and basic counseling skills. Interactive work is stressed.

PSYH 506: Foundations of Chemical Dependency II, (F) (S) (4). Introduction to the foundations of the alcohol and drug abuse rehabilitation field. Emphasis on the roles and responsibilities of the addictions counselor. Focus is on the last six of the 12 core functions: case management, crisis intervention, client education, referral, reports and recordkeeping, and consultation with other professionals in regard to client treatment and services. Interactive work is stressed. Prerequisite: PSYH 505.

PSYH 507: Ethical Issues in Chemical Dependency Treatment, (1). Introduces students to the ethical issues involved in chemical dependency treatment. Special attention will be given to the epidemiology of HIV/AIDS, hepatitis, tuberculosis, and sexually transmitted diseases that frequently infect people who use drugs or who are chemically dependent. Students will examine treatment options and prevention strategies. The ethical and legal issues that impact infected individuals as well as the larger community will be explored. Students are expected to demonstrate respect for the client and an appreciation of individual and cultural differences, including sexual orientation. They are also expected to explore their own attitudes and biases about HIV/AIDS and infectious diseases.

PSYH 510: Psychology of Addictions, (S) (3). Major emphasis on factors determining the development of addictions, including physiological, emotional, cognitive, and behavioral dimensions of the addictive process. Also emphasizes intervention and treatment strategies for various types of chemical dependency and substance abuse. Cross-listed with COUN 510.

PSYH 511: Advanced Developmental Psychology, (F) (3). An intensive exploration of the current state of research and theory as applied to human development across the lifespan. Although this course outlines the latest findings on developmental changes that occur from birth to 18, strongest emphasis will be placed upon adult development and changes that are a product of the aging processes. Developmental issues relevant to counseling and the helping professions will be emphasized, along with in-depth discussions of developmental research from primary source material. Cross-listed with COUN 511.

PSYH 512: Statistics for Mental Health Professionals, (F) (3). The course examines descriptive and inferential statistics with the emphasis on understanding fundamental concepts and applying data-analytic techniques to psychological studies and mental health literature. Students will gain the knowledge necessary for conducting psychological research activities, reviewing the literature, and understanding statistical tests and data analysis.

PSYH 513: Recovery & Relapse, (S) (3). This course is designed to address the diverse issues that are related to 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 12-step approach to recovery. Using a holistic perspective, students will gain insight into basic recovery principles as they are related to the process and prevention of relapse.

PSYH 515: Quantitative/Qualitative Methods, (S) (3). The intention of this course is to expand knowledge of the principles of research design across the range of major psychological research strategies, including both qualitative and quantitative methods. It aims to develop understanding of the intrinsic strengths and weaknesses of diverse investigative strategies in psychological inquiry, facilitate educated and analytical appraisal of empirical social science literature, and affords basic knowledge of applying various methodological strategies in research projects.

PSYH 520: Advanced Psychopathology, (F) (3). This course involves an examination of current issues related to the classification and diagnosis of abnormal behavior and psychological states. Dimensional, descriptive, and categorical approaches to classification are reviewed, with emphasis on the current forms of adult psychopathology found in the DSM (Diagnostic and Statistical Manual of Mental Disorders). Topics include the symptomatology, etiology, developmental patterns, and treatment approaches to various diagnostic categories. Empirical findings, methodological concerns, and conceptual issues are discussed. Cross-listed with COUN 520.

PSYH 524: Biological Systems of Chemical Dependency, (F) (S) (3). Exploration of the physiological effects of chemical use on human biological systems and human development. Emphasizes identification and management of chemically induced crises situations, including issues in co-morbidity and prevention.

PSYH 554: Human Sexuality, (Online) (3). This course is focused on the interplay between motivation, behavior, cognition, and emotion. The understanding of it is used to help people improve their emotional self-regulation, motivation, and cognitive-behavioral restructuring in the co-creation of their relationships and adjustment to the world.

PSYH 560: Personality Theories, (F) (3). This course is a systematic survey of the major theories of personality. Personality theories from the psychoanalytic, behavioral, phenomenological-existential, trait-factor, and social learning traditions are presented and contrasted. The fundamental assumptions, nature of development, and individual variability of personality are presented for each outlook. The application of personality research is discussed in a variety of areas such as the study of aggression, anxiety, altruism, and locus of control.

PSYH 570: Learning Theories for Educators, (3). The major focus of this course is an exploration of how individuals learn, including specific learning theories and their relation to classroom teaching.

PSYH 575: Advanced Behavioral Neuroscience, (S) (3). This course provides an in-depth examination of the biochemical, neuro-anatomical, and physiological bases of human and animal behaviors such as sensory-perception, motor function, language, learning, memory, and emotion. Prerequisites: an undergraduate course in Physiological or Biological Psychology, Neuroscience, Neuroanatomy, or Neurophysiology or permission from instructor.

PSYH 581: Special Topics in Psychology (3). Intensive study of selected topics of interest within the discipline of psychology. May be repeated for credit as the topic varies.

PSYH 590: Advanced Forensic Psychology, (3). Students will gain practical experience through information disseminated regarding being an expert witness, writing forensic evaluations, and general interactions with the courts. Through lectures, readings, review of case law, and term papers, students will gain both a theoretical and practical understanding of criminal and civil forensic psychology practice. At the end of the course, students should fully understand the assessment of malingering, denial, parenting and guardianship evaluations, the ethical issues involved in forensic psychological evaluation and practice, and the research foundations in forensic practice.

PSYH 592: Social & Community Psychology, (S) (3). This course provides an understanding of human behavior as a function of social and cultural factors. Social psychology topics covered include social influence theory, attitude formation and change, social cognition, interpersonal perception, obedience and conformity, altruism, aggression, and stereotyping. The influence of factors such as cultural, racial, gender, and age differences on clinical practice are discussed. Includes community psychology contribution to prevention and interventions in the field.

PSYH 600: Advanced Human Growth & Development, (3). This course introduces studies that provide an understanding of the nature and needs of persons at all developmental levels and in diverse cultural contexts. This course also provides a systematic study of human development emphasizing physical, personality, cognitive, moral, and psychosocial developmental theories and issues, with an emphasis on facilitating optimal development and wellness over the lifespan.

PSYH 605: Health Psychology, (F) (3). This course overviews key theoretical concepts in health psychology, the multidisciplinary field that integrates biomedical and psychological knowledge to address a range of factors influencing physical and mental health. Common conditions in which biopsychosocial factors contribute to the underlying pathophysiology, disease course, or the individual's capacity for coping will be discussed. Psychological theories and practices relating to health and illness are also explored.

PSYH 615: Industrial and Organizational Psychology, (3). The course examines both the traditional "industrial" (i.e., personnel) psychology and specific research methods, as well as the "organizational" topics as well. Within these large areas, topics like career choice; training; performance assessment and prediction; work motivation; job satisfaction; leadership; work teams; group dynamics; decision making; organizational culture, conflict and change; work-family balance; work schedules, and stress will be addressed. Prerequisites or co-requisites: PSYH 512 and PSYH 515.

PSYH 625: Theories of Career Counseling & Development, (3). This course is designed to provide students with an understanding of career development as it impacts on individuals throughout the life span. Emphasis is placed on career and vocational choice theories, current approaches to career development planning and placement, and social and psychological factors in career decision making. Formal and informal occupational classification systems are covered. A great deal of emphasis is placed on practical applications of career theory to school counseling, individual counseling, group guidance, job search and placement, and career adjustment. Cross-listed with COUN 625.

PSYH 630: Family Systems Theory (3). This course examines theoretical approaches including major systems theories, strategies, and techniques of family and relationship therapy. A survey of the development of family and relationship counseling and proponents of the field are studied. Issues of conflict and ethical considerations are examined. The impact of cultural and social forces upon the family system is explored. Cross-listed with COUN 630.

PSYH 640: Group Dynamics, (Winter) (3). This course presents a rationale for moving to group procedure. It provides a basis for the understanding of group structure, group topology, and group dynamics. It explores group processes.

PSYH 645: Group Counseling & Psychotherapy, (3). This course is a conceptual and experiential introduction to group dynamics, group counseling approaches and models, issues of group leadership, and group facilitation skills. Consideration is given to the goals of group counseling, composition, phases, and research. Includes group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness. Cross-listed with COUN 645.

PSYH 651: Emotion, Motivation & Cognition, (S) (3). This course applies learning theory and principles to the psychology of behavior. This course demonstrates how learning principles work in both animals and humans and how the study of learning helps solve practical problems, such as improving study skills and relationships, and nurturing children.

PSYH 653: Advanced Psychotherapy Strategies & Interventions, (3). This course is focused on the theories, practice, and research relevant to evidence-based treatment in clinical psychology. Evidence-based principles for child, adolescent, and adult practice are reviewed and practiced. Prerequisite: Candidacy in the Clinical Psychology Graduate Program or permission from instructor.

PSYH 655: Multicultural & Diversity Issues, (S) (3). This course provides the opportunity for counselors and clinicians to strengthen their multicultural awareness, knowledge, and skills in the competencies necessary to effectively evaluate and treat culturally and ethnically diverse clients. Students will be able to develop an awareness of the prevalent beliefs and attitudes of different cultures, and to develop skills useful for appropriate interactions with diverse individuals. In the course of these studies, it is hoped that students will also become more aware of their own cultural values and biases as they study prevalent beliefs and attitudes of different cultures and diverse groups Cross-listed with COUN 655.

PSYH 660: Ethics & Professional Practice, (F) (3). This course is intended for students enrolled in the graduate psychology program. The content of the course includes ethical standards and values for guiding the professional practice of persons working in the field of mental health. The emphasis will be on ethical principles, code of conduct, and the Health Insurance Portability and Accountability Act.

PSYH 665: Diagnosing & Treatment Planning, (3). This course is a survey of the specific criteria required for proper diagnosing of mental disorders and proper treatment planning. Upon completion of the course, students will have the ability to make accurate provisional five axis diagnoses using DSM-IV-TR criteria and be competent in applying a variety of related treatment planning tasks such as case conceptualization, scope of practice, establishing viable, articulate treatment plans, and using treatment protocols. Cross-listed with COUN 665.

PSYH 670: Clinical Assessment of Intellectual Functioning, (3). Covers the development, administration, scoring, and interpretation of the most commonly used intelligence and achievement tests in psychological assessment. It includes coverage of the various Wechsler Scales, Stanford-Binet, DAS, WIAT, Woodcock-Johnson Battery, various measures of adaptive behavior, and other related tests of interest. Test selection, report writing, and diversity issues in appropriate test usage are also discussed. Prerequisite: candidacy in the M.A. Psychology program.

PSYH 673: Psychopharmacology, (3). This course examines the pharmacological impact of drugs on the brain and behavior with a particular emphasis on clinically-diseased states and the use of medications for treating mental disorders. Initial topics include an introduction to fundamental principles of pharmacology, an overview of synaptic transmission, and a brief review of brain structure and function. Additional topics include practical application: What should I know about the medicines my clients are taking? How do I educate clients about their medications? What positive effects and side effects might I see in my patients taking medication? The course uses a case-based approach to review basic anatomical, physiological, and chemical characteristics of the nervous system to understand the rationale for using medications, along with their limitations and side effects. Specific drug classes to be considered include antidepressants, anxiolytics, antipsychotics, narcotic analgesics, sedative hypnotics, and antiepileptic medications. Finally, course looks at how therapists can work effectively with family members, physicians, and other members of the collaborative mental health care team.

PSYH 674: Psychometrics, (3). Psychological Testing is an important tool in many areas of psychology. The Psychometrics course deals with the Psychological Test Construction. Some of its main topics are Item Analysis, both from the perspective of the Classical Test Theory and of the Item Response Theory, the Rasch Measurement Model, Test Reliability, Validity, and Test Score Interpretation. Exploratory Factor Analysis will also be presented, as well as an introduction to the Confirmatory Factor Analysis (Structural Equations Modeling). Prerequisites: PSYH 512 and PSYH 515. Prerequisite or co-requisite: either PSYH 670 or PSYH 675.

PSYH 675: Clinical Assessment/Emotional Psychological Functioning, (3). The course examines and compares various methods of personality assessment of adolescents and adults, including standardized tests, behavioral analyses, and interview techniques. Students are given practical experience using the MMPI (Minnesota Multiphasic Personality Inventory), and projective techniques, among other contemporary instruments. Prerequisite: Candidacy in the M.A. Psychology program.

PSYH 676: Cognitive Bases of Behavior, (3). This course examines a variety of concepts in learning and cognitive processes, including contemporary theories and research, along with their influences on behavior. Topics to be covered include perception, attention, imagery, memory, language, problem-solving, and decision-making. For each topic, the evidence will be considered in the context of theory and empirical research.

PSYH 688: Practicum in Counseling & Psychotherapy, (3). This course is designed to provide students with a supervised clinical practice experience and meet the requirements for licensure in the state of Kentucky. Students should contact their advisors early in their program to arrange for placement and determine their required hours and supervision needs. This course must be taken near the end of the student's graduate coursework. Prerequisites: Candidacy in the M.A. Psychology program, PSYH 660, or an approved course in professional ethics. Cross-listed with COUN 688.

PSYH 689: Practicum in Assessment, (3). This course is designed to provide students with a supervised clinical practice experience and meet the requirements for licensure in the state of Kentucky. Prerequisites: Candidacy in the M.A. Psychology program, PSYH 660, or an approved course in professional ethics, and clinical assessment courses as required for the student's program. Cross-listed with COUN 689.

PSYH 690: Internship I, (3). This course requires completion of a supervised internship for students in the Counseling Psychology program. These courses are taken over two consecutive semesters, with two registrations (PSYH 690 and PSYH 691). These courses are intended to provide students with the comprehensive work experience of a professional counselor. Prerequisite: Candidacy in the M.A. Psychology program. Cross-listed with COUN 690.

PSYH 691: Internship II, (3). This course completes the internship requirements for students in the Counseling Psychology program. Prerequisites: PSYH 690 and candidacy in the M.A. Psychology program. Cross-listed with COUN 691.

PSYH 696: Integrative Project I, (3). The Integrated Project is the Capstone for the online M.A. Psychology program. The project will analyze and synthesize theoretical and applied concepts from a specialized area selected by the student. Students are expected to demonstrate mastery of knowledge, scholarship, and research proficiencies in an identified field of psychology. Prerequisites: Candidacy in the M.A. Psychology program and completion of all course work. Cannot be fulfilled by transfer.

PSYH 697: Integrative Project II, (3). This course completes the Capstone Integrated Project for the online M.A. Psychology program. Prerequisites: PSYH 696, candidacy in the M.A. Psychology program, and completion of all course work. Cannot be fulfilled by transfer.

Religion

RLGN 552: Renaissance and Reformation, (F) (3). A study of the medieval roots of the Renaissance and the Protestant Reformation and their development in the early modern period of European history. Particular attention is given to the complex relationship between Renaissance humanism and Reformation religious thought and the enduring social and cultural influence of the two movements on Western civilization. Cross-listed with HIST 551. Even years only.

RLGN 579: Seminar in Religion, (S) (3). Intensive study of special topics in religion.

Special Education

SPED 501: Survey of Exceptional Learners, (3). This survey course is designed to acquaint students with all types of exceptional children including the physically and mentally disabled, socially and emotionally disturbed, and the gifted and talented as well as methods of adapting education to meet the needs of these children.

SPED 502: Early Childhood Education for Exceptional Learners, (3). This course is designed to provide a general overview of current models of education for disabled infants and preschoolers in self-contained, mainstreamed, or home setting.

SPED 503: Behavior Management for Exceptional Learners, (3). This course will help students study and apply theories and procedures currently utilized in the field of special education for the educational management of students with emotional/behavioral disabilities. Prerequisite: SPED 501.

SPED 504: Career Education for Exceptional Learners, (3). This course provides students with methods and materials for infusing career education for the mildly disabled (K-12).

SPED 511: Assessment Procedures for Exceptional Learners, (3). This course will help students learn and apply assessment procedures for children with learning disorders in academic and social behavior areas. Emphasis will be placed on the use of various informal and formal assessment methods. Prerequisites: SPED 501 and SPED 503.

SPED 513: Diagnosis and Prescriptive Teaching, (3). This course is designed to help teachers acquire the ability to diagnose specific educational difficulties in children and adolescents with learning and behavior problems and to develop effective interventions to address their particular learning issues. Prerequisite: SPED 511.

SPED 515: Instructional Procedures for LBD Learners, (3). This course will present an overview of instructional strategies and teaching methods in addition to providing experiences in planning and implementing individualized programs for children who exhibit learning and behavioral problems.

Wellness

WELL 551: School and Community Health, (3). Reveals the relationship needed between the school and community to promote the total health of the population. Guest speakers are secured from local, district, state, and regional agencies. Activities include field trips to local health, water, and sewage treatment agencies. A wide variety of health related areas are covered including nutrition, physical fitness, drugs, alcohol, human sexuality, childhood diseases, emotional health, and services of health departments.

WELL 552: Readings in Health, (3). A course enabling students to research the literature in the area of health, not only to increase basic knowledge but to become aware of current trends and issues. Includes completion of a computer search with appropriate bibliographical citation (APA) for an assigned health topic and development of a list of health journals appropriate for the student's grade level of teaching.

WELL 575: Critical Areas in Health, (3). Specific health problems confronting society today, with particular reference to secondary-age students.

WELL 582: Safety Education Workshop, (3). Accident problems in the home, in the school, at work, and on the highways are discussed with the purpose of being able to influence those who teach by preparing them in the various areas of safety. Groups specialized in a variety of safety areas, such as National Safety Council, American Red Cross, State Fire Marshal's Office, Consumer Product Advocate, Homeland Security, Department of Fish and Wildlife, and Kentucky State Police will be utilized.

WELL 595: Independent Study, (3). Independent study in the field of health. May include practical field experiences.

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Dr. Doug Branch, Director Athletic Training Program

Andra Butler, Director of Financial Aid

Clay Butler, Director: Sports Medicine & Drug Education Program

Robin Carr, Coordinator: Payroll and Benefits

Meghann Chesnut, Director of Undergraduate Recruitment

Kayse Cornett, Development Coordinator

Tim Curry, Director of Athletics

Billie Daniels, Library Public Services Manager

Taylor Drake, Assistant Director: Sports Communication

Jason Els, Director of Housing/Residence Life & Summer Conferencing

Eric Evans, Director: Administrative Systems

Deloria Faulkner, Coordinator: Student Accounts

Fernanda Frey, Assistant Director: Campus Life

Lori Fuson, Student Support Services Counselor

A.J. Gambrel, Assistant Athletic Trainer

Chris Gibson, Admission Counselor

Paula Grubb, Educational Studies Specialist

Phillip Horn, Network Administrator

Drew Horner, Transfer Admissions Counselor

Preshus Howard, Director: ESU Candidate/Licensure Services

Kathy Inkster, Registrar

Dr. Larry Inkster, Director of Compliance, AAC Faculty Athletic Representative
James Jamerson, Director: Physical Plant
Anisa James, Director of Educational Partnership
Jacob Janutolo, Assistant Athletic Trainer
Regina Johnson, Grant Writer
Sean Jump, Reference & Instruction Librarian
Ivana Kazic, Director of Alumni
Sam Lee, Director: Athletic Recruitment & Retention
Dan Malloy, Book Store
Lee Ann Martin, Food Service Director
Tammy McKnight, Campus Nurse
Rev. David Miller, College Minister
Deborah Miller, Coordinator: Institutional Effectiveness and Research
Roscoe Moonieyan, Athletics Business Manager
Anthony Murphy, Technical Support Specialist
Jon North, Director of Sports Broadcasting & External Operations
Sherry Partin, Assistant to the President
Dr. Barry Pelfhrey, Executive Director of Institutional Effectiveness and Research
Danae Phillips, Student Success Coordinator
Jordan Poole, Athletic Trainer
Lauren Reynolds, Coordinator: Annual Fund
Dr. Melinda Rice, Online Learning Activity Coordinator
Debbie Ross, Undergraduate Admissions Office Manager
Jacob Scalf, Physical Therapist
Glenda Schilt, Director: Advancement Services & Stewardship
Regina Shackelford, Coordinator: Student Support Services
Kevin Simpson, Academic Technology Specialist/Webmaster
Cordellya Smith, Academic Counselor
Lynn Smith, Director of Human Resources
Londa Sowders, Financial Aid Counselor
Jay Stancil, Director: Strategic Sports Communications
Brian Strunk, Executive Director of Advancement
Merry Thompson, Director: Servant Leadership
Emily Trinqué, Content Producer
Walter Wahlstedt, System Administrator
Kirstie Warren, Education and Retention Specialist
Gina Witt, Financial Aid Counselor
Karen Wynn, Nursing Lab/Simulation Director

Union College Faculty

*Graduate Faculty

Lisa F. Abner: Assistant Professor of Nursing. A.D.N., B.S.N., M.S.N. Eastern Kentucky University; D.N.P. University of Kentucky

***Fidelis M. Achenjang: Professor of Chemistry.** M.Sc. The University of London; Ph.D. University of Wyoming

Karen C. Armour: Instructor of Political Science. B.A., M.A. University of Memphis

Robert T. Armour: Associate Professor of Criminal Justice. B.S. University of Texas; M.A. University of Memphis; J.D. Southern Methodist University

***Ronald J. Benedict: Assistant Professor of Exercise Science.** B.S., M.Ed., Ph.D. Wayne State University

***Kathy Blaydes-Walczak: Associate Professor of Psychology.** B.A., M.A. Western Kentucky University; Ed.D. Argosy University

Douglas W. Branch: Assistant Professor of Athletic Training; Director Athletic Training Program. B.S. Wingate University; M.S. Marshall University; Dh.S. A. T. Still University

Robert E. Chandler, Jr.: Professor of Biology. A.B. Ripon College; Ph.D. Johns Hopkins University

Wanda C. Clouse: Assistant Professor of Educational Studies. B.S., M.A. Union College

***Shayne D. Confer: Associate Professor of English and Reading.** B.A. Indiana University of Pennsylvania; M.A. University of Montana; Ph.D. Duquesne University

Tara L. Cooper: Associate Professor of Library Science; Vice President for Learning and Information Resources. B.S., M.S. Eastern Kentucky University; M.S.L.S. University of Kentucky

Bruce W. Cory: Assistant Professor of Spanish and Humanities. B.A., M.A. University of Dayton; M.A. Cleveland State University

***Daniel J. Covington: Professor of Biology.** B.S., M.S. Tulane University; Ph.D. Texas A&M University

Kathleen P. Flynn: Assistant Professor of Psychology and Health. B.S. The State University of New Jersey Rutgers Douglass College; B.H.S. University of Kentucky; M.S., Ed.S. Western Kentucky University; Ed.D. University of the Cumberland

Lindsey M. Frazier: Assistant Professor of Nursing. A.A.S. Somerset Community College; B.S.N., M.S.N. Indiana Wesleyan University

Hugo A. Freund: Professor of Social and Behavioral Sciences. B.A. Skidmore College; Ph.D. University of Pennsylvania

Virginia G. Gandy: Associate Professor of Music. B.M.Ed., M.M. Mississippi College; D.M.A. University of South Carolina

John A. Gould: Associate Professor of Business. B.S. Louisiana State University; M.A. Sonoma State University; D.A. George Mason University

Marisa E. Greer: Assistant Professor of Nursing. B.S., M.S., Ed.D. Eastern Kentucky University

Jennifer M. Hatfield: Associate Professor of Wellness. B.S., Ed.S., Ed.D. Lincoln Memorial University; M.A. Eastern Kentucky University

Marcia A. Hawkins: President. B.A., Ph.D. University of Texas at Arlington; M.S.Ed. Texas Wesleyan University

***Lori K. Henderson: Associate Professor of Education.** B.A. Hanover College; M.A., Ed.S. Spalding University; Ed.D. University of Kentucky

***John L. Inkster: Professor of Health & Physical Education; Faculty Athletic Representative.** B.S., M.A. Union College; M.S. Eastern Kentucky University; Ph.D. University of Kentucky

Kevin S. Jump: Assistant Professor; Reference & Instruction Librarian. B.S. Union College; M.S.I.S. University of Tennessee

Sunil K. Karna: Assistant Professor of Physics. B.Sc. LNM University; M.Sc. Tribhuvan University; M.S. University of Memphis; Ph.D. University of Alabama

Lydia P. Kitts: Instructor of Communication. B.A. Lees McRae College; M.A. Kent State University

Kyung H. Lee: Associate Professor of Management. B.S. University of Arizona; M.S. Capitol College; D.B.A. Argosy University

***Christine A. Marley-Frederick: Professor of Communication.** B.S., M.A. Ball State University; Ph.D. University of Oklahoma

David H. McCullough: Instructor of Music; Director of Bands. B.M., M.M. West Virginia University

Mayla D. McKeehan: Instructor of Theatre (Part-Time). B.A. Florida State University; M.A. Union College

Adam M. Meadows: Assistant Professor of Mathematics. B.A. University of Virginia at Wise; M.S. East Tennessee State University; M.B.A. King University

James A. Messer: Assistant Professor of Recreation Management; Director of Outdoor Programs. B.S. Union College; M.A. University of Louisville; M.S.

Myrtle M. Mills: Assistant Professor of Nursing. B.S., M.S.N. Eastern Kentucky University

Bruce W. Miracle: Associate Professor of Library Science. B.A., M.A. Eastern Kentucky University; M.S.L.S. University of Kentucky

Melissa H. Owens: Assistant Professor of Nursing. A.S.N. Waukesha County Technical College; B.S.N., M.S.N. Eastern Kentucky University

Carolyn S. Payne: Professor of Accounting. B.S. Union College; M.B.A. Morehead State University; D.B.A. Nova Southeastern University

Joseph W. Pearson: Assistant Professor of History. B.A. University of Kentucky; M.A., Ph.D. University of Alabama

David M. Powell: Assistant Professor of English. B.A. Henderson State University; J.D. Washington and Lee University; Ph.D. University of Georgia

***Joy M. Ramsey: Associate Professor of Graduate Education.** B.S., Ed.S., Ed.D. East Tennessee State University; M.A. Union College

***Michael G. L. Ramsey: Professor of History.** B.A. University of Tennessee; M.A., Ph.D. University of Virginia

***Jason E. Reeves: Professor of Education.** B.A. Eastern Kentucky University; M.A. Union College; Ed.D. University of the Cumberlands

***Melinda S. Rice: Professor of Special Education; QEP Director.** B.A. Warren Wilson College; Ph.D. Northwestern University

Faiz Salehi: Associate Professor of Biology. B.Sc., M.Ed. Southwestern Oklahoma State University; Ph.D. University of North Texas

Jacob R. Scalf: Physical Therapist; Associate Lecturer. B.S. Union College; D.P.T. University of Kentucky

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

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

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

Keith M. Stafford: Associate Professor of Mathematics. B.S. University of Wisconsin-Stout Menomonie; M.S., Ph.D. University of Wisconsin-Milwaukee

Christy L. Sulfridge: Assistant Professor of English. B.A. Asbury University; M.F.A. Regent University

***Ilie P. Vasilescu: Professor of Psychology.** B.S., Ph.D. University of Bucharest

Karl R. Wallhausser: Associate Professor of English. B.A. Berea College; M.A. University of Kentucky

***David C. Williams: Associate Professor of Business.** B.A. Emory & Henry College; M.B.A. Vanderbilt University; D.B.A. University of Phoenix

Faculty Emeriti

Kenneth N. Alford: Associate Professor Emeritus of Mathematics. B.S. Texas A&M University; M.S. New Mexico Highlands University

Martin R. Botkin: Professor Emeritus of Recreation Management. B.S., M.S., Ph.D. North Carolina 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

L. James Cox: Professor Emeritus of Social Work and Sociology. B.A. Cumberland College; M.S.S.W. Raymond A. Kent School of Social Work University of Louisville

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

James R. Garrett: Professor Emeritus of English. B.S. University of Alabama; B.S., M.A. University of Montevallo; Ph.D. Auburn University

Melissa M. Garrett: Associate Professor Emeritus of Library Science. B.S. University of Montevallo; M.L.S. University of Alabama; M.A. Union College

Arthur H. Hafner: Professor Emeritus of Education (Deceased). A.A. Green Mountain College; Ph.B. Muhlenberg College; M.A. Lehigh University; Ed.D. Teachers College Columbia University

Ella K. Hensley: Professor Emeritus of Economics. B.A., M.A., M.A.M.R.D., Ph.D. University of Florida

Mary A. Lay: Associate Professor Emeritus of Education. B.S., M.S. University of Kentucky

Thomas J. McFarland: Professor Emeritus of Music. B.M. Union College; M.M. University of Akron; Ph.D. Kent State 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

Donald R. Musselman: Associate Professor Emeritus of Graduate Education. A.A. Monterey Peninsula College; B.S. East Tennessee State University; M.E., Ed.D. Virginia Polytechnic Institute and State University

Rebecca A. Pettys: Professor Emeritus of Theatre. B.A. Berea College; M.A. Northwestern University; Ph.D. Indiana University

Betty Stroud: Professor Emeritus of Music (Deceased). B.S. Northeast Louisiana State University; M.M. Louisiana State University; Ed.D. University of Illinois

John C. Taylor: Professor Emeritus of History. B.A. Juniata College; J.D. Duke University; M.A., Ph.D. Pennsylvania State University

Andelys Wood: Professor Emeritus of English. A.B. Middlebury College; Ph.D. Indiana University

President Emeritus

Jack C. Phillips: President (1983-1996). A.B. Birmingham-Southern College; M. Div. Vanderbilt University; LL.D. Union College



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